VIEW OF HALL.

Seventh Annual Catalogue of the State Normal School of Colorado

Greeley, Colo., 1896-1897

NORMAL PUBLISHING COMPANY,
GREELEY.
1897.

1897

SEPTEMBER

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1898

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ANNOUNCEMENTS.

1897—1898.

FALL TERM, SIXTEEN WEEKS.

Begins Tuesday, September 7, 1897.
Closes Friday, December 23, 1897.
Vacation ten days.

WINTER TERM, ELEVEN WEEKS.

Begins Tuesday, January 4, 1898.
Closes Friday, March 18, 1898.

SPRING TERM, ELEVEN WEEKS.

Begins Monday, March 21, 1898.
Closes Wednesday, June 1, 1898.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sabbath Evening, May 29, 1898.
Commencement Concert, Monday Evening, May 30, 1898.
Class Day Exercises, Tuesday, May 31, 1898.
Alumni Anniversary, Wednesday, June 1, 1898.
President's Reception, Wednesday Evening, May 1, 1898.
Commencement, Thursday, June 1, 1898.
Kindergarten Commencement, Friday, May 27, 1898.
Alumni Banquet in December, 1897, at S. T. A., Denver.

BOARD OF TRUSTEES.

HON. J. W. MCCREERY.....Greeley
Term expires 1903.

HON. RICHARD BROAD, JR.....Golden
Term expires 1903.

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.....Colorado Springs
Term expires 1901.

GRACE ESPEY PATTON, State Superintendent of Public Instruction.....Denver
Term expires 1899.

OFFICERS.

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

STANDING COMMITTEES.

Finance:

N. B. Coy. Richard Broad. Mrs. A. G. Rhoads.

Instruction and Course of Study:

H. H. Grafton. N. B. Coy. J. W. McCreery.
Miss Grace E. Patton. Mrs. A. G. Rhoads.

Kindergarten and Model School:

Mrs. A. G. Rhoads. Miss Grace E. Patton.
Dr. R. W. Corwin.

Library:

Dr. R. W. Corwin. Miss Grace E. Patton.
H. H. Grafton.

Executive and Building:

Richard Broad. H. H. Grafton.
J. W. McCreery.

FACULTY.

1896–1897.

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

JAMES H. HAYS, A. M., Vice President.
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.,
Physiography 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.

E. G. DEXTER, A. M.,
Experimental Psychology and Physiology.

*Resigned January 1, 1897.

*A. P. WILLS, Ph. D.,
Physical Science.

J. R. WHITEMAN, Pd. B.,
Vocal Music.

J. F. DANIELS,
Librarian and History of Art.

EDGAR L. HEWETT, Pd. B.,
Superintendent Model School and Child Study Department.

M. NORA BOYLAN,
Assistant in Model.

†HELEN DRESSER, Pd. B.,
Assistant in Model.

‡ELEANOR PHILLIPS,
Assistant in Model.

ANNA MILLIGAN, A. B.,
Assistant in Model.

LIZZIE H. KENDEL, Pd. B.,
Assistant in Model.

LAURA E. TEFFT,
Superintendent Kindergarten.

A. L. EVANS,
Landscape Gardener.

BENJAMIN STEPHENS,
Engineer.

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* Assumed his duties January 1, 1897.

† Miss Dresser resigned January 1, 1897.

‡ Assumed her duties January 1, 1897.

FACULTY COMMITTEES.

1897—1898.

Executive:

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

Athletic:

SARAH B. BARBER. C. T. WORK. E. G. DEXTER.

Social:

LAURA E. TEFFT. J. F. DANIELS. JAMES H. HAYS.

Mentor:

N. M. FENNEMAN. LIZZIE H. KENDEL. E. L. HEWETT.

Society:

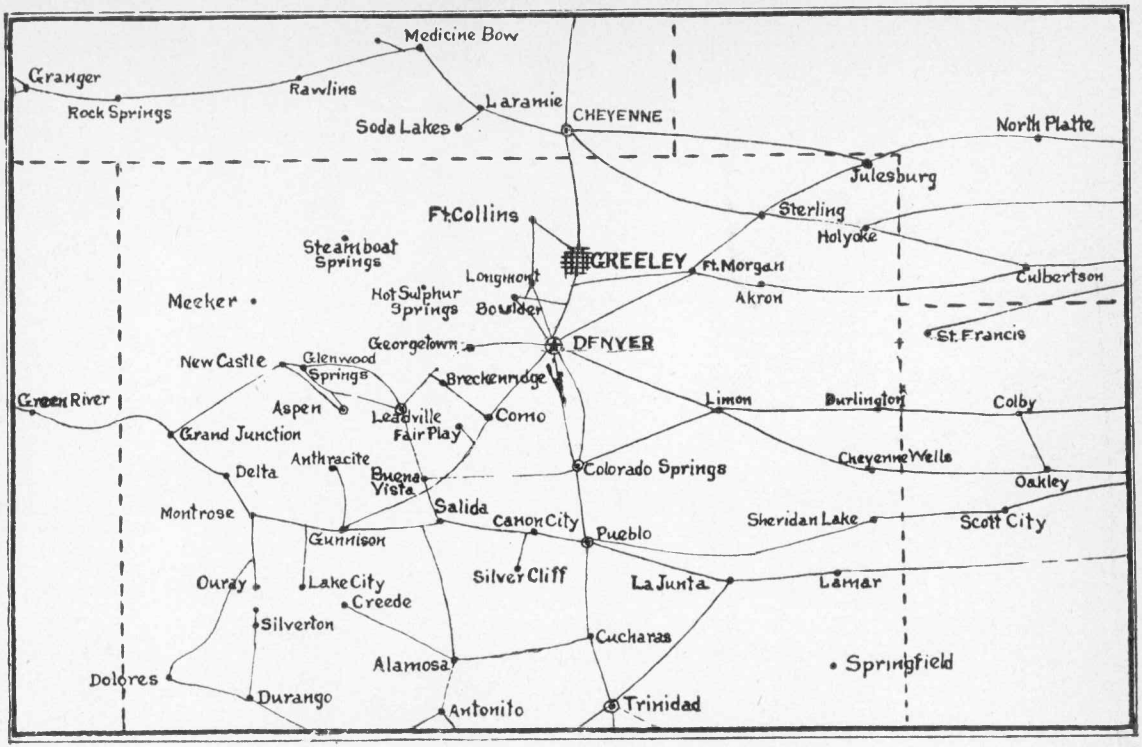
A. P. WILLS. C. T. WORK. J. H. HAYS.

Visitors:

E. G. DEXTER. A. E. BEARDSLEY. A. P. WILLS.

Correspondence:

E. L HEWETT. C. T. WORK. M. NORA BOYLAN.



GREELEY AND VICINITY

VIEW OF ROCKY MOUNTAINS FROM NORMAL CAMPUS.

HISTORY OF SCHOOL.

The Colorado 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.

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

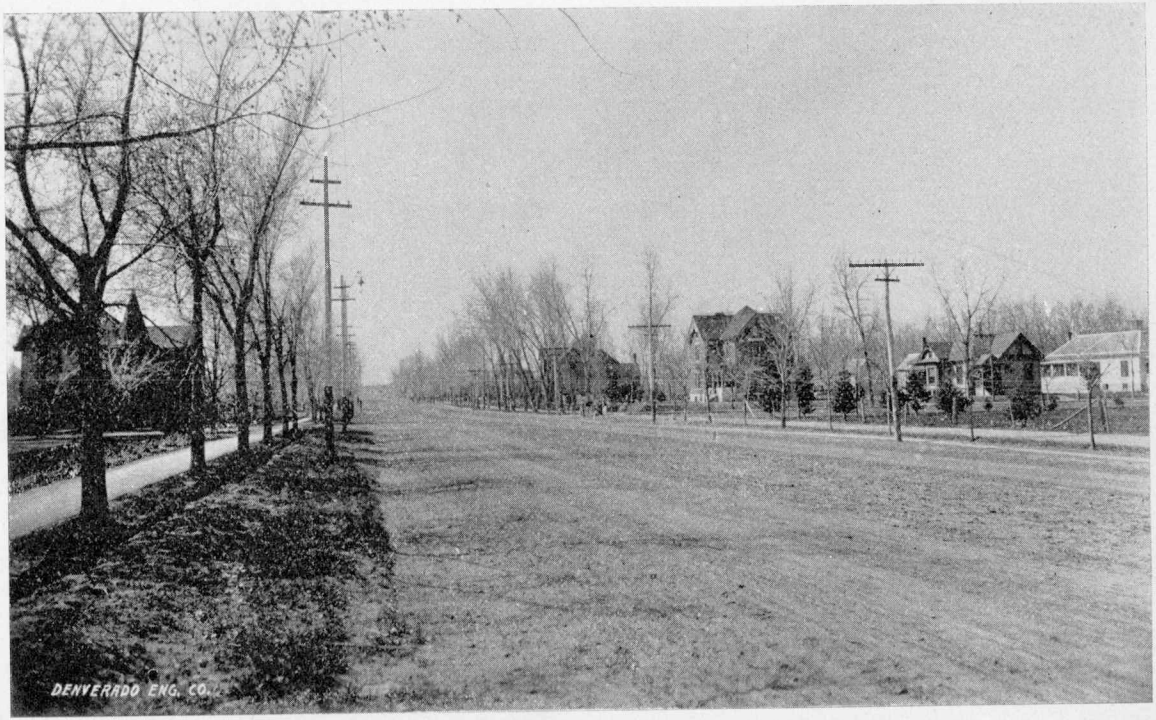
At the last meeting of the board of trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers who hold first or second grade certificates. This policy makes the institution a professional school in the strictest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

LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific 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 AVENUE.

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. 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 Normal School 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 four immediate agencies involved in education: *The teacher, the child, nature and man.* 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 objects of nature, among the various processes of the mind, among people, and between nature and mind. That a teacher may understand this *inner law*, he must have a knowledge of nature, mind, people and their relations. Out of it 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 recognize the body as a phenomenon of life, and mind as a phenomenon of spirit. Such a preparation as indicated above is the result of the threefold nature of development. It is training of *the hand*, *the head* and *the heart*.

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

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

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

He should know the relation of a child's develop ment 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 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 mod-

eling 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.*

Summarizing the above it would seem that those who are preparing to teach should receive pedagogical training in the following lines or centers of physical, mental and ethical activity:

MAN IN HIMSELF.

Embracing—

Physiology.
Psychology.
Ethics.
Religion.

MAN IN THE RACE.

Embracing—

History.
Anthropology.
Literature.

MAN IN NATURE.

Embracing—

Biology.
Physics.
Chemistry.
Physiography.
Astronomy.

MAN IN SOCIETY.

Embracing—

Economics.
Government.
Home.

MAN IN EXPRESSION.

Embracing—

Language.
Drawing.
Construction.
Music.
Painting.
Art.

MAN IN SCHOOL.

Embracing—

School economy.
History of education.
Philosophy of education.
Science of education.
Art of teaching.
Art of management.

TERM SCHEDULE.

SOPHOMORE.

FALL TERM.

Algebra (4.)*
Geometry.
Zoölogy and Botany.
History and English (4).
Latin (4).
Elocution and Delsarte (2).
Society Work.

WINTER TERM.

Algebra (4).
Literature and English (4).
Zoölogy—Botany.
Geometry (4).
Latin (4).
Elocution and Delsarte (2).
Society Work.

SPRING TERM.

Algebra (4).
Fiction and English (4).
Botany and Zoölogy.
Geometry (4).
Elocution and Delsarte (2).
Latin (4).
Society Work.

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

JUNIOR.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

Physiography (4).
Psychology (4).
Latin (3).
Literature and English (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).
Mathematics (4).
Delsarte (2).
Society Work.

WINTER TERM.

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

SPRING TERM.

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

POST-GRADUATE COURSE.

This course is intended for those who want to pursue pedagogical work more broadly and more deeply than the previous course admits. It is to prepare training teachers, principals, superintendents and high school teachers. Graduates of the State Normal School, principals of schools who have had sufficient previous preparation, college graduates who have had experience in teaching may take this course in one year's resident work. Arrangements may be made to do non-resident work.

LINES OF WORK.

I. History of Pedagogy—

1. Educational systems—the conceptions underlying them, their evolution, their success, their failure, their founders.

2. A study of the great educators—theoretical and practical—and their influence on pedagogy and the social problems of their times and the present.

3. The influence of the doctrine of evolution on pedagogy, and also its influence on moral and social problems.

II. Psychology—

1. The history and comparison of psychological methods, the old and the new psychology.

2. Race psychology as worked out through history and literature and through the developing child.

3. Experimental psychology—its methods and its results as worked out in the laboratory.

4. Child psychology—its methods and results.

5. Educational psychology—the discussion of psychological topics, with special reference to teaching and courses of study.

III. Pedagogy—

1. The application of psychology to teaching—the principles which are applied in teaching reading, history, literature, geography, language, mathematics, science, etc.

2. A study of the principles which underlie method, management and supervision.

3. Studies in universal pedagogy—pedagogy as applied to all human activity.

IV. Science—

A study of some phase of science as to subject, method, processes and results—field and laboratory work, enriched by a study of the literature pertaining to it.

