

*Joseph Daniels*

**STATE**

*his book*

**NORMAL SCHOOL**



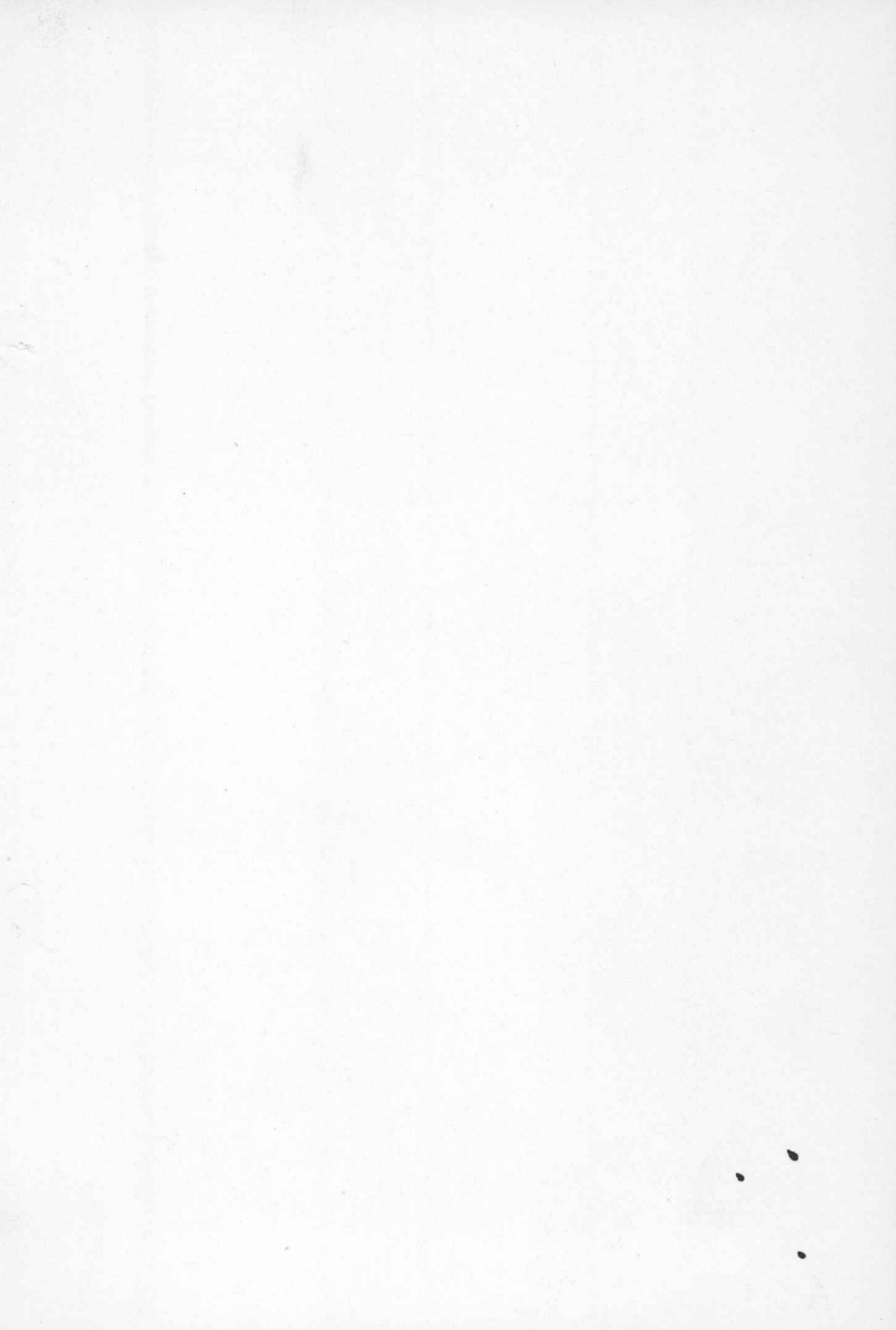
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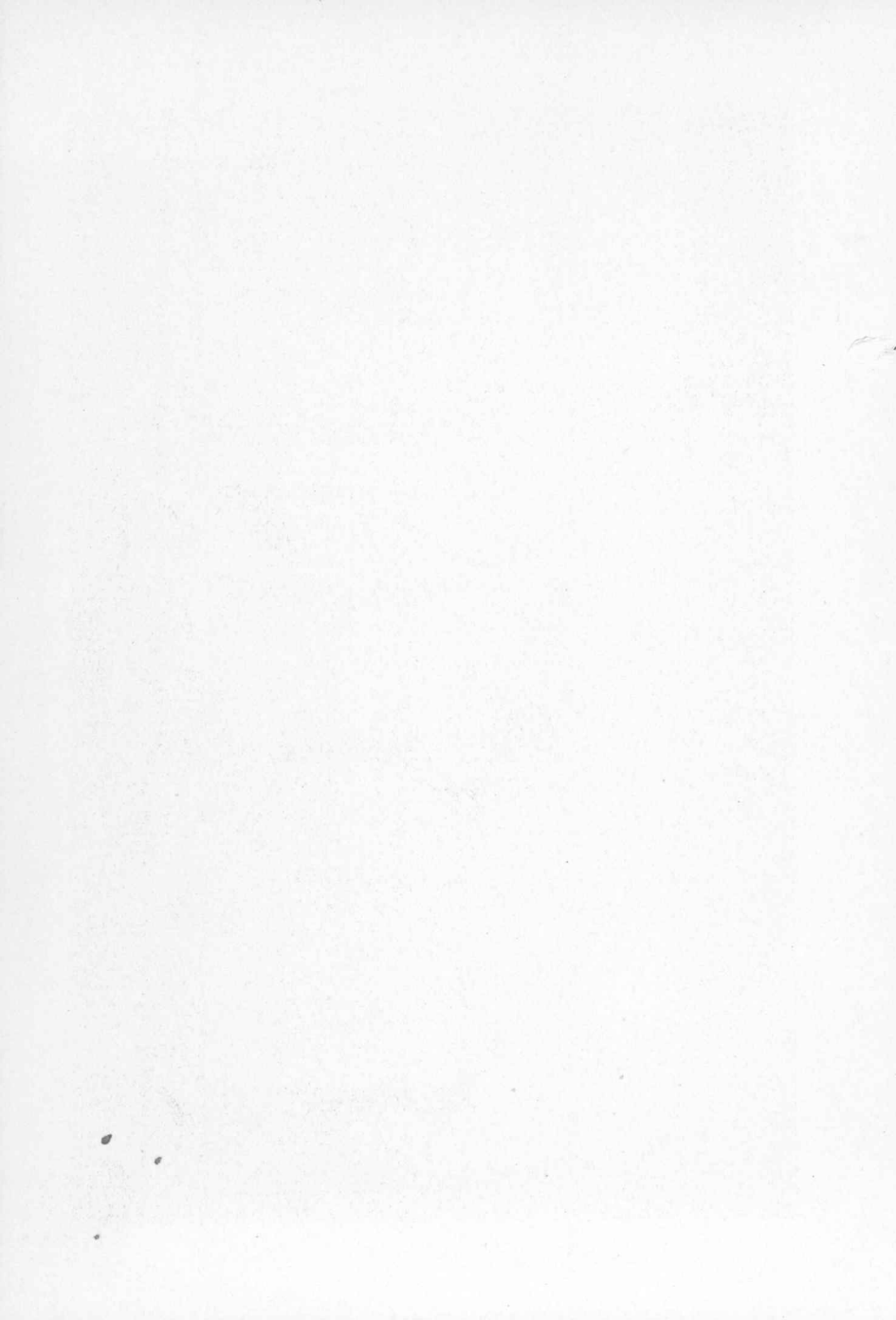
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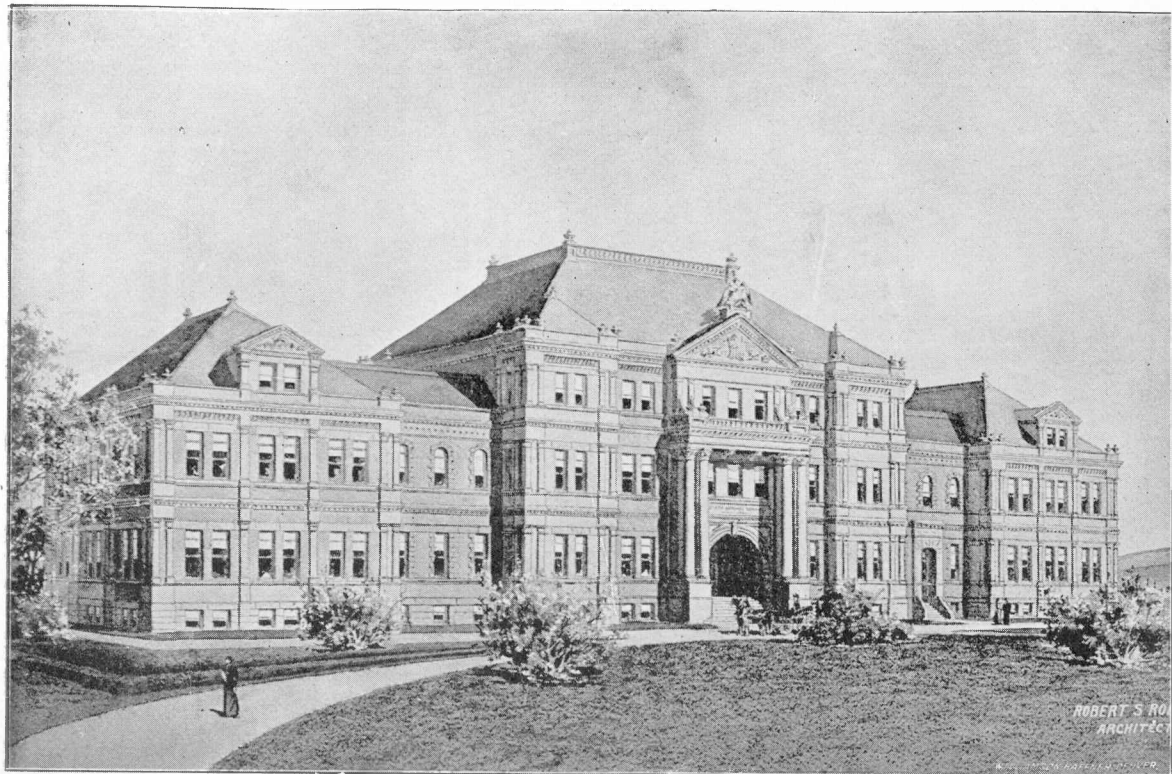
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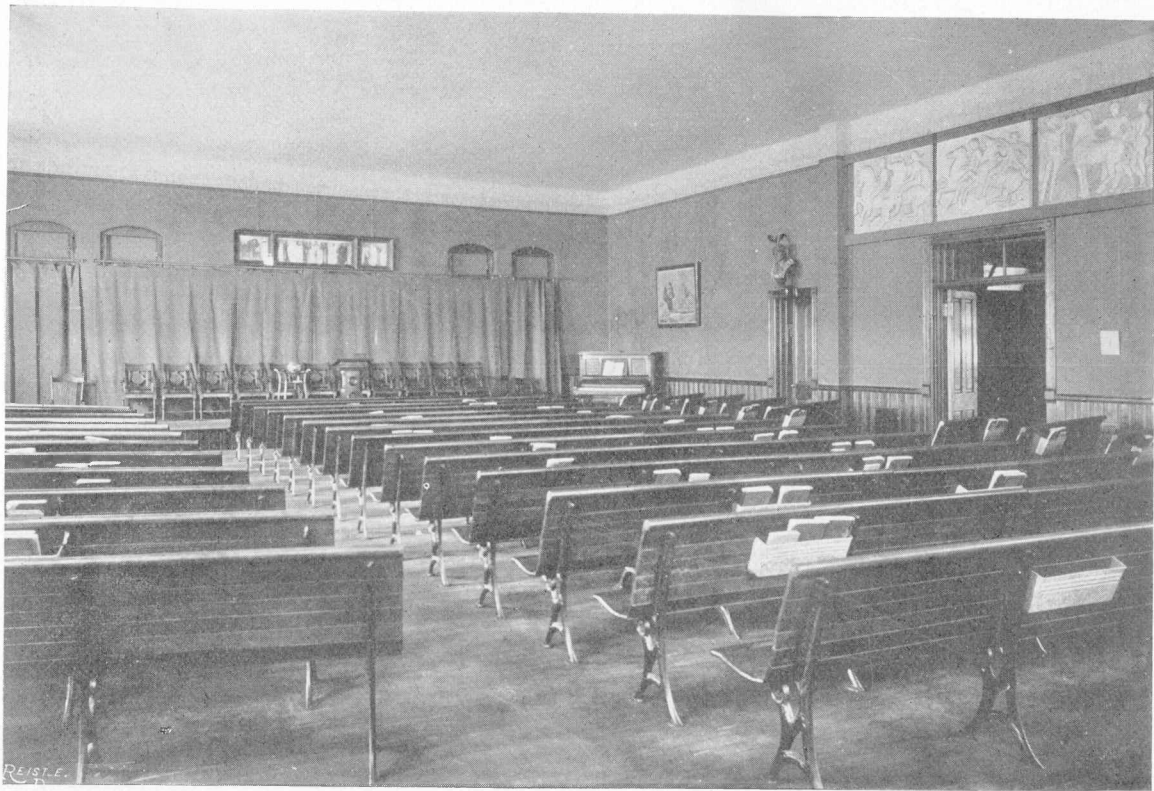


NORMAL BUILDING.



NORMAL CAMPUS.

REISIE

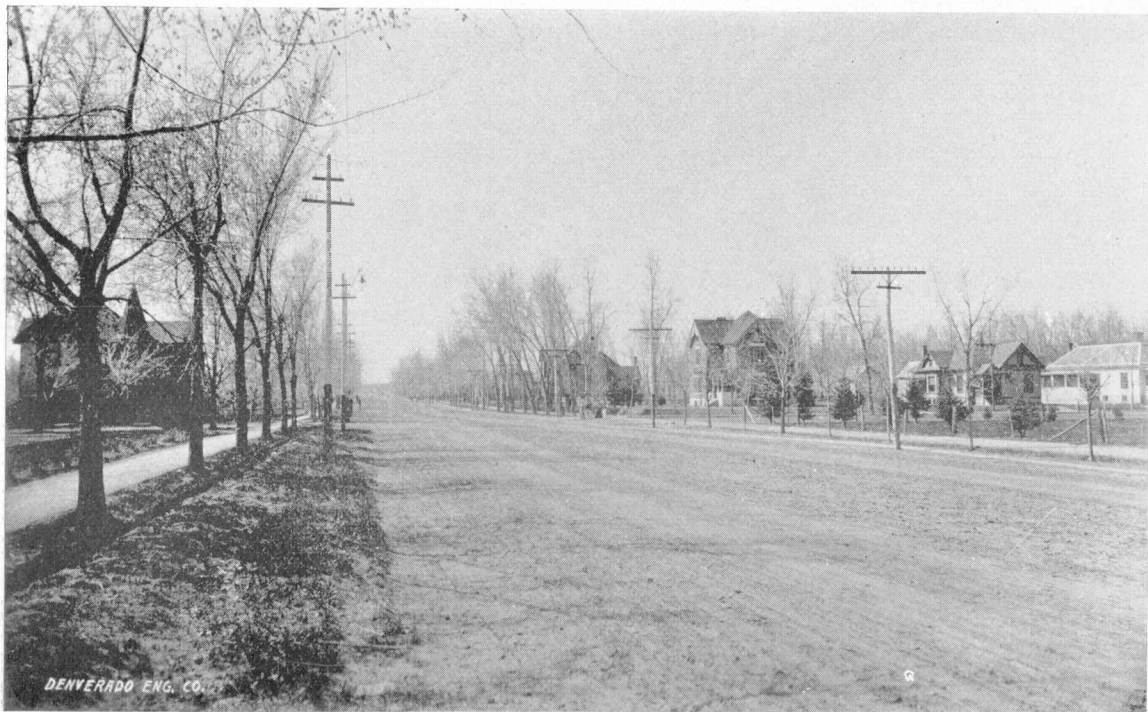


REIST.E.  
3

CHAPEL.



LOWER HALL.



NORMAL AVENUE.



VIEW OF ROCKY MOUNTAINS FROM NORMAL CAMPUS.

Deacidified -  
Via T<sub>0</sub> Soft Spray  
April 1990



Ninth Annual Catalogue  
of the State Normal School  
of Colorado \* \* \* \* \*  
Greeley, Colo., 1898-1899 \*



# CALENDAR.

1899

## SEPTEMBER.

S	M	T	W	T	F	S
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## NOVEMBER.

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## JANUARY.

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1898-1900  
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## ANNOUNCEMENTS.

1899-1900.

### FALL TERM, SIXTEEN WEEKS.

Begins Tuesday, September 5, 1899.

Closes Friday, December 22, 1899.

Vacation ten days.

### WINTER TERM, ELEVEN WEEKS.

Begins Tuesday, January 2, 1900.

Closes Friday, March 16, 1900.

### SPRING TERM, ELEVEN WEEKS.

Begins Monday, March 19, 1900.

Closes Thursday, May 31, 1900.

### COMMENCEMENT WEEK.

Baccalaureate Sermon, Sabbath Afternoon, May 27, 1900.

Commencement Concert, Monday Evening, May 28, 1900.

Class Day Exercises, Tuesday Evening, May 29, 1900.

Alumni Anniversary, Wednesday Evening, May 30, 1900.

President's Reception, Thursday Evening, May 31, 1900.

Commencement, Thursday, May 31, 1900.

Alumni Banquet in December, 1899, at S. T. A., Denver.

