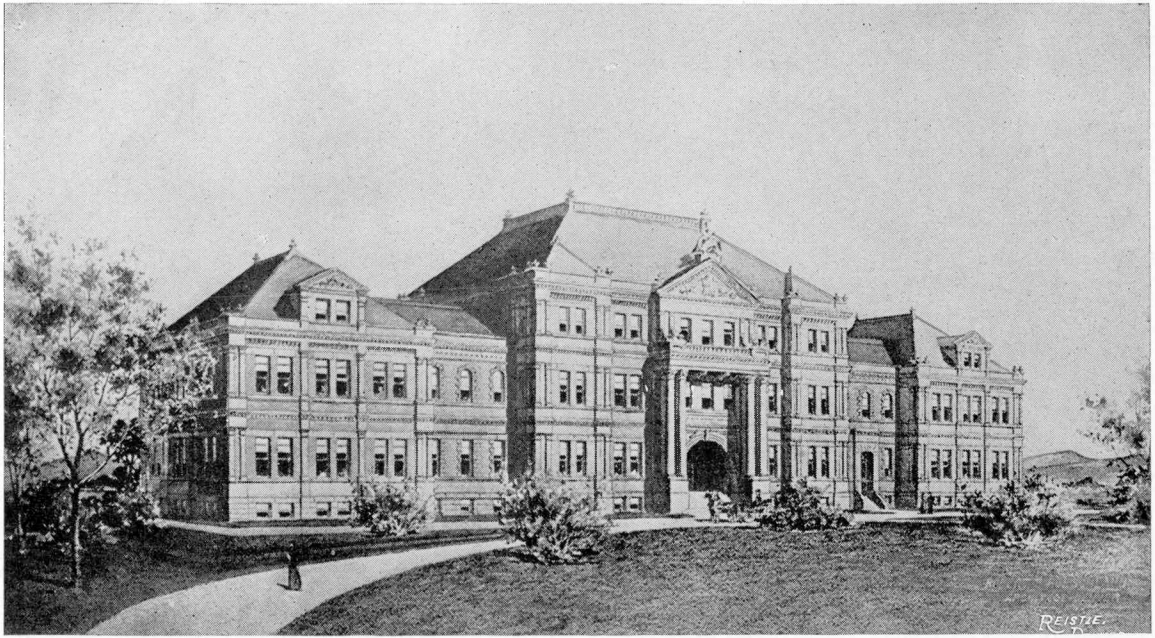
STATE

NORMAL SCHOOL

OF

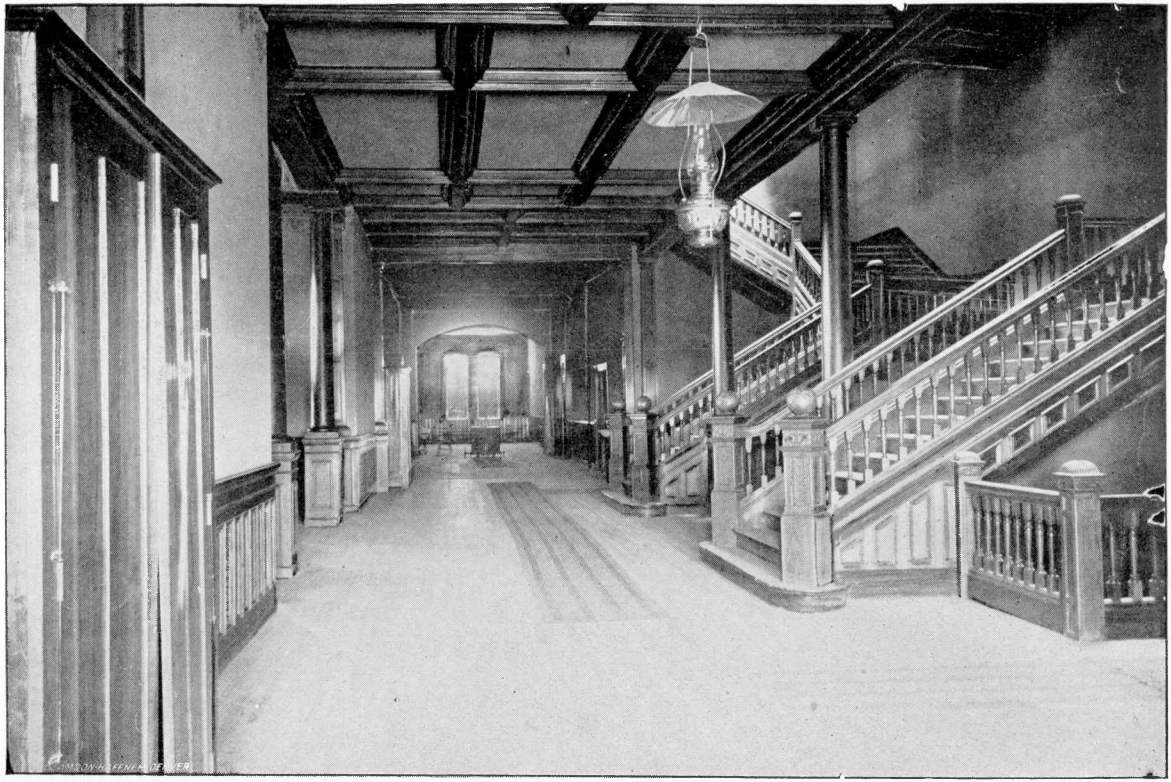
COLORADO.

1899-1900.



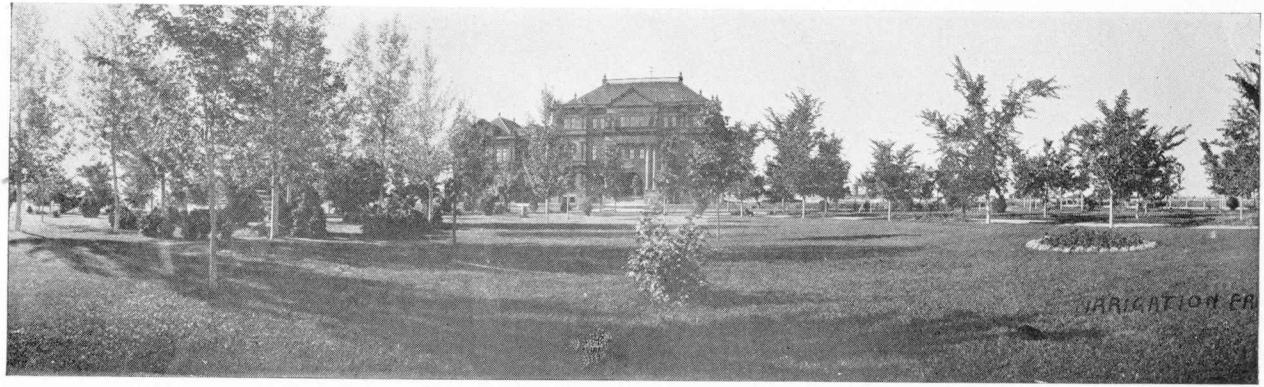
NORMAL BUILDING.

NORMAL ENTRANCE.



LOWER HALL.

CHAPEL.



NORMAL CAMPUS.

PRESIDENT'S OFFICE.

Tenth Annual Catalogue of the State Normal School of Colorado

Greeley, Colo., 1899-1900

NORMAL PUBLISHING CO.
1900.

CALENDAR.

1900

SEPTEMBER

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1901

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ANNOUNCEMENTS.

1900-1901.

FIRST SEMESTER—NINETEEN WEEKS.

Opens Tuesday, September 11, 1900.
Closes Friday, January 25, 1901.

SECOND SEMESTER—NINETEEN WEEKS.

Opens Monday, January 28, 1901.
Closes Friday, June 7, 1901.

HOLIDAY VACATION—TWELVE DAYS.

Begins Friday noon, December 21, 1900.
Closes January 1, 1901.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sabbath afternoon, June 2, 1901.

Class Day Exercises, Tuesday evening, June 4, 1901.

Alumni Anniversary, Wednesday evening, June 5, 1901.

Commencement, Thursday, June 6, 1901.

Reception to Graduating Class, Thursday evening, June 6, 1901.

Alumni Banquet, December, 1901, Denver, Colo.

BOARD OF TRUSTEES.

Hon. John M. B. Petriken ..... Greeley
Term expires 1903.

Hon. Richard Broad, Jr. ..... Golden
Term expires 1903.

Hon. Jesse Stephenson ..... 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 L. Grenfell, State Superintendent of Public Instruction ..... Denver
Term expires 1901.

OFFICERS.