V. Mathematics—

A study of mathematics from arithmetic to calculus inclusive as to subject, method, processes and results. The work will be done in field and laboratory.

VI. Language—

1. A study of English through the best literature, resulting in criticism, reviews, theses.

2. A study of methods and principles in teaching from the primary school to the high school, inclusive.

3. The same plan pursued with the modern and ancient languages.

VII. Schools—

1. A study of schools through the observation and through literature.

2. Criticism as to method, principle, purpose and results.

3. The work will embrace a study of the kindergarten, elementary school, and the high schools.

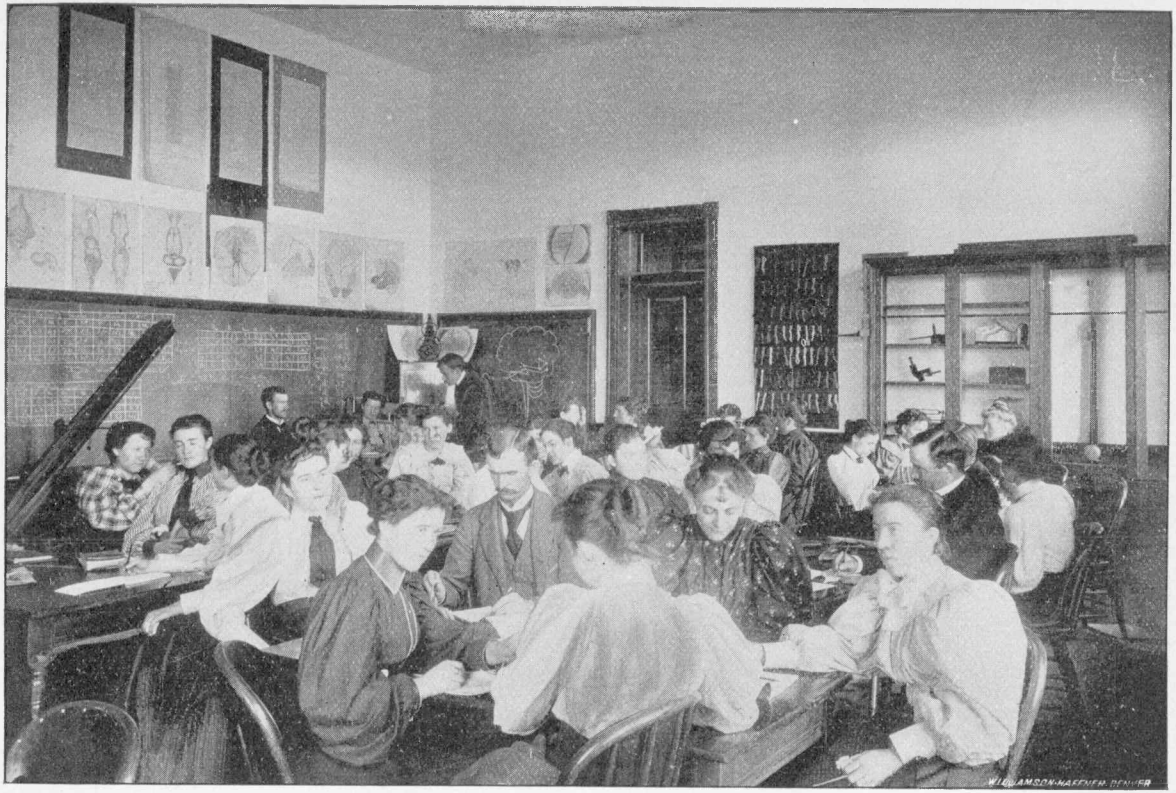
VIII. Industrial Work—

1. All phases of industrial work, embracing the kindergarten, hand work, the sloyd, the manual training, and the technical school.

2. A study of the philosophy underlying them, the method, processes and the results on the individual, society and civilization.

OUTLINE OF 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.



PSYCHOLOGICAL LABORATORY.

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.* Character and influence are the result of all the training the individual has had; to develop power and skill in teaching and character is the work of the school. This requires a knowledge of the child in its triune nature—physical, mental and moral—a knowledge of *physiology, psychology* and *ethics,* a knowledge of the *history, science, art* and *philosophy of education, of school management* and *observation and practice in the model school.*

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 intro-

spective. 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.

The work in psychology divides itself into the following courses: Preliminary, experimental, historical, and educational.

PRELIMINARY COURSE.

This introductory work is to introduce the pupil to the study of psychology through the observation and analysis of his own mental processes and those of others; to the study of expression as a realization of what has gone on within.

The method pursued in this study is largy inductive—the device being experiment. In this way the subject is made concrete.

Observation of the children in the kindergarten and in the model school is made to interpret various phenomena that arise in the study of mental processes and their corresponding expression.

This course in a general way familiarizes the pupil with the study, and prepares him for the more extended and scientific

PHYSIOLOGICAL PSYCHOLOGY, OR EXPERIMENTAL COURSE.

The course in psychology for the junior year is, as far as it is possible to make it so, experimental. It is, in every sense, a course in the "New Psychology." To the present generation belongs the credit of placing this branch among the empirical sciences where it belongs, and divorcing it from its older, speculative affiliations. The course to the juniors is very largely physiological. Since the mind has been proven to be so closely associated with the body, so easily and markedly affected by bodily change, the "New Psychology" takes up the study of the mind, from the standpoint of the body; especially the nervous system.

The first term of the course is identical with the course in physiology, consisting of five recitations or laboratory periods each week.

The following subjects are considered:

The development of the nervous system.

The nervous system in man.

The functions of the nervous system.

The skin, and the dermal sense.

The kinæsthetic and static senses.

The tongue, and the gustatory sense.

The nose, and the olfactory sense.

The eye, and the ocular sense.

The ear, and the auditory sense.

The laboratory is well equipped with duplicate sets (24) of all the simpler apparatus for following individ-

ually the course of experiments outlined in Dr. Sanford's "Experimental Psychology."

All the data taken by the class are carefully tabulated and preserved, and form a valuable reference library.

Besides the duplicate sets of apparatus for the simpler experiments, the laboratory contains several hundred dollars' worth of more elaborate pieces, making it one of the best equipped psychological laboratories in the West. Among these are a "Fitz" chronoscope; a chronograph, with electrical time-marker and reaction apparatus; a sphygmograph; amyograph; "Galton's" whistle and "Appun's reed," for finding the upper and lower limits of pitch; full sets of color-blind testers and blind-spot cards; teeter-board and turning-table, for work with the static sense, besides many other pieces.

No regular text book is used in this course, but the library contains a psychological alcove of several hundred volumes, and constant use is made by each student of the works of Ladd, Donaldson, Mercier, Bastian, Wundt, Ziehen, Star, Ferrier, Foster, Tichener, Külpe, etc.

With the winter term, the work in physiology and psychology divides into two separate courses.

The former is outlined under the heading "Physiology." The latter, following roughly the outline made use of by Ziehen, in his "Physiological Psychology," is treated under the following heads:

The sensation, including a study of Weber's law.
The idea.
The association of ideas.
The emotions.
The judgment.
The reason.
The memory.
The will.

The course closes with a study of morbid mental states and insanity, with some demonstrations in hypnosis.

Early in the year the class is divided into committees for studying definite psychological problems. Much valuable data has in this way been collected and some interesting conclusions drawn.

This course is followed by one in

HISTORICAL PSYCHOLOGY.

This work embraces the *History of Psychology*, and *Race Psychology*. The work in the history of psychology is a review and study of the different systems that have developed in the different countries, and also a study of the founders of these systems. The work in race psychology is a study of race elements—physical, mental and spiritual. It is a study of the race intellect, conscience and will, as expressed in the history and the literature of the race. This work is supplemented by a course of lectures in

ANTHROPOLOGY.

This course will consist of a lecture each week, together with seminar work. The following topics will be considered:

1. Man in relation to other animals.
2. Antiquity of man.
3. Quaternary man.
4. Race types.
5. The evolution of spoken language.
6. The evolution of writing.
7. The arts of life.
8. Science.
9. History, mythology and folk-lore.
10. Society and race.
11. Moral and ethical progress.

CHILD PSYCHOLOGY.

The work in child psychology is going on all the time in the kindergarten and model school. Besides this observation work, there is specific work assigned in which each student is required to solve problems pertaining to child study. This work is directed and inspired by a teacher meeting ten or fifteen students in conference once or twice a week.

EDUCATIONAL PSYCHOLOGY.

By this course is meant the application of the principles deduced in the study of man in the widest sense—physical, mental and moral, to his education. It em-

braces the psychology of teaching, of governing, of the course of study, of the subjects taught, the management of the school, and, indeed, the management of the community educationally.

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 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. Exericse.
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 propœdeutics.

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. The law of practice.

Formula—A thing is learned when it is so thoroughly

apperceived as to lose its identity, and when used unconsciously.

f. The law of interest.

Formula—Interest grows out of the relation of the apperceiving to the apperceived. It is in proportion to the affinity that exists between the idea groups and what is to be learned.

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. Thinking.
2. Knowing.
3. Expressing.

b. *Results.*

1. Knowledge.
2. Discipline.
3. Culture.
4. Expression.

4.—RESULTS.

a. *Development.*

b. *Participation.*
1. Knowledge.
2. Power.
3. Culture.

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

IV.—PHILOSOPHY OF EDUCATION.

1.—STAGES OF DEVELOPMENT.

a. Undeveloped—germ.
b. Self-estrangement—separation.
c. Generalization—unification.
d. Actualization—expression.

2.—EDUCATIONAL FORCES.

a. *Internal.*

1. Evolving, or growing.
2. Directive, or hereditary.
3. Volition, or will.

b. *External.*

1. Earth and its forces.
2. Man and his works.
3. Spirit and its influence.

3.—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.

V.—HISTORY OF PEDAGOGY.

1. Educational systems—the conceptions underlying them, their evolution, their founders, their success, their failure.

2. A study of the great educators—theoretical and practical—and their influence on pedagogy and the social problems of their time and the present.

3. The influence of the doctrine of evolution on pedagogy, and also its influence on moral and social problems.

4. The practical outcome of a study of the history of pedagogy in relation to teaching.

SCIENCE.

The work in science is done from the pedagogical standpoint. While the subject matter is treated, it is from the standpoint that the student be able to teach it to children or to adults.

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.

The entire third story of the main building is now devoted to the departments of science. The laboratory *for Zoology and Botany*, over the library, is the largest and contains ten tables, each large enough for four students. These are supplied with drawers, small aquaria and facilities for microscopic work and dissections. Around the walls are larger aquaria, blackboards and cabinets containing the natural history collections and a department library. Especially noticeable are the herbarium cabinet and the fine cases for insects.

Adjoining the laboratory at the west end is the recitation room for biology and at the east end is the recitation room and laboratory *for human physiology.* This is supplied with demonstration table, anatomical models, charts and apparatus to illustrate the physics and chemistry of the human body.

Across the corridor is the *physical laboratory* and recitation room. It is fitted with substantial, cherry-topped tables for individual work by about thirty students at once, and has also a large demonstration table for the instructor's use, with sink and water, drawers and closets. This room and two others used by the instructors in biology and geography are equipped with facilities for solar projection work.

The *chemical laboratory* adjoins the physical, and is probably as conveniently arranged as that of any similar school in the country. It is furnished with eight desks exclusive of that used by the instructor, having shelves, cupboards and drawers with individual locks for three divisions of thirty-two students each. Each desk is intended for four students at a time and has two lead-lined sinks with water and gas pipes and a two-chambered ventilating hood with glass doors, lead floors and copper flues through the ceiling for carrying off foul gases. The desks are of butternut and have renewable oilcloth tops. The instructor's desk is similarly furnished, but has also apparatus for the distillation of water, including a large copper retort and condenser with block tin worm. There are also tables and a work

bench with a set of tools for the making of apparatus. On three sides of the room are cases with glass doors for the department library and for apparatus, chemicals and other supplies; the remaining side has blackboards, bulletin board and key board.

Handsome cases all about the walls of the large corridor on this floor are also used for the larger apparatus of the department of physics and physiology and for museum collections in natural history. A gas machine is to be provided to furnish gas for laboratory use.

The new geographical laboratory on the second floor is also fitted out with handsome work tables and cupboards for library and collections. New cases and much apparatus have been added to the psychological laboratory and a small laboratory has been fitted up in the model school.

PHYSIOLOGY.

As a supplementary course to psychology there will be offered a course in advanced physiology, open only to those who are taking, or have taken, the course in physiological psychology.

For the first term, the two courses are identical, and for an outline of this part, see physiological psychology.

Commencing with the winter term, two periods each week will be devoted to the study of those physiological functions not especially associated with the nervous system.

This would include a careful study of the digestive processes and dietetics, making use of an artificial digestive apparatus, to study the action of the digestive juices upon food stuffs.

Respiration and circulation, making use of especially prepared demonstration apparatus, including the sphygmograph.

Excretion, with a discussion of the hygienic laws bearing upon personal cleanliness.