8497

1890

## BOARD OF TRUSTEES.

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HON. JOHN M. B. PETRIKEN .....	Greeley
Term expires 1903.	
HON. RICHARD BROAD, JR. ....	Golden
Term expires 1903.	
HON. JESSE STEVENSON .....	Monte Vista
Term expires 1905.	
MRS. FRANCES BELFORD .....	Denver
Term expires 1905.	
DR. R. W. CORWIN .....	Pueblo
Term expires 1901.	
HON. N. B. COY .....	Colorado Springs
Term expires 1901.	
MRS. HELEN M. GRENFELL, State Superintendent of Public Instruction .....	Denver
Term expires 1901.	

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## OFFICERS.

RICHARD BROAD, JR. ....	President
A. J. PARK .....	Secretary
C. H. WHEELER .....	Treasurer

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## STANDING COMMITTEES.

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*Finance:*

JESSE STEVENSON.      MRS. HELEN M. GRENFELL.  
RICHARD BROAD.

*Instruction and Teachers:*

N. B. COY.                                      FRANCES BELFORD.  
R. W. CORWIN.      MRS. HELEN M. GRENFELL.

*Kindergarten and Model School:*

MRS. FRANCES BELFORD.                      N. B. COY.  
DR. R. W. CORWIN.

*Library:*

DR. R. W. CORWIN.                      JOHN M. B. PETRIKEN.  
JESSE STEVENSON.

*Executive and Building:*

JOHN M. B. PETRIKEN.                      R. BROAD, JR.  
JESSE STEVENSON.

## FACULTY.

1898-1899.

Z. X. SNYDER, PH. D., President,  
*Philosophy and Practice of Pedagogy.*

JAMES H. HAYS, A. M., Vice President,  
*Latin, Mathematics and Pedagogy.*

LOUISE HANNUM, PH. D., Preceptress,  
*History, Literature and English.*

N. M. FENNEMAN, A. B., A. M.,  
*Physical Science—Physics, Chemistry and Physiography.*

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

SARAH B. BARBER,  
*Reading, Elocution and Physical Culture.*

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

\*E. G. DEXTER, A. M., PH. D.,  
*Experimental Psychology and Physiology.*

†D. D. HUGH, A. B., A. M.,  
*Experimental Psychology and Physiology.*

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

JOHN W. HALL, PH. D.,  
*Principal Training and Child Study Department.*

M. NORA BOYLAN,  
*Critic in Training and Music.*

\*Away on leave of absence.

†Supplying during Prof. Dexter's absence.

ELEANOR PHILLIPS, PD. M.,  
*Critic in Training.*

LIZZIE H. KENDEL, PD. M.,  
*Critic in Training.*

MRS. SARAH A. FENNEMAN, PD. M.,  
*Critic in Training.*

~~LAURA E. TEFFT,~~ *Miss Bertha M. Anderson*  
*Director Kindergärten.*

L. C. BUTSCHER, PD. B.,  
*Modern Languages.*

\* *Harriet Day*  
*Drawing and Fine Art.*

\* *Gertrude Smith*  
*Domestic Economy.*

\* *Vernon McKelvey*  
*President's Secretary.*

A. L. EVANS,  
*Landscape Gardener.*

BENJAMIN STEPHENS,  
*Engineer.*

### EXAMINING BOARD.

HELEN M. GRENFELL,  
*State Superintendent Public Instruction.*

JAMES WOODS,  
*County Superintendent Fremont County.*

Z. X. SNYDER,  
*President School.*

\* To be supplied 1899.

## FACULTY COMMITTEES.

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 1899-1900.
 

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*Executive:*

JAMES H. HAYS.      LOUISE HANNUM.      J. W. HALL.

*Athletic:*

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

*Social:*

LOUISE HANNUM.      J. F. DANIELS.      JAMES H. HAYS.

*Mentor:*

N. M. FENNEMAN.      LIZZIE H. KENDEL.      J. W. HALL.

*Society:*

C. T. WORK.      LOUISE HANNUM.      J. H. HAYS.

*Visitors:*

A. E. BEARDSLEY.      E. G. DEXTER.      N. M. FENNEMAN.

*Correspondence:*

ELEANOR PHILLIPS.      C. T. WORK.      M. NORA BOYLAN.

*Post Graduate:*

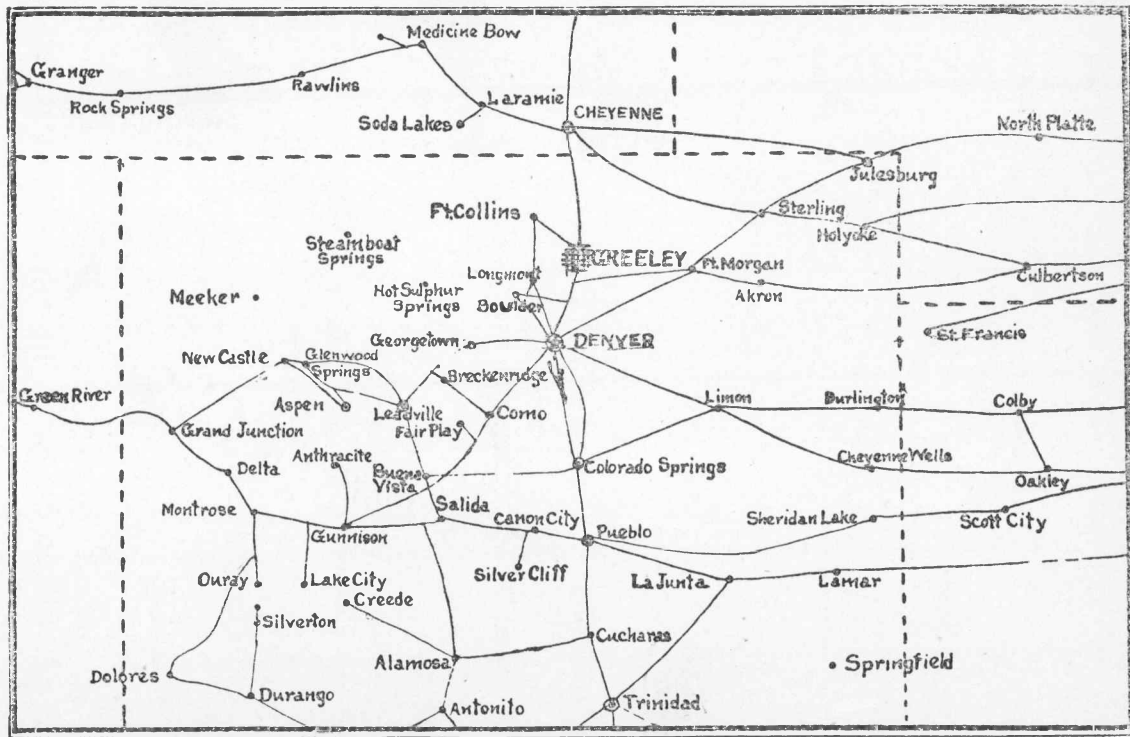
Z. X. SNYDER.      J. H. HAYS.      LOUISE HANNUM.  
                                  N. M. FENNEMAN.      J. W. HALL.

*Art Committee:*

J. F. DANIELS.      MRS. N. M. FENNEMAN.  
                                  C. T. WORK.      LIZZIE KENDEL.

*Programme Committee:*

SARAH B. BARBER.      LOUISE HANNUM.      J. H. HAYS.



GREELEY AND VICINITY





## HISTORY OF SCHOOL.

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

### LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific railway, fifty-two miles north of Denver. This city is in the valley of the Poudre river, and is one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town.

## BUILDING.

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

**Normal Department.**



## THE FUNCTION OF THE NORMAL SCHOOL.

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The function of the Normal School is to make teachers. To do this it must keep abreast of the times. It must lead in public education. It must project the future. The modern conception of education embraces all of human life. This wide and deep and rich notion enlarges the function of an institution that aims to prepare teachers. This function embraces in its relations: The faculty, the child, those preparing to teach, the home, the state, society, and the course of study.

### I.—RELATION TO FACULTY.

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

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

*b.* Ability to teach ranks next in the hierarchy of qualifications. This is ability to adapt self and subject to the pupil. It is ability to inspire to action. It means one whose whole nature blends with those being taught. It is a natural gift, specially trained.

*c.* Scholarship is the reserve power of every strong teacher. It commands respect. The scholarship of a Normal School teacher should first be liberal, then special.

*d.* Culture is essential. It gives tone to the entire personality. It is the development of the finer nature. It means good manners, good taste, refined thoughts, elegant expression, pure spirit.

*e.* Professional ethics and spirit binds the faculty into one harmonious whole, without which there is a great lack of efficiency. A due recognition of the above should characterize all the members of the faculty. Due regard for each other in speech and manner should always exist.

## II.—RELATION TO THE CHILD.

In the preparation of teachers the end in view is the education of the children of the state. The child is the supreme concern. The function of the Normal School is to give such an interpretation of the child and its development in all directions as will best prepare it to enter fully, readily and righteously into its environment.

## III.—RELATION TO THOSE PREPARING TO TEACH.

*a.* An individual who enters to take a course in the State Normal School should have maturity of mind. This is absolutely necessary in as much as the student who is studying subjects in their relation to the education of children has a more complex problem than the person who is studying the subject for the subject's sake.

*b.* The individual who enters should have reasonably good health. The work of the Normal School demands that the student should have good health.

*c.* One who is contemplating becoming a teacher should have a natural fitness to teach. The student can

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usually feel this; but when the authorities discover a lack of natural ability in a student to make a good teacher, the student should be informed.

*d.* Common sense is a very superior qualification for the teacher.

*e.* Clean character is fundamental. Clean thoughts, pure motives, high ideals are essential.

*f.* Intellectual ability is presupposed in the preparation of the teacher.

#### IV.—RELATION TO THE HOME.

A very close relation exists between the teacher and the home. The teacher and the parents should be acquainted. The teacher should be intimate enough to talk candidly and freely about the interests of the child. The function of the Normal School toward the home is so to prepare the people who enter that they may intelligently study the nature and wants of the child in common with the parent.

#### V.—RELATION TO SOCIETY.

Since the child must become an organic part of society, the teacher should have an intelligent view of the relation of a child's education to the needs of society. The needs of the child and society are reciprocal.

#### VI.—RELATION TO THE STATE.

The function of the Normal School to the state is apparent. The state is interested in the education and general intelligence of all its people. To this end she

founds schools and maintains a public school system. The Normal School becomes the very heart of this system. It prepares those who go out to have charge of the youth of the commonwealth.

The responsibility of no institution of learning is so great as that of a Normal School. It has a great function.



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## COURSE OF STUDY.

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

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

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

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.

Genetic psychology.

MAN IN NATURE.

Embracing—

Biology.

Physics.

Chemistry.

Physiography.

Astronomy.

Mathematics.

MAN IN SOCIETY.

Embracing—

Economics.

Government.

Home.

Sociology.

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MAN IN EXPRESSION.

Embracing—  
Language.  
Drawing.  
Construction.  
Music.  
Art.

MAN IN SCHOOL.

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

## SCHEDULE OF WORK.

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### SOPHOMORE YEAR.

- Algebra. (180)\*
- Geometry. (180)
- Biology. (144)
- Literature and English. (144)
- Reading and Physical Culture. (108)
- Latin, German, French, Spanish, or English. (144)

### JUNIOR YEAR.

- Psychology. (144)
- History and English. (144)
- Latin, German, French, Spanish, or English. (144)
- Reading and Physical Culture. (108)
- Art—Drawing. (108)
- Sloyd, Domestic Economy, Sewing, or Library Work. (72)
- Arithmetic. (45)
- Observation and Pedagogy. (108)

### SENIOR YEAR.

- Philosophy and History of Education. (144)
- Physiography. (90)
- Physics and Chemistry. (144)
- Model Practice and Pedagogy. (108)
- Literature and English. (108)

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\* Denotes the number of points, or recitations, per year.

Reading and Physical Culture. (36)  
American History. (90)  
Music. (72)  
Art. (72)

### 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.

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*.

The teacher should possess *scholarship, power, 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 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 introspective. Because of the insufficiency of the old psychology to give a broad and scientific view of mental phenomena, it has given place, in a large measure, to the experimental, the observational, and the historic (ontogenetic and phylogenetic) study of the subject. The introspective method is not ignored. Whenever it is available it is used with the other methods in the investigation of a subject.

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 largely 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 study of the subject.

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 individually a course of experiments.

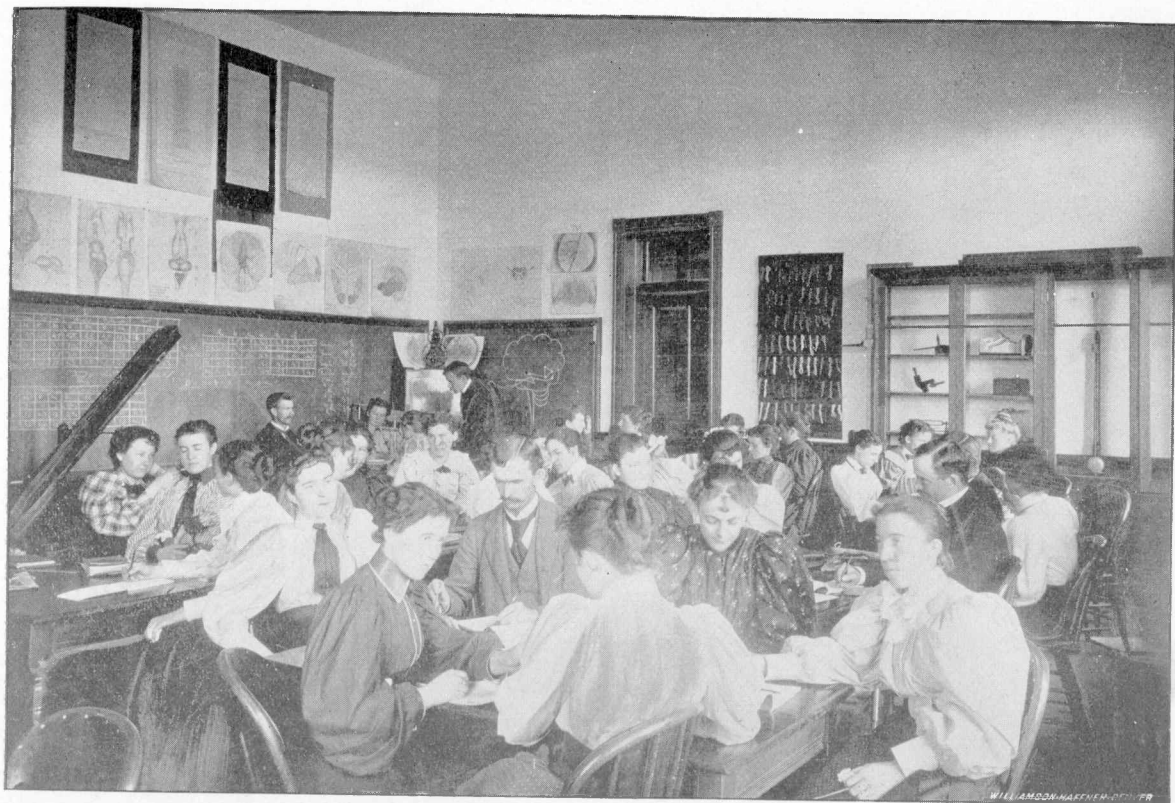
All the data taken by the class are carefully tabulated and preserved, and form a valuable reference library.

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; teter-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, Kulpe, 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:



WILLIAMSON-NAKVEN-DOUGLASS

PSYCHOLOGICAL LABORATORY.

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 have 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 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 seminary work. The following topics will be considered :

1. Man in relation to other animals.
2. Antiquity of man.
3. Quarternary 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 embraces 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.

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## 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.

#### I.—AGENCIES INVOLVED IN EDUCATION.

- a.* Child—being to be educated.
- b.* Teacher—person who directs.
- c.* Nature—earth and its forces.
- d.* Man—civilization.

#### II.—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.

III.—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.

IV.—REQUISITES TO THE ACCOMPLISHMENT OF  
THESE ENDS.*a. Body must have*

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

*b. Mind must have*

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

*c. Spirit must actualize*

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

V.—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 a child are interdependent.

#### VI.—EDUCATIONAL LAWS.

a. *The law of the apperceiving and the apperceived.*  
*Formula*—What is to be learned becomes a part of the mental economy through affinity.

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

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

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

e. *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.

#### VII.—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.

#### I.—ORGANIZATION OF SCHOOL.

##### a. *Parts.*

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

##### b. *Functions.*

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

##### c. *Harmony.*

## II.—GOVERNMENT OF SCHOOL.

- a. Object—preservation.
- b. Aim—discipline.
- c. End—freedom.

## III.—INSTRUCTION.

- a. *Processes.*
  - 1. Thinking.
  - 2. Knowing.
  - 3. Expressing.
- b. *Results.*
  - 1. Knowledge.
  - 2. Discipline.
  - 3. Culture.
  - 4. Expression.

## IV.—RESULTS.

- a. *Development.*
  - 1. Knowledge.
  - 2. Power.
  - 3. Culture.
- b. *Participation.*
  - 1. Actualization.
  - 2. Transfiguration.
  - 3. Transformation.

## IV.—PHILOSOPHY OF EDUCATION.

## I.—STAGES OF DEVELOPMENT.

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

## II.—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.

## III.—NATURES TO BE EDUCATED.

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

## IV.—PROCESSES IN EDUCATION.

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

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## 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 oil-cloth 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 psychology 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 be spent in an attempt to familiarize the student with the earlier symptoms of the

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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 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 pump, 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, galvanometer, batteries, 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



## SCHOOL-MADE APPARATUS

which pupils are taught to construct:

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

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 common life, including such topics as foods, cooking and cleaning,

sanitation, fermentation and the chemistry of plants, animals, the air, soils, etc. When the 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. Learning 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.