Richard Broad, Jr. ..... President
A. J. Park ..... Secretary
C. H. Wheeler ..... Treasurer

STANDING COMMITTEES.

Finance:

JESSE STEPHENSON. MRS. HELEN L. GRENFELL.
RICHARD BROAD.

Instruction and Teachers:

N. B. COY. MRS. FRANCES BELFORD.
DR. R. W. CORWIN.
MRS. HELEN L. 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 STEPHENSON.

Executive and Building:

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

FACULTY.

1899-1900.

Z. X. Snyder, Ph. D., President,
Philosophy and Pratice of Pedagogy.

James H. Hays, A. M., Vice-President,
Latin 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—Zoology and Botany.

C. T. Work, M. E.,
Sloyd and Mathematics.

E. G. Dexter, A. M., Ph. D.,
Experimental Psychology and Physiology.

J. F. Daniels,
Librarian and Library Handicraft.

John W. Hall,
Principal Training School and Applied Pedagogy.

Anna M. Heileman,
Reading, Oratory and Physical Culture.

Harriet Day,
Drawing and Fine Art.

Gertrude Smith,
Domestic Economy.

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

M. NORA BOYLAN,
Critic in Training—Upper Primary and Music.

LIZZIE H. KENDEL, PD. M.
Critic in Training—Lower Grammar.

ELEANOR PHILLIPS, PD. M.,
Critic in Training—Lower Primary.

MRS. SARAH A. FENNEMAN, PD. M.,
Critic in Training—Upper Grammar and High School.

BERTHA M. ANDREWS,
Director Kindergarten.

VERNON MCKELVEY, President's Secretary.
Office, Normal Building.
Office Hours, 8 to 12:50 and 2 to 5:30,
Except Sundays.

A. L. EVANS,
Landscape Gardener.

BENJAMIN STEPHENS,
Engineer.

EXAMINING BOARD.

HELEN L. GRENFELL,
State Superintendent Public Instruction.

JAMES E. SNOOK,
County Superintendent Weld County.

Z. X. SNYDER,
President School.

FACULTY COMMITTEES.

1900-1901

Executive.

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

Program and Commencement.

LOUISE HANNUM. S. M. HADDEN. ANNA M. HEILEMAN.
L. C. BUTSCHER.

Graduate.

Z. X. SNYDER. J. H. HAYS. LOUISE HANNUM.
D. D. HUGH. J. W. HALL.

Reception and Entertainment.

J. F. DANIELS. D. D. HUGH. L. C. BUTSCHER.
BERTHA M. ANDREWS. LIZZIE H. KENDEL.

Mentor.

D. D. HUGH. A. E. BEARDSLEY. GERTRUDE SMITH.
M. N. BOYLAN. ELEANOR PHILLIPS.

Society.

J. W. HALL. LOUISE HANNUM. J. H. HAYS.
ANNA M. HEILEMAN. BERTHA M. ANDREWS.

Art.

HARRIET DAY. J. F. DANIELS. ANNA M. HEILEMAN.
BERTHA M. ANDREWS.

Athletics.

L. C. BUTSCHER. S. M. HADDEN. ANNA M. HEILEMAN.
GERTRUDE SMITH.

Alumni.

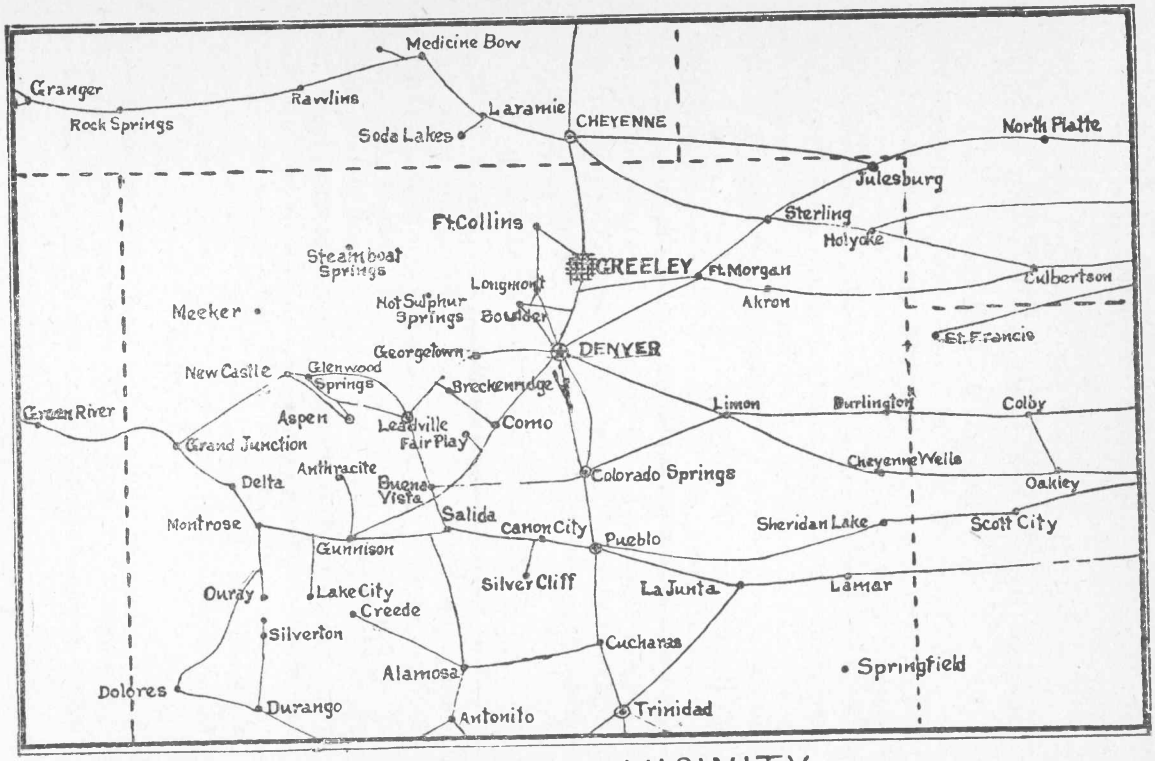
S. M. HADDEN. LIZZIE H. KENDEL. L. C. BUTSCHER.
ELEANOR PHILLIPS. J. F. DANIELS.

Course of Study.

Z. X. SNYDER. J. H. HAYS. A. E. BEARDSLEY.
J. W. HALL. D. D. HUGH.
LOUISE HANNUM.

Music Committee.

M. N. BOYLAN. JAMES H. HAYS.
BERTHA M. ANDREWS. LIZZIE KENDEL.
ANNA M. HEILEMAN.



GREELEY AND VICINITY

HISTORY OF SCHOOL.

The Colorado Normal School was established by an act of the legislature in 1889. The first school year began October 6, 1890.

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 are 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.

MAINTENANCE.

The maintenance of the State Normal School is derived from a millage of one-sixth of a mill on the dollar for the entire assessment of the state. The present assessment is something over $200,000,000, making about $40,000 annually for the support of the school. The proper development of the school would require about $50,000 a year; as it is, it is barely able to keep up what it has developed.

Normal Department.

THE FUNCTION OF THE NORMAL SCHOOL.

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 bind 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. The work of the teacher requires it.

c. One who is contemplating becoming a teacher should have a natural fitness to teach. The student can 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. It exerts its influence on the mountain and on the plain; the mining district, the stock-growing region and the agricultural sections all feel its influence. It reaches profoundly into the lives and activities of the people. It is the people's school.

COURSES OF STUDY.

The child is a composite potential. It is an involution of possibilities. Nature, mind and spirit have, through time, operated to form this potential. Its education is the evolution of the potential. It is its expansion into life, consciousness, social participation and Divine recognition.

From one standpoint the child is a biological unit. It is a biological unit in that its every act has its roots in the nervous matter and its fruit in muscle. It is a mental unit in that it is a self-conscious being. It is a social unit in that it is an organic part of the social life and mind.

The unfolding potential in relation to its environment gives rise to the course of study.

A knowledge of these relations 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.

4. A recognition of the child as a product of heredity and that variation from the hereditary type occurs through the influence of environment.

5. The recognition that the mental constitution of an individual is made up of two factors—*character* and *intelligence*, and that the greater of these is character.