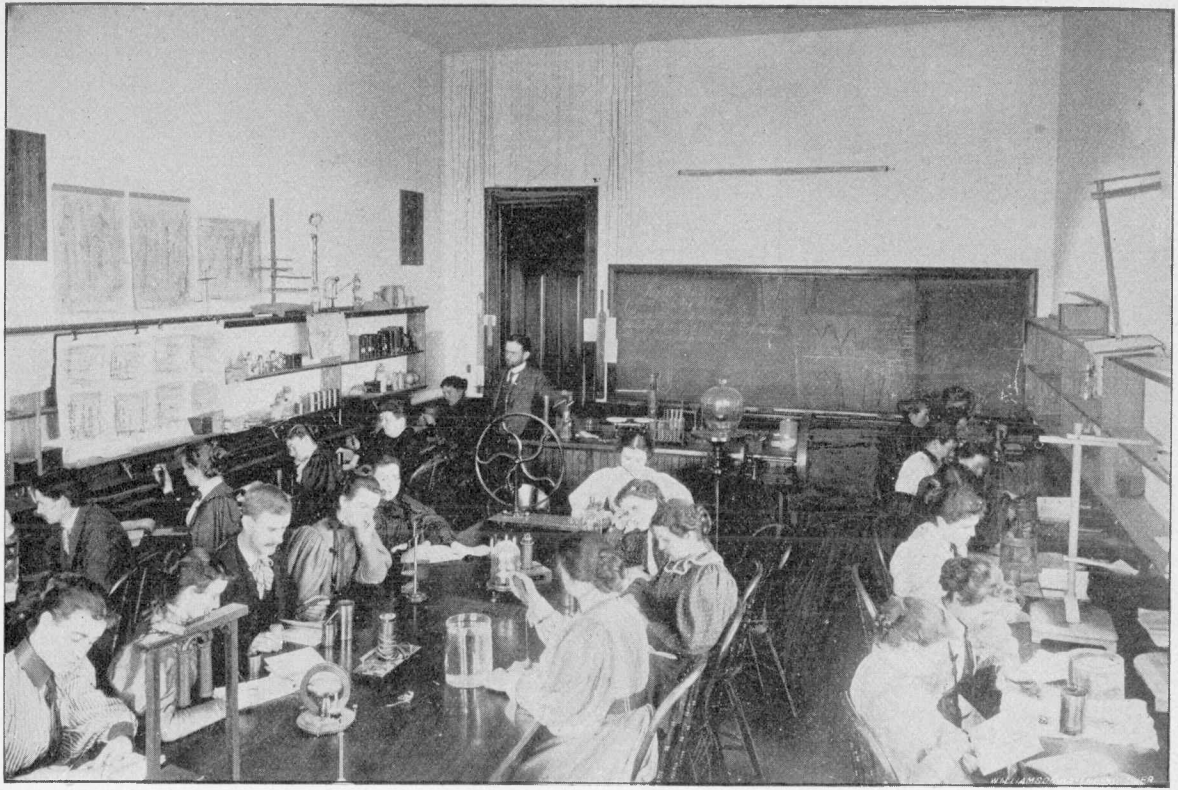
The general anatomy of the human body, using the cat and dog for dissection.

The last few weeks of the course is devoted to the consideration of practical emergency work, and school room hygiene.

The laboratory is, for the time being, converted into a demonstration hospital, and methods in bandaging, treatment for asphyxiation and drowning, together with a study of the antidotes for the commoner poisons will be taken up. Some time will also be spent in an attempt to familiarize the student with the earlier symptoms of the diseases of childhood, that they may be easily recognized and the wide-spread contagion now so common, prevented.

PHYSICS.

Physics is studied during the last term of the Junior year and the first half of the Senior year by the laboratory method. Students here learn to "read nature in



PHYSICAL LABORATORY.

the language of experiment." They spend two hours consecutively in the 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.

Special attention is given to the application of physical principles in the explanation of common inventions and every-day phenomena. Illustrations of the law of the conservation of energy are everywhere sought for.

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, meteorology and physiology.

Following are some of the pieces of

CHEMICAL LABORATORY.

SCHOOL-MADE APPARATUS

which pupils are taught to construct:

Barometer,
Pressure-Gauge,
Hydrostatic Press,
Lifting Pump,
Force Pump,
Siphon,
Model of Respiratory Organs,
Magnetic Needle,
Plunge Battery,
Boyle's Law Apparatus,
Capillary Tubes,
Spirit Lamp,
Unequal Expansion Apparatus,
Conductometer,
Air Thermometer, Etc.

In connection with this work students are taught how to bore and cut glass bottles, lamp chimneys, etc., and the manipulation of glass tubing and metals.

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

High school graduates who have taken physics are organized into a special class in the fall term of the Senior year, for the study of methods and devices rather than the matter of the subject.

CHEMISTRY.

Chemistry is pursued during the latter part of the Senior year, the method being the same as in physics. Particular attention is given to the chemistry of com-

BIOLOGICAL LABORATORY.

mon life, including such topics as foods, cooking and cleaning, sanitation, fermentation and the chemistry of plants, animals, the air, soils, etc. 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 zoölogical charts.

LITERATURE, HISTORY AND ENGLISH.

The instruction in the department of literature, history and English has, as its dominant motive, the ethical and æsthetic 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.

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 Mediæval 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 acquaint-

ance with the customs, habits and literature of the Roman people. Roman history is thus brought nearer to the student 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. This work is done to the end that proper methods may be developed.

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.

PHYSIOGRAPHY.

This department occupies two rooms, a class room and a laboratory. Two half years are given to geography, beside the term devoted to public school science, which has been occupied mainly with the forms of land and water, studied from a geological standpoint.

The course aims to make not only students of geography, but *teachers*. To be the latter requires: 1. A broader and deeper knowledge of the subject than the prospective teacher expects to teach. 2. The skill necessary to sketch and model readily, and to be master of good methods. 3. That kind of training which enables the student to recognize, in his own neighborhood, the elements and forces of the whole world. Ritter says: "Wherever our home is, there lie all the materials which we need for the study of the entire globe."

The geography *library* contains about one hundred and fifty bound volumes, well representing such lines as: Descriptive, commercial and historical geography, physiography, geology, meteorology, astronomy, agriculture, methods and general geographical reading, besides most of the standard geographical magazines in the English language. The government publications which are of interest to the student of geography are regularly received.

We practice *daily observations* of climatic elements, both for immediate results and as preparation for advanced work. These observations include: Thermometer read-

GEOGRAPHICAL LABORATORY.

ings, barometer readings, direction and velocity of wind, clouds, rain or snow, sun's noon altitude, place and time of sun's rising or setting.

Field work is also given, to enable pupils to examine any locality from a geographical standpoint. The same work is the basis of primary geography teaching.

The *laboratory* furnishes the opportunity to study the most faithful representations of nature, as government maps and charts, photographs and accurate models of actual and typical forms in Nature. Work and study upon such materials accompany text book study and reading, and have produced marked results.

We have all the customary *apparatus*, as terrestrial globes, celestial globe, black globe, tellurian, solar lantern, wall maps, relief maps, thermometers, barometers, hygrometers, rain gauge, and a number of home-made pieces. Lantern views, photographs and models have become an important feature of our equipment.

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

Cabinet specimens are rapidly accumulating, including already a collection of woods, agricultural products, and an interesting mineral cabinet. Contributions from students and all friends of the school are always welcome.

OUTLINE OF WORK.

CLIMATIC ELEMENTS.

Physical properties of air.
Instruments used and principles involved.
Circulation of the air.
Use of weather maps.
Ocean currents.
Effects of relief.
Climatology of ten typical regions.
Daily observations throughout.

COMMERCIAL GEOGRAPHY.

Distribution of the world's resources.
Distribution of the world's products.
- a. Consumed at home.
- b. Transported.

Laws of trade.
Commercial life of typical communities.
- The agricultural community.
- The mining community.
- The manufacturing community.
- The commercial community.

Study of typical industries.
- The cotton industry.
- The iron and steel industry.
- The lumber industry.
- The fish industry.

PHYSIOGRAPHY OF LAND FORMS.

How the earth came to its present condition.
Nature of the crust.
Constructional forces
- Crust movements.
- Volcanic action.
- Animal and vegetable formations.
- Other constructional processes.

Destructional forces.
- Water and its work.
- Ice and its work.
- Minor agencies.

Types of topography.

ROCKS AND SOILS.

Fifty mineral and rock specimens to be collected by each student and described by
- Appearance,
- Physical tests,
- Simple chemical tests,
- Occurrence,
- Origin and history.

Ten soil specimens by each student, described by
- Physical properties,
- Physical composition,
- Occurrence,
- Adaptation to vegetation.

MATHEMATICAL GEOGRAPHY.

All practicable daily observations on sun, moon, planets and stars.

Explanation of apparent from real movements.

Distribution of sunlight.

a. In space on earth's surface.

b. In time throughout the year.

Introduction to astronomy sufficient for use in primary science.

APPLICATION OF THIS COURSE TO GRADE WORK.

Map making, projections.

Sketching.

Moulding in pulp.

Sketching in sand.

Supplementary reading.

Course of study for grades.

Primary science teaching.

Intensive study

Of Colorado,

Of one other state,

Of one foreign country,

Of one phase of a continent.

MATHEMATICS.

The students who enter the school, having had training in the elementary mathematics, are well prepared to study and use them in their relation to each

other and to other subjects. To this end arithmetic, algebra and geometry are taught correlatively. Much experimental work is done in geometry; arithmetic and algebra are used to express the geometrical relations deduced.

Courses in arithmetic for all grades are developed and worked out together with the devices, method and principles that are used in the different grades. The psychology of number is thoroughly studied in its relation to teaching.

A course in algebra for the grammar grades (seventh and eighth) is worked out, and its feasibility proved in its being practically worked out in the model school. A course in algebra for the high school is also developed. The use of algebra in geometry is fully developed—to such an extent that the student is at home in the subject.

The most fruitful source of all for mathematical training is the laboratory work in geometry. Here courses for all grades are developed, from the primary form work to the inventional geometry of the grammar school, thence to the geometry of the high school.

Courses of work are also made out for the grades in which the elementary mathematics are concentrated.

The laboratory contains dividers, protractors, triangles, goniometers, all kinds of geometrical forms, scales, metre sticks, foot and yard measures, measures for liquid and dry measure, compass, level, transit, tape-

DELSARTE GROUP.

line, a surveyor's chain, set of hoops for circle measurement, etc.

Work is done in the field by which data are gotten for the laboratory.

READING, ELOCUTION AND DELSARTE.

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

From observation and experience we are led to believe that a very large proportion of the reading done by people in general is silent. There is but one element in it—the mental. Hence, *silent reading* is a process of interpretation through written words. Again, some reading is done for the benefit of others. This involves two elements—the mental and physiological. *Oral reading* is a process of interpretation through written words, and an oral expression of the same thought, 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.* Prounuciation.
   - *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.

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.

The best of all the systems is used, making our work eclectic.

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, postoffice, 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 superin-

tendents 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.* 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 rythmical tones. It is one of the most general forms of art in this world. It is the most expressive of the profound depths of the heart. It gives utterance to the longing of the human soul. Hence, it should have a place in every school for the above and for the following reasons:

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

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

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

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

5. The constantly increasing demand for teachers in the public schools who can teach music as skillfully as they can teach language or number has induced the Colorado State Normal School to place music on an

equality with other studies in the course of instruction. It is therefore not optional, but required.

Outline of course in music department:

1. Thorough study of rudiments of music and elementary harmony.
2. Constant practice in sight singing, using both staff and tonic sol-fa notations.
3. Drill in the proper rendering of the best music.
4. Study of the best methods for teaching music in the public schools.
5. Practice in teaching music in training school.

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.

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.

Instrumental drawing: General principles and practice in parallel and angular 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.

HISTORY OF ART.

A course of lectures on *the history of art* and fine art principles will be given for seniors.

These lectures will occur once each week through one term, and will aim chiefly to make students more

familiar with the work of the great artists and to show the value of fine art to the teacher.

Picture making in school work, considerations on methods and courses of "form study and drawing" now in use, and a brief review of studio and office practice will form an interesting part of this course.

The well known principles of light and shade, color, projections and ornament will be demonstrated in the lecture room.

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.

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.

The minimum amount of work is fifteen pieces.

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:

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. Litter-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 School

AND

Child Study Department.

FACULTY.

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

*Edgar L. Hewett, Pd. B., Superintendent,
Child Study, Pedagogical Seminar, Supervision.

Anna A. Milligan, A. B.,
Model Teacher, Grammar Grades.

Elizabeth H. Kendel, Pd. B.,
Model Teacher, Grammar Grades.

Eleanor M. Phillips,
Model Teacher, Primary Work, Third and Fourth Grades.

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

J. S. Young, A. M.,
United States History, Eighth Grade.

A. P. Wills, Ph. D.,
Physical Sciences, Eighth Grade.

E. G. Dexter, A. M.,
Natural Science, Sixth Grade.

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

N. M. Fenneman, A. B.,
Geography, Seventh Grade.

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

A. E. Beardsley, M. S.,
Natural Science, Fifth Grade.

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

J. F. Daniels,
Drawing, Grammar Grades.

MODEL SCHOOL AND CHILD STUDY DEPARTMENT.

I. AIM AND SCOPE.

The model school is intended to be an ideal public school. It is an indispensable adjunct of a teacher's training school. It embraces all the common school grades, and in it are illustrated all phases of public school work. It also affords a field for practical child study. There is a model or critic teacher in charge of the work of each room, who has immediate control of all the work of the grade. Certain members of the normal faculty also conduct classes regularly for the purpose of illustrating expert work in their special lines.