#### II.—AS TO LINES OF WORK.

##### 1. *Research.*

- a. Plants of vicinity.
- b. Plants along streams.
- c. Hill and mountain plants.
- d. Garden plants.
- e. Commercial plants.
- f. Fertilization.
- g. Adaptation.
- h. Family work.
- i. Survival of fittest.

*2. Laboratory.*

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

*3. Herbarium.*

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

The order of study in

### ZOOLOGY

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



WILLIAMSON RAFFERTY, DRIVER

BIOLOGICAL LABORATORY.



PHYSICAL LABORATORY.



WILLIAMSON & BROTHERS 1911

CHEMICAL LABORATORY.

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## LITERATURE, HISTORY AND ENGLISH.

The general aim of the work of this department is threefold: First, to give the pupil an outline conception of the development of the greater forms of literary expression in their relation to the history of European civilization; second, to introduce the student to as many master pieces as possible in such a way as to cultivate intelligent enjoyment of literature as an art; third, to develop the powers of self-expression side by side with knowledge and interest, so that a pupil may write about what he learns and think simply, naturally and clearly. The chief means used throughout the course with exception of the first semester of the junior year, is constant practice in the discriminating, responsive interpretation of worthy texts. The history of literature is taught for the most part incidentally, in connection with the study of particular authors and works. Rhetoric is studied only so far as it connects itself, on the one hand, with the study of books, furnishing the student with apparatus for analysis and criticism, and, on the other hand, with practice in composition, acquainting the pupil with such elementary principles as can be continually applied in his practice in writing.

### TEXT BOOKS.

Pupils will find themselves greatly assisted in their work by the possession of a few books which, unlike those belonging to the library, may be always at their command. Especially recommended (if the student have no more extensive works covering the same ground) are the history and literature primers, especially Fyffe's History of

Greece, Creighton's Rome, Brooke's English Literature, Jebb's Greek Literature, and Dowdin's Shakspeare (price, thirty-five cents per volume). Other desirable helps include a good dictionary, an historical atlas, a manual of mythology, and an annotated edition of Shakspeare's chief tragedies and comedies.

#### SOPHOMORE YEAR.

Careful reading of Macbeth, Milton's Paradise Lost (Books I and II), selections from the Sir Roger de Coverley Papers, Colridge's Rhyme of the Ancient Mariner, Tennyson's Enoch Arden, Arnold's Sorab and Rustum, one essay from Emerson; elementary study of the form of literature and of the salient features of structure and method represented by each book; constant practice in simple writing, with review of the principles especially applicable to the correction of common errors in syntax and idiom.

#### JUNIOR YEAR.

First semester: Outlines of early Indo-European literature, with special reference to the natural epic and the development of the drama; decline of Latin and rise of modern languages, with a brief survey of mediæval romance cycles and prominent lyric forms; outline history of the English language, with elementary study of words for mastery of a writing vocabulary; reading of the Antigone of Sophocles and of four books of Pope's translation of the Iliad; practice in narrative and descriptive writing.

Second semester: Introductory survey of the development of English literature to the time of Shakspeare; the reading of Hamlet, the Merchant of Venice, and Henry V,



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with study of the nature and structural principles of the drama; detailed study of the paragraph with constant practice in expository writing.

#### SENIOR YEAR.

First semester: Argumentation and the essay; study of the qualities of prose style with exercises in comparison and criticism; the reading of Burke's Conciliation with America, and of selected essays from Macauley, Carlyle, Arnold and Emerson.

Second semester: Nineteenth century poetry; study of some of the best works of the poets with reference to the characteristics and tendencies of modern verse and the conditions which have influenced it.

#### LATIN.

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

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

2. A strict observance is made of the idioms of the language. Roman forms of thought are examined in order to make a comparison with the idioms that are peculiarly English. In no way can a student better see the beauty

and strength of his own language and be inspired with a proper regard for his mother tongue. A student never knows that his own language contains idiomatic expressions until he has studied some language other than his own.

3. On all suitable occasions, and in the reading of Latin texts, especial care is taken to form an acquaintance with the customs, habits and literature of the Roman people. Roman history is thus brought nearer to the 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.

5. 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 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 a preparation for advanced work. These observations include: Thermometer readings, 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 in 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.

Mathematical Geography and the necessary Meteorology are taken up after Physiography of the lands. While the latter is being studied, constant observation and records of climatic elements are required.

Continuous records are expected of the following elements: Temperature, relative humidity, dew point, barometer pressure, sunset (place), sunset (time), sunrise (time), sun's noon altitude, sun's meridian time, clouds—kind—proportion, wind—direction—velocity, precipitation.

## PHYSIOGRAPHY OF THE LANDS.

*Submerged and exposed portion of earth's surface—*

Divisions of submerged area.

Deep seas.

Continental shelves.

Mediterraneans.

Sediments of marginal and abyssal seas.

Distribution of ocean life.

*General conception of wasting land—*

Illustrations showing how the rate varies with climate, rock material and texture, and surface slopes.

Conclusion:—All lands, regardless of texture or dimensions, must in time reach base level.

Contrast constructional and destructional forces.

Systematic succession of forms.

Classification of land forms based on evolution.

*Weathering—*

Preparation for transportation.

Mechanical agencies.

Chemical agencies and solution.

Organic agencies.

Manner of access of agents of weathering.

Soils.

Common minerals and rocks.

This section will cover the work of several weeks. A recognition of the commonest minerals and rocks is demanded, but they are treated chiefly as illustrations of the weathering processes and as sources of soils and other rocks.

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*What becomes of the rain—*

Evaporation.

Percolation.

Run-off.

*Work of running water—*

Corrosion—

By chemical action and solution.

By mechanical work of tools.

Transportation—three ways—

In solution.

In suspension.

By rolling and pushing.

Deposits from water.

Interpretation of deposits.

Grading.

*River life, features common to all regions—*

Constructional valleys.

Modification of constructional valleys.

Development dependent upon materials.

Differential deepening.

History of falls.

Differential widening.

Migration of divides—captures.

Adjustment to structure.

Stages of development.

Infancy, youth, adolescence, maturity, old age.

Interruptions of cycle.

Volcanic, climatic, crust movements.

*History and characteristics of different constructional forms:*

- (a) Under ordinary climatic conditions, plains, plateaus, mountains, volcanic features.
- (b) Topographical features due to unusual climatic conditions.

Features of arid countries.

Of arid once humid.

Of glaciated countries.

*Work of the sea upon shore lines—*

How the shore line is offered to the waves.

Forms of each as offered.

Nature of waves and their work.

Tides.

Development of coast lines offered by the several constructional agencies.

THE EARTH AS A GLOBE.

Discussion of the mathematical principles involved in climate, and through climate in the physiography of the lands.

Essential consideration, the distribution of sunshine.

Secondary consideration, locating places on surface of the earth.

*Form of the earth—movements of the earth—*

Longitude and time, with special reference to the determination of longitude.



*Phenomena of our latitude—phenomena of other latitudes—*

Tilting of horizon in traveling north or south.

Changing position of oblique circles, and of north star.

Sun's noon altitude—various places and seasons.

Place of rise and set (from the globe).

Apparent path at any place on any day.

*Lengths of day and night—demonstration of seasons—*

A general view with the globe.

All relations shown with apparatus to be carefully translated into phenomena as seen from the earth.

THE ATMOSPHERE.

*Nature of the atmosphere—*

Geologically considered.

One of three envelopes.

Action upon other envelopes (stress here).

By virtue of its close relation to:

1. The earth's heat.
2. The earth's moisture.
3. The earth's life.

Also through:

4. Chemical action.
5. Mechanical action.

*Composition of the atmosphere—*

With relation to life.

With relation to weathering.

With relation to heat.

*Heat of the atmosphere—*

Absorption, conduction, convection.

Heating by pressure.

Control of heat distribution.

Latitude.

Altitude.

Pressure of water.

*Water of the atmosphere—*

Three states of water.

Dew point.

Relative humidity.

Evaporation.

Clouds.

Condensation and precipitation.

*Circulation of the atmosphere—*

How equilibrium is disturbed by heat.

Planetary circulation.

Equatorial calms, trades, tropical calms, westerlies.

Phenomena of shifting belts.

Contrast of summer and winter hemispheres.

Monsoons.

Special winds not cyclonic.

*Storm areas of temperate latitudes—*

High pressure areas.

Low pressure areas.

Path of storm centers.

Special winds connected with cyclones.

*Weather maps—*

Principles which make forecasting possible.

*Rainfall chart of the world.*





SLOYD LABORATORY.

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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.

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 for all 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-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. Pronunciation.
  - d. Grace and ease.
3. *Body—Delsarte—Relaxing.*
  - a. Harmonic pose.
  - 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 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 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 superintendents to the schools of the state. The location, purpose and maintenance of the several state schools of higher and professional education. The qualifications and duties of teachers in the public schools of the state; the branches to be taught, text books, school blanks and reports; and school year, school month, school day and public holidays.

## ART.

*Science* consists in knowing; *art* in doing. The human soul actualizes itself through the body, the chief organs of expression being the tongue and hand. The school has to do with art in speech and music as expressed through the tongue. It has to do with drawing and construction as expressed 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 the following reasons:

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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 of 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 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 prisms 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 black-board 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.      | 17. Ruler.          |
| 2. Wedge.             | 18. Towel-roller.   |
| 3. Flower-pin.        | 19. Counting-frame. |
| 4. Flower-stick.      | 20. Nail-box.       |
| 5. Tool-rack.         | 21. Pen-tray.       |
| 6. Coat-yoke.         | 22. Hat-rack.       |
| 7. Bread-board.       | 23. Picture-frame.  |
| 8. Pen-holder.        | 24. Cake-spoon.     |
| 9. Flower-pot stand.  | 25. Picture-frame.  |
| 10. Flower-pot stool. | 26. Foot-stool.     |
| 11. Bench-hook.       | 27. Scoop.          |
| 12. Hatchet-handle.   | 28. Book-holder.    |
| 13. Corner-shelf.     | 29. Knife-box.      |
| 14. Hammer-handle.    | 30. Lap-board.      |
| 15. Key-board.        | 31. Tray.           |
| 16. Paper-knife.      | 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. | 8. Mensuration blocks.                                         |
| 2. Blackboard ruler.   | <i>a.</i> Solid: cube, rectangular prism, rectangular pyramid. |
| 3. Insect mounts.      | <i>b.</i> Dissected: parallelogram, triangle, circle.          |
| 4. Setting frame.      |                                                                |
| 5. Drawing triangle.   | 9. Ruler of T square.                                          |
| 6. Flower press.       | 10. Student's scrap box.                                       |
| 7. Mineral tray.       |                                                                |

## SENIOR.

- |                                       |                           |
|---------------------------------------|---------------------------|
| 1. Lever and fulcrum.                 | <i>h.</i> Pendulum.       |
| 2. Universal support.                 | <i>i.</i> Inclined plane. |
| 3. Attachments for universal support. | 4. Shadow gauge.          |
| <i>a.</i> Pulleys.                    | 5. Climatometer.          |
| <i>b.</i> Plunge battery.             | 6. Match safe.            |
| <i>c.</i> Collision balls.            | 7. Pen tray.              |
| <i>d.</i> Marble gun.                 | 8. Test tube rack.        |
| <i>e.</i> Filter.                     | 9. Crystal axes.          |
| <i>f.</i> Electrolysis tubes.         | 10. Test tube holder.     |
| <i>g.</i> Barometer tube.             | 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.

## LIBRARY CLASS, OR WORK.

The class in "library science" was begun about three years ago for the purpose of recruiting assistance through

an apprenticeship and to meet a demand for some instruction in the care of books. It has proved especially helpful to teachers and has developed into a handicraft, including the making of note books, folders and special articles for school use.

Following is a condensed schedule of the work as planned for the coming year:

Ten periods of shelf and desk work distributed over the course.

Charging, receiving and shelving books.

Ten periods of sewing and sewing bench.

Using tapes and twines—"one on," "two on," etc.

Ten periods of backing and binding.

Cloth, boards and paper—spring and tight backs.

Note books and interchangeable sections.

Ten periods of writing and sorting cards.

Catalogue and shelf-list.

Indexes and short bibliographies.

Ten periods of classification and accession.

Dewey, Cutter and modifications.

The use of classification in a school library.

Ten periods of

Choice and care of pictures and illustrations.

A model portfolio.

Special bindings and designs for covers and book plates.

An examination of the history of the movement of the N. E. A. and librarians to solve the problem of the library and the school.

Plans for the organization of children for the founding of school room libraries.

Selection of books for school room libraries.



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A short course in reading will be required and a type-written thesis on some phase of library work applied to schools.

The number in the class will be, necessarily, limited.

Advanced students will be given opportunity to do advanced library work in any line which they may elect and which shall lead to a consideration of the school room library and the reading of children.

All library work will be directed towards the training of teachers and no problem or work will be made a part of the course which has not a direct bearing on the work of the teacher and the school room library.

All of the bench and desk work will be in the nature of an apprenticeship and will be as thoroughly practical as possible. All who elect library work will be excused from most of the sloyd.

#### DOMESTIC ECONOMY.

Students who elect domestic economy will be excused from most of the sloyd work. A course of about fifty lessons will be given in this department.



**Training School**  
AND  
**Child Study Department.**

## FACULTY.

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Z. X. SNYDER, Ph. D. President,  
*Mathematics.*

JOHN W. HALL, Principal,  
*Child Study, Pedagogical Seminar, Supervision.*

MRS. SARAH A. FENNEMAN, Pd. M.,  
*Model Teacher, Grammar Grades.*

ELIZABETH H. KENDEL, Pd. M.,  
*Model Teacher, Grammar Grades.*

ELEANOR M. PHILLIPS, Pd. M.,  
*Model Teacher, Primary Work, Third and Fourth Grades.*

M. NORA BOYLAN,  
*Model Teacher, Primary Work, First and Second Grades,  
and Music.*



TRAINING SCHOOL—LOWER PRIMARY.



TRAINING SCHOOL—UPPER PRIMARY.

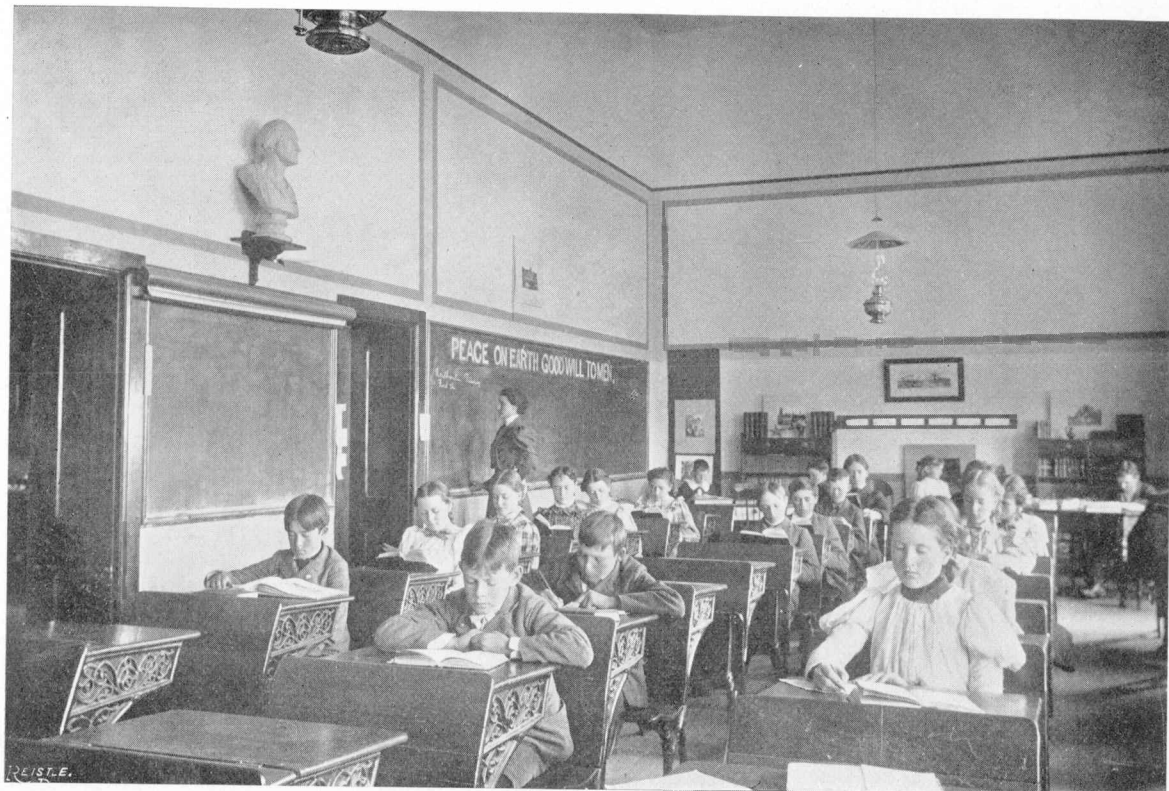


TRAINING SCHOOL—UPPER PRIMARY—BIRD DAY.



TRAINING SCHOOL—NATURE STUDY EXCURSION—LOWER GRAMMAR.





TRAINING SCHOOL—UPPER GRAMMAR.

The province of the training department of a normal school is to make the students practical, successful and growing teachers for the public schools.

In order to do this the training department first builds up in the minds of the students ideals of what instruction in the several branches should be; second, it gives them opportunities for actually instructing in the light of these ideals in a sufficient number of subjects and grades, under circumstances and for a length of time sufficient to warrant the faculty in recommending the student as a practical, successful and growing teacher.

The training department has a right to demand that the students presented as candidates for its work be prepared, from an academic point of view, for teaching the branches usually taught in the grades. The public schools require this. The normal school as an exponent of high standard should be exacting here. This advanced standard of excellence should be insured by the first year or year and a half of the three years' course of the Normal School, by a high school training or by a thorough examination. A normal school should resent every attempt to make it an institution for working over people of inferior ability and attainments into tolerable teachers. This is a serious duty that it owes to the children in its training department, to the holders of its diploma and to the sacredness of its purpose.