6. The recognition that the object of education is found in *self*, the aim in society and the end in Divinity; or that the education of the child should take three directions:

(1) That of *self-preservation;*
(2) That of *self-sacrifice;*
(3) That of *self-consecration.*

In accordance with the above conception comes the following course of study:

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, Gymnastics and Athletics.*

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 is action and reaction of the forces without and within the child. He should be able to lead a child to interpret its surroundings and enter into the spirit of nature. This embraces a knowledge of *Science and Nature.* Out of a study of nature arises the notion of number and space relations—hence a knowledge of *Mathematics.*

He should recognize that the deeds, sayings, feelings, thoughts and aspirations of the race and age quicken the intellectual and moral natures, and, while they serve no *particular* end, they belong to culture in its universal character by giving the stage on which the

drama of the world's life is revealed. This embraces a knowledge of *History* and *Literature.*

He should know the relation of thought, knowledge and expression in the development of a child. 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.*

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 should have a place in every course of study involving the education of the young and of those preparing to teach. Art, then, is included in the curriculum of study, embracing *Drawing and Painting, Modeling, Construction and Music.*

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

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—
- Anthropology.
- History.
- Literature.
- Race psychology.

MAN IN NATURE.

Embracing—
- Mathematics.
- Physiography.
- Chemistry.
- Physics.
- Astronomy.
- Biology.

MAN IN SOCIETY.

Embracing—
- Home.
- Sociology.
- Government.
- Economics.

MAN IN EXPRESSION.

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

MAN IN SCHOOL.

Embracing—

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

NORMAL COURSE OF STUDY.

INTRODUCTION AND EXPLANATIONS.

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. With this end in view, the course of study has been revised so that the student has an opportunity to elect some of the work, thus enabling him to specially prepare himself in some particular subject along the line of his tastes.

1. A school year is divided into two *semesters* of eighteen (18) weeks each.

2. A Term Hour, or Point, is one recitation a week for a *semester*, or eighteen (18) recitations.

3. A norm for school work is twenty-five recitations a week. A student who wishes to take more than this must have special permission. Some may be required to take less.

4. Fifty Term Hours, or 900 recitations, are a year's work.

5. A laboratory period must be measured in terms of a recitation period in making Term Hours.

6. The course is divided into Requisites and Electives.

OUTLINE OF WORK.

SOPHOMORE.

Requisites—44 Term Hours.

Algebra	36 weeks	5 periods	10 T. H.*
Geometry	36 weeks	5 periods	10 T. H.
English	36 weeks	4 periods	8 T. H.
Reading and gymnastics	36 weeks	3 periods	6 T. H.
Physics and Biology	36 weeks	5 periods	10 T. H.

JUNIOR.

Requisites—40 Term Hours.

Training School—			
1. Observation	36 weeks	1 period	2 T. H.
2. Seminar	36 weeks	1 period	2 T. H.
3. Arithmetic	36 weeks	1½ period	3 T. H.
4. Nature Study	36 weeks	1½ period	3 T. H.
5. Reading and Physical Culture	36 weeks	2 periods	4 T. H.
6. Public School Art	36 weeks	2 periods	4 T. H.
Psychology	36 weeks	3 periods	6 T. H.
English and Literature	36 weeks	4 periods	8 T. H.
Sloyd, Domestic Economy	36 weeks	2 periods	4 T. H.
Biology	36 weeks	2 periods	4 T. H.

* T. H. denotes Term Hours.

SENIOR.

Requisites—40 Term Hours.

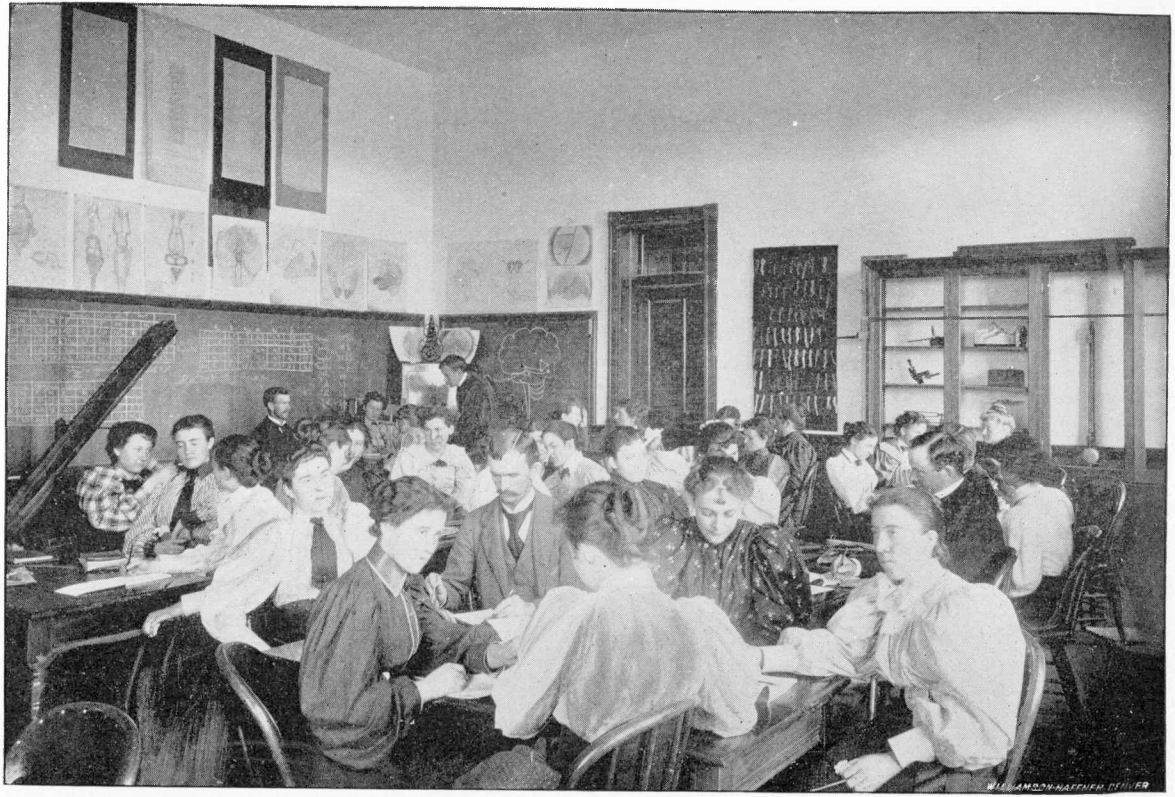
Training School—			
1. Practice in Teaching	36 weeks	5 periods	10 T. H.
2. Seminar	36 weeks	1 period	2 T. H.
3. Geography	36 weeks	1½ period	3 T. H.
4. History and Literature	36 weeks	2 periods	4 T. H.
5. Music	36 weeks	1 period	2 T. H.
Philosophy and History of Education	36 weeks	5 periods	10 T. H.
English and Literature	36 weeks	3 periods	6 T. H.
Reading and Physical Culture	36 weeks	1½ periods	3 T. H.

ELECTIVES.

Junior—10 Term Hours. Senior—10 Term Hours.

Electives may be selected from the following subjects, or groups. The first numbers following the groups designate the number of recitations per week in each subject, the second designate the T. H.

Group I—Latin, German, French, Spanish, English and Literature	5	10
Group II—Anthropology, Sociology, History, Government	5	10
Group III—Physiology, Psychology, Pedagogy	5	10
Group IV—Physics, Chemistry, Physiography, Biology	5	10
Group V—Trigonometry, Analytical Geometry	5	10
Group VI—Art	5	10



PSYCHOLOGICAL LABORATORY.

Group VII—Sloyd, Cooking and Sewing, Library Handicraft 5 10
Group VIII—Reading and Physical Culture....5 10
Group IX—Kindergarten 5 10

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. 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: Experimental, historical and educational.

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 of 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:

The sensation, including a study of Weber's law.
The idea.
The association of ideas and apperception.
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 pyschology

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

CHILD PSYCHOLOGY.

The work in child psychology is going on all the time in the kindergarten and Training 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 of Psychology in the management of the Training school. It embraces the psychology of teaching, of governing, of the course of study, the management of the school, and, indeed, the management of the community educationally.

II.—SCIENCE OF TEACHING.

Science consists in knowing a systematic order of things and their relation, 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 development. Without psychology there can be no science of teaching.

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 relation of the child to nature and civilization.

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

a. Development of

1. Body—Health, sanitation.
2. Mind.
3. Spirit.

b. Participation—

1. Actualization—Individuality.
2. Transfiguration—Personality.
3. Transformation—Spirituality.

IV.—REQUISITES TO THE ACCOMPLISHMENT OF THESE ENDS.

a. Body must have

1. Food—Dietetics.
2. Exercise—Play, gymnastics, athletics.
3. Training.

b. Mind must have

1. Knowledge—Facts.
2. Thought—Relations.
3. Training—Practice.

c. Spirit must actualize

1. Duty—Virtue.
2. Conscience—Good.
3. Love—Spirituality.

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

a. Activity is fundamental in all development, whether physical, mental or spiritual.

b. 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 propœdeutics—

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

c. The law of concentration—

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

d. The law of individualism—

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

e. The law of practice—

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

f. The law of interest—

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

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 a 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.—INTRODUCTION.