II. OBSERVATION AND PRACTICE WORK.

The model school affords to students of the Normal School, two years of actual experience in public school work, under careful direction and training.

A. JUNIOR YEAR.

Begin the study of practical pedagogy under the superintendent. Course of work as follows:

1. Observation of methods of teaching in all subjects.
2. Investigation of courses of study in all grades.
3. Scientific study of children.
4. Teaching under direction of critic teachers.

B. SENIOR YEAR.

1. Teaching under critic teachers.
2. Pedagogical seminar under superintendent.
3. Original investigations in child study.
4. Preparation of courses for the grades in history, literature and geography; science, mathematics, art, etc.
5. School organization and management.

III. CHILD STUDY.

A. JUNIOR YEAR.

1. Psycho-physical experiments, tests, measurements, etc. (See Department of Psychology.)

2. A study of the literature of the child study movement. The application of what has been done to practical school work. Its pedagogical bearing upon courses of study, methods of teaching, school hygiene, etc.

3. A study of temperament. Its relation to school management, punishments, etc.

B. SENIOR YEAR.

1. Original research along lines suggested by the superintendent and members of the faculty. Study of special cases, defective children, etc.

2. Anthropology. A study of the child in relation to primitive man. The child or the savage as first touched by nature—plants, animals and natural phenomena. The development of primitive literature, art and

science. The study of a primitive civilization. The Aztec, as found in their descendants, the Pueblo Indians of Zuiñi, Moqui, Taos, Chochiti and other villages, will be taken as a type.

The aim of the course in anthropology for the coming year will be to uncover the wealth of literature that exists as nature-myths, folk-lore, legends, traditions, and poetical compositions of the primitive people of our own continent particularly, and to show its value when embodied in courses of instruction for children in connection with nature study, literature and art forms.

IV. PEDAGOGICAL SEMINAR.

The work of the pedagogical seminar will be chiefly the discussion of all pedagogical questions arising in connection with the model school work. It is the agency by which the work of the various departments in which the student is engaged is correlated and reduced to actual practice. It deals with the correlation, development and arrangement of all the courses of instruction prepared for use in the grades.

V. COURSE OF STUDY.

The course of study assumes three centers of educative effort, viz.: Science, history and literature, and art.

I. Science Work.

1. OBJECT.

The education of the child begins with birth. 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. 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 be-

come distinct subjects of thought. He thinks them as geography, botany, zoölogy, 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, zoölogy, 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 condensed course of study following.

III. COURSE OF STUDY.

A.—PRIMARY GRADES.

I.—Fall.

1. Field Work.

a. Excursions to gather and study fall flowers. Water plantain, sunflower, thistle, golden rod, asters, etc. Conversational lessons about their color, size,

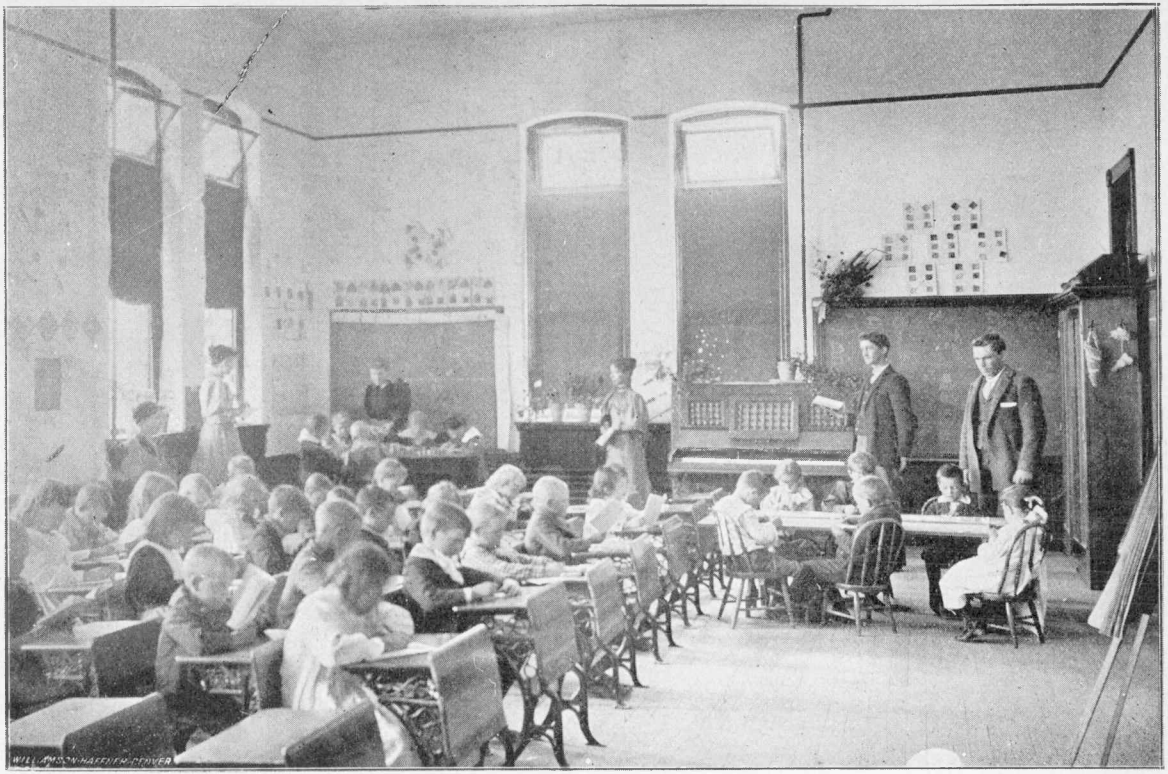
shape, fragrance. Where they grow. Number of parts. Their roots, leaves, stems, blossoms, seeds, as soon as formed. Effect of frost upon them.

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

d. Excursions to observe birds and nests. Hawk, eagle, crow, jay, swallow, bluebird, blackbird, 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. Excursions to observe insects, worms, etc. Ants, bees, wasps, butterflies, moths, beetles, grasshoppers,



MODEL SCHOOL—LOWER PRIMARY.

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, muskrat, 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, hardness and other simple physical properties. Observe 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.

MODEL SCHOOL—UPPER PRIMARY.

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, crawfish 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 apearance. 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.

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

2. *Indoor Work.*

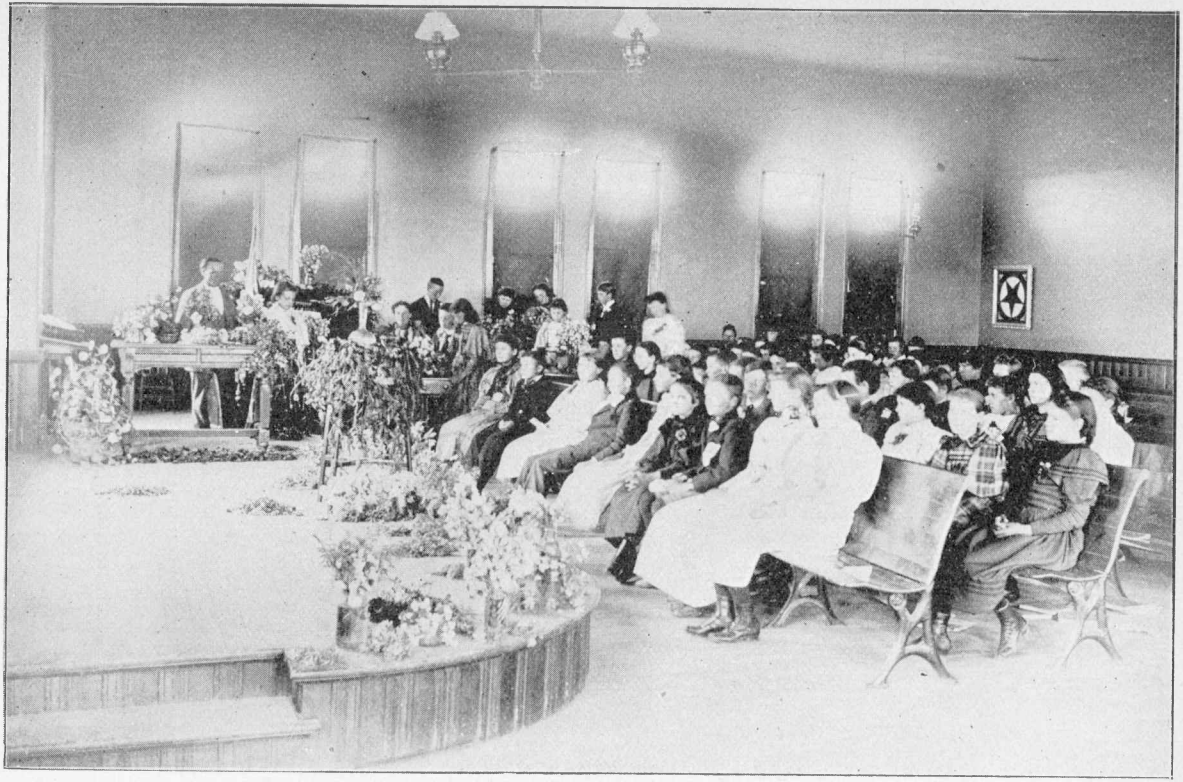
a. Language. Same as for fall term.

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.



MODEL SCHOOL—LOWER GRAMMAR.

B.—GRAMMAR GRADES.

Fifth Grade.

1. Fall.

a. Zoölogy. 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 form 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 thermometer. 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. Zoölogy. 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. Zoölogy. 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 their food, movements, habits, how they protect themselves. 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 coördinated 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. Zoölogy. 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.

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

MODEL SCHOOL—UPPER GRAMMAR.

forms of inflorescence, sprouting of plants. Monocotyledonous and dicotyledonous plants. Classes of leaves. In laboratory work, examine flowers with microscope, classify, study uses, soil, 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, rainfall, 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.

Nature myths, fables, fairy tales, folk stories, classic tales, told by teacher and read by pupils as soon as possible. First and Second Readers. Robinson Crusoe used as literature in second grade.

Third Grade.

Hiawatha, old Greek stories, story of Columbus used as literature. Reading of Robinson Crusoe and Third Reader.

Fourth Grade.

Special study of Tales of Troy. Stories from the Kalevale and Seven Little Sisters as literature. Reading of Hiawatha, Greek stories, and Third Readers.

Fifth Grade.

Correlated course in history, literature and geography.

1. The Rocky Mountain Region.

Study of the life, adventures and explorations of Kit Carson, John C. Fremont, and General Custer. Studies of Indian life. Myths, legends, folklore of the Pueblos, Navajoes and other tribes. The cliff dwellers.

2. The Mississippi Valley.

Adventures of Daniel Boone, La Salle, De Soto. Life of Lincoln. Primitive life of the Indians and pioneers.

3. The Atlantic Coast.

Studies of the Virginia and Massachusetts colonies. Life and adventures of John Smith and Miles Standish. Longfellow's Courtship of Miles Standish. Heroes of the Revolution. The life of Washington as the central study.

4. Mexico.

Cortez and Montezuma. The primitive Aztec civilization. Stories from "The Fair God" used as literature. Guatamotzin as the central hero.

5. South America.

Special study of Peru and the conquest by Pizarro.

It will be observed that the plan in the grammar grades contemplates the study of history by way of the great centers of historic development, and that the work is largely biographical. Geography is studied at the same time in the explorations, expeditions, etc., of the great historic characters.

Sixth Grade.

1. The Egyptians and the Valley of the Nile.

Stories of travel from Bayard Taylor. Stories of early Egyptian life from Eber's Uarda and from the Bible.

2. The Jews.

Stories from the Bible, from Ingraham's Pillar of Fire, and Prince of the House of David; Eber's Joshua, Wallace's Ben-Hur.

3. The Ancient Greeks.

Stories from the Iliad and Oddessey. Stories of Alexander the Great.

4. The Romans.

Stories of Julius Caesar. Stories from the New Testament. Study of Julius Caesar from Shakespeare.

5. The Germans.

Stories of Charlemagne. Story of Siegfried. Stories of Frederick the Great.

6. The Norsemen.

Legends of Norseland. Boyeson's Tales of Norway, Norse Legends, Gunnar and others. Life in Denmark, Hans Brinker, etc.

Seventh Grade.

ENGLISH HISTORY AND LITERATURE.

1. Early England.

Legends of King Arthur. Readings from Tennyson's poems. The Saxons, Ivanhoe, Harold, etc. Stories of Richard the Lion-Hearted and the Crusades.

2. Middle England.

Stories of Drake and other navigators. Life of Oliver Cromwell; Mary, Queen of Scots.

3. Modern England.

Stories of Modern English heros, Lord Nelson, Wellington. Tennyson's poems, Dickens' novels. Study of one later author, as Ian Maclaren or Barrie.

Eighth Grade.

AMERICAN HISTORY.

Leading facts of American history. The war of independence. Washington and his country. Wolfe and Montcalm. Parton's Biographies. The poems of Longfellow, Whittier, Holmes, Lowell. Historical novels. Study of the government of the United States.

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.