The actual teaching of the student comprises five recitation periods a week for one year preceded and accompanied by directed observation and discussion of actual recitations, and their plans, as well as the writing

of plans themselves. The more experienced the student teacher is, the more benefit he derives from the criticisms, and the further it advances the efficiency of the practical school.

### GAINING THE IDEAL.

In the beginning of the junior year the students are formed into small groups, perhaps ten in a group, and assigned to the critic teachers for the observation of one, and in special cases two, recitations each week and its thorough criticism under the direction of the critic teacher.

These discussions involve a criticism of the following points:

#### I.—THE SUBJECT MATTER.

1. Its value.
2. Its fitness for the children of this age.

#### II.—CORRELATION.

1. Does the teacher utilize points of preceding recitations?
2. Does he utilize points used in other studies?

#### III.—METHOD.

1. Aim.
  - a. Form.
  - b. Content.
2. Preparation of pupils' minds.
  - a. Relevant and irrelevant questions.

3. Presentation of the new.
  - a. Narrated.
  - b. Read.
  - c. Developed or questioned.
    - (a). Form of questioned.
    - (b). Content of questions.
    - (c). Sequence of questions.
4. Devices.
5. Drills.
6. Summary.

#### IV.—RESULTS.

#### V.—GOVERNMENT OF CLASS.

#### VI.—MANNER OF THE TEACHER.

#### VII.—SUMMARY OF THE BAD POINTS.

#### VIII.—SUMMARY OF THE GOOD POINTS.

These groups observe and criticize the work of the seniors which should be good enough to be called "model." The critic teachers and the superintendent conduct "model" recitations in the presence of the different groups. The criticism does not degenerate into an exchange of opinion nor is it purely destructive. Nothing in a recitation is capable of proper defense unless it can be based upon some pedagogical principle; all criticisms should be so based. When a student opposes a point in a recitation he is held to suggest something better in its place.

When it seems advisable, and long before they are allowed to teach, juniors are required to write detailed plans for recitations. These plans are subjected to the same vigorous criticism as the recitations that they have observed.

It is in this way that the training department seeks to lay the foundation for the student's ideal of a recitation.

### REALIZATION OF THE IDEAL.

At the beginning of the senior year the teaching begins. For each recitation the student prepares a detailed plan, seeking to avoid the errors and to follow the suggestions that he has been led to appreciate in his observations and criticism. The plan shows the leading questions that he expects to ask and the answers they should bring. He strives as far as possible to ask questions that will call for thought on the part of the pupil. The wording of the questions is important, the sequence equally so.

The following plans will illustrate our idea :

### BLACKBOARD DRAWING.

Aim of the practician: 1. To see whether the children have formed clear mental pictures. 2. To give another mode of expression.

(Original oral and written expression had been given by the children and the stories are expected to furnish future reading matter.)

Aim to the class: You may tell in a picture on the board this part of the story of Ulysses. (Practician

reads), "And once again he lifted a stone, far greater than the first, and with one swing he hurled it, and cast it but a little space behind the dark-prowed ship, and all but struck the end of the rudder. And the sea heaved beneath the fall of the rock."

Preparation: What kind of a coast is this where the Cyclops had his cave? Where was Polyphemus? How tall is the cliff? What rises behind Polyphemus? How large will you draw Polyphemus? You may show how Polyphemus stood as he hurled the stone. Which way was the ship going? (Re-read the passage.)

Presentation: The drawing at the blackboard. (During the drawing individual suggestions may be given to correct misconceptions.)

Summary: What has Albert in his picture which you have not in yours? What do you see in Hester's picture? What have you told in your drawing?

## READING.

### SECOND GRADE.

Subject matter: "The Little Tree," from Thompson's First Reader, "Fairy Story and Fable."

Aim: We shall read to-day about the pine tree's wish for glass leaves, and what happened to these leaves.

Preparation: *a.* For thought content; Why was the little tree unhappy? What wish was granted? What became of the gold needles? What was its next wish? *b.* For new words; our story says it was night once more, or instead of "once more," we might say "again." (Write the word on the blackboard.) What leaves did the tree

ask for? (Glass.) The tree said it did not (think) any one would (come) for the glass leaves.

What did come? (Point to "come.") The (wind) and the leaves?—(Were broken.)

Presentation: Silent reading to be followed by oral reading. In silent reading words needed will be written on the blackboard, or assistance given individually.

You may read to yourselves the tree's second wish, and how this wish came true. (Three sentences.)

"I would like leaves of glass.

Again night came, and the little tree went to sleep.

In the morning it had leaves of glass."

What did the tree say about its new leaves? (Three sentences.)

"Then it cried, 'Oh, how beautiful my leaves are.'

They are not like the leaves of other trees.

They are of beautiful glass.'"

Let us see what else it thought of the glass leaves. (Three sentences.)

"They are so much better than needles and better than leaves of gold.

I do not think the man will come to get them.

No other tree is as beautiful as I am.'"

Were the glass leaves a safe kind to have? (Two sentences.)

"Then the wind came up.

All the beautiful leaves of glass fell from the tree and were broken."

Questions for expression and enunciation. What kind of leaves? When did it have the leaves of glass?

Did the tree like the glass leaves? How did it tell its joy? Were they like other leaves? How did the tree tell this? Did the tree think that any one would take them? Did it think some other tree as beautiful?

Summary: The selection to be made by several pupils.

The student has charge of his first class for one term, taking another in a different grade and a different subject for the second term, with a similar change for the third term. This gives him a strong feeling of the universality of the pedagogical principles he has been applying. He has been allowed sufficient independence in the discipline of his class to test and strengthen his ability to govern it. This will give evidence of his ability, or lack of ability, to govern his own school in the future. If he needs strengthening, special opportunity may be furnished. Graduation should be denied until the student shows his ability to govern well. The student should not be given charge of a class until the critic teacher feels reasonably assured that the class will not suffer at his hands. The children are not for his good. One of the advantages of such a school is the control that may be, should be, and in many schools is exercised over inefficient teachers, while the necessary changes need not be more frequent than in schools where promotions are made half-yearly nor than in most high schools.

During the senior year a recitation for class criticism is held in the presence of the seniors once a week by one of their number, by a critic teacher, or by the superin-



tendent. Two seniors working together prepare a written criticism according to the outline given above. The teacher who holds the recitation—the practician—prepares a written self-criticism. These are read at a subsequent meeting and thoroughly discussed.

## COURSE OF STUDY.

### FIRST GRADE.

#### LITERATURE.

#### *List of Stories Used:*

Fairy Stories—Simple myths.  
The Old Woman and Her Pig.  
The Three Bears.  
Clytie.  
The Anxious Leaf.  
The Four Musicians.  
The Straw, Coal of Fire, and Bean.  
The Discontented Pine Tree.  
Philemon and Baucis.  
The Little Match Girl.  
The Fir Tree.  
Rhoecus.  
The Lion and The Mouse.  
Androcles and The Lion.  
The Donkey and The Salt.  
The Ugly Duckling.  
Phaeton.  
Proserpina.  
The Pea Blossom.  
The Proud Apple Branch.  
Peep Star, Star Peep.

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READING.

Beginning reading is based upon short sentences which the children have been led to make about the stories learned in Literature and objects studied in Nature. Children have the advantage here of being familiar with both thought and words.

First use of books is reading of stories and rhymes which children have already learned.

No effort is made the first year to call special attention to the appearance or sound of individual letters.

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Selections from "Heart of Oak." No. 1.

Cyr's Primer.

Lights to Literature.

Hogskins Little People's Reader.

Selections from Æsop's Fables.

Cyr's First Reader.

Memorizing of selections.

## NATURE WORK.

As a principle of sequence animals studied in the lower grades should be taken from the same or a closely related class, for example, the squirrel in the first grade might be followed by a rapid study of the rabbit, the mouse, etc.

In the second grade the hen might be followed by the owl, hawk, or pigeon. This sequence is departed from, however, in the third grade where the goat is to be followed by a study of the parrot, suggested by the Robinson Crusoe work.

In the first and second grades, in the individuals studied, the prominent characteristics are to be taken more or less thoroughly rather than to attempt to take all of the essential characteristics; the detailed study of the essential characteristics is to be left until the children are older; the social relationships of the animals are to have stress laid upon them, that is, their manner of life, building of their houses, defence, friends, enemies, etc.

In the grades following these the essential characteristics that are prominent in the animal are to be studied more or less thoroughly, while the less prominent ones may be touched upon; then an individual of the same class is to be selected which shows a somewhat perfect development of one or more of the distinguishing characteristics that do not appear so prominently in the individual just studied, for example, in the study of the hen the characteristic of flight should be touched upon, and the hen should be followed by an individual in which flight has a prominent or peculiar development, as the pigeon or owl.

In the upper grades progress should be by ideas rather than types, for example, teeth may be studied, the digestive canal, coverings, color, etc.

After several individuals of closely related classes have been studied, then an animal of widely different class may be taken up, for example, after the horse, the fish.

#### *General Lessons.*

The following is work for the first, second and third grades, general lessons, aside from the regular lessons in Nature Work.

- 
- Dissemination of seeds.
  - Recognition of trees.
  - Pressing autumn leaves—arranging these into beautiful designs and borders.
  - Preparation of buds for winter.
  - Migration of birds.
  - Making charts for recording observations concerning clouds, wind, rain, snow, etc.
  - Recognition of common minerals and rocks.
  - Return of birds.
  - Spring study of trees.
  - Swelling and opening of buds.
  - Germination of seeds.
  - Subjects for detail study. (See outline in Second Grade.)
    - The rabbit.
    - The squirrel.
    - The mouse.
    - The cat.
    - The dog.

## WRITTEN LANGUAGE.

Sentences which children have formed, based upon Literature and Nature Work, will serve as material for written exercises.

The writing will be on the blackboard, and on paper. Writing on paper should be with soft pencils and in large characters—letters at least one inch in height, gradually diminishing in size, until at the end of the year the letters should be about three-eighths of an inch in height. Spelling is taught in connection with written language.

## NUMBER.

Combinations through ten, intergral and fractional. These are to be based upon concrete problems taken from Literature, Nature Work, and Speer blocks. Measuring and comparing in connection with paper-folding, etc.

## DRAWING.

Objects taken from Nature work placed before the class will be drawn on the blackboard, on paper and in water color. Objects which admit of it are molded in clay. Paper cutting, folding and weaving are used, children being led to select and match colors. Pictures suggested by Literature are drawn on the blackboard, on paper and in water colors, i. e., illustrated drawing.

## MUSIC.

Songs for special seasons, special days, morning songs, gesture songs, slumber songs, etc., taught by rote.

Simple vocalizing exercises for correct tone production. Many of the following songs have been learned in the Kindergarten :

Come Little Leaves.

October's Party.

America.

Flag Song.

The North Wind Doth Blow.

Merry Little Snow Flakes.

Jack Frost.

Little Jack Frost.

Shine Out, Oh Blessed Star.

There's a Wonderful Tree.  
 Once a Little Baby Lay.  
 Good Morning, Merry Sunshine.  
 Good Morning, Kind Teacher.  
 Father, We Thank Thee For the Night.  
 Father in Heaven, Help Thy Little Children.  
 The Way to By-lo-Town.  
 Baby is a Sailor Boy.  
 Sleep, Baby, Sleep.  
 Wynken, Blynken and Nod.  
 Easter Song.  
 The Brown Thrush.  
 The Moon.  
 The Shoemaker.  
 Where the Daisies Go.  
 It is Lovely May.

#### PHYSICAL CULTURE.

Daily calisthentic exercise, marching and games, correct sitting, standing and walking.

#### SECOND GRADE.

##### LITERATURE.

Indian myths to prepare for the study of Hiawatha.  
 "Indian Story of the Mole."  
 "Indian Story of the Robin."  
 "How the Spark of Fire was Saved."  
 "The Coyote and the Bear."

*Hiawatha.*

## I.—THE PEACE PIPE.

1. The Signal. (Relate story.)
2. The Gathering. (Relate story.)
3. The Prophecy. (Develop—read.)

## II.—THE FOUR WINDS.

1. The West Wind. (Relate story.)
2. The East Wind. (Relate story.)  
Story of Wabun and Star of Morning.
3. The North Wind. (Relate story.)  
How he struggled with the diver.
4. The South Wind. (Develop—read.)  
The dandelion myth.

## III.—HIAWATHA'S CHILDHOOD.

Begin line 65. (Develop and read.)

1. Nokomis, Hiawatha's Guardian.
2. Hiawatha's Chickens.
3. Hiawatha's Brothers.
4. Hiawatha's Hunting.

## IV.—HIAWATHA AND MUDJEKEEWIS.

1. Story of the visit to Mudjekeewis. Just enough to lead up to the meeting of Minnehaha on his homeward journey.
2. Journey Homeward, When He Met Minnehaha. (Develop—read.)

## V.—HIAWATHA'S FASTING. (Develop and read.)

1. The Struggle with Mondamin.

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VI.—HIAWATHA'S FRIENDS. (Develop and read.)

1. Magical Influence of Music, as shown by the story of Chibiabos.
2. How Kwasind Killed the Beaver.

VII.—HIAWATHA'S SAILING. (Develop and read.)

1. Building of the Canoe.
2. How Kwasind Cleared the River.

VIII.—HIAWATHA'S FISHING.

1. The Quest. (Develop and read.)
2. The Struggle.
3. Death of the Sturgeon.
4. Release of Hiawatha.
5. Uses Made of the Fish.

IX.—HIAWATHA AND PEARL-FEATHER. (Develop and read.)

1. Nokomis' Advice.
2. Preparation.
3. How he Killed the Serpents.
4. The Pearl-Feather's Home.
5. The Challenge.
6. The Battle.
7. The Victory.
8. Welcome Home.
9. Division of the Spoils.

X.—THE WOOING. (Develop and read.)

1. Nokomis' Advice. Read.
2. Hiawatha's Choice.



3. The Journey.
4. The Welcome.
5. The Wooing.
6. The Journey Homeward.

XI.—HIAWATHA'S WEDDING FEAST. (Develop and read.)

1. How the Guests were Entertained.

XII.—SONS OF THE EVENING STAR. (Develop and read.)

1. Iagoo's Story.
2. Oweenee and Osseo.
3. The Transformations.
4. Welcome Home.

XIII.—BLESSING THE CORN FIELDS. (Develop and read.)

1. The Raven's Plot.
2. The Harvest.

XIV.—PICTURE WRITING.

XV.—HIAWATHA'S LAMENTATION.

XVI.—PAW-PUK-KEEWIS.

XVII.—THE HUNTING OF PAW-PUK-KEEWIS.

XVIII.—THE DEATH OF KWASIND.

(Just enough of these chapters to keep the proper connection.)

XIX.—THE FAMINE.

Story of the famine and Minnehaha's death, but not in detail.

XX.—THE WHITE MAN'S FOOT. (Relate story.)

1. Story of the White Man's Coming, told by Iagoo.

XXI.—HIAWATHA'S DEPARTURE. (Develop and read.)

1. Hiawatha Welcomes the Pale-Face.
2. Hiawatha's Sailing into the West.

#### READING.

Sounds and markings of letters will be developed in this connection. The children will read many of the stories the content of which they have learned as Literature in first grade.

Selections from Nature Stories.

Nature Stories for Young Readers.

Æsop's Fables.

Classic Stories.

In Mythland.

Some of Our Friends.

Thompson's Fables and Fairy Tales No. 2.

Cyr's Second Reader.

Memorizing of Selections.

#### NATURE WORK.

General Lessons. (See First Grade.)

Subjects for detailed study:

The hen.

The pigeon.

The hawk.

The owl.

The duck.

The heron.  
The woodpecker.  
The robin.  
The black bird.

#### OUTLINE. THE HEN.

*Flight.* Purpose: escape, food, to roost. Distance.  
Means: wings and feathers.

*Walking.* Purpose: escape (run), food. Means:  
legs, feet, claws.

*Food.* Purpose: preserve life. Means: claws, eyes,  
nose, bill, ears. (Particular use and adaptation of each.)  
Digestion: tongue, crop, gizzard.

*Use to Man.* Food: meat, eggs. Feathers: quills,  
pillows, hats, boas, etc.

*Reproduction.* Eggs, chickens.

*Home.* Barn, hennery, trees, etc.

#### WRITTEN LANGUAGE.

Continue work of first grade. The uses of sentences will be developed, and simple punctuation. These little compositions are written in class by the children as they are developed. They are carefully corrected by the teacher, and re-written with pen and ink by the children.

#### NUMBER.

Continue work of first grade. Read numbers including hundreds. The understanding of these numbers as made of units, tens, and hundreds. Addition of these numbers, the sum of no column to exceed nine. Subtraction, where no figures in the subtrahend exceeds the

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corresponding figure in the minuend. Multiplications and divisions including *twenty*.

Memorize tables included in above combinations.

Work to be made as concrete as possible from Nature Work, Literature, and Speer blocks.

DRAWING.

(See First Grade.)

MUSIC.

(See First Grade.)

PHYSICAL CULTURE.

(See First Grade.)

THIRD GRADE.

LITERATURE.

The developing method is largely used in the literature lessons. Thought questions are asked of the children, and the answers often give the succeeding steps in the story. Parts of the story are told graphically, and where the language of the text is simple and beautiful the story is read.

Each lesson is reproduced by the children. The reproduction gives the teacher an opportunity to see if they have correct ideas of what has been presented, if not, to correct them. (Clear and accurate impressions are essential in all work.) It also gives pupils an opportunity of expressing themselves. The teacher encourages the use of correct English. The reproduction also impresses the stories and the lessons embodied in them.

The teacher does not call attention to the moral lessons, but directs the work so that they will shine through the story.

Most of the work given in these grades stimulates the imagination. A large part of the material deals with gods and goddesses, and people with supernatural power.