1. Meaning of the Philosophy of Pedagogy: A love of the wisdom to lead a child.

2. The Imprisonment of the Individual: His potential—an involution—matter, life, mind, spirit.

3. His Freedom: Emancipation, evolution, education.

4. The Mass—Its evolution.

II.—INTERNAL ENERGIES.

1. Evolving, or Growing: The vital, the mental, the social, the spiritual principles.

2. Hereditary, or Directive: a. Race Experiences; wonder, wander, heroic, romantic, altruistic. b. National Experiences; national organism, national mind,

national spirit. c. Family Experiences; appearance, organic tendency, temperament, disposition, etc.

3. Volitional: desire, deliberation, choice.
4. Spiritual: deeper nature.

III.—EXTERNAL ENERGIES.

1. Nature: as matter and life.
2. Mind: man, home, church, state, society.
3. Spirit: of nature, of mind, of civilization, of God.

(1). *These built the potential.*
(2). *They occasion its unfolding.*

IV.—NATURES.

1. The Physical Life: medium of revelation.
2. The Mental Life.
3. The Social Life: opinion, institutions.
4. The Spiritual Life.

V.—LIVING MOMENTUM.

1. Individuality.
2. Personality: transfiguration, humanity.
3. Spirituality: transformation, divinity.

VI.—CHARACTER—EXPRESSION.

1. Pedagogical Graces: truth, beauty, good.
2. Christian Graces: faith, hope, love.

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.

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

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

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 is 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 forces, 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 immoral nature, see in objects and forces and laws 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 fur-

nished, 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.

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 are 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 diseases of childhood, that they may be easily recognized and the wide-spread contagion now so common prevented.

PHYSICS.

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

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

Further, the course in sloyd 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.

CHEMISTRY.

Chemistry is pursued by the same method as in physics. Particular attention is given to the chemistry of common life, including such topics as foods, cooking and cleaning.

BIOLOGY.

BOTANY.

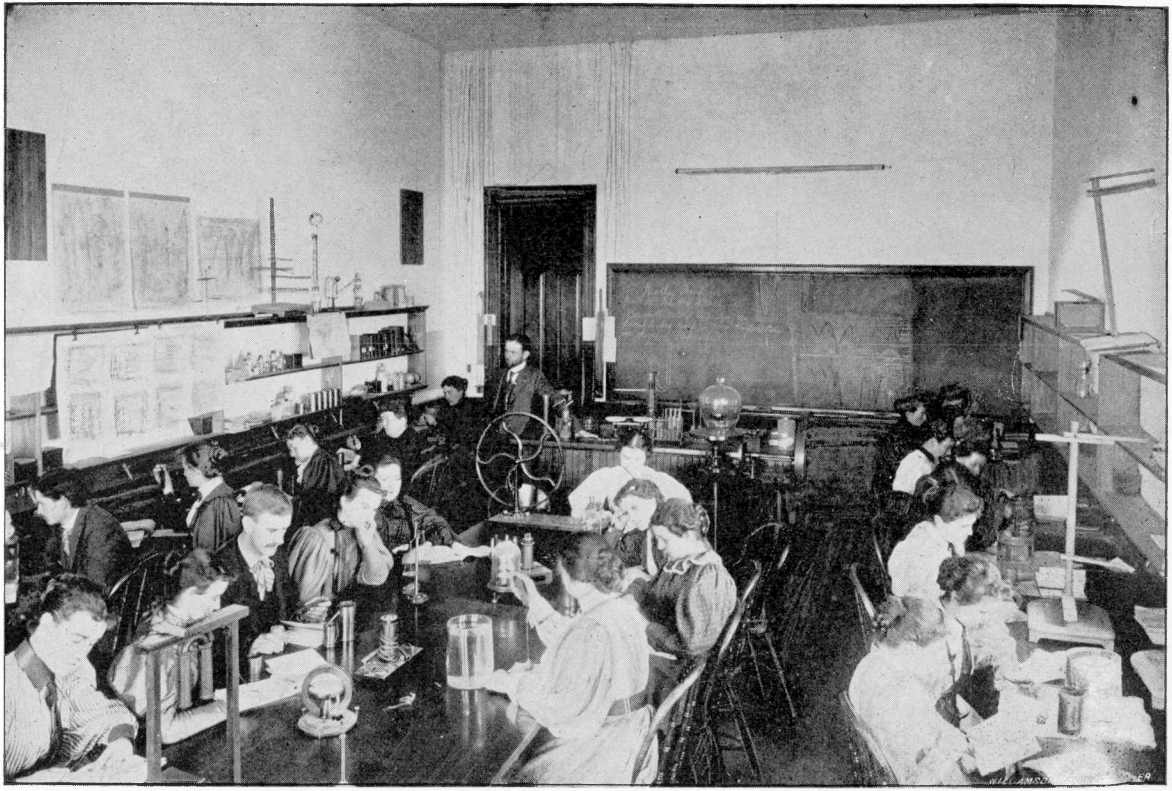
Second Semester, 5 Hours.

Physiology—

Protoplasm and its movements.
Absorption. Diffusion. Osmose.
Absorption of liquid nutriment.
Turgescence. Root pressure. Transpiration.
Path of movement of liquid in plants.
Diffusion of gases. Respiration in plants.
The Carbon food of plants.
Chlorophyll and the formation of starch.
Nutrition. Members of the plant body.
Growth.
Irritability. Causes of movement in plants.

Morphology—

Spirogyra or "brook silk." Œdogonium.
Vaucheria or "green felt." Colochaete.
Brown and Red Algæ.
Fungi; moulds; downy mildews, rusts; ascomycetes.
Liverworts; mosses.
Ferns; horsetails; club-mosses; quillworts.
Comparison of ferns and their relations.
Seed-plants. Gymnosperms. Angiosperms.
Lessons on Plant Families.



PHYSICAL LABORATORY.

CHEMICAL LABORATORY.

BIOLOGICAL LABORATORY.

GEOGRAPHY LABORATORY.

Ecology—

Winter buds. Growth of leafy shoots.
Leaf arrangement.
Seedlings.
Formation of early spring flowers.
Seed distribution.
Struggle for occupation of land.
Soil formation by plants.
Plant communities.
Adaptation of plants to climate.

ZOOLOGY.

First Semester (Required).

Morphology—

Study and dissection of typical forms—
Earthworm.
Grasshopper.
A fish.
Frog.
Turtle.
A bird.
A mammal.

Study under the microscope of Amoeba and Paramoecium, and of sections and tissues of animals of the higher groups.

Physiology—

Protoplasm and the cell.
Animals consisting of a single cell.
One-celled plants.
Physiology of the simplest animals—
Manner and means of taking food.

Metabolism—

Secretion.
Digestion.
Assimilation.
Production of energy.

Elimination of waste—

Respiration.
Excretion.
Growth.
Movement.
Irritability.
Reproduction.

Physiology of many-celled animals—

Comparison of the functions of Amoeba with those of higher organisms.
Organs for the performing of function.
Adaptation of form to function.
Adaptation of form to environment.

The elements of classification, and the development theory.

ZOOLOGY.

Second Semester (Optional).

Principles and main outlines of classification.
Laboratory and field work.
Natural History studies of chosen groups.

The museum collections of entire animals and of dissections and preparations of special parts, together with a large series of permanently mounted microscopic preparations, furnish abundant material for illustration.

Students will be required to dissect a considerable number of forms and to make permanent microscopic preparations. The laboratory is provided with a good

equipment of microscopes, microtomes, stains and reagents. Alcoholic material for dissection is kept on hand, and fresh material is obtained as required. Considerable time will be given to field work and the study of habits. The reference library is well supplied with the literature of this subject.

NATURAL HISTORY.

Studies of the homes, habits, and food of animals.

Insects—

Monarch Butterfly—Depositing the egg; form and appearance of the egg; hatching; mode of feeding; moulting and growth; pupation; study of the chrysalis; emergence of the imago; term of life; existence through the winter. Other common insects will be studied in a similar way. Students will be encouraged to study the insects in the field and to make collections for further study and comparison. For this purpose frequent excursions will be made to points of interest in the vicinity.