Monday, sewing; 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, kin-

dergarten 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.

3.—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. Chickens.
14. Pig.

4.—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.

Freehand cutting—

Geometrical designs.

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

5.—CLAY MODELING.

Freehand 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 spheriod—

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 freehand 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, spoke-shave, 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; landscape, 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 vertical 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 four years' work. Books from the "National" and "Normal" courses are used in the grammar grades.

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. Transition from the Tonic Sol-Fa to the staff notation.

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 forumulated upon the Delsartean principles of freedom, strength and expression.

Morals and manners in conection 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.—Handshaking. 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 swing. 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.*—Nature myths, fairy tales, fables, folk stories, told by teacher.

2. *Reading.*—Simplest of stories from blackboard. 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 blackboard 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 stone, 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, drill, 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.*—Nature myths, fairy tales, fables, folk stories, Robinson Crusoe, 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, fruit, 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; $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{6}$, $\frac{3}{5}$, $\frac{1}{8}$, $^1/_{10}$, 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, fruit, 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.*—Hiawatha, old Greek Stories, Second and Third Readers, Old Testament stories, story of Columbus.

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 con-

cepts, 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. Combinations, 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.*—Freehand 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. Blackboard 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.*—Tales of Troy, Stories from the Kalevale, Seven Little Sisters, Third Reader.

2. *Written Work.*—Accounts of heroic 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. Articulation 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 symmetry, 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.*—Freehand carving in wax and alabaster. Type form. Geometrical designs. Fruit and vegetable designs.

3. *Cutting.*—Freehand 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 blackboard.

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 of Kit Carson, Fremont, Custer, Boone, LaSalle, DeSoto, Lincoln, John Smith, Miles Standish, Washington, Cortez, Montezuma, Pizarro; myths, legends, folk lore and poetry of the Zuñi Indians and other primitive people.

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 pastboard sloyd; sewing, needle work.

2. *Drawing.*—Course in freehand; 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.*—Staff notation; music reader; voice culture.

SIXTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading.*—Stories of the Egyptians, Jews, Greeks and Romans; stories from German, French and Norse history; poems; Fourth Reader.

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

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 freehand; 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; historical novels; writings of Chaucer, Shakespeare, Scott and Tennyson; Fifth Reader.

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.

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 freehand; 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 extended.

EIGHTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading.*—Course in American history and literature; 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 freehand 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.

KINDERGARTEN LABORATORY.

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.

This department is a part of the Normal School.

It is a necessary part of a pedagogical training that the principles and practice of the kindergarten be understood by all who graduate from the school.

FACULTY.

Z. X. SNYDER, Ph. D., President,
History of Pedagogy and 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.

A. P. WILLS, Ph. D.,
Physical Science.

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

ELMA RUFF, M. E.,
English Literature.

E. G. DEXTER, A. M.,
Psychology.

J. F. DANIELS,
History of Art.

EDGAR L. HEWETH, Pd. B.,
Child Study.

SCOPE OF WORK.

This department requires the same attainments as to scholarship as the Normal, and same conditions of admission.

PSYCHOLOGY.

(See under Psychology, Normal Department.)

HISTORY OF PEDAGOGY.

(See Normal Department.)

PHILOSOPHY OF EDUCATION.

(See Normal Department.)

SCIENCES.

(See Normal Department.)

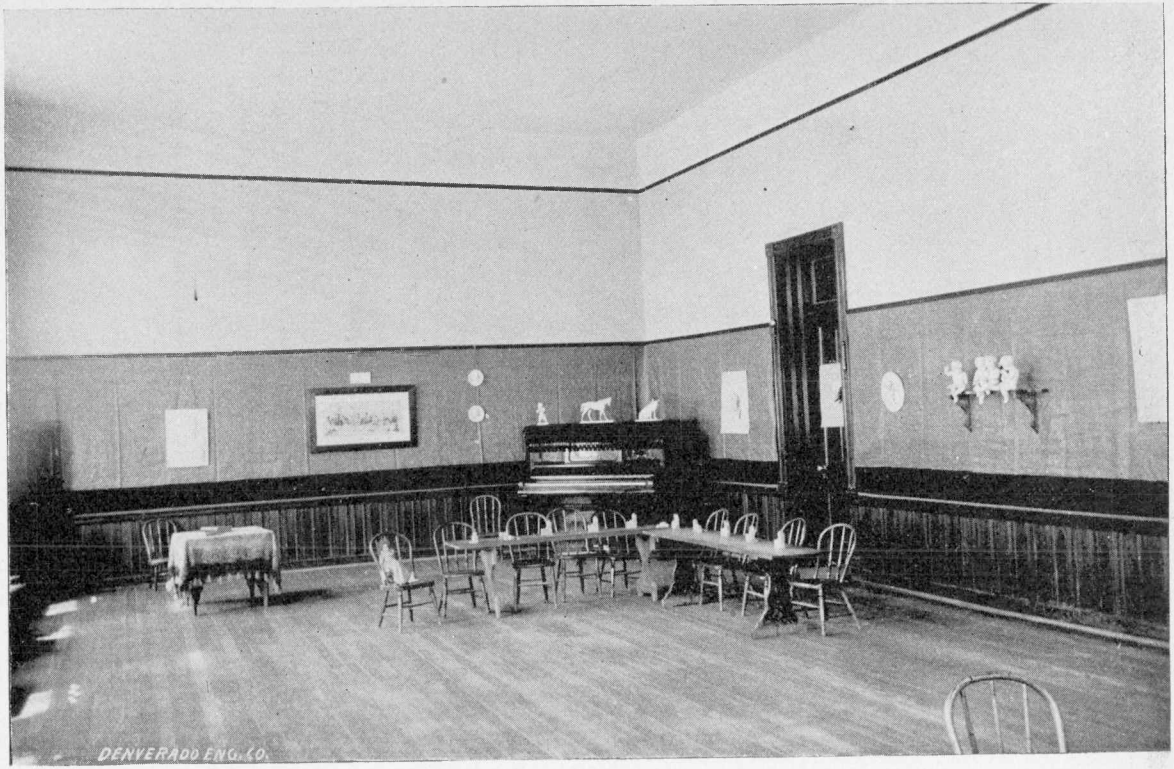
PHYSICAL CULTURE.

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.

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



CORNER IN KINDERGARTEN ROOM.

SLOYD.

1. Paper and pasteboard sloyd; clay and paraffine; thin 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.

NATURE STUDY.

The child's first tutor is nature, and her tuition begins from the moment that the child's senses are open to the impressions of the surrounding world.—Pestalozzi.

In the study of Froebel's life and educational work one is constantly reminded of the importance he attached to the child's being brought into early contact with nature.

In latter days too much stress has been placed on the gift and occupation work of the kindergarten. These Froebel intended to be simply tools given to the child as a means of expression. Of themselves they are dry, dead, mechanical things, and need to be brought into living contact with nature to receive their proper value. Hence, garden work, nature study and the care of animal pets should form the real center of child life and experience in the kindergarten. The mass of experience thus gained by the child seeks expression, and finds proper outlet through the gift and occupation work.

Stories, poetry, songs and the games, the child's introduction to the world of literature and art, should also be grouped around, and related to, the child's life in nature.

MOTHERS' CLUBS.

All over the country mothers are becoming interested in child study. They are appealing to kindergartners for guidance in this work.

Frequent requests have been made of the superintendent of our kindergarten department for suggestions and plans of work in regard to mothers' clubs. These have led us to attempt to do some work in this line by correspondence. It is proposed to furnish clubs that may desire it with such subjects for discussion and study as are relative to child study. All this may be arranged by correspondence.

Beside the correspondence work, the superintendent of the kindergarten would be glad to meet such clubs, at a time to be arranged, and give talks relative to the work. There would be no expense except such as would be incurred in traveling and entertainment. For information address the Normal School.

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. Upon finishing the kindergarten course in the State Normal School a diploma is given, licensing the holder to teach in the public kindergarten and primary 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 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 demnominational 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

LITERARY LABORATORY.

this feature of a school is indispensable. It is a fountain of *knowledge*, a source of *discipline*, and a means of *culture*. The room is fitted up to serve the purpose of a "literary laboratory;" including reference books and works of a general nature, as history, biography, literature, fiction, poetry and science, there are about seven 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; Century Dictionary; Standard Dictionary; Encyclopædic Dictionary; Dictionary of Woods.

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.
Fortnightly Review.
Forest and Stream.
Florida Journal.
Good Housekeeping.
Great Divide.
Garden and Forest.
Harper's Monthly.
Harper's Weekly.
Harper's Bazar.
Harper'sRound 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.
The New World.
Virginia School Journal.
Werner's Voice Magazine.
Youth's Companion.
Yale Review.

NEWSPAPERS.

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

THE LIBRARY CLASS.

Some work was done during the year of an irregular nature—such lessons as care of books, selection of reading matter for school, repairing books, binding books, making magazine binders and portfolios, classifying and accessioning books, etc.

It is planned for the coming year to give instruction

regularly to those who may choose it in the above lines, together with any other work belonging to running a library.

To assist those who go out to teach in the way of building up school libraries and in creating interest in them, it is intended to establish a model school library for the study of devices in furnishings, pictures and simple school room equipment. We already have about four hundred volumes of a juvenile nature in this model library.

PEDAGOGICAL MUSEUM.

I.—OBJECT.

1. It assists teachers and those preparing to teach by giving them an opportunity to examine text books, supplementary books, charts, apparatus, devices, school work, etc.

2. They learn where to get this material and at what price.

3. In short, they become acquainted with the implements of education.

4. It will give them an idea of the work done in the different schools of the country.

II.—MUSEUM.

It contains publications donated by authors and publishers; school apparatus; charts; devices, school supplies in general; and work done by the different schools of the country.

III.—MANAGEMENT.

Whatever is donated to the museum is kept in cases and is not used by the institution. It is simply open to inspection by teachers, those preparing to teach and by visiting teachers. As an evidence of good faith, anything placed in the museum is subject to the order of the person or house placing it.

IV.—DONORS.

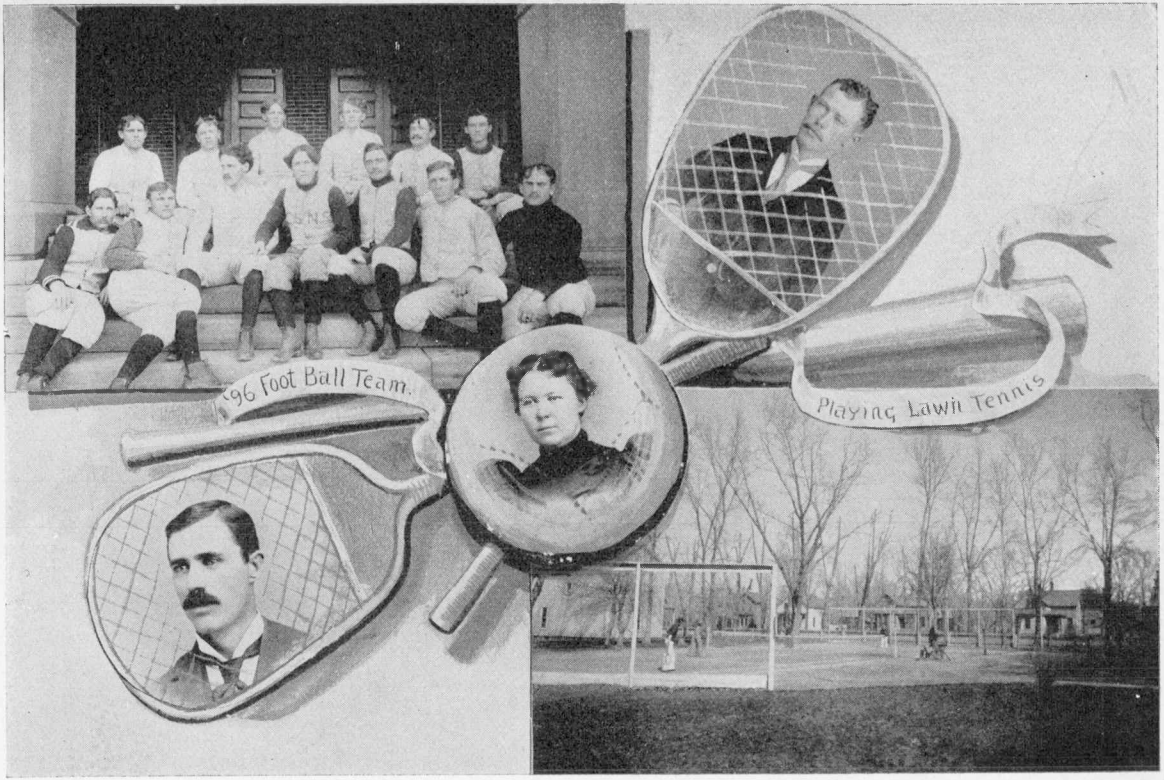
1. Publishers of school books, manufacturers of school apparatus, dealers in school supplies, authors of school books, and others having anything in the school line to exhibit, are invited to place articles in this museum.

2. Superintendents of schools and teachers are invited to send specimens of work done by their pupils for deposit in the museum. In accordance with the foregoing, the institution solicits donations from all those who are interested and who think it will be mutually advantageous.