Robinson Crusoe, however, deals with facts. It is given because of its value in developing the reasoning power and the *practical imagination*; also its great value in character development. The children deal with the actions and motives of a commonplace man, with no accomplishments; one whose knowledge and power do not go beyond those of the children. This man met with misfortune because of his worthlessness and ungratefulness. After his shipwreck there was a change in his life. He began to realize his condition and depend upon God for help.

The children put themselves in his place, and make plans for overcoming difficulties that arise. He can not do his work as people with abundance of means can, but must make use of the meager materials and advantages that he has on this lonely island. The children think and feel with him as he becomes a faithful and industrious man. They watch him as he learns to be a carpenter, a tailor, a farmer, a cook, etc. They make many of the things he made.

The whole story is a demand upon the *practical imagination*.

The story is given much as it is told in "Robinson Crusoe for Boys and Girls," by Lida B. McMurry and Mary Hall Husted. However, the teacher is not confined to

this adapted form; but makes frequent reference to the original by DeFoe.

1. Legends of Norseland, by Mara L. Pratt.
2. Stories of Ulysses.
3. Robinson Crusoe.

*A Partial Outline of Topics for the Study of Robinson Crusoe:*

1. Home life—how he spent his time.
  - a. His parents' advice.
  - b. His promise.
  - c. His failure to keep these promises and the result of it.
2. Robinson's voyage.
3. His shipwreck—how he felt—his thoughts when he found that he alone was saved.
4. Robinson's first night on the island.
  - a. His fears.
  - b. Where he slept.
  - c. His consolation—dependence upon God.
5. The first day on the island.
  - a. Search for food.
  - b. Search for water.
  - c. His view from hill-top—sees the wreck.
  - d. Ideas of its value to him.
  - e. Visiting the wreck.
  - f. What he found—plans for removing goods.
  - g. Building raft.
6. The second day on the island.
  - a. Bringing other loads from ship.
  - b. He shelters his goods.

7. Selection of permanent home. Requirements this location must meet.
8. Transportation of goods.
9. Defense (wall or fence).
10. Building the house.
11. His hunting (goats).
12. Calendar. Would he respect Sunday?
13. His diary. Things noted for which to be thankful.
14. Making furniture.

## READING.

1. Cyr's Third Reader.
2. The Normal Course in Reading. Third Reader.
3. The Normal Course in Reading. Alternate Third Reader.
4. Selections from Grimm's Fairy Tales.
5. Sea-side and way-side.
6. Heart of Oak, No. II.
7. Baldwin's Fairy Stories and Fables.

## NATURE STUDY.

1. Toad.
2. Frog (by comparison with toad). These are studied because of their abundance in the irrigating ditches.
3. Ant. (Studied because suggested by Robinson Crusoe, also because of their abundance.)
4. Goat. (Suggested by Robinson Crusoe.)
5. Sheep (by comparison with goat).
  - a. Uses of milk.
  - b. Apparatus for handling milk.
  - c. Cheese.
  - d. Wool.

6. Orange. Lemon (by comparison with orange). Grapes and raisins. These are suggested by Robinson Crusoe.

## WRITTEN LANGUAGE.

Continue as in second grade. The written language work is correlated with the literature and nature study lessons. Compositions are developed and written in class. Attention given to simple punctuation, margin, paragraphing, capitalization, natural sequence and grouping of sentences, based upon thought.

After the teacher has corrected these papers they are copied by the children during the period for penmanship.

## SPELLING.

Words for the spelling lessons are taken from reading, nature study, literature and other lessons. These words are written in spelling blanks and corrected by the teacher. Later the children correct their errors.

## ARITHMETIC.

Review all addition, subtraction, multiplication facts and fractions learned in first two grades.

Use three and four place numbers in addition, subtraction, multiplication and division.

Complete multiplication tables of 10's, 5's, 2's, 3's, 11's, 4's, 6's, 8's and 9's.

Long division—divisors to 25. Show the relation between short and long division.

Fractions. Halves, thirds, fourths and fifths of all numbers up to 20.



Complete the tables in measurements begun in first and second grades. Reduction of denominate numbers.

Reading and writing of numbers through six orders.

Concrete problems taken from actual measurements or experiments, or from other lessons. Robinson Crusoe furnishes much valuable material for number work.

Much oral drill, and drills based upon the Speer blocks will be given.

Neat work and accuracy in language, along with vigorous thought work should be required.

#### DRAWING.

Clay modeling and drawing of objects taken from the nature study work. Designing of the same.

Illustrative drawing from literature. Drawings preserved and bound with written work on this subject.

Drawing of type solids. Correct positions.

Free hand cutting illustrating literature, nature study, songs, poems, etc. Water color work illustrating the same.

#### MUSIC.

Popular and easy classical melodies and patriotic songs learned by rote. Simple music read by note.

Appearance of the simpler ones of these to be taught by staff notation.

Children compose simple exercises and sing them at sight.

#### PHYSICAL CULTURE.

Daily exercises in physical culture.

Children taught to sit, stand and walk well.

(See lower grade.)

## FOURTH GRADE.

## LITERATURE.

1. Story of Siegfried.
2. Cliff Dwellers.
3. Kit Carson.
4. Fremont.

## READING.

1. Cyr's Fourth Reader.
  2. Hans Andersen's Stories.
  3. Selections from Seven Little Sisters.
  4. Legends of Norseland, by Mara L. Pratt. (Used as literature in Third Grade.)
  5. Æsop's Fables for sight reading.
  6. Selections from Hawthorne's Wonder Book.
  7. Sea-side and Way-side.
  8. Selections from Heart of Oak, No. III.
- Phonic Drills and drills in articulation.

## GEOGRAPHY.

(Recite twice a week. No text.)

Slopes, maps of ground and direction of ditches.

Agriculture. Industries. (Wheat field, thrashing, etc., mill, bakery.) Potato industry. (Tramps, storehouse, and cellars.)

Sheep. Dairies. (Butter making, cheese making, ancient and modern appliances.)

## NATURE STUDY.

1. Horse.
2. Bee.
3. Butterfly.
4. Crystals.
5. Physical experiments with water, air and heat.
6. Thermometer and barometer.

## WRITTEN LANGUAGE.

(See Third Grade.)

Take also plural forms, possessives, phrases and conjunctions. Kinds of sentences.

## SPELLING.

(See Third Grade.)

## ARITHMETIC.

Finish multiplication tables, 7s, 12s.

Addition, subtraction, multiplication and division with larger numbers than used in Third Grade. Problems involving fractions, such as 5-6 of 54, 2-9 of 63, etc.

Factoring.

Concrete problems involving tables of compound numbers—addition, subtraction, multiplication and division of the same.

Square measure. Areas of fields, etc. Correlate with geography.

Cubic measure. Concrete problems suggested by other school work or home life. Much rapid oral and written drill. Children picture problems before writing.

## DRAWING.

Drill upon objects based upon geometrical solids.

Draw fruits and vegetables, representing objects above and below the level of the eye; *e. g.*, cylinder and cube.

Develop the center of vision. Drawing of objects to right and left of it.

Sketching of houses and parts of houses.

Sketching in connection with geography.

Water color work as in third grade.

## MUSIC.

(See Third Grade.)

## PHYSICAL CULTURE.

(See Third Grade.)

## FIFTH GRADE.

## HISTORY.

Champlain and his expeditions.

Daniel Boone.

Lincoln's early life.

De Soto.

La Salle.

Hennepin.

Joliet and Marquette.

Louis and Clark on the Missouri.

## READING.

Memorizing selections.

Read selections from Higginson's American Explorers.

King of the Golden River.

Lays of Ancient Rome.

Heart of Oak No. 3 and 4.

Old Greek Stories. Baldwin.

Stories of Great Americans. Eggleston.

Fifty Famous Stories Retold.

Short Stories of our Shy Neighbors. Kelley.

Supplementary readers: Monroe's Fourth and Powell's

Fourth.

Seat and home reading of the selections not read in class.

## SCIENCE.

Fall flowers, asters, etc. Leaves. Collections; designs made from them.

Dog studied as type. Comparative study of coyote, wolf, fox.

Respiration. Air pressure. Salt-mines, springs, lakes, deserts.

## GEOGRAPHY.

Careful outline and relief maps of neighborhood, applying scale.

Tracing of commercial lines from Greeley to centers of trade; *e. g.*, Denver, Omaha, Chicago, Kansas City, Fort Worth, Galveston. Maps of same. Careful and detailed study of these commercial relations involving: Colorado industries, *e. g.*, sheep, cattle, potato, and wheat industries

and mining; return industries, *e. g.*, lumbering, woolen industries, etc.

Locating these trade centers and discovering appropriateness of such locations.

Irrigation. Physiographic conditions that demand it and those which make it possible. Maps showing location and relief.

#### SPELLING.

Words from nature study, history, reading, geography, etc. Teachers of different subjects hand in lists of words upon which drill is needed.

Teach use of dictionary.

Phonic drills.

Review once a week. Drill on misspelled words.

Dictation exercises from prose and poetry.

#### LANGUAGE.

Compound and complex sentences.

Drills reviewing function of parts of speech already learned, possessives and plurals already learned, phrases.

Function of clause.

Kinds of adjectives.

Kinds of verbs.

Other uses of nouns.

The children are led to discover the function of these in their composition work. Subject matter of compositions taken from other literature, nature study, etc.

No text book.

## ARITHMETIC.

Thorough review of tables. Oral and written drills involving fractions and tables of measure studied in lower grades.

Factoring.

Compound numbers.

Common fractions.

Decimal fractions to the extent involved in the United States money.

## DRAWING.

Drill upon objects based upon vertical, cylinder and rectangular solids placed in different positions relative to center of vision.

Objects based on horizontal cylinder.

Free-hand drawing of objects from nature. Drawing from models.

Simple water colors from nature and from descriptions, original compositions.

## PENMANSHIP.

The content of the composition work will be developed in language class and written by the children in note books. After careful correction by the teacher these compositions will be carefully copied with ink during the writing period.

On certain days there will be special drills in penmanship.

## MANUAL TRAINING.

Children will have instruction in use of work benches and tools. The things made will be adapted as nearly as

possible to skill and ability of the individual children working in class.

Some things made: kite, whips and darts, luncheon boxes, bean bag and checker boards. Sloyd models that seem appropriate will be used. In this and the following grades the girls will have sewing. The course is not made out in detail. This is required of the girls. Sloyd is elective for the girls.

#### MUSIC.

Patriotic songs, popular melodies (folk songs) learned by rote. Simpler ones written by children, staff notation. Text thoroughly memorized. Exercises in sight reading. Composition of easy exercises by children.

#### PHYSICAL CULTURE.

Daily call in calisthenics. See Eighth Grade.

#### SIXTH GRADE.

##### HISTORY.

Believing that history is a thought subject and not a committing of facts and dates, we study motives and actions of men, and their results.

The teacher narrates those facts which cannot be thought out by the children and which have not been developed in preceding lessons.

From ten to twelve weeks are spent upon the life of Columbus. During this time we consider the superstitions and ignorance which limited civilization to the eastern hemisphere; the conditions which demanded a



new route to India; the character of the man, who after years of waiting to obtain permission against the advice of the wise men of the day, successfully carried through the hazardous undertaking of sailing the great expanse of an unknown sea with a crew of superstitious and mutinous men; the possibilities opened up by the successful accomplishment of the journey; the ensuing struggles, disappointments and injustice.

Same suggestive questions and topics for the study of Columbus.

Is it a remarkable thing to cross the ocean? Should we study about a man for that reason? What then made the crossing of the ocean so important an event that we should study about Columbus?

I. Superstitions of the people concerning the sea.

1. Great hand that drew boats down.
2. Monsters.
3. Torrid zone, etc.
4. Belief that world was flat and that boats would fall off the edge.

II. Ships appeared to be going down hill when sailing out to sea.

III. Clumsiness of vessels. Dangers from sea worms.

IV. No way to keep food and water supply during a long journey.

Why should Columbus wish to brave the unknown terrors of a great ocean?

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I. Route to India.

1. Marco Polo's stories.
2. Difficulties and disadvantages of present route.
3. Best routes held by certain cities, whose permission must be obtained to engage in traffic.
4. A new and shorter route to the wealth of the East would give to the discoverer and his country untold wealth and great distinction among civilized nations.

II. Belief that the earth was round.

1. Causes for this belief.
2. Experience as a navigator disproving current fictions concerning the sea.

III. Desire to win the heathen nations to Christ and to retake the Holy Sepulchre from the Arabs.

How Columbus was fitted for this undertaking.

1. Character and personal appearance.
2. Ease with which he made friends.
3. Knowledge of geography, map-making and navigation.
4. Experience as a practical seaman.
5. Ignorance of the size of the earth.

To whom would he go?

I. At the Court of Portugal.

1. Interest of Portuguese in navigation.
2. Columbus obtains a hearing and receives some encouragement.
3. Treachery of King John.
4. Feelings of Columbus.
5. Comparison of the fame of the two men.

## II. At the Court of Spain.

1. Unfavorable conditions.
  - a. Opinions of learned men.
  - b. Wars with Moors.
2. Before the Council at Salamanca.
  - a. What would be the argument used by Columbus?
  - b. How answered by the wise men?
3. The long and weary wait.
  - a. At La Rabida.
  - b. Surrender of Granada.
  - c. Columbus' feelings.
  - d. Starts out on his mule for France.
  - e. Recalled by influence of friends.
  - f. What would be their arguments?
  - g. Terms agreed upon.
4. Preparations for the journey.
5. Difficulties.
  - a. Refusal of men and shipowners to assist. Enforced tax. Tumults. Impressment of men. Kind of men enlisted. Desertions.
6. Embarking.
  - a. Attitude of people.
  - b. Feeling of crew.
  - c. Feeling of Columbus.
7. Voyage.

How Columbus would answer reasonable objections; explain phenomena effect upon minds of crew; how deal with mutiny; in what ways soothe, encour-

age, pacify, subdue or cow individuals disheartened or rebellious as the case might be.

Character of Columbus as shown by difficulties and dangers overcome in this voyage.

8. Landing.

- a.* Feelings of Columbus.
- b.* Feelings of men.
- c.* Description of landing.
- d.* Appearance of Spaniards.
- e.* Taking possession for Spain.
- f.* Wonder of natives.

Points of interest in explorations and return voyage will be taken up in the same way.

The second, third and fourth voyages are taken in much shorter time. Simply the new points in the development of the misfortunes of Columbus being dwelt upon. Closing with the boyhood and early life of Columbus, which are interesting to us only on account of his fame as the discoverer of America.

Columbus.

Cortes.

Cabots.

Magellan.

Hudson.

John Smith.

Sir Francis Drake.

Sir Walter Raleigh.

Plymouth and the Pilgrims.

Miles Standish.

Roger Williams.

## READING.

Memorizing choice selections.

Read: Cyr's Fourth Reader. Water Babies, by Kingsley. Wake Robin. Birds and Bees. Story of Aeneas, by Clark. Story of Troy, Clark. The Story of the Greeks, Guerber. The Story of the Romans, Guerber. Heart of Oak, No 5.

Supplementary readers: Appleton's Fourth. Todd and Powell's Fourth. Monroe's Fourth. Children encouraged to read many of these at seat and at home.

## SCIENCE.

Butterfly-moth.

Bee.

Propagation of plants.

Fragrance of plants.

Defence of plants.

Compass. Magnetism.

Sound. Larynx. Ear.

Relation between wild and cultivated plants of some species. Discover causes.

Relation of wild and domesticated animals of same species. Causes.

## GEOGRAPHY.

World as a whole.

Proofs of rotundity of the earth. Phases of the moon. Study of the globe. Locations of continents and oceans. Tracing of commercial relations between United States and foreign countries.

This will emphasize the important ports of the United States; the trunk lines of railroads and large

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waterways leading to the same. For example: New York City. Trunk lines leading to it from all directions. Barrier of Alleghany mountains. Passage way through same by waterway of Hudson, Erie Canal, Great Lakes. The important ports on Great Lakes and on streams and railroads leading to them. Maps for these.

In a similar way, New Orleans, Galveston, San Francisco, etc.

Relative physiographic advantages of these ports.

Naturally, following the same plan, those countries most closely connected with the United States will be considered first and with a thoroughness in correspondence with the closeness of such relationship.

#### SPELLING.

Daily drill in written spelling.

#### LANGUAGE.

Same as in fifth grade, with addition of gender, person, number, case, mode, tense.

Text book, Carpenter's Principles of English Grammar.

#### ARITHMETIC.

Advanced work in factoring. Least Common Multiple. Greatest Common Measure. Mensuration. Making it as concrete as possible. Applying it as much as possible to real life. Rapid concrete and abstract drills. Concrete problems through all the work.

## DRAWING.

Written work will be illustrated. See Fifth Grade.

## PENMANSHIP.

(See Fifth Grade.)

## MANUAL TRAINING.

(See Fifth Grade.)

## MUSIC.

(See Fifth Grade.)

## PHYSICAL CULTURE.

(See Fifth Grade.)

## SEVENTH GRADE.

## READING AND LITERATURE.

The mechanical or technical elements of reading are necessarily given much attention in the earlier school life of the pupils. This feature of the work is given less time in the grammar grades, and reading becomes a tool or instrument in the acquisition of new knowledge.

The relation of the art of reading to mental cultivation is made more prominent. Although the mechanical element is not neglected the æsthetic element is given the greater place and the study of reading passes into the study of literature.

With this in view, increasing attention is paid to the literary quality of the lessons and to the length and unity of the selections.

Particular stress is laid upon the proper preparation of the pupils' minds for the interpretation and appreciation of the reading matter. Proper historical and geographical setting is brought out by the means of questions. Depending on the nature of the selection, the fitting images from the life of man or nature are made as vivid as possible. Whatever will lead the pupil to comprehend the author's thought and give it clear and forcible expression, is considered a part of this preparation.

The outcome of this work should be a love for reading and also a discriminating taste that is capable of separating what is worth reading from what is not.