Literature—

Comstock's Insect Life.
Hyatt & Arms Insecta.
Scudder's Butterflies.
Scudder's Frail Children of the Air.
Gibson's Sharp Eyes.
Weed's Life Histories of American Insects.
Miall's Natural History of Aquatic Insects.
Brightwen's Inmates of My House and Garden.
Badenoch's Romance of Insect Life.
Lubbock's Ants, Bees and Wasps.
Articles in magazines and periodicals.

Birds—

Red-winged blackbird, magpie, flicker, Canada jay (camp robber), crested jay, English sparrow, crimson-headed house finch, robin, water ousel, meadow lark, horned lark, yellow warbler, Bullock's oriole, quail, ruffled grouse, ptarmigan, cliff swallow, barn swallow, etc.

Literature—

Chapman's Hand-book of Birds.
Elliot's North American Shore Birds.
Maynard's Hand-book of Sparrows and Finches.
Baskett's Story of the Birds.
White's Natural History of Selborne.
Many volumes by Olive Thorne Miller, Samuel Lockwood, Bradford Torrey, Schuyler Mathews, C. C. Abbott, Ernest Ingersoll, and Ernest Seton Thompson; also magazine and periodical literature.

Mammals—

Studies of fur-bearing animals; common wild animals; big game; noted animals of other countries.

Literature—

Lyddeker's Royal Natural History.
Kingsley's Popular Natural History.
Ernest Seton Thompson's Wild Animals I Have Known.
Ernest Seton Thompson's Biography of a Grizzly.
Ernest Seton Thompson's Trail of the Sandhill Stag.
White's Natural History of Selborne.
Articles in magazines and periodicals.

Reptiles, Frogs and Fishes—

Studies of some of our native species.

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 govern-

ment 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.

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 graciated 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.

METHODS IN GEOGRAPHY.

I.—Primary Work (first four years), when Geography and Nature Study are not separated, embracing the following:

1. Mathematical Concepts.
2. Weather Elements (and seasons).
3. Plants.

4. Animals.
5. Minerals.
6. Physical Properties and Phenomena.
7. People.
8. Type Studies.
9. Representation.

II.—The course in Geography proper (three or four years).

Material of Geographic Studies:

Anthropic (read down).	Races.	
	Industries.	
	Society.	
	Political Divisions.	
Astronomical Mathematical Geography		The traditional course, chiefly Areal Geography.
Physical (read up).	Natural Divisions.	
	Life Distribution (formal).	
	Life Conditions.	
	Forms.	
	Forces.	
	Materials.	

The above subjects are detailed and arranged in order according to the principle of Pedagogy to constitute a course of Study.

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, tapeline, a surveyor's chain, sets of hoops for circle measurement, etc.

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

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 the pupil may write about what he learns and thinks 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

certain history and literature primers, especially Fyffe's History of Greece, Creighton's Rome, Brooke's English Literature, Jebb's Greek Literature, and Dowden'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 Rime 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, 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 Macaulay, Carlyle, Arnold and Emerson.

Second semester: Nineteenth century poetry; study of some of the best work 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.

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

READING AND PHYSICAL CULTURE.

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

The chief object of this work is to help the student to realize there must be symmetrical development of the mind, the voice, and the body before he is able to reach his greatest usefulness.

In voice culture special attention is given to placing, resonance, flexibility, power, and expressiveness. The development is sought by four successive steps in reading: *first,* through mental activity that secures vivid conceptions the student is led to see relative thought values. By exercises in ear-training and formation he is led to express these vocally. This makes reading intelligent as distinguished from mechanical; *second,* the Literature presented in this grade appeals to the emotions, altruistic in character. The student must think and feel while the lines are being uttered. The voice now takes on color and a degree of rhythm becomes apparent; *third,* power is now developed through the action of the will. The author's purpose must be fulfilled. The student must *command* attention. Response to the content in this grade gives dignity and poise to the reader, with the ability to meet opposition with strength; *fourth,* vigor and physique are now the purposes before the student. Selections are read which give occasion for intense thought and feeling, and the united action of the mental and physical in expressing.

Dramatic interpretation is used as a means of gaining expression. Recitals are given throughout the year to give the students opportunities to do finished work.

The Emerson exercises are used as the basis of the work in physical culture. Their physiological and hygienic values are discovered by the student. Observation has taught us that there is the greatest unity of action where there is a thought or purpose expressed; so the greater physical abandonment is sought by stimulating such thoughts as will arouse an impulse to express. In this way mind and body act in harmony. The vital organs must also be stimulated to perform their functions. Apparatus has been provided for more vigorous action: Wands, bells, clubs, and pulleys; also foils for fencing. Athletics are given credit in physical culture.

Attention is given to methods of teaching. Students have practice teaching in the Model School.

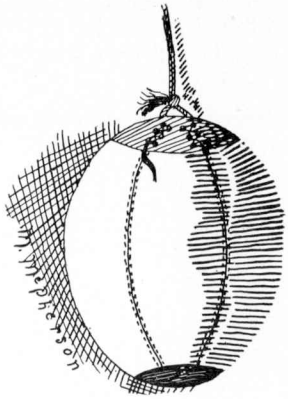
Beside the above is the following elective course of study in Oratory and Physical Culture:

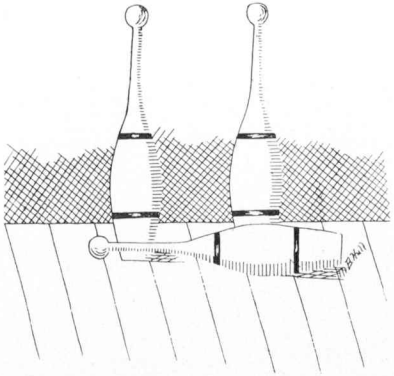
SENIOR YEAR.

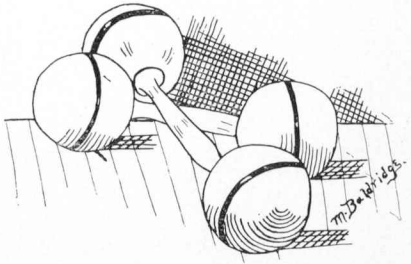
Dramatic Interpretation.
Oratory.
Applied Anatomy.
Bodily Expression and Rhythm.
Recitals.
Repertoire.

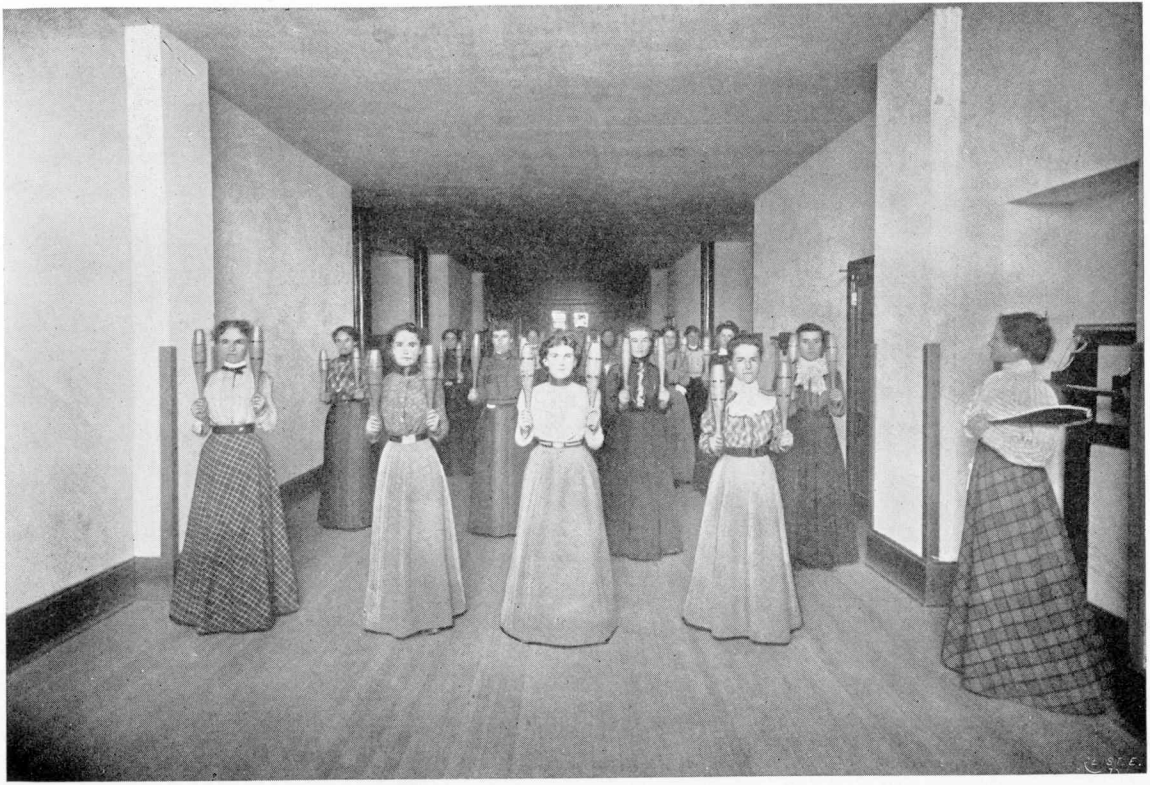
JUNIOR YEAR.