ORGANIZATIONS.

LITERARY SOCIETIES.

Connected with the school are three literary societies—the Platonian, the Chrestomathean and the Clionian. 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 ex-



ATHLETICS.

pression. 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 of these. The initiation fee is one dollar. The term dues are twenty-five cents.

ATHLETIC ASSOCIATION.

"A sound mind is a sound body."—JUVENAL.

There is an athletic association, in which is manifested considerable interest. Its object is twofold: Recreation, or enjoyment, and physical training.

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

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. This fee is compulsory.

THE CRUCIBLE COMPANY.

The *Crucible* was started in 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 CRUCIBLE STAFF, '97.

The staff for the school year ending June, 1897, is as follows:

Editor in Chief.—H. L. Dowell.

Business Manager.—Guy C. Stockton.

Advertising Agent.—R. A. McDonald.

Associate Editors.—May Ingersoll, Literary Editor; B. Ida Jones, General Notes; Mrs. Kate Young, Exchange Editor; Eva C. Hammond, Kindergarten Editor; Helen Adams, Pedagogic Editor; Herbert Heath, Alumni Editor; Bina Bartels, Assistant Literary Editor.

Circulator.—Frank Benson.

The Crucible, One Year, in advance	$ .50
One Term, in advance	.25
Single Copy	.10

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;

JUNIOR GLEE CLUB.

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 150 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 is systematically cared for. During the fall term, clubs of ten in each of the three higher classes, consisting of an equal number of young men and women, are formed. These thirty constitute a social organization of great vigor. Successful socials are held. The club is 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 193 members. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

PEDAGOGICAL CLUB.

This is a faculty organization. It meets frequently 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 200 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 donor. 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 6:45 p. m. They arrive here from the north at 5 a. m. and 4 p. m., and from Fort Collins at 12:30 p. m.

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 $3.00 to $4.50 per week.

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

A fee of $1.50 per term is charged each student for the use of text books. Also a reading room fee fifty cents a term is charged each student for the use of periodicals, magazines and other papers, making $2.00 per term.

All students are required on entering the school to pay a laboratory fee of $1.00 each.

A fee of $1.00 is charged all Normal students who work in the sloyd laboratory.

ADMISSION.

At a meeting of the board of trustees, held June 2, 1897, a resolution was passed making the course three years—namely, Sophomore, Junior, and Senior years.

The resolution regulates the admission.

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

2. High school graduates, or those having at least an equivalent education, may enter the Junior class without examination.

3. Persons who are practical teachers, and who hold first or second grade certificates, will be admitted to the Sophomore class without examination.

4. Graduates of other normal schools of high standing will be admitted to the Senior year.

5. College graduates will be admitted to the Senior year.

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 ranges from $1.60 to $2.50. The color of both gown and cap is black.

TEXT BOOKS.

Arithmetic. — Numbers Applied, Wentworth and White.

Algebra.—Sensenig.

Geometry.—Wentworth, Hill.

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

Civics.—Macy.

Psychology.— Lindner, Herbart, Tracy, Sanford, Ziehen, Tompkins, etc.

History of Education—Compayre, Williams.

Philoshphy of Education. — Rosenkranz, Herbart, Tompkins.

Rhetoric.—Genung.

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

Physical Geography.—Tarr.

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

Grammar.—Maxwell.

Music.—Tonic Sol-Fa and Staff Systems.

Physics.—Hall, Shaw, Gage.

Geology.—Winchell, Le Conte.
Botany.—Bessey, Gray and Coulter, Spalding.
Chemistry.—Shepard, Phenix.
Physiology.—Martin, Foster and Shore.
Composition.—Lockwood, Chittenden.
Zoology,—Colton, Packard.
Literature.—Shaw.
Latin Grammar.—Bennet.
Civil Government of Colorado.—Young.

Catalogue of Students.

CATALOGUE OF STUDENTS.

Senior Class (Class of 1897)—44.

Adams, Helen ..... Denver, Colo.
Benson, Frank V. (Miss) ..... Loveland, Colo.
Brownlee, Sylvia, ... Gordon, Neb.
Buffington, Lulu ..... Kokomo, Colo.
Burns, T. E. ..... Payson, Ill.
Dowell, H. L. ..... Allisom, Mo.
Ellis, Carrie E. ..... La Selle, Colo.
Guynn, H. G. ..... Smithton, Pa.
Hadden, S. M. ..... Beaumont, Calif.
Hamilton, Jessie M. ..... Saguache, Colo.
Hammond, Eva C. ..... Denver, Colo.
Hersey, Rose ..... Denver, Colo.
Hinkley, Anna C. ..... Denver, Colo.
Hoch, Lillian E. ..... Hudson, Ohio
Holaday, Minnie ..... Ridgway, Colo.
Holliday, Maud ..... Fairplay, Colo.
Ingersol, May ..... Delta, Colo.
Jones, B. Ida ..... Denver, Colo.
Kendel, Juanita ..... Greeley, Colo.
King, Alpha E. ..... Rocky Ford, Colo.
Knapp, Edith A. ..... Colorado Springs, Colo.
Lockett, Margaret ..... Saguache, Colo.
McDonald, R. A. ..... Phoenix, Ariz.
McKinley, Hattie ..... Idaho Springs, Colo.

McLeod, Carrie .....Cañon City, Colo.
Newell, Agnes .....Wray, Colo.
Putnam, Jennie .....Greeley, Colo.
Rudolph, Victoria .....Cañon City, Colo.
Sanborn, Mabel .....Greeley, Colo.
Slatore, Nelson (Miss) .....Colorado Springs, Colo.
Smith, Cora E. .....Gunnison, Colo.
Steans, Henry G. .....Durango, Colo.
Stevenson, Eleanor .....Denver, Colo.
Stockton, Guy C. .....Greeley, Colo.
Thompson, Andrew W. .....Colorado Springs, Colo.
Walker, F. A. .....Russell Gulch, Colo.
Wheeler, Gertrude E. .....Golden, Colo.
White, Esther F. (Mrs.) .....Cañon City, Colo.
Wilkinson, Bessie M. .....Greeley, Colo.
Wilson, Edith .....Denver, Colo.
Witter, Stella .....Greeley, Colo.
Work, C. M. .....Le Roy, Colo.
Wright, Olive .....Cañon City, Colo.
Young, Kate (Mrs.) .....Greeley, Colo.

Junior Class—105.

Ashley, Helen M. .....Denver, Colo.
Atchison, Nellie .....Chugwater, Wyo.
Bartels, Bina .....Pueblo, Colo.
Beckwith, Nellie L. .....Denver, Colo.
Beegle, Maud .....Alva, Okla. Ter.
Berger, Edna .....Greeley, Colo.
Bidwell, H. J. .....Denver, Colo.

Birely, Vivian .....La Junta, Colo.
Brewington, Kate .....Cheyenne, Wyo.
Brown, Belle .....Greeley, Colo.
Burgess, Edith .....Steamboat Springs, Colo.
Butscher, Louis C. .....New Windsor, Colo.
Camp, Archie .....Greeley, Colo.
Carlson, Geo. .....Evans, Colo.
Clark, Frederick W. .....Greeley, Colo.
Clonch, Mae .....Aspen, Colo.
Clonch, Minnie .....Aspen, Colo.
Coover, Carrie E. (Mrs.) .....McPherson, Kan.
Coover, J. E. .....McPherson, Kan.
Coston, Semer .....Wray, Colo.
Cronkhite, Theodora .....Berthoud, Colo.
Delbridge, Wychie .....Greeley, Colo.
Dolan, Alice .....Leadville, Colo.
Donahey, R. M. .....Barnesboro, Penn.
Donahue, Mary V. .....Worcester, Mass.
Durkee, Nettie .....Greeley, Colo.
Farmer, Grace .....Albion, Neb.
Fennell, Anna .....Greeley, Colo.
Ferguson, Margaret M. .....Greeley, Colo.
Fortune, Jessie .....Alma, Colo.
Fowler, Ora S. .....Goff, Kan.
Frazier, Effie .....Greeley, Colo.
Hall, Thomas W. .....Greeley, Colo.
Harrison, Lucian H. .....Berthoud, Colo.
Harrison, Marie V. .....Cañon City, Colo.
Hawes, M. Moneta .....Greeley, Colo.

Hayes, Hilda ..... Denver, Colo.
Heath, Edith ..... Greeley, Colo.
Hetrick, Grace D. ..... Denver, Colo.
Hodge, Louise W. ..... Colorado Springs, Colo.
Hogarty, Dot ..... Greeley Colo.
Howard, Ethel ..... Greeley, Colo.
Howard, Sadie ..... Greeley, Colo.
Huffsmith Albert ..... Greeley, Colo.
Hunker, Minnie F. ..... Sterling, Colo.
Johnson, C. Mae ..... Georgetown, Colo.
Johnson, Minnie ..... Leadville, Colo.
Kellogg, Gertrude ..... Rocky Ford, Colo.
Kendel, Arthur ..... Greeley, Colo.
Kimball, Effie ..... Greeley, Colo.
Kimzey, Walter S. ..... Evans, Colo.
Kridler, Grace M. ..... Denver, Colo.
Law, Daisy ..... Severance, Colo.
Law, Nona ..... Severance, Colo.
Llewellyn, Sara ..... Coal Creek, Colo.
Lory, C. A. ..... New Windsor, Colo.
McCracken, Mary ..... Denver, Colo.
McCreery, S. E. ..... Greeley, Colo.
McIntosh, Edith L. ..... Ouray, Colo.
McLeod, Mary ..... Loveland, Colo.
McMillan, Iva ..... La Salle, Colo.
McNee, Lizzie ..... Blairsburg, Iowa
Marsh, Chas. W. ..... Greeley, Colo.
Mitchell, I. L. ..... Burlington, Kan.
Montag, Ida C. ..... Como, Colo.

Morehouse, Florence .....Lamar, Colo.
Morehouse, Geneva .....Lamar, Colo.
Nash, Margaret A. .....Silver Plume, Colo.
O'Brien, Emma L. .....Cheyenne, Wyo.
Parker, C. L. .....Lincoln, Ill.
Patterson, Daisy .....Santa Fe, N. M.
Pollock, Rose .....Greeley, Colo.
Putnam, Nellie .....Fort Morgan, Colo.
Randolph, Margaret F. .....Atchison, Kan.
Richards, Carrie .....Burton, Ill.
Riddell, Fannie L. .....Denver, Colo.
Ross, Hettie M. .....Montrose, Colo.
Ross, Maude E. .....Montrose, Colo.
Rothschild, I. (Mrs.) .....Greeley, Colo.
Scanlon, Mary E. .....New Britain, Conn.
Seeley, May H. .....Greeley, Colo.
Sibley, Bella B. .....Trinidad, Colo.
Smith, Helen Fay .....Denver, Colo.
Stebbins, Helen H. .....Tampa, Fla.
Stevenson, Elsie .....Greeley, Colo.
Stevenson, Mildred .....Greeley, Colo.
Strain, Lilla Belle .....Grand Junction, Colo.
Strayer, Grace .....Ouray, Colo.
Tate, Ethel H. .....Larkin, Kan.
Taylor, Nellie A. .....Fort Collins, Colo.
Thomas, Ermentrude .....Leadville, Colo.
Thomas, Helen M. .....Greeley, Colo.
Thomas, Kathryn P. .....Denver, Colo.
Umes, Katherine .....Colorado Springs, Colo.

Van Horn, G. H. .....Marion Center, Penn.
Ve Verka, M. Madeline .....Willard, Colo.
Waite, Vesta M. .....Highland Lake, Colo.
Walker, Ola M. .....Denver, Colo.
Watson, Ola .....Denver, Colo.
White, Walter .....Greeley, Colo.
Wilkins, Emma L. .....Timnath, Colo.
Williams, Mary E. .....Gunnison, Colo.
Wintz, Claudia .....Colorado Springs, Colo.
Wright, Blanche .....Berthoud, Colo.
Zimmerman, Geo. .....Allamont, Ill.

Sophomore Class—101.

Adams, Pearl .....Greeley, Colo.
Albee, Emma L. .....Platteville, Colo.
Ashton, Verna .....Cañon City, Colo.
Bagg, Mabel S. .....La Junta, Colo.
Ball, Ella .....Lupton, Colo.
Barrett, Lillie .....Granite, Colo.
Bartels, Harriet .....Pueblo, Colo.
Beardsley, Grace .....Denver, Colo.
Belot, Louemma .....Denver, Colo.
Benson, Sara .....Crested Butte, Colo.
Braucht, Frank E. .....Little Horse Creek, Colo.
Bready, Coleta .....Greeley, Colo.
Bready, Grace .....Greeley, Colo.
Brown, Artie .....Lupton, Colo.
Bruce, Mary E. .....Tacoma, Wash.
Campbell, Florence E. .....Granite, Colo.