*Correlation of Reading with other work.*

Pupils in the grammar grades have in their school room a library of well selected books. The supplementary reading and also the reading for amusement is carefully considered. Many books relating to history, literature, travel, science and art, as well as suitable works of fiction are found on the shelves of the grammar room library. The reading table has the current numbers of magazines suited to the age of the pupils. St. Nicholas, Harper's Round Table, The Great Round World, etc.

In addition, this room, as do all of the rooms, contains bound volumes of art works, pictures, plaster casts, growing plants and other objects of beauty, with the hope that these all work together toward the uplifting of character.

In the belief that the teaching of intelligent patriotism is one of the great aims of the school system, the work of American writers and other literature pertaining to great events in the United States history, furnish the chief subject-matter for these grades.



A collection of poems and prose extracts is used in connection with national holidays, birthdays of noted men, and other days of importance to our country. The poetical and prose extracts used to correlate history, geography, literature, and reading are not found in any one collection. The teacher makes her own selection, using whatever is appropriate. A partial list is given, but other selections are added as occasion arises for their use.

Hiawatha.

The Skeleton in Armor.

Columbus.

Evangeline.

Miles Standish.

Independence Bell.

Paul Revere's Ride.

Lexington.

Concord Fight.

The Story of Bunker Hill.

The Ballad of Nathan Hale.

The Old Continentals.

Legend of Sleepy Hollow.

Rip Van Winkle.

Dicken's Christmas Carol.

#### HISTORY.

The history work of these grades is carried on in the same spirit as the work of the lower grades. The pupil is led to think for himself, to form independent judgments, to enter into living sympathy with the people. The biographies of great central figures, Washington, Jefferson, Lincoln, are studied as types and contemporaneous history is centered around them.

But the development of the masses of people, their homes, customs, social life, industries, inventions, modes of communication, is made more prominent. Beside the many reference books, numerous public documents, speeches, records, etc., are studied in connection with the events that called them forth. (The Declaration of Independence, Washington's Farewell Address, and other material of the same nature.)

Explorations, routes of travel and campaigns are traced on maps. So far as possible the pupils are led to the use of original sources.

The use of poetry, fiction, pictures, charts, to illustrate the epoch of history under consideration is made a special feature of the work.

#### *Material.*

American history to the close of the Revolutionary War. Text Books. "Studies in American History." Sheldon Barnes. "Leading Facts of American History." Montgomery.

#### *Topics.*

1. Physical characteristics of North America.
2. The native races with especial relation to their influence on the character of the settlers and the development of the colonies.
3. Comparison of the colonial policies of leading European nations.
4. Typical colonies studied in detail: Virginia, Massachusetts, New York, Pennsylvania, Maryland.
  - a. Geographical conditions,
  - b. Character of settlers.

- c. Occupations as determined by the above.
  - d. Government, religion, education, social conditions, etc.
  - e. Growth of religious toleration.
5. French and Indian wars and their effect upon the colonies.
  6. Leaders against English policy.
  7. Development of the causes of the Revolution.
  8. Revolutionary War.

#### SCIENCE.

A comparative study of teeth, digestive organs, (effects of narcotics) coverings, homes, industries, defence, locomotion, and distribution of animals.

In the winter term a series of experiments based upon Woodhull's Simple Experiments for the School Room. Each child keeps a neat and careful record of all experiments, making drawings when helpful.

Each experiment is the accomplishment of a particular, definite and interesting aim stated by the teacher at the beginning of the recitation.

#### GEOGRAPHY.

A resume of the geography of the world with Redway's Advanced Geography as a text book. Physical and mathematical geography will be emphasized. Geography is completed in the Seventh Grade.

#### GRAMMAR.

With the preparation that the work so far has given, the children continue "Carpenter's Principles of English Grammar" and complete the work.

## ARITHMETIC.

Review factoring. Tests for divisibility. Multiplies and common divisors. Percentage. Insurance. Profit and loss. Brokerage.

## INVENTIONAL GEOMETRY.

## DRAWING.

Continue as in Sixth Grade. Two periods per week.

## MANUAL TRAINING.

Continuation of Sixth Grade.

## MUSIC.

Daily chorus drill of ten minutes. Two lessons per week of thirty minutes each in sight reading in all keys.

## SPELLING.

Daily written spelling of lists of common words from any source.

## PHYSICAL CULTURE.

(See Eighth Grade.)

## READING AND LITERATURE.

(See remarks under Seventh Grade.)

The American Flag.  
The Star Spangled Banner.  
The Angels of Buena Vista.  
Monterey.  
The Kansas Emigrants.  
The Slave's Dream.

The African Chief.  
Brown of Ossawatomie.  
The Soldier Boy.  
Cumberland.  
Barbara Fricchie.  
Kentucky Bell.  
Burns of Gettysburg.  
Dixie.  
Maryland! My Maryland.  
Stonewall Jackson's Way.  
Sheridan's Ride.  
Marching Through Georgia.  
Battle Hymn of the Republic.  
How are you, Sanitary?  
Roll Call.  
The Arsenal at Springfield.  
O Captain! My Captain!  
The Blue and the Gray.  
Commemoration Ode.  
Marrion.  
The Lady of The Lake.  
Snow Bound.  
Lays of Ancient Rome.

## GERMAN.

## EIGHTH GRADE.

## HISTORY.

In the Eighth Grade the text books are the same as those in the Seventh Grade. The material is found in the history of our country from the close of the revolutionary war to the present time.

In all of the work in these grades, a careful study is made of events as showing tendencies, and not as mere facts connected with dates. As an example, the preparation for the causes of the civil war is made while studying the first settlements.

In the physical characteristics, the climate, the rivers, the soil, the products, the occupations of the colonists, much is found that will determine the social conditions that will foster slavery or gradually suppress it. This is traced through all subsequent history finding its culmination in the war between the North and South.

In the study of religion, education, of local government in the typical colonies, or of sectional legislation in the central government, the events that lead to closer union or tend to disintegrate are noted. The tariff question, the balance of power in the admission of states, and other questions causing different views as conditioned by the local welfare of sections are considered. Material for comparisons, broad views and well-founded judgments may be found in the biographies of great leaders of conflicting thought; Washington and Jefferson; Clay and Calhoun; Grant and Lee, etc. Contemporaneous European history is taught as far as possible. Current events are given especial attention.

#### *Reference Books.*

John Fiske's.

- a. Discovery of America.
- b. Beginnings of New England.
- c. The American Revolution.
- d. The Critical Period of American History.

History of United States, by (a) Eggleston, (b) Higginson, (c) Bancroft.

Conspiracy of Pontiac. Montcalm and Wolf, etc., by Parkman.

Stories of the Old Dominion. John Esten Cooke.

a. Irving's Life of Washington.

b. Columbus.

c. Rip Van Winkle.

d. Sleepy Hollow, etc.

e. Knickerbocker's History of New York.

American Statesman. American Commonwealth Series.

Old South Leaflets.

#### SCIENCE.

The nervous system, its description, its function, its evolution (use of microscope), effects of narcotics, preparation of specimens and frequent drawings.

Experiments from Shaw's Physics by Experiment, (note books, etc., as in Seventh Grade.) Races of mankind, characteristics, stages in development, industries, defence, distribution, etc.

#### GRAMMAR.

In all written work the children will be held critically for a careful application of all grammatical principles.

#### LANGUAGE.

German.

Latin.

#### ARITHMETIC.

Review percentage. Interest and discount. Ratio. Proportion. Involution. Evolution. Mensuration. Introduction to Algebra.

## INVENTIONAL GEOMETRY.

## MANUAL TRAINING.

Confined to the making of apparatus for physical experiments and gymnasium work. This is elective. The girls continue the course in sewing.

## MUSIC.

Similar to Seventh Grade.

## SPELLING.

(See Seventh Grade.)

## PHYSICAL CULTURE.

From the Fifth Grade the boys and girls will be separated for physical culture.

The boys and girls will be divided into groups of convenient size with the separate groups graded according to the physical skill of the individual members. Promotions will be made from group to group as skill is developed. These groups will be placed under competent students and will be trained in the games and exercises appropriate to the physical condition of the separate groups, preparatory to the annual field day. The graded groups keep competition within the reach of all. Frequent contests will decide promotion.

## NINTH AND TENTH GRADES.

Literature.  
General History.  
Algebra.  
Physics.  
Biology.  
German.  
Latin.





## **Kindergarten Department.**

## FACULTY.

---

Z. X. SNYDER, PH. D., President,  
*History of Pedagogy and Philosophy of Education.*

JOHN W. HALL, Principal,  
*Pedagogy.*

LAURA E. TEFFT, Supervisor,  
*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. F. DANIELS,  
*History of Art.*

## OBJECT.

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The fundamental principle in kindergarten training is to condition the child for harmonious development by rendering it self-acting 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 Training 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.

## SCOPE OF WORK.

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

### PSYCHOLOGY.

(See 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.

*Aesthetic 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.

## 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 three-fold nature—physical growth, moral training and mental development.
3. The reflex action of body, mind and soul.
4. The mother the most important factor in child life.
5. The significance of family life.
6. The child's relation to the social body.

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THEORY AND PRACTICE OF THE GIFTS AND  
OCCUPATIONS.

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

2. *Schools of work:*

GIFTS.	OCCUPATION.
1. Six balls.	Perforating.
2. Sphere, cylinder, cube.	Drawn work.
3. )	Sewing.
4. ) Building blocks.	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.



TRAINING SCHOOL—KINDERGARTEN—HARVEST.



TRAINING SCHOOL—KINDERGARTEN—CARING



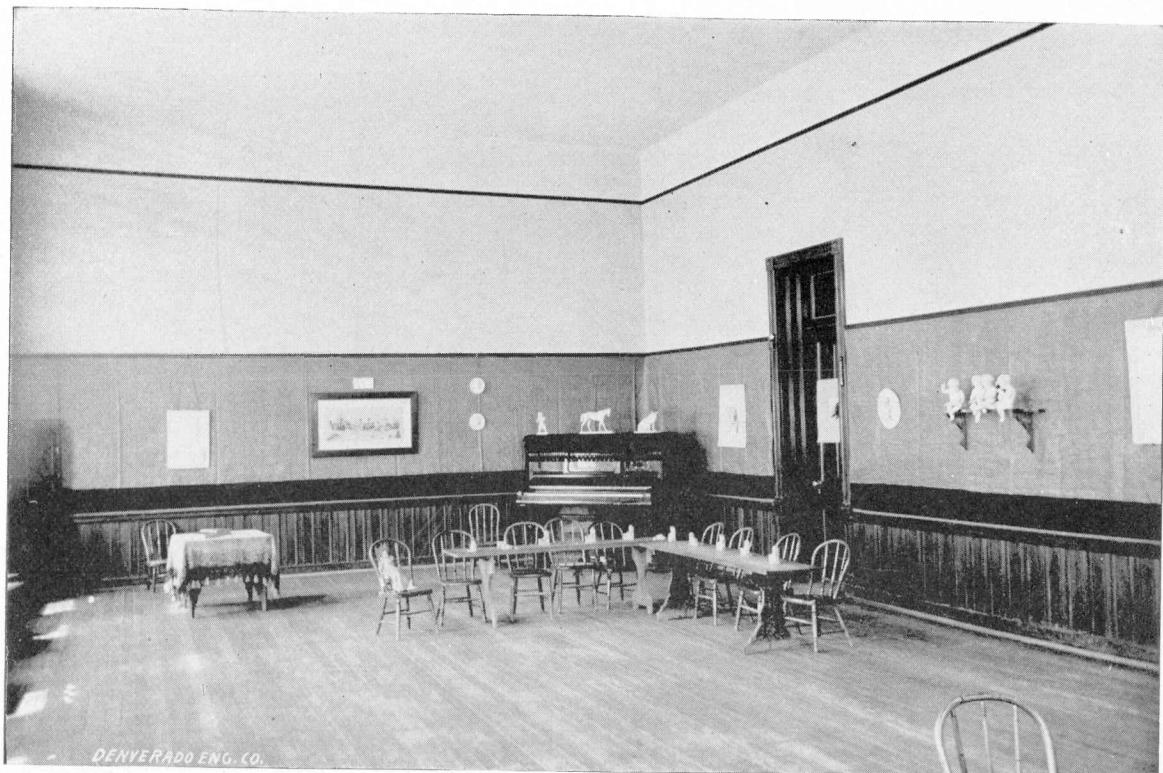
TRAINING SCHOOL—KINDERGARTEN—PLANTING.





KINDERGARTEN LABORATORY.





CORNER IN KINDERGARTEN ROOM.

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**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.

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### 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 cannot conform to such training, and who cannot have a respectful bearing toward the school, will, after

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

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

#### DISCIPLINE—MORAL AND SPIRITUAL INFLUENCE.

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

#### TRAINED TEACHERS.

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

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## 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.

## LIBRARY AND READING ROOM.

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

*"Reading makes a full man."*—BACON.

For the delight and improvement of students and faculty the institution has connected with it an excellent library and reading room. As a means of education this feature of a school is indispensable. It is a fountain

of *knowledge*, a source of *discipline*, and a means of *culture*. The room is fitted up to serve the purpose of a "literary laboratory;" including reference books and works of a general nature, as history, biography, literature, fiction, poetry and science. There are about ten 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.	Am. Mathematical Journal.
Athenaeum.	American Agriculturist.
Atlantic Monthly.	Am. School Board Journal.
Art Amateur.	Art Education.
Arena.	Book News.
Am. Journal of Psychology.	Babyland.
American Teacher.	Books.
American Naturalist.	Botanical Gazette.
Auk.	Brain.

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- Bulletin of the Tory Botanical Club.  
 Contemporary Review.  
 Colorado School Journal.  
 Century.  
 Chautauquan.  
 Critic.  
 Current Literature.  
 Current History.  
 Cosmopolitan.  
 Child Garden.  
 Colorado Woman.  
 Eclectic.  
 Education.  
 Educational Review.  
 Educational 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's Round Table.  
 Historia.  
 Independent.  
 Illustrated American.  
 International Journal of Microscopy.  
 Journal of Am. Folk Lore.  
 Johns Hopkins University Studies.  
 Journal of Education (New England).  
 Journal of Pedagogy.  
 Journal of Geology.  
 Journal of Education (London).  
 Kindergarten News.  
 Kindergarten Magazine.  
 Literary Digest.  
 Literary World.  
 Ladies' Home Journal.  
 Mind.  
 Magazine of Art.  
 Monist.  
 Music.  
 Monthly Bulletin.  
 Nineteenth Century.  
 North American Review.  
 New York School Journal.  
 Nature.  
 New England Magazine.  
 Northwestern Journal of Education.  
 National Geographic Monographs.  
 Nation.  
 Outing.  
 Overland Monthly.  
 Orinthologist.  
 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.	Teachers' World.
Popular Science News.	The New World.
Primary Education.	Virginia School Journal.
Review of Reviews.	Werner's Voice Magazine.
Reader.	Youth's Companion.
Sports Afield.	Yale Review.
Scribner.	
St. Nicholas.	NEWSPAPERS.
Scientific American.	Weekly Inter Ocean.
Scientific American (Supplement).	Pittsburg Weekly Dispatch.
Scientific American (Building Edition).	New York World.
Sun and Shade.	Republic.
School Review.	Denver Daily News.
School Bulletin.	Denver Evening Post.
School Education.	Canon City Record.
Science.	Ft. Morgan Times.
Southern School Journal.	Ft. Collins Courier.
Teachers' Institute.	Greeley Sun.
	Weld County Republican.
	Greeley Herald.

## 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.

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## 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 Clonian.

Here is afforded opportunity for students to "*actualize themselves.*" Here is attained a confidence in one's self—a confidence of body and mind, and in expression. In short, there is attained a mastery over self.

These societies are quite an element in the life of the school. Much interest is manifested by the members. Interesting features are the public entertainments given each term. Every student is expected to join one of these. The initiation fee is one dollar. The term dues are twenty-five cents.

#### ATHLETIC ASSOCIATION.

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

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

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

All teachers and students in the school are members of the athletic association. The membership fee is fifty cents per year, if paid in advance, or twenty-five cents per term. 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, besides school news in general and of the Normal especially. It has a circulation of about 800.

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



WILLIAMSON GREENE, D. D. P. R.

LITERARY LABORATORY.

# CRUCIBLE STAFF



JENNIE KING DINGMAN

PED. ED.



METHEL AMICK, EXCHANGE ED.



DAVID E. ROSS

GEN. NOTES



EFFIE M. WISE, LIT. ED.



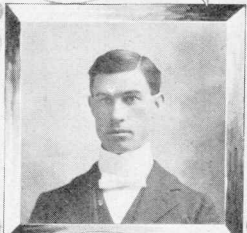
HARRIET BARTELS, ED. IN CHIEF



STELLA E. ROBERTS, KINDERGARTEN ED.



GENEVA MOREHOUSE, ALUMNI ED.



A. A. WEILAND, BUS. MGR.



JEAN ROBERTSON, ASSY. LIT. ED.



G. A. WARNINE

ATHLETIC ED.