Reading and Physical Culture.
Life Study and Personations.
Voice Culture (Emerson).
Repertoire.









GYMNASIUM.

SOPHOMORE YEAR.

Literary Interpretation.
Voice Culture.
Physical Culture.
Bodily Expression-gesture.
Rhetoricals.

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.

NORMAL ART AND DRAWING COURSE.

The Normal Art and Drawing Course has for its main purpose the training of teachers in drawing for the elementary and secondary schools. The work is divided into three inter-related lines of Art—representative, decorative and constructive.

OUTLINE OF WORK.

I. *Light and Shade Drawing*—Drawing in pencil and charcoal from still-life, ornament, antique, animal and human figure.

II. *Perspective*—Lessons given on free-hand perspective and sketches required, illustrating principles.

III. *Design—Free-Hand Drawing*—Ornament, color, history of Art; composition; decorative and applied design; technical methods.

IV. *Water Color Painting*—Still-life, landscape, interior, life and sketching.

V. *Clay Modeling*—Model from casts of ornament, bas-relief, antique, and life.

VI. *Blackboard Sketching.*

VII. *Pen and Ink Drawing and Illustration.*

VIII. Line work and brush as a means of picture expression. Line work in the different mediums. The various steps in making line drawings.

SCHOOL OF FINE ARTS—ELECTIVE.

A course for students who desire to do advanced work. The aim is to teach true Art according to the highest ideals of the old masters, with the latest and most improved methods of American and European Schools of Art.

COURSE OF STUDY.

I. *Drawing*—Still-life, casts, antique, head from life and life figure.

II. *Perspective, Composition* and *Anatomy.*

III. *Painting in Oils and Water Colors*—Still-life; landscape, out-door sketching; animal study, costume and life.

IV. *Pastel and Crayon*—In landscape and portrait.

V. *Illustration*—A thorough and practical course. How to make a drawing that will print, silhouettes, outlines and shaded drawings. Perspective, composition and various methods of reproduction.

VI. *Sculpture in Clay*—Bas-relief-casts, antique and life.

VII. *Miniature and China Painting.*

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.

VOCAL MUSIC.

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

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

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

GIRLS GLEE CLUB

SLOYD LABORATORY.

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.

SLOYD.

Sloyd is a system of educative hand work—a means of expression through doing. The materials used depend upon general school conditions, and vary according to the school grade in which the work is done. Paper, cardboard, clay, paraffin, string, wire, raffia, wood, wrought iron, etc., may all properly find a place in the list. The objects made are real things—useful articles, generally

called models, although, strictly speaking, this term applies to the objects that serve as guides in the work. The list of models will be made sufficiently pliable to allow of, and to encourage, choice and invention. On the theoretic side a certain amount of reading, with reports upon different phases of the subject, will be expected.

REQUIRED SLOYD.

The course for those taking sloyd as their required manual work will include class work as follows:

1. Principles of sloyd, considered from the historical, psychological and pedagogical points of view. One period per week during the first half year.

2. Discussions of practical work, including tools, materials, models, and other allied subjects. One period per week during the second half year.

3. Practical work, involving the use of various tools and materials in working out a series of models in accordance with the underlying principles of the system. One period per week throughout the year.

A special division of the class will be organized in (2) and (3) for those who are candidates for the kindergarten and primary diploma, which will discuss and perform work directly related to the primary grades. In (1) the work of this division will be identical with the regular course.

ELECTIVE SLOYD.

This course is designed for students who desire to specialize and to prepare for teaching sloyd. It is advised that it be taken as the elective work of the Senior year. The required work of the Junior year makes a good foundation for specialization. Successful practice in teaching the subject in the training department is

requisite to the completion of the special course. The course is as follows:

1. Methods in teaching sloyd. Relation of teacher and pupil to the work, plans, presentation, execution, correlation, invention, etc. One period per week throughout the first half year.

2. Discussions of material means and forms used in sloyd, practical limitations of the work, adaptation to conditions, equipment, cost, etc. One period per week during the second half year.

3. Practical work, including work suitable for both primary and grammar grades. Preparation of materials, care of tools, working out of special problems arising in the work, working drawings, planning of models, etc. Four periods per week throughout the year.

CORRELATED SLOYD WORK.

As the student sees the need of apparatus which he can make in his various lines of work he uses the sloyd laboratory for its construction. This gives rise to considerable correlated work.

LIBRARY CLASS.

Apparatus—T square, triangles, drawing board, sewing bench, card catalogue box.

ART CLASS.

Drawing board, easel, stretcher, palette, modeling board, clay modeling, tools and board.

PHYSICS.

Apparatus will be made as needed in the classes in physics and chemistry.

DOMESTIC ECONOMY.

Knife, cleaning box, bread board, kneading board, cake stand, wooden spoon, meat board, knife box, towel rack, spoon rack, salt box.

SEWING.

Ironing board, cutting board.

BIOLOGY.

Dissecting needles, insect mounts, setting frame, flower press.

MATHEMATICS.

a. Solid: Cube rectangular prism, rectangular pyramid.

b. Dissected—Parallelogram, triangular circle, pythagorean blocks.

DOMESTIC SCIENCE.

FIRST YEAR.

Biology—

I.—Botany.

a. This includes the study of the classification of vegetables, herbs, roots, spices and condiments.

b. Mounted specimens of herbs, leaves, spices and roots used in cooking which can be obtained will be made and bound in folios for the student's future use in teaching.

c. The aim is to train students to observe the plants, trees and flowers about them, to recognize familiar and edible plants wherever they may see them.

II.—Zoölogy.

a. It is taken up in reference to Domestic Science or vegetation, treating especially of injurious insects to plants, the crustaceans, birds, fish, wild and domestic animals used for food by man.

III.—Bacteriology.

1. Yeast.

a. Preparation and use of yeast plant.
b. Its use, form, structure, and mode of growth.
c. Experiments in growing yeast under various conditions necessary for its best development.
d. The food of the yeast plant, its products—carbon dioxide, alcohol, etc.
e. Functions of yeast in bread making.

2. Moulds.

a. Structure of common moulds.
b. Practical studies of their development and dissemination of spores.
c. Means of preventing growth of moulds by sterilization.
d. Edible and poisonous fungi, or mushrooms.

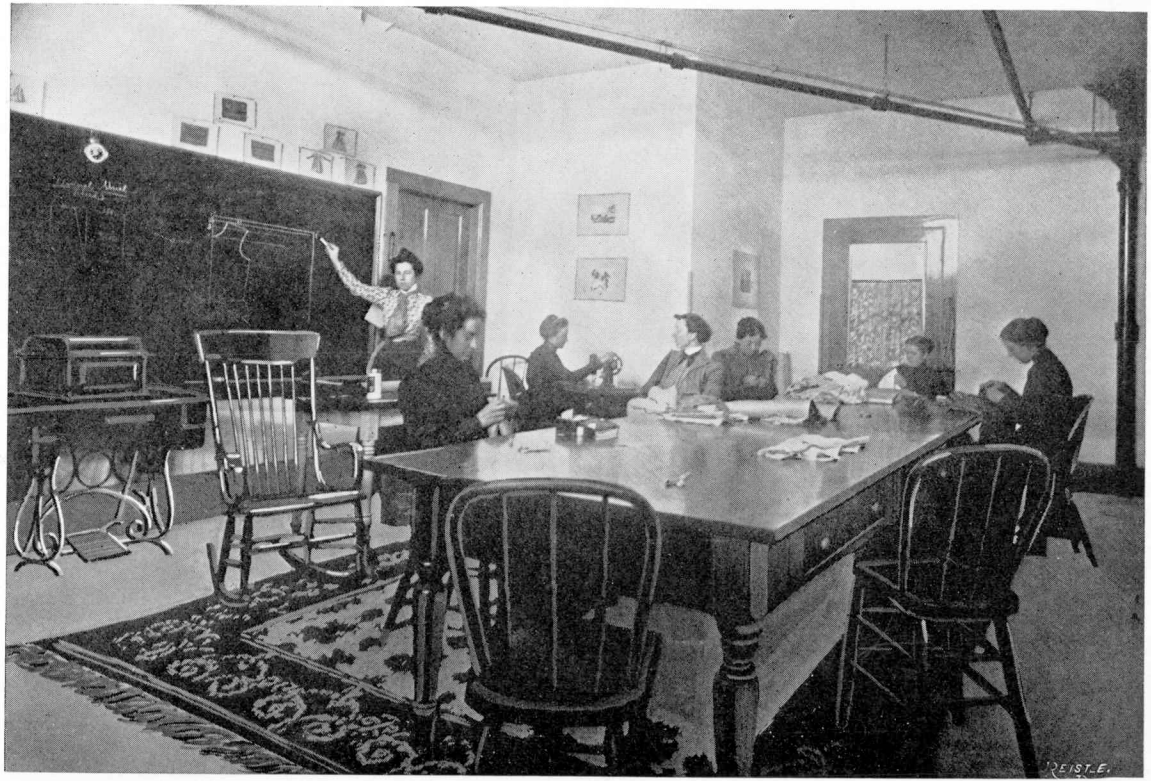
3. Bacteria.
   a. Their structure, mode of growth, development and reproduction.
   b. Conditions of growth; dissemination, changes produced in food by bacteria.
   c. Useful bacteria; deleterious effect of some bacteria.
   d. Bacteria in Arts.