Coston, Mabel ..... Wray, Colo.
Curran, Katie ..... Coaldale, Colo.
De Vine, Elsie (Mrs.) ..... Greeley, Colo.
De Weese, Luella (Mrs.) ..... Cañon City, Colo.
Dixon, Josie S. ..... Gandy, Colo.
Ellis, Ada A. ..... La Salle, Colo.
Ellis, Esther ..... La Salle, Colo.
Evans, Celia A. ..... Loveland, Colo.
Evans, Anna L. ..... Greeley, Colo.
Ewing, Mary ..... Greeley, Colo.
Ewing, Maud ..... Greeley, Colo.
Foster, Lacea ..... Hillside, Penn.
Galucia, Alyce ..... Greeley, Colo.
Gordon, C. A. (Mrs.) ..... Denver, Colo.
Graham, Ralph ..... Greeley, Colo.
Harsh, Wint ..... Greeley, Colo.
Hickman, Maggie B. ..... Cripple Creek, Colo.
Hilton, Arthur ..... Greeley, Colo.
Hitt, John G. ..... Greeley, Colo.
Holliday, Walter ..... Fairplay, Colo.
Huffman, Della ..... Boulder, Colo.
Imboden, J. W. ..... Pitzer, Iowa
Jenks, Florence ..... Cheyenne, Wyo.
Johnston, B. Ella ..... Arkansas City, Kan.
Jones, Lulu M. ..... Platteville, Colo.
Jones, Maud J. ..... Platteville, Colo.
Jones, Nellie ..... Platteville, Colo.
Kelso, Edith ..... South Haven, Kan.
Kimbro, A. U. ..... Kiowa, Colo.

Kinsey, Alberta .....Boulder, Colo.
Knight, Howard .....Evans, Colo.
Knowlton, Richard .....Greeley, Colo.
Lavelle, Mary .....Greeley, Colo.
Leonard, Edward .....Como, Colo.
Leonard, Violet M. .....Como, Colo.
Long, Olive .....Denver, Colo.
Lundy, Granville .....Fort Morgan, Colo.
Lundy, Katie .....Fort Morgan, Colo.
McNee, Jennie .....Greeley, Colo.
Mattox, Myrtie E. .....Greeley, Colo.
Mayfield, Lillie .....Greeley, Colo.
Mayne, Fanny .....Greeley, Colo.
Miller, Mary F. .....Tacoma Park, D. C.
Moore, Anna .....Greeley, Colo.
Nauman, Walter E. .....Greeley, Colo.
Neel, Ora .....Greeley, Colo.
Neff, Nellie .....Greeley, Colo.
Newby, Florence .....Longmont, Colo.
Newman, Stella .....Greeley, Colo.
Noel, Maud .....La Salle, Colo.
O'Donnell, Mary .....Greeley, Colo.
Orr, Erma J. .....Greeley, Colo.
Park, Sophia .....Evans, Colo.
Partner, Alvin .....Rocky Ford, Colo.
Partner, Annette .....Rocky Ford, Colo.
Poirson, Henrietta .....Silver Plume, Colo.
Price, Virginia E. .....Hilltop, Colo.
Proctor, Annie .....Cañon City, Colo.

Rankin, Pearl .....Greeley, Colo.
Rees, Will .....Phebe, Neb.
Rhodes, H. H. .....Ann Arbor, Mich.
Richardson, Geo. .....Greeley, Colo.
Ricketts, Joy .....Fort Collins, Colo.
Riggs, Ross .....Greeley, Colo.
Romans, Ab H. .....Venice, Mo.
St. Cyr, Nellie .....Mosca, Colo.
Scott, Madelene .....South Windsor, Conn.
Scriven, Dee M. .....Lamar, Colo.
Stampfel, Jennie M. .....Colorado City, Colo.
Stark, Lena .....Durango, Colo.
Steck, Belle .....Greeley, Colo.
Stillwell, Herman .....Greeley, Colo.
Swan, John .....Greeley, Colo.
Taisey, Hattie C. .....Denver, Colo.
Tharp, Ella .....La Porte, Colo.
Thomas, Cleora .....Leadville, Colo.
Titler, Cora .....Greeley, Colo.
Tuttle, Carrie C. .....Denver, Colo.
Van Vorst, Elmer G. .....Colorado Springs, Colo.
Vigar, May M. .....Greeley, Colo.
Warden, Susie J. .....Lockett, Colo.
Williams, C. M. .....Greeley, Colo.
Williams, Claude .....Fort Collins, Colo.
Williams, May .....Fort Collins, Colo.
Wirtner, Mary V. .....Granite, Colo.

Freshman Class—107.

Alexander, Jessie ..... Howard, Colo.
Allnutt, F. J. ..... Greeley, Colo.
Atwood, Clyde ..... Greeley, Colo.
Baird, John ..... Greeley, Colo.
Baird, Mary ..... Greeley, Colo.
Baird, Roy ..... Greeley, Colo.
Beckwith, Gertrude ..... Denver, Colo.
Beetham, James ..... Greeley, Colo.
Billings, Nellie M. ..... Denver, Colo.
Blake, Eva ..... Lucerne, Colo.
Blurton, Clara ..... Villa Grove, Colo.
Bright, Maud ..... Harris, Colo.
Bright, Myrtle ..... Harris, Colo.
Burke, Bessie ..... Meriden, Wyo.
Buzzell, Hattie ..... Greeley, Colo.
Cameron, P. G. ..... Pueblo, Colo.
Carle, Ruby E. ..... Yampa, Colo.
Carlson, Will A. ..... Evans, Colo.
Carsten, E. R. ..... Grover, Colo.
Chappelow, Effie ..... Greeley, Colo.
Comer, Chas. ..... Greeley, Colo.
Congdon, Mary ..... Evans, Colo.
Dickerson, Ada ..... Windsor, Colo.
Dixon, Maud ..... Gandy, Neb.
Doolittle, Minnie E. ..... Fort Collins, Colo.
Duvall, C. L. ..... Greeley, Colo.
Ehrler, Matilda ..... Denver, Colo.

Fitch, E. E. (Mrs.) ..... Longmont, Colo.
Fowler, Ruby E. ..... New Windsor, Colo.
French, Effie ..... Brighton, Colo.
Frink, Mabel ..... Denver, Colo.
Gibson, Mildred ..... Greeley, Colo.
Givens, Teena ..... Craig, Colo.
Griffin, Plume ..... Phillips, Wyo.
Hansen, Laura ..... Kimball, Neb.
Hart, Elsie ..... Greeley, Colo.
Hilton, Warren D. ..... Greeley, Colo.
Hoover, Meta ..... Boulder, Colo.
Hudson, Lee ..... Yuma, Colo.
Hussaye, Hicksie ..... Boulder, Colo.
Irwin, Ethel M. ..... Lupton, Colo.
Jacques, Arthur ..... Greeley, Colo.
Jessup, Ada ..... Greeley, Colo.
Jessup, Leona ..... Greeley, Colo.
Kehrberg, Minnie ..... Le Mars, Iowa
Keirnes, Rosa ..... Berthoud, Colo.
Kelley, Edith ..... Greeley, Colo.
Kirkendall, Lillie D. ..... Salida, Colo.
Kirsch, Marguerite ..... Granite, Colo.
Kitchen, Flora ..... Evans, Colo.
Knowlton, Chas. ..... Greeley, Colo.
Knowlton, Sadie ..... Greeley, Colo.
Knowlton, Sadie L. ..... Highland Lake, Colo.
Leonard, Sadie ..... Como, Colo.
Llewellyn, Mayme ..... Coal Creek, Colo.
Lightburn, Ice H. ..... Morrison, Colo.

Lundy, Roy G. ..... Burlington, Colo.
McIndoo, Hayes ..... Severance, Colo.
McMillan, H. B. ..... Greeley, Colo.
Maffitt, Minnie ..... Berthoud, Colo.
Melville, Besse ..... Bellvue, Colo.
Miller Josephine ..... Amethyst, Colo.
Miller, Lilly ..... Greeley, Colo.
Mors, Lena M. ..... Milwaukee, Wis.
Mosteller, Nellie ..... Denver, Colo.
Nan Kervis, Marie ..... Bald Mountain, Colo.
Neff, Grace ..... Greeley, Colo.
Nelson, Loyd ..... Greeley, Colo.
New, Myrtle ..... Greeley, Colo.
Nylander, Daniel ..... Greeley, Colo.
Ohngemach, Claudia ..... Basalt, Colo.
Oliver, Mamie ..... Eaton, Colo.
Pepper, Maud ..... Biglow, Ore.
Powers, Hetty ..... Greeley, Colo.
Price, W. D. ..... Elizabeth, Colo.
Rick, Meta ..... Rico, Colo.
Riggs, Edith ..... Greeley, Colo.
Riggs, Gertrude ..... Greeley, Colo.
Roberts, Chas. L. ..... Greeley, Colo.
Rugg, Myra ..... Phillips, Wyo.
Rugh, Blair ..... Greeley, Colo.
Rugh, Stella ..... Greeley, Colo.
Schutz, Tyro W. ..... Granville, Iowa
Seeger, Helen ..... Ouray, Colo.
Shick, Lulu ..... Greeley, Colo.

Snyder, Laura C. ..... Greeley, Colo.
Stepp, Elmer E. ..... Longmont, Colo.
Stewart, Louie ..... Berthoud, Colo.
Swan, Chas. ..... Greeley, Colo.
Swan, Fred ..... Greeley, Colo.
Swinehart, Blanche ..... Summerset, Ohio
Taylor, Katie ..... Evans, Colo.
Thomas, Myra ..... Greeley, Colo.
Thomas, William ..... Greeley, Colo.
Thornton, Cora ..... Berthoud, Colo.
Tucker, Florence ..... Craig, Colo.
Walter, Ida ..... Bellvue, Colo.
Ward, Fred ..... Greeley, Colo.
Warden, Ethel ..... Lockett, Colo.
Waters, Eva M. ..... Yuma, Colo.
Welch, Harry ..... Greeley, Colo.
Welch, Hattie ..... Greeley, Colo.
Whitaker, Myrtle ..... Chromo, Colo.
Williams, Charlie ..... Eaton, Colo.
Wilson, Grace N. ..... Greeley, Colo.
Wright, Minnie ..... Greeley, Colo.
Young, Archie D. ..... Eaton, Colo.

MODEL SCHOOL.

Upper Grammar—51.

Baker, Myrtle
Baldwin, Edwin
Baldwin, Fred
Beardsley, Earl
Bentley, Arthur
Berry, Fred
Brownell, Geo.
Butler, Albert
Camp, Levy
Comer, Edith
Edwards, Fred
Evans, Geo.
Felmlee, Ada
Foster, Lennie
Galucia, Ralph
Hale, Dollie
Hart, Jesse
Hayes, Ethel
Howard, Mildred
Howard, Ross
Keefe, Emmett
Kelly, David
Kimball, Elsie
Kinney, Myrtle
Lavelle, Bridget
Lee, Albert
McDonald, Ida
Moore, Howard
Neff, Eddie
Nelson, Carl
O'Donnell, Tom
Oney, Roscoe
Patterson, Lillie
Pollock, Alice
Rugh, Fannie
Sexson, Avis
Sexson, Edith
Sexson, Olive
Sims, Bert
Smith, Ida
Stark, Lenna
Stillwell, Evelyn
Stillwell, Nellie
Sullivan, Irene
Van Scyoc, Roy
Wilkinson, Fred
Williams, Cora
Wilson, Arthur
Winegar, Chas.
Wolaver, Floyd
Wright, Nora

Lower Grammar—44.

Adams, Lewis
Adams, Roxy
Armstrong, Florence
Beall, Roy
Beardsley, Eugene
Bently, Frank
Bower, Henry
Buckley, Emma
Burbanks, Ira
Cary, Guy
Dolan, Maggie
Evans, Dottie
Evans, Ethel
Foster, Bessie
Foster, Geo.
Hitt, Henry
Hitt, Wm. D. Jr.
Hudson, Lonnie
Jennaway, Bert
Jennaway, Fannie
Jessup, Loren
Jones, Pearl
Kimball, Carrie
Lavelle, Julia
Lundy, Claude
McCreery, Paul
Reynolds, Enone
Rogers, Stella
Rugh, Durkie
Rugh, Nora
Sibley, Blanche
Skinner, Grace
Smith, Ed.
Smith, Mabel
St. Cyr, Louis
Snyder, Tyndall
Stevenson, Onslow
Struble, Benton
Waters, George
Wearin, Guy
Wearin, Mabel
Wilkinson, Mabel
Wilson, Jesse
Wright, Charlie

Upper Primary—22.

Baker, Earl
Baldwin, Myrtle
Dixon, May
Drake, Willie
Felmlee, Walter
Finch, Myrtle

Finch, Lizzie
Gross, Allan
Gross, George
Hale, Bert
Hotchkiss, Sarah
Kimball, Kittie
McCreery, Deane
Meeker, Waldo
Nelson, Ella
Nelson, Mary
Rogers, Jessie
Rogers, Nellie
Sibley, Winnie
Statler, Margaret
Struble, Etta
Struble, Ollie

Lower Primary—31.

Beardsley, Inez
Beardsley, Edith
Comer, Gussie
Comer, Myra
Comer, Torris
Evans, Laurie
Evans, Stella
Finch, Clarence
Finch, Edgar
Finch, Edna
Finch, Lester
Gross, Ruth
Hudson, Belle
Hudson, Virgie
Levis, Edna
Levis, Mabel
Ling, Bessie
Lundy, Thomas
Moore, Susie
McCreery, Mildred
Nelson, Marshall
Nelson, Willie
Rogers, Roy
Rogers, Louie
Seegur, George
Stevens, Dannie
Struble, Rushie
Sutherland, Lulu
Swanson, Harry
Wearin, Fern
Wilson, Johnnie

Kindergarten—50.