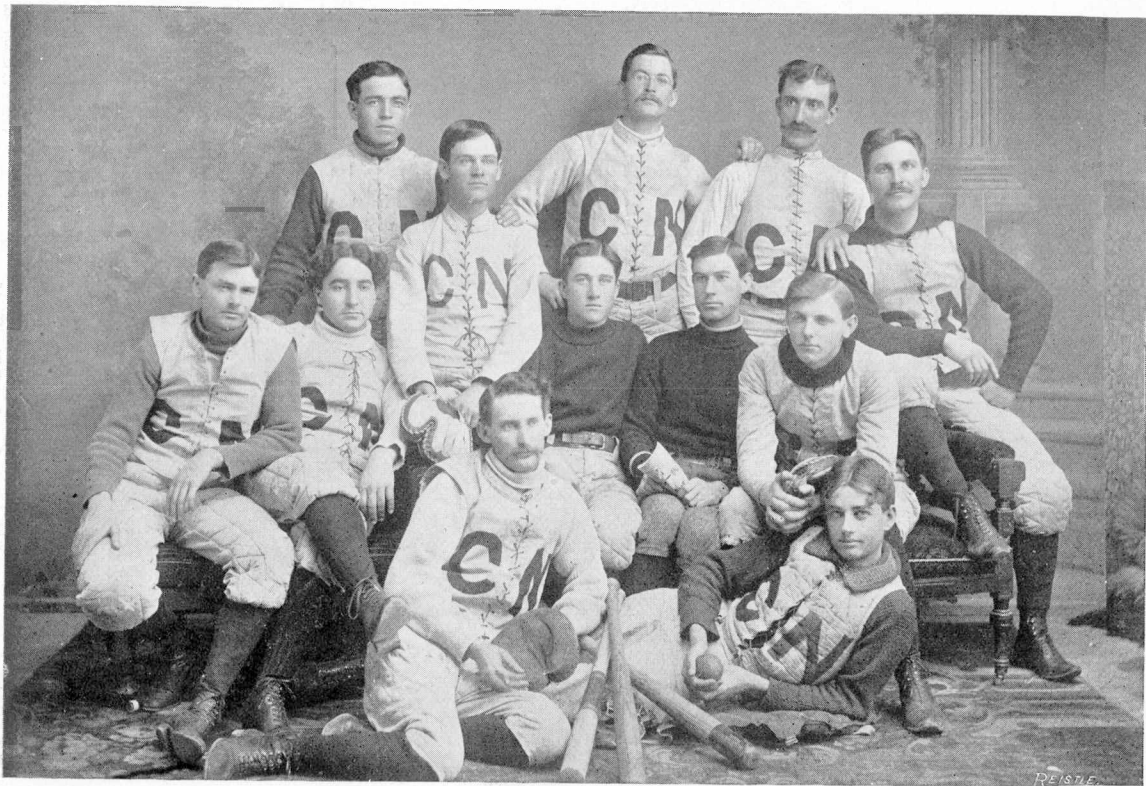
GRACE A. STRAYER, CIRCULATOR



CRANVILLE E. LUNDY, ADV. AGT.



MANDOLIN CLUB.



STATE NORMAL BASE BALL TEAM.

*Editor in Chief.*—Harriet Bartels.

*Business Manager.*—A. A. Weiland.

*Advertising Agent.*—G. E. Lundy.

*Associate Editors.*—Effie Wise, Literary Editor; Maud Ross, General Notes; Ethel Amick, Exchange Editor; Stella Roberts, Kindergarten Editor; Jennie Dingman, Pedagogic Editor; Geneva Morehouse, Alumni Editor; Jean Robertson, Assistant Literary Editor; G. A. Warning, Athletic Editor.

*Circulator.*—Grace Strayer.

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

#### 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.

#### ALUMNI ASSOCIATION.

The Alumni Association is the strong organization for influence connected with the school. There are now 320 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

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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 4:10 a. m. and 6:45 p. m. They arrive here from the north at 4:40 a. m. and 4 p. m., and from Fort Collins at 12:15 p. m.

### SESSIONS OF SCHOOL.

There is one session a day, commencing at 8:15 a. m. and closing at 12:45 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, and who fulfill the conditions for entrance, 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 for from \$3.00 to \$4.50 per week. Club boarding, \$1.25 to \$2.25. Self-boarding costs from \$1.25 to \$2.00. Room rent from 50 cents to 75 cents per week.

A fee of \$1.50 per term is charged each student for the use of text books. Also a reading room fee of 50 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.

Each student pays an athletic fee of 50 cents.

### 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 hold a teacher's certificate will be admitted to the Sophomore class without examination. All also who have an equivalent education will be admitted.
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. Any one who may have a day, a week or a month to spare would be profited by paying us a visit, entering the classes, taking part if he so desires. It should be quite a privilege to visit our school.

#### 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 \$6.00. 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 and Hill.

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

*Civics.*—Macy.

*Psychology.*—Linder, Herbart, Tracy, Sanford, Ziehen, etc.

*History of Education.*—Compayre, Williams.

*Philosophy 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.

## POST GRADUATES.

1898.

Hewett, Edgar L.....	Las Vegas, N. M.
Phillips, Eleanor H.....	Greeley, Colo.
Ward, John J.....	Brighton, Colo.

1899.

Fenneman, (Mrs.) Sarah Glissan.....	Greeley, Colo.
Kendel, Elizabeth H.....	Greeley, Colo.
Jackson, O. E.....	Loveland, Colo.
Miles, (Mrs.) Cornelia.....	Denver, Colo.

## GRADUATE STUDENTS.

Boylan, Margaret M.....	Greeley, Colo.
Clark, Charles Edgar.....	Greeley, Colo.
Clark, Frederic W.....	Greeley, Colo.
Delbridge, Wychie.....	Silver Plume, Colo.
Dunn, Rosalie M.....	New Windsor, Colo.
Floyd, Andrew J.....	Greeley, Colo.
Gale, Grace.....	Greeley, Colo.
Hadden, S. Milo.....	Orchard, Colo.
Heath, Herbert J.....	Silver Plume, Colo.
Hogarty, Michaela.....	Greeley, Colo.
Howard, Ethel.....	Evans, Colo.
Jacobs, Alice N.....	Greeley, Colo.
Kendel, Juanita.....	Greeley, Colo.
Marsh, Mary.....	Canon City, Colo.
Merrill, Louise C.....	Denver, Colo.
Ragan, James B.....	Denver, Colo.
Shumway, William.....	Denver, Colo.
Snyder, Edwin R.....	New Windsor, Colo.
Stevenson, Eleanor.....	Denver, Colo.



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Thomas, Helen.....	Greeley, Colo.
Westhaver, J. B.....	Edgewater, Colo.
Williams, Nellie.....	Greeley, Colo.
Wood, James.....	Canon City, Colo.

## SENIOR CLASS.

Amick, M. Ethel.	McCord, Emma D.
Anderson, Emma L.	McIntosh, Edith L.
Anderson, Myra M.	McLellon, E. Irene.
Bartels, Harriet B.	McLeod, Catherine M.
Bashor, Sarah E.	Manifold, W. H.
Braucht, Frank E. ✓	Miller, (Mrs.) Mary F.
Burnett, Fannie.	Morehouse, Florence A.
Camp, Archibald L. ✓	Newby, Florence.
Campbell, Florence E.	Noel, Maud.
Clonch, Minnie B.	Patterson, Daisy P.
Curran, Katie.	Poirson, Henrietta.
Dare, (Mrs.) Adele F.	Pollock, Rose M.
DeWeese, (Mrs.) Luella.	Potts, J. George.
Dill, Victoria M.	Powell, Frances L.
Dingman, Jennie K.	Powell, M. Evelyn.
Fleming, Guy B. ✓	Powelson, Pearl E.
Graham, Mary M.	Price, Virginia E.
Gregg, Florence, E.	Rankin, Pearl B.
Gregg, Maud C.	Roberts, Stella E.
Hammersly, Mabel.	Robinson, Angelina B.
Harrison, Lucian H. ✓	Robinson, Nellie.
Heath, Edith V.	Rochat, Emma Cecile.
Hersey, Nellie R.	Ross, Maud E.
Huffman, E. ✓	St. Cyr, Helen E.
Kellogg, Gertrude F. ✓	Scheffler, Bertha S.
Kendall, Zella A.	Seaton, Janet.
Kendel, Arthur I. ✓	Small, Lavinia A.
Kimball, Effie M.	Smith, Amy A.
Law, Daisy N.	Sparlin, Nellie.
Law, Nona J.	Strayer, Grace A.
Long, Olive.	Strickler, C. S. ✓
Lundy, Granville E. ✓	Swan, Rosa E.

Tharp, B. Ellen.  
 Weiland, Adelbert A.  
 West, Edna W.

Wilkinson, Marguerite.  
 Williams, Lizzie E.  
 Wise, Effie M.

## JUNIOR CLASS.

Albee, Emma L.  
 Allen, Leonora M.  
 Anderson, Belle.  
 Bailey, Louise.  
 Ball, Ella.  
 Beetham, James S.  
 Bell, Georgie M.  
 Beswick, Dolphine.  
 Boardman, Anna L.  
 Bready, Grace.  
 Bresee, Minnie.  
 Brown, Dessie.  
 Brown, Emma.  
 Brown, Lawrence E.  
 Buchanan, Laura.  
 Calder, Etta.  
 Campbell, Nettie.  
 Carter, Allie D.  
 Carter, Victoria.  
 Chappelow, Effie.  
 Churchill, (Mrs.) Belle S.  
 Clark, Myrtle.  
 Clark, Nellie.  
 Clonch, Mae.  
 Cole, Maude.  
 Congdon, Mary.  
 Conkright, Josie.  
 Cooper, Theda A.  
 Cooperrider, Albert O.  
 Cornell, Hattie A.  
 Craven, May.  
 Crombie, Edith.  
 Danielson, Cora.

Delbridge, Lucy B.  
 DeVine (Mrs.) Elsie.  
 Devinnny, Sadie.  
 Dickerson, Adda.  
 Dickey, Helen.  
 Dole, Mary E.  
 Donahue, Marie V.  
 Doyle, Mabel.  
 Duhrsen, Gertrude.  
 Dungan (Mrs.) Mary P.  
 Eades, Xula.  
 Ellis, Ada A.  
 Ellis, Esther.  
 Evans, Anna L.  
 Evans, Cecelia A.  
 Evans, Emma.  
 Fagan, Jennie.  
 Fairchild, E. N.  
 Farley, Gertrude.  
 Ferguson, Hugh A.  
 Fowler, Ruby E.  
 Frampton, Ida M.  
 Frink, Mabel.  
 Frink, Marguerite.  
 Garcia, James.  
 Gibson, Mildred.  
 Goodale, Nellie I.  
 Grout, Lizzie M.  
 Holly, Charles.  
 Hughes, Adelle M.  
 Hughes, Ida M.  
 Hunter, Maud E.  
 Hutchison, Blanche.

Imboden, J. W.	O'Donnell, Mary A.
Irvine, Maie.	Olson, Mamie.
Jamison, Rea.	Orr, Irma J.
Jessup, Ada.	Osborn, Lulu B.
Jessup, Leona.	Paine, Ruby H.
Johnson, Grace C.	Poland, Belle.
Jones, Maude J.	Randolph, Margaret F.
Kendel, Alice C.	Rathburn, Ruth.
Kersey, Marguerite.	Resor, Ida V.
Kesler, Joseph.	Rice, Allie.
Ketner, Sarah P.	Riek, Meta.
Kibby, Laura.	Riggs, Edith.
Kitchen, Flora.	Roberts, Clarence.
Kuhlenbeck, Ada.	Robertson, Jennie.
Lewis, William A.	Robinson, Florence.
Lohr, Jr., Judson.	Robuck, Bertha.
Lowe, Anna F.	Rowe, Marguerite V.
Lowe, Elizabeth.	Sarell, Jessie E.
Lowther, Laura.	Schmidt, Carrie.
Luther, Grace.	Scott, Georgie H.
McAndrews, Annie.	Searles, Nina.
McArthur, Elizabeth.	Seybold, Bertha.
McGregor, Berthea.	Sennett, Terese B.
McKee, Edna.	Sisson, Bessie A.
McNee, Lizzie.	Smith, Frances.
Markusen, Martha.	Smith, Olive.
Mayers, Maggie M.	Smith, Rosie F.
Mayne, Fanny.	Snyder, Laura C.
Melville, Bessie L.	Staton, Gertrude.
Middleton, Clyde.	Steck, Belle.
Mulnix, Sadie S.	Stockdale, Martha E.
Neel, Ora.	Stout, Rosa.
Newman, Stella.	Swan, Lizzie V.
Norton, Nona G.	Taylor, Emma.
Nutting, Drusilla B.	Taylor, Hazel.
O'Boyle, George.	Tefft, Ruth.
O'Boyle, Lila M.	Templeton, Cora.
O'Connell, Mayme A.	Thomas, Lena.

Thomas, Myra.	Welch, Hattie.
Thompson, Jettie.	Wheeler, Mabel E.
Thornton, Cora.	Williams, Claude.
Trego, Alice M.	Williams, Curtis M.
Tuttle, Carrie C.	Williams, W. A.
Waddle, Charles W.	Williamson, Lucy.
Warning, Gustavus A.	Wilson, Gertrude.
Waters, Eva M.	Wilson, Grace M.
Webster, May D.	Wilson, Marie.
Welch, Harry V.	Wood, Caroline.

## SOPHOMORE CLASS.

Allnutt, F. J.	Lovering, Esther.
Arterburn, Fred H.	McCarthy, Mary.
Baldrige, Mabel.	McCloskey, Viola B.
Barnard, Frances.	McCracken, Fred E.
Casebeer, Eunice.	McPherson (Mrs.) Anna.
Curliss, Blanche.	McPherson, J. W.
Ehrler, Matilda.	McRay, Lottie.
Etchison, Nanna.	Manifold (Mrs.), Fanny.
Fagan, Katie.	Morganovsky, Lea.
Filkins, Grace C.	Mumper, Elizabeth M.
Frazier, Ethel.	Murphy, Barbara.
Gibbs, Elizabeth.	Needham, Charles.
Giles, Vernie E.	Neff, Grace.
Givens, Teena.	O'Connor, Charles J.
Griffith, W. H.	O'Donnell, Margaret E.
Hadley, Lola I.	Oliver, Mamie.
Hammond, Lucy.	Packer, W. R.
Heath, Leighton A.	Parrett, Kate.
Holand, Nena R.	Payment, J. S.
Hover, Meta.	Peterson, Hannah E.
Jones, Ella M.	Phillips, Emma J.
Jones, Lulu M.	Ramey, Dorcas.
Keyes, Victor E.	Rogers, Lizzie.
Knowlton, Sadie L.	Savage, Laura M.
Lightburn, Icie H.	Scheffler, Josie.
Llewellyn, Mary.	Schutz, Tyro W.

Sellers, Gilbert.  
 Smith, Frank.  
 Steele, Leora F.  
 Turner, Florence.  
 Walker, Georgia.

Ward, May.  
 Whiteman, Louise.  
 Williams, Charles F.  
 Wisegarver, Mabel.

## KINDERGARTEN.

Brink, Ellen.  
 Bunker, Jerome.  
 Darling, Satia.  
 Dodge, Marguerite.  
 Esteb, Helen.  
 Farr, Gladys.  
 Freeman, Sydney.  
 Graham, Margaret.  
 Griffin, Louie.  
 Hall, Rex.  
 Henshell, Mamie.  
 Henshell, Polly.  
 Hill, Phoebe.  
 Holland, Dale.  
 Hopkins, Baird.  
 Houghton, Evelyn.  
 Howard, Helen.  
 Hudson, Evelyn.  
 Hunter, Willie.  
 Hung, Lena.

Kimball, Annie.  
 Lyons, Clarence.  
 McCreery, Virginia.  
 Mason, Alice.  
 Montz, May.  
 Oberg, Alfred.  
 Person, Marvin.  
 Power, Mary.  
 Pross, Clara.  
 Rugh, Winnie.  
 Schwartz, Norman.  
 Smith, Jennie.  
 Stephens, Louie.  
 Streeter, Everett.  
 Thompson, Blanche.  
 Van Sickle, Hazel.  
 Waters, Edgar.  
 Work, Florence.  
 Wyatt, Bud.

## UPPER GRAMMAR.

Adams, Roxie.  
 Bauer, Henry.  
 Beall, Roy.  
 Beardsley, Eugene.  
 Evans, Dottie.  
 Hart, Arthur.  
 Hicks, Nora.  
 Hudson, Lonnie.  
 Jones, Pearl.

Stearns, Benjamin.  
 Stevenson, Onslow.  
 Thomas, Daniel.  
 Waters, George.  
 Wilson, Jessie.  
 Adams, Lewis.  
 Armstrong, Annie.  
 Armstrong, Margaret.

Brown, Albert.  
 Buckley, Emma.  
 Burbanks, Ira.  
 Camp, Mattie.  
 Dolan, Maggie.  
 Eaglehoff, Mary.  
 Foster, Bessie.  
 Garrigues, Dwight.  
 Hall, Clifford.  
 Howard, Lyman.  
 Hunter, Irene.  
 Johnson, Ada.

Kimball, Carrie.  
 Lutes, Charles.  
 McCreery, Paul.  
 Nelson, Clarence.  
 Putnam, Wilton.  
 Reynolds, Enone.  
 Rugh, Nora.  
 St. Cyr, Louis.  
 Sellwood, Charles.  
 Snyder, Tyndall.  
 Wearin, Guy.  
 Wilkinson, Mabel.

## LOWER GRAMMAR.

Armstrong, Nellie.  
 Baldwin, Myrtle.  
 Gaetter, Willie.  
 Gross, George.  
 Hotchkiss, Sarah.  
 Hudson, Virgie.  
 Kimball, Kittie.  
 Lutes, Jacob.  
 Waters, Albert.  
 Waters, Laura.

Baker, Earl.  
 Bengé, Clarence.  
 Blaney, Laurell.  
 Cary, Guy.  
 Clark, Julia.  
 Clark, Mary.

Clark, Myra.  
 Cummings, Josie.  
 Evans, Ethel.  
 Felmlee, Walter.  
 Finch, Myrtle.  
 Freeman, Troupie.  
 Gross, Allan.  
 Hale, Bert.  
 Hicks, Dessie.  
 Jennaway, Bertie.  
 Jennaway, Fannie.  
 Jessup, Loren.  
 Lohr, Charles.  
 Lohr, Mary.  
 McCreery, Deane.  
 Rugh, Dukie.  
 Smith, Ed.