Chemistry—

I. General Chemistry.
   a. It is required of all pupils taking this course that they may be able to understand the chemical action which takes place in effect of heat upon food. If they have this knowledge, they are able to grasp the reasons underlying many of the methods of cleaning.
   b. The power to analyze substances in general chemistry not only gives the pupils ability to analyze baking powders, etc., but trains them in habits of neatness and exactness which they could not acquire in the same time with any other study.

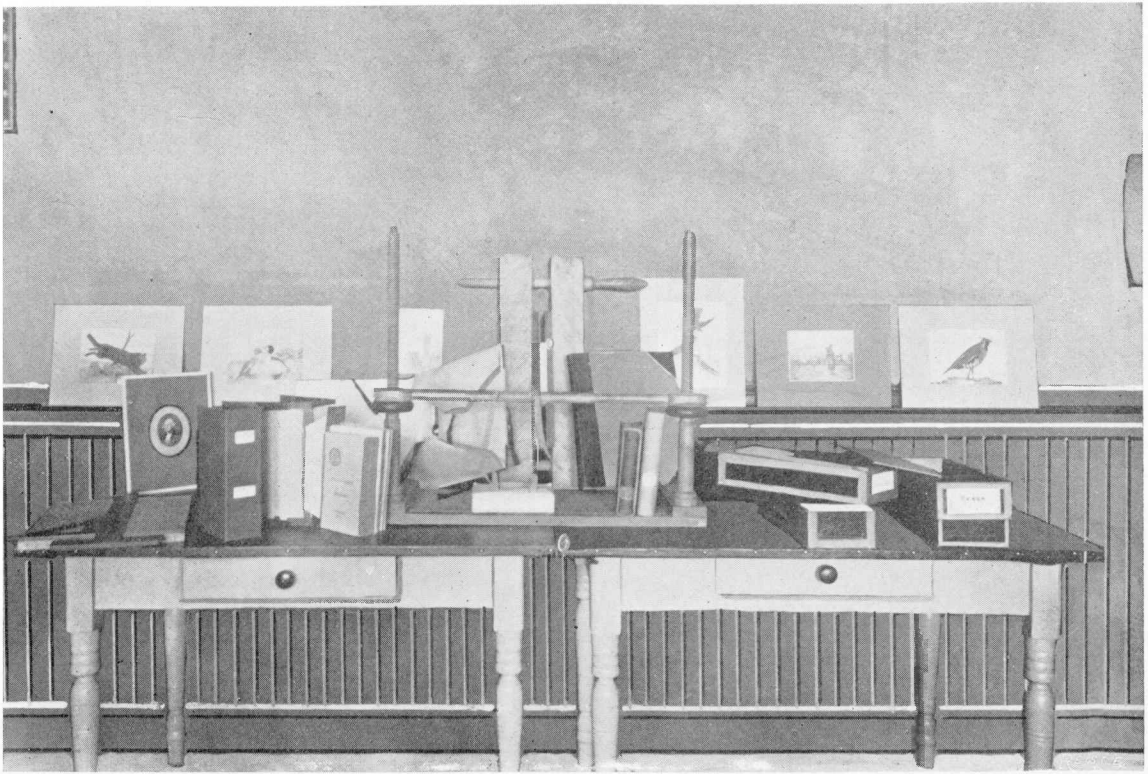
II.—Organic Chemistry.
   a. This treats of the carbon compounds, such as alcohol, starches, sugar, turpentine, etc. This gives practical knowledge of substances used as food and brings organic chemistry into practical use.

COOKING LABORATORY.



SEWING LABORATORY.

EMERGENCY LABORATORY.



LIBRARY HANDICRAFT—MODELS ASSEMBLED.

Physics—

1. Physics is required of all taking this work, because it gives a clear understanding of nature's phenomena and the laws that govern them.
2. Widens the pupils' mental vision, forcing them to think of the great and universal laws which must be obeyed, and, if obeyed, can be used as a power for man.
3. It gives the pupil an understanding of the mechanism of electric utensils, ventilation, heating and lighting.

English—

Regular Junior work.

Psychology—

Regular Junior work.

Cooking—

Four periods a week for thirty-six weeks.

1. First principles of cooking.
   a. This includes the study of the five food principles (protein, fats, carbohydrates, mineral salts and water).
   b. Their action when treated with heat.
   c. The best methods of cooking.
   d. Cooking of simple foods, such as cereals, soups, bread, rolls, desserts, cakes, etc.
   e. The combinations of certain foods to be most nutritious, digestible and economical.
   f. Simple menus for breakfast, luncheons and dinners.

g. Cooking and serving of meals.

2. Simple experiments in foods.
   a. The effect of different degrees of heat on food.
   b. The action of acids.
   c. The proportion of thickening needed for different uses, as sauces, gravies, etc.
3. Invalid cookery:
   a. The diets of hospitals are given and courses of work planned in each. Talks on methods of work in a hospital diet kitchen.
   b. The classes of foods for patients studied, such as,
      Beef extracts, teas, etc.
      Acid and stimulating drinks.
      Gruels and mushes, etc.
   c. Preparation of trays for invalids.

Sewing—

Two hours per week—thirty-six weeks.

a. Twenty-five models involving all the principles of simple hand-sewing. Stitches or practice on burlap, then on unbleached muslin. As soon as mastered, these stitches are used in making small useful articles, such as marble bags, thimble bags, etc.

b. Matching stripes, hemming, patching and darning are given until thoroughly mastered.

c. The study of textiles.
   1. History, growth and manufacture.
   2. Patterns of underwear are drafted and garments made, thus combining hand and machine sewing.

Mechanical Drawing—

The object of this work is to make the pupils familiar with the technical drawings, tables, etc., and to enable them to draw an intelligible diagram that can be used by a carpenter, builder or tinsmith if necessary.

Physical Culture—

Regular Junior work.

SECOND YEAR.

Household Science—

One hour per week—thirty-six weeks.

I.—The study of the development of homes from huts, and showing how what we now enjoy was developed as an outgrowth from the experience of others, or where we fall back instead of progressing.

II.—The history of the development of furniture. The study of beautiful shapes, etc.

III.—Discussion of furnishing and decoration of modern houses—apartments, etc.

Chemistry—

I.—Organic Chemistry continued.

II.—Dietaries:

a. Study of the composition of man's body.

b. Daily waste and repair.
c. Need of foods; kind and proportion required.
d. The composition of various food material, digestibility and desirable combinations of each.
e. The calculation of dietaries and the comparison of the dietaries for people engaged in different occupations and of different races.

Emergencies—

1. Home nursing.
   a. Care of the sick room—nurses' duties.
   b. Preparation of food.
   c. Training in making bed and poultices.
   d. Symptoms of special diseases and their care.
2. Bandaging.
   a. Kind of bandage.
   b. Methods of bandaging burns, cuts, sprains, bruises, etc.
3. Treatment in case of Emergencies:
   a. Treatment of cuts, burns, scalds.
   b. Fractures, temporary relief and modes of transporting in case of accident.
   c. Treatment of croup, convulsions, fainting, sunstroke or frostbite.

Philosophy of Education—

Regular Senior work.

Mother Play—

See Junior work—Normal Kindergarten Course.

English—

Regular Senior work.

Cooking—

I. Advanced work.
   1. Chaffing dish course.
   2. Fancy cookery.
      a. Fancy roasts.
      b. Fancy desserts.
      c. Boning birds, etc.

II. Practice work.
   a. Cooking in Eighth Grade.
   b. Assisting in Junior work.
   c. Outside work.

Sewing—

Two periods per week—thirty-six weeks.

I. Third Division:
   a. Drafting French waist and thin dress skirt.
   b. Study of relation of form and color to that of the individual.
   c. Making of thin lawn or organdy dress from patterns drafted.

Laundry Work—

a. History of Laundry Work.
b. Necessity of good work; neatness, system, proper methods; result of lack of these.
c. Removing of stains from clothing.
d. Methods of cleaning floors, brooms, windows, etc.
e. Proper care of kitchen and laundry supplies.

LIBRARY HANDICRAFT.

The course in library handicraft is not a course in Library Science, although considerable matter which is a part of Library Economy or Library Science enters into the course.

The aim of the course is to furnish an opportunity for handicraft with book-building as a center, and with paper-stock as a beginning. There is, of course, a wide range in the use of "paper-stock." Paper-stock, which is so easily obtained and which is used more or less in a library, has proved to be a good and useful material in so many ways that it is chosen for the first work of the first class which begins in "Library Handicraft."

Bookbinders' materials are next in course. Bookbinding has already been a part of such work in European schools with good results. This kind of work, with an idea behind it, became the starting point from which we have built the course of instruction.

OUTLINE OF WORK.

Laboratory—

One long period (ninety minutes) each week; class work.

1. Portfolio for mounted pictures, scraps, etc.
2. Combination tool and record box for class use.
3. Temporary pamphlet binder.
4. Recasing old sewing and backing (finishing press).
5. Stitching or sewing (with the sewing-bench).

6. Repairing a book.
7. Wrapping and tieing a bundle (bowline, square and bundle knots).
8. Mounting picture (hinge and flat mounts).
9. Trimming, pasting and preparing titled mounts.
10. Passe-partout.
11. Map cutting with Gaylord mat cutter and straight edge.
12. Alphabets and illuminations.
13. Borders, head and tail pieces, and page design.
14. Book covers and book jackets.
15. Stout leather portfolio for class use (skiving knife).
16. Note book jacket.
17. Book mark.
18. Something new; entirely the idea of the pupil.

Library—

One short period (forty-five minutes) each week; not class work.

1. Checking and charging until proficient at desk.
2. Shelf and reference work — several periods.
3. Classification and record work—sorting catalog cards.
4. A short author catalog of books owned by the student, not to exceed twenty titles.

5. Accession work on new books in the library records.
6. Reference and systematic study toward Library thesis (all of the remaining periods).
7. Desk assistant (voluntary).
8. A bibliography of books about books.

Recitations—

Books and reading, the book trade, book hunting, printing and the history of books, bookbinding, applied design, the principles of design, historic ornament, and other things which enter into a knowledge of the work, are talked in an informal manner, and often in class conversation.

The price and quality of paper-stock and binders' materials, and the trade names and customs, are given as they occur in the work. Beside this, long lists of names and terms are written on the blackboards, or "Words from foreign languages which we see in our work."

Materials and Tools—

Paste and glue, brushes, scissors, paper folder, cutting and skiving knives, ruler, wiping cloths, sewing bench, finishing press, backing boards, leathers, card boards, tar boards, book cloths, plate paper, lining paper and end paper, tapes, thread, needles, head bands, book paper, colors, india ink, satin (for linings and end panels), diaries (each student stamps the work from his hand and records the day's work in a diary).

Other tools and a variety of material may be used and will probably be introduced as the work grows.

Theses Chosen—

Each student is required to prepare for library binding a typewritten thesis on some subject which bears directly on the school-room or the library.

1. The scope of Library School work in the United States.
2. What we can do with the Old Country School-room.
3. How shall we make the Library a Function in the School?

Management of a Grade School Li- Library.

A Few Things Every Teacher Should Know in Creating and Maintaining a Library in a School.

The Life of a Book.

Appropriate Books for a District School Library.

Art Decoration in the School-room.

Reading as a Means of Culture.

Course of Library Handicraft at the Colorado State Normal School.

The Care of Books.

School-room Decoration.

A Short Annotated Bibliography of Helps for Teachers.

General Work—

Bibliography, bibliology, book-plates, monograms, cameos, coins, heraldry, genealogy, the care of picture collections, and matters pertaining to both the museum and the library, are a part of the course; but in the short course most of the time is devoted to the handicraft part of the instruction. The "models" of the course change as the practical school-room and the progressive library change.

ELECTIVE COURSE.

For those who wish to take advanced work or a two years' course, several other pieces will be added to the handicraft course, including embroidered book covers and extra illuminations and designs on choice paper for individual bindings, and choice limp bindings.

The long course will also contain more of Library Science, and desk work.

Training School

AND

Child Study Department.

FACULTY.

Z. X. Snyder, Ph. D., President,
Philosophy of Education.

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Mrs. Sarah A. Fenneman, Pd. M.,
Model Teacher, Grammar Grades.

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Model Teacher, Grammar Grades.

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Kindergarten.

GENERAL STATEMENT.

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 ac-

companied 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.

PARENTS' MEETINGS.

During the past two years parents' meetings have been held by the Training Department at intervals. It has been the purpose to bring together people who may be interested in practical educational subjects. It has been the effort to make a few points well, rather than to make a great many superficially. To this end the discussions have been based on a small number of carefully stated theses which were taken up and discussed, one at a time. In order to make busy men and women feel that their time would not be extravagantly used, the meetings were strictly limited to one hour in length. As these discussions are led by members of the faculty from the different departments, they serve the further purpose of bringing the heads of departments into closer touch with problems of the training department and the home.

The first meeting of the year had for its purpose a clearer understanding of the advantages offered by the practice school. Other subjects which have been discussed are: How much energy may the child wisely devote to social entertainment, and how prevent him from spending too much? What are the most serious faults in children's school clothing and how remedied? How may boys and girls be interested in nature? What is

the best literature for children and how may they be led to appreciate it? (The parent's side of the question, not the teacher's.)

The following are the theses on the last topic:

1. Aside from the absence in many young people of anything like a constant and eager desire for books, the chief defect in the habits of reading shown by the youth of our schools seems to be lack of power to grasp and appreciate either the large structure or the indwelling idea of great literature.

2. Corresponding to inability to enjoy the best is the aimless practice of reading what comes to hand or what other people read, with almost no attempt at intelligent and discriminating enjoyment.

3. In order to establish better habits, children should be helped as early as possible to read and enjoy the epic and the drama, particularly Homer, Sophocles and Shakespeare.

4. Care should be taken that children be guided to appreciation of the great forms of literature (epic, drama, lyric) in their vital relation to the development of the human consciousness and to national life.

5. Young people should be led in the case of each piece read, to discuss first the indwelling idea and the large features of structure to which it is organic, then the minor points of beauty and interest in content and form.

6. While the child is too young to grasp and enjoy great literature he should be given, in their most attractive juvenile form, the world-stores of mythology, fable, legend and history which form the raw material of great literature.

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 questions.
     - (*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 criticise 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 twelve weeks, taking another in a different grade and a different subject for twelve weeks, with a similar change for the last twelve weeks. 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, from time to time, by one of their number, by a critic teacher, or by the superintendent. 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 Street Musicians.
The Straw, the Coal of Fire and the Bean.
The Unhappy Pine Tree.
Philemon and Baucis.
The Little Match Girl.
The Fir Tree.
Rhoecus.
The Lion and the Mouse.
The Donkey and the Salt.
The Ugly Duckling.
Phaeton.
The Pea Blossom.
The Proud Apple Branch.
Little Red Riding Hood.
Cinderella.
The Bird with no Name.

READING.

Cyr's Primer.
The Finch Primer.

TRAINING SCHOOL—LOWER PRIMARY.

Fables and Rhymes for Beginners.
Lights to Literature—Book One.
Selections from Æsop's Fables.
Cyr's First Reader.
Memorizing of selections.

Reading is introduced by means of games. The directions for games are written on the blackboard, and the children play as directed. By this method the children are led to enjoy the work and at the same time they see the need of learning to read.

After a few weeks of such work words in the first part of the children's readers are taught by introducing them into these games and by arranging other games in which these words can be taught.

About the sixth week the transition from script to print is made and the children begin reading from their books.

Many new words are learned during the year by writing songs and poems to be memorized on the blackboard. Also many directions are written on the board in place of giving directions orally.

A few of the simple sounds of letters are