Adams, Ray
Bailey, Bradnor
Banta, Margaret
Brown, Helen
Canfield, Edna
Comer, Gladys
Center, Fred
Daniels, Dorothy
DeWeese, Blanche
Doddridge, Lillian
Dixon, Harvey
Evans, Willie
Fiske, Eugene
Fitch, Francis
Floyd, Fay
Graham, Donald
Harrison, Lucille
Harrison, Lorena
Harvey, Clarence
Henderson, John
Hopkins, Mamie
Homes, Laurence
Hudson, Myrtle
Kimball, Helen
Klein, Caddie
McKinney, Carl
Moore, George
Mulford, Jim
Neil, Ralph
Oberg, Eulah
Oney, Dana
Paine, Velma
Park, John
Parker, Bruce
Potter, Bessie
Reynolds, Burrel
Swanson, May
Swanson, Lila
Swanson, Lois
Sipperly, Dorothy
Speir, Cecil
Sutherland, Phil
Sutherland, Eva
Steck, Susie
Taylor, Alice
Taylor, Frieda
Wassley, Vera
White, Helen
Wyatt, Bud
Wilson, Harold

SUMMARY.

ATTENDANCE.

Normal Department.

Seniors.

Females	35	
Males	9	
Total		44

Juniors.

Females	86	
Males	19	
Total		105

Sophomores.

Females	78	
Males	23	
Total		101

Freshmen.

Females	82	
Males	25	
Total		107
Total in Normal department		357

Model Department.

First Primary	31	
Second Primary	22	
First Grammar	44	
Second Grammar	51	
Total in Model School		148

Kindergarten Department.

First Grade	12	
Second Grade	12	
Third Grade	13	
Fourth Grade	13	
Total in Kindergarten		50
Grand total for year		555

ALUMNI.

OFFICERS.

John R. Whiteman, '91, President.
Isabel Paul, '96, Secretary and Treasurer.

TRUSTEES.

John R. Whiteman, '91.
Isabel Paul, '96.
Edgar L. Hewett, '93.

DIRECTORY.

Class of 1891.

Berryman, Eliza E. ..... Denver, Colo.
Ward (Bliss), Clara S. ..... Greeley, Colo.
Bybee, W. F. ..... Colorado Springs, Colo.
Davidson, Amy B. (Hardcastle) ..... Fort Collins, Colo.
Evans, Bessie B. ..... Denver, Colo.
Fashbaugh, Carrie E. ..... Evans, Colo.
John, Grant B. ..... University Park, Colo.
Lincoln, Genevra ..... Utah
*Montgomery, Jessie .....
McNair, Agnes ..... Denver, Colo.
Spencer, Clarence F. ..... Monte Vista, Colo.
Whiteman, John R. ..... Greeley, Colo.

Class of 1892.

*Batterson, May L. (Smith) ..... Erie, Colo.
Craig, (Mrs.) Edna C. ..... Greeley, Colo.
Dresser, Helen C. ..... Greeley, Colo.
Jones, Edith Helen, 1615 Humboldt ..... Denver, Colo.
Jones, Winifred, 1615 Humboldt ..... Denver, Colo.
Le Roy, Mabel (McFie) ..... Florence, Colo.
Lynch, Andrew R. ..... Peabody, Kan.
Meek, Idela ..... Colorado Springs, Colo.
Miller, J. A. ..... Ferguson, Mo.
Miller, Vina (McFie) ..... Ferguson, Mo.
Moore, Mamie F. ..... Denver, Colo.
Mumper, Annie T. ..... Greeley, Colo.
McClelland, Robt. A. ..... College Springs, Iowa
Putnam, Kate ..... South Denver, Colo.
Robinson, Fannie F., 46 S. Lincoln ave. ... Denver, Colo.
Wilson, Elma A. ..... Salida, Colo.

Class of 1893.

Bybee, Carrie S. ..... Colorado Springs, Colo.
Dace, Mary ..... Fort Collins, Colo.
Dunn, Rosalie M. ..... New Windsor, Colo.
Heath, Herbert, G. ..... Greeley, Colo.
Hewett, Edgar L. ..... Greeley, Colo.
Hewett, Cora W. ..... Greeley, Colo.
Houston, George M. ..... Greeley, Colo.
Jacobs, Alice M. (Nixon) ..... Greeley, Colo.

*Deceased.

Knight, Lizzie M. ..... Evans, Colo.
Lunt, Mary Fay (Jacobs) ..... Eaton, Colo.
MacNitt, E. Alice ..... Longmont, Colo.
McClain, Minnie E. ..... Fort Collins, Colo.
Marsh, Mary B. ..... Cañon City, Colo.
Pearce, Stella ..... Cripple Creek, Colo.
Priest, Lee ..... Victor, Colo.
Seed, Stella H. ..... Greeley, Colo.
Stockton, J. Leroy ..... Greeley, Colo.
Struble, Lizzie (Married) ..... Timnath, Colo.
Thomas, Cora B. ..... Boulder, Colo.
Varney, Julia A. ..... Idaho Springs, Colo.
Wallace, Hattie L. (Johnson) ..... Ogden, Utah
Walter, Clara B. ..... East Fairfield, Ohio
Wheeler, B. B. ..... Apex, Colo.

CLASS OF 1894.

Bond, Dell ..... Dennison, Iowa
Burnett, Ruth ..... Burlington, Colo.
Catherwood, Grace A. ..... Boulder, Colo.
Clark, Charles E. ..... Atwood, Colo.
Coffey, Gillian ..... Denver, Colo.
Cordes, Carrie ..... Greeley, Colo.
Creager, Katie ..... Boulder, Colo.
Day, Nellie ..... Central City, Colo.
Delbridge, Eloise ..... Trinidad, Colo.
Durkee, Alice ..... Cañon City, Colo.
Freeman, Maude ..... Silver Plume, Colo.
Gardiner, Julia ..... South Denver, Colo.

Gass, Maud ..... Trinidad, Colo.
Lewis, Lottie ..... Central City, Colo.
Lynch, John ..... Durango, Colo.
Melvin, Pearl ..... Florence, Colo.
Merrill, Louisa A. ..... Granada, Colo.
Messinger, Edna ..... Denver, Colo.
McGhee, May ..... Cripple Creek, Colo.
Sorenson (Nauman), Minnie ..... Nebraska
Peters, Anna ..... Trinidad, Colo.
Rank, Margaret ..... Trinidad, Colo.
Robinson, Anna ..... Evans, Colo.
Severance, Dora ..... Severance, Colo.
Shumway, William ..... Denver, Colo.
Trehearne, Beatrice ..... Denver, Colo.
Turner, Flora B. ..... Arvada, Colo.
Welch, Irene ..... Colorado Springs, Colo.
Williams, Nellie ..... Greeley, Colo.
Woods, James ..... Williamsburg, Colo.
Work, Anna ..... Denver, Colo.
Work, Ella ..... Denver, Colo.
Wright, Lulu ..... Monte Vista, Colo.
Wright, Nana ..... Greeley, Colo.
Yard, Jessie ..... Cañon City, Colo.

Class of 1895.

Allen, Mame C. ..... Fort Collins, Colo.
Brown, Rebecca ..... New Mexico
Canning, Annetta ..... Poughkeepsie, N. Y.
Coleman, Mary B. ..... Florence, Colo.

Clark, Ruth M. .....Denver, Colo.
Dobbins, Nettie M. .....Longmont, Colo.
Downey, Abner .....Telluride, Colo.
Felton, Mark A. .....Durango, Colo.
Freeman, Maude .....Silver Plume, Colo.
Gale, Grace M. .....Greeley, Colo.
Goddard, Susan .....Fort Morgan, Colo.
Hadley, Laurie .....South Pueblo, Colo.
Lynch (Hubbard), Nettie L.....Durango, Colo.
Huecker, Lydia E. .....Denver, Colo.
King (Mrs.) L. C. .....Greeley, Colo.
Lines, Celia .....Platteville, Colo.
McClave, Blanche M. .....Eaton, Colo.
McCoy, Maude M. .....Ordway, Colo.
Marsh, C. T. .....Greeley, Colo.
Miller, Edwin .....Timnath, Colo.
Molnar, Louis .....Denver, Colo.
Newman, Emma .....Denver, Colo.
Peck, Vera .....Denver, Colo.
Phillips, Stella .....Eastonville, Colo.
Price, J. M. .....Eaton, Colo.
Stanton, Kate M. .....Boulder, Colo.
Snyder, E. R. .....Bald Mountain, Colo.
Stratton, Ella E. .....Gillette, Colo.
Suydner, Cecil E. .....Las Animas, Colo.
Uhri, Sophia .....Garnett, Colo.
Woodruff, Myrna .....Colorado Springs, Colo.
Wyman, Ree .....Denver, Colo.

Class of 1896.

Agnew, Minerva .....Cripple Creek, Colo.
Ault, C. B .....Lawrence, Colo.
Bell, J. R. .....Alma, Colo.
Berger, Florence .....Eaton, Colo.
Bliss, Lillian M. .....Denver, Colo.
Boyd, Sela M. .....Boulder, Colo.
Briggs, Jennie M. .....Rocky Ford, Colo.
Cameron, Agnes .....Cañon City, Colo.
Cameron, Wm. F. .....Castle Rock, Colo.
Collom, Mattie .....Golden, Colo.
Dittey, Mollie .....Colorado Springs, Colo.
Donahue, J. Leo .....Castle Rock, Colo.
Graham, Kate .....Montrose, Colo.
Hamilton, Ida M. .....Greeley, Colo.
Hanks, Alberta .....Salida, Colo.
Hollingshead, C. A. .....Castle Rock, Colo.
Howard, Florence .....Denver, Colo.
Howard, Wellington .....Greeley, Colo.
James, Annie .....Lamar, Colo.
Jameson, Grace .....Golden, Colo.
Kendel, Elizabeth .....Greeley, Colo.
Mathews, Minnie V. .....Montrose, Colo.
Newman, Winnifred .....Longmont, Colo.
Norton, Nell .....Silver Plume, Colo.
Paul, Isabel .....Longmont, Colo.
Patton, Mabel .....1279 Pearl street, Denver, Colo.
Pollock, Emma .....Longmont, Colo.
Probst, Emma .....Alma, Colo.

Shull, Grace .....Berthoud, Colo.
Smith, Luna .....Greeley, Colo.
Stevenson, Audrey .....Greeley, Colo.

CLASS OF 1997.

Adams, Helen .....Denver, Colo.
Benson, Frank V. (Miss) .....Loveland, Colo.
Brownlee, Sylvia, ...Gordon, Neb.
Buffington, Lulu .....Kokomo, Colo.
Burns, T. E. .....Payson, Ill.
Dowell, H. L. .....Allisom, Mo.
Ellis, Carrie E. .....La Selle, Colo.
Guynn, H. G. .....Smithton, Pa.
Hadden, S. M. .....Beaumont, Calif.
Hamilton, Jessie M. .....Saguache, Colo.
Hammond, Eva C. .....Denver, Colo.
Hersey, Rose .....Denver, Colo.
Hinkley, Anna C. .....Denver, Colo.
Hoch, Lillian E. .....Hudson, Ohio
Holaday, Minnie .....Ridgway, Colo.
Holliday, Maud .....Fairplay, Colo.
Ingersol, May .....Delta, Colo.
Jones, B. Ida .....Denver, Colo.
Kendel, Juanita .....Greeley, Colo.
King, Alpha E. .....Rocky Ford, Colo.
Knapp, Edith A. .....Colorado Springs, Colo.
Lockett, Margaret .....Saguache, Colo.
McDonald, R. A. .....Phoenix, Ariz.
McKinley, Hattie .....Idaho Springs, Colo.
McLeod, Carrie .....Cañon City, Colo.

Newell, Agnes .....Wray, Colo.
Putnam, Jennie .....Greeley, Colo.
Rudolph, Victoria .....Cañon City, Colo.
Sanborn, Mabel .....Greeley, Colo.
Slatore, Nelson (Miss) .....Colorado Springs, Colo.
Smith, Cora E. .....Gunnison, Colo.
Steans, Henry G. .....Durango, Colo.
Stevenson, Eleanor .....Denver, Colo.
Stockton, Guy C. .....Greeley, Colo.
Thompson, Andrew W. .....Colorado Springs, Colo.
Walker, F. A. .....Russell Gulch, Colo.
Wheeler, Gertrude E. .....Golden, Colo.
White, Esther F. (Mrs.) .....Cañon City, Colo.
Wilkinson, Bessie M. .....Greeley, Colo.
Wilson, Edith .....Denver, Colo.
Witter, Stella .....Greeley, Colo.
Work, C. M. .....Le Roy, Colo.
Wright, Olive .....Cañon City, Colo.
Young, Kate (Mrs.) .....Greeley, Colo.

SUMMARY.

Class of 1891	12
Class of 1892	16
Class of 1893	23
Class of 1894	35
Class of 1895	32
Class of 1896	31
Class of 1897	44
Total	193

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THE
W.F. ROBINSON
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DENVER COLO