## UPPER PRIMARY.

Beall, Marie.	Bradley, Ethel.
Beardsley, Inez.	Cavender, Ellis.
Butters, Harry.	Center, Gussie.
Cavender, Coryl.	Evans, Laurie.
Finch, Clarence.	Finch, Lester.
Gross, Ruth.	Freeman, Fred.
Levis, Mabel.	Freeman, Joseph.
Lutes, Raymond.	Jones, Mamie.
Tegtmann, Maggie.	Levis, Edna.
Tegtmann, Carrie.	McCreery, Mildred.
Thomas, Helen.	Peabody, Paul.
Wearin, Fern.	Stephens, Dannie.
	Tegtmann, Willie.
	Wilson, John.
Archibald, Fred.	
Beardsley, Edith.	

## LOWER PRIMARY.

Annette, Olive.	Phelps, Dryden.
Butters, Alfred.	Sipperly, Dorothy.
Butters, Anna.	Swanson, May.
Camp, Bessie.	Tegtmann, Louis.
Canfield, Edna.	
Daniels, Dorothy.	Archibald, Ray.
Esteb, Helen.	Benge, Johnny.
Evans, Willie.	Cooke, Hugh.
Finch, Callie.	De Weese, Blanche.
Floyd, Fay.	Evans, Stella.
Freeman, Etta.	Kimball, Helen.
Fuller, Fred.	Ling, Bessie.
Hudson, Bell.	McKinney, Carl.
Hudson, Myrtle.	Paine, Velma.
Marsh, Hazel.	Tegtmann, Mary.
Oversen, Theodore.	Waters, Harry.
Parker, Bruce.	

## SUMMARY OF ATTENDANCE.

### NORMAL DEPARTMENT.

Post graduates.....	7	
Graduate students.....	23	30

### SENIORS.

Females.....	60	
Males .....	10	70

### JUNIORS.

Females....	142	
Males.....	20	162

### SOPHOMORES.

Females.....	46	
Males.....	15	61
Total.....	323	323

### MODEL DEPARTMENT.

Upper grammar.....	41	
Lower grammar.....	33	
Upper primary.....	28	
Lower primary.....	32	
Kindergarten.....	39	173
Grand Total.....	496	496



## ALUMNI.

## OFFICERS.

J. M. PRICE, '95 .....	President.
S. M. HADDEN, '97 .....	Vice President.
ETHEL HOWARD, '98 .....	Secretary and Treasurer.

## EXECUTIVE COMMITTEE.

L. C. BUTSCHER, '98.	S. M. HADDEN, '97.
MRS. MARY F. MILLER, '99.	LOUISE M. HANNUM, of Faculty.
	LOUISE A. MERRILL, '94.

## DIRECTORY.

## CLASS OF 1891.

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

## CLASS OF 1892.

Craig, (Mrs.) Edna C.....	Greeley, Colo.
Dresser, Helen C., (Mrs. Dressor).....	Victor, Colo.
Jones, Edith Helen, 1815 Humboldt.....	Denver, Colo.
Jones, Winifred, 1615 Humboldt .....	Denver, Colo.

\* Deceased.

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Lynch, Andrew R.....	Rico, Colo.
McFie, Mabel (Mrs. LeRoy).....	Florence, Colo.
McFie, Vina (Mrs. Miller).....	Ferguson, Mo.
Meek, Idela.....	Colorado Springs, Colo.
Miller, J. A.....	Ferguson, Mo.
Moore, Mamie F.....	Denver, Colo.
Mumper, Anna T.....	Greeley, Colo.
McClelland, Robt. A.....	College Springs, Iowa.
Putnam, Kate.....	South Denver, Colo.
Robinson, Fannie F., 46 S. Lincoln ave.....	Denver, Colo.
*Smith, May L. (Mrs. Batterson).....	Erie, Colo.
Wilson, Elma A.....	Salida, Colo.

## CLASS OF 1893.

Bybee, Carrie S.....	Colorado Springs, Colo.
Dace, Mary (Mrs. J. A. Farnsworth).....	Fort Morgan, Colo.
Dunn, Rosalie M.....	New Windsor, Colo.
Heath, Herbert G.....	Silver Plume, Colo.
Hewett, Edgar L.....	Las Vegas, N. M.
Hewett, (Mrs.) Cora W.....	Las Vegas, N. M.
Houston, George M.....	Greeley, Colo.
Jacobs, Mary Fay (Mrs. Lunt).....	Eaton, Colo.
Jacobs, Alice M. (Nixon).....	Greeley, Colo.
Johnson, Hattie L. (Mrs. Wallace).....	Ogden, Utah.
Knight, Lizzie M.....	Evans, Colo.
MacNitt, E. Alice.....	Longmont, Colo.
McLain, Minnie E.....	Fort Collins, Colo.
Marsh, Mary A.....	Canon City, Colo.
Pearce, Stella.....	Cripple Creek, Colo.
Priest, Lee.....	Victor, Colo.
Seed, Stella H.....	Racine, Wis.
Stockton, J. Leroy.....	Greeley, Colo.
Struble, Lizzie, (Mrs. F. A. Cole).....	Denver, Colo.
Thomas, Cora B.....	Boulder, Colo.
Varney, Julia A.....	Idaho Springs, Colo.
Walter, Clara B.....	Riverside, Calif.
Wheeler, B. B.....	Apex, Colo.

\*Deceased.

## CLASS OF 1894.

Bond, Dell.....	Dennison, Iowa.
Burnett, Ruth.....	Burlington, Colo.
Catherwood, Grace A.....	Boulder, Colo.
Clark, Charles E.....	Greeley, Colo.
*Coffey, Gillian.....	Denver, Colo.
Cordes, Carrie.....	Greeley, Colo.
Creager, Katie (Mrs. Bullock).....	Boulder, Colo.
Day, Nellie.....	Central City, Colo.
Delbridge, Eloise.....	Greeley, Colo.
Durkee, Alice. ( <i>Mrs. Rockfall</i> ).....	Canon City, Colo.
Freeman, Maude.....	Silver Plume, Colo.
Gardiner, Julia.....	South Denver, Colo.
Gass, Maud.....	Florence, Colo.
Lewis, Lottie (Married).....	Central City, Colo.
Lynch, John.....	Durango, Colo.
Melvin, Pearl (Mrs. Rutledge).....	Belleville, Tex.
*McGhee, May (Mrs. Winzer).....	Cripple Creek, Colo.
Merrill, Louise A., 2543 California St.....	Denver, Colo.
Messinger, Edna.....	Denver, Colo.
Nauman, Minnie (Mrs. Sorenson).....	Nebraska.
Peters, Anna.....	Trinidad, Colo.
Rank, Margaret.....	Central City, Colo.
Robinson, Anna.....	Evans, Colo.
Severance, Dora.....	Severance, Colo.
Shumway, William.....	Denver, Colo.
Trehearne, Beatrice.....	Denver, Colo.
Turner, Flora B.....	Arvada, Colo.
Welch, Irene.....	Greeley, Colo.
Williams, Nellie.....	Greeley, Colo.
Woods, James.....	Canon City, Colo.
Work, Anna.....	Denver, Colo.
Work, Ella (Mrs. Bailor).....	Boulder, Colo.
Wright, Lulu (Mrs. Heilman).....	Chicago.
Wright, Nana.....	Greeley, Colo.
Yard, Jessie.....	Canon City, Colo.

\* Deceased.

## CLASS OF 1895.

Allen, Mame C.....	Fort Collins, Colo.
Brown, Rebecca .....	Gallup, New Mexico.
Canning, Annetta.....	Poughkeepsie, N. Y.
Coleman, Mary B.....	Florence, Colo.
Clark, Ruth M.....	Denver, Colo.
Dobbins, Nettie M....	Woman's Seminary, West Point, Miss.
Downey, Abner.....	Colorado Springs, Colo.
Felton, Mark A.....	Boulder, Colo.
Freeman, Maude.....	Silver Plume, Colo.
Gale, Grace M.....	Greeley, Colo.
Goddard, Susan.....	Fort Morgan, Colo.
Hadley, Laurie (Married).....	Grand Junction, Colo.
Hubbard, Nettie L. (Mrs. Lynch).....	Durango, Colo.
Huecker, Lydia E.....	Denver, Colo.
King, (Mrs.) L. C.....	Berthoud, Colo.
*Lines, Celia.....	Platteville, Colo.
McClave, Blanche M.....	Eaton, Colo.
McCoy, Maude M.....	Ordway, Colo.
Marsh, C. T.....	Greeley, Colo.
Miller, Edwin.....	Tinmath, 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.
Snyder, Cecil E.....	Las Animas, Colo.
Uhri, Sophia.....	Garnett, Colo.
Woodruff, Myrna.....	Colorado Springs, Colo.
Wyman, Ree.....	Denver, Colo.

\*Deceased.

## 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.....	Canon City, Colo.
Cameron, Wm. F.....	Oregon.
Collom, Mattie.....	Golden, Colo.
Dithey, Mollie.....	Colorado Springs, Colo.
Donahue, J. Leo.....	Arvada, Colo.
Graham, Kate (Mrs. Nierns).....	Montrose, Colo.
Hamilton, (Mrs.) Ida M.....	Greeley, Colo.
Hanks, Alberta.....	Salida, Colo.
Hollingshead, C. A.....	Castle Rock, Colo.
Howard, Florence.....	Denver, Colo.
Howard, Wellington.....	Colorado Springs, Colo.
James, Annie.....	Lamar, Colo.
Jameson, Grace.....	Golden, Colo.
Kendel, Elizabeth.....	Greeley, Colo.
Mathews, Minnie V.....	Delta, Colo.
Newman, Winnifred.....	Longmont, Colo.
Norton, Nell.....	Silver Plume, Colo.
Paul, Isabel.....	Longmont, Colo.
Patton, Mabel, 1275 Pearl St.....	Denver, Colo.
Pollock, Emma.....	Longmont, Colo.
Probst, Emma.....	Alma, Colo.
Shull, Grace.....	Greeley, Colo.
Smith, Luna.....	Eaton, Colo.
Stevenson, Audrey.....	Greeley, Colo.

## CLASS OF 1897.

Adams, Helen.....	Denver, Colo.
Benson, Frank V. (Miss).....	Loveland, Colo.
Brownlee, Sylvia.....	Rocky Ford, Colo.

Buffington, Lulu.....	Breckenridge, Colo.
Burns, T. E.....	Loveland, Colo.
Dowell, H. L.....	<i>Alma</i> Ridgeway, Colo.
Ellis, Carrie E.....	La Salle, Colo.
Guynn, H. G.....	Smithton, Pa.
Hadden, S. M.....	Orchard, Colo.
Hamilton, Jessie M.....	Pueblo, Colo.
Hammond, Eva C., (Mrs. Blood).....	Denver, Colo.
Hersey, Rose.....	Denver, Colo.
Hinkley, Anna C.....	Denver, Colo.
Hoch, Lillian E.....	Denver, Colo.
Holiday, Minnie.....	Ridgeway, Colo.
Holliday, Maud (Mrs. John Bell).....	Fairplay, Colo.
Ingersol, May.....	La Junta, Colo.
Jones, B. Ida.....	Denver, Colo.
Kendel, Juanita.....	Windsor, Colo.
King, Alpha E.....	Rocky Ford, Colo.
Knapp, Edith A.....	Lamar, Colo.
Lockett, Margarette.....	Saguache, Colo.
McDonald, R. A.....	Providence, R. I.
McKinley, Hattie.....	<i>(Mrs. Schaffner)</i> Idaho Springs, Colo.
McLeod, Carrie.....	<i>Canon City</i> Central City, Colo.
Newell, Agnes.....	New Windsor, Colo.
Putnam, Jennie.....	Fort Morgan, Colo.
Rudolph, Victoria.....	Canon City, Colo.
Sanborn, Mabel.....	Greeley, Colo.
Slatore, Nelson (Miss).....	Altman, Colo.
Smith, Cora E.....	Fort Morgan, Colo.
Steans, Henry G.....	Ouray, Colo.
Stevenson, Eleanor, 656 Pearl St.....	Denver, Colo.
Stockton, Guy C.....	Erie, Colo.
Thompson, Andrew W.....	Green Mountain Falls, Colo.
Walker, F. A.....	Russell Gulch, Colo.
Wheeler, Gertrude E.....	Golden, Colo.
White, Esther F. (Mrs.).....	Canon City, Colo.
Wilkinson, Besse M.....	Greeley, Colo.
Wilson, Edith.....	Lamar, Colo.
Witter, Stella.....	Walsenburg, Colo.

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Work, C. M.....	Atwood, Colo.
Wright, Olive.....	Canon City, Colo.
Young, Kate (Mrs.).....	Ann Arbor, Colo.

## CLASS OF 1898.

Amsden, Elmer E.....	Groton, S. D.
Ashley, Helen M.....	Cheney, Wash.
Bartels, Bina.....	Pueblo, Colo.
Bryant, Fannie.....	Sedalia, Colo.
Burgess, Edith.....	Fort Collins, Colo.
Butler, May.....	Trinidad, Colo.
Butscher, Louis C.....	
Carlson, George A.....	Evans, Colo.
Clark, Fred W.....	Greeley, Colo.
Coover, (Mrs.) Carrie E.....	McPherson, Kan.
Coover, J. E.....	McPherson, Kan.
Cronkhite, Theodora.....	Berthoud, Colo.
Delbridge, Wychie.....	Greeley, Colo.
Dolan, Alice.....	Leadville, Colo.
Downey, Elijah H.....	Ava, Ohio.
Farmer, Grace.....	Albion, Neb.
*Fennell, Anna.....	Greeley, Colo.
Fowler, O. S.....	Goff, Kan.
Harrison, Virginia.....	Canon City, Colo.
Hawes, Mary M.....	Greeley, Colo.
Hetrick, Grace D.....	Denver, Colo.
Hodge, Louise W.....	Pueblo, Colo.
Hogarty, Michaela.....	Greeley, Colo.
Howard, Ethel.....	Greeley, Colo.
Howard, Sadie.....	Greeley, Colo.
Howett, Edwin L.....	Flora, Ill.
Johnson, Minnie.....	Leadville, Colo.
Kridler, Grace.....	Denver, Colo.
Llewellyn, Sarah.....	Coal Creek, Colo.
Lory, Charles A.....	New Windsor, Colo.
McCracken, Mary.....	Denver, Colo.

\* Deceased.

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McKeehan, Cora.....	Canon City, Colo.
Montag, Ida C.....	Como, Colo.
Morehouse, Geneva.....	Lamar, Colo.
Nash, Margaret.....	Silver Plume, Colo.
O'Brien, Emma L.....	Denver, Colo.
Putnam, Nellie.....	Fort Morgan, Colo.
Reeder, John M.....	Greenhill, Ohio.
Richards, Carrie L.....	Burton, Ill.
Riddell, Fannie, 215 25th Ave.....	Denver, Colo.
Ross, Hettie M.....	Montrose, Colo.
Scanlon, Mary.....	Lyons, Colo.
Sibley, (Mrs.) Bella B.....	Trinidad, Colo.
Smith, Helen Fay.....	Denver, Colo.
Stebbins, Helen H.....	Tampa, Fla.
Stevenson, Mildred.....	Greeley, Colo.
Tate, Ethel H.....	Lakin, Kan.
Taylor, Nellie A.....	Fort Collins, Colo.
Thomas, Helen.....	Greeley, Colo.
Thomas, Kathryn.....	Denver, Colo.
Van Horn, George.....	Marion Center, Pa.
Waite, Vesta M.....	Highland Lake, Colo.
Watson, Ola.....	Denver, Colo.
White, Walter.....	Greeley, Colo.
Wilkins, Emma T.....	Timnath, Colo.
Williams, Mary E.....	Gunnison, Colo.
Wintz, Claudia.....	Colorado Springs, Colo.
Zimmerman, George.....	Allamont, Ill.

## CLASS OF 1899.

Amick, M. Ethel.	Campbell, Florence E.
Anderson, Emma L.	Clonch, Minnie B.
Anderson, Myra M.	Curran, Katie.
Bartels, Harriet B.	Dare, (Mrs.) Adele F.
Bashor, Sarah E.	DeWeese, (Mrs.) Luella.
Braucht, Frank E.	Dill, Victoria M.
Burnett, Fannie.	Dingman, Jennie K.
Camp, Archibald L.	Fleming, Guy B.



Graham, Mary M.	Pollock, Rose M.
Gregg, Florence E.	Potts, J. George.
Gregg, Maud C.	Powell, Frances L.
Hammersly, Mabel.	Powell, M. Evelyn.
Harrison, Lucian H.	Powelson, Pearl E.
Heath, Edith V.	Price, Virginia E.
Hersey, Nellie R.	Rankin, Pearl B.
Huffman, E.	Roberts, Stella E.
Kellogg, Gertrude F.	Robinson, Angelina B.
Kendall, Zella A.	Robinson, Nellie.
Kendel, Arthur I.	Rochat, Emma Cecile.
Kimball, Effie M.	Ross, Maud E.
Law, Daisy N.	St. Cyr, Helen E.
Law, Nona J.	Scheffler, Bertha S.
Long, Olive.	Seaton, Janet.
Lundy, Granville E.	Small, Lavinia A.
McCord, Emma D.	Smith, Amy A.
McIntosh, Edith L.	Sparlin, Nellie.
McLellon, E. Irene.	Strayer, Grace A.
McLeod, Catherine M.	Strickler, C. S.
Manifold, W. H.	Swan, Rosa E.
Miller, (Mrs.) Mary F.	Tharp, B. Ellen.
Morehouse, Florence A.	Weiland, Adelbert A.
Newby, Florence.	West, Edna W.
Noel, Maud.	Wilkinson, Marguerite.
Patterson, Daisy P.	Williams, Lizzie E.
Poirson, Henrietta.	Wise, Effie M.

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COLORADO  
STATE NORMAL SCHOOL

Greeley, - Colorado, U.S.A.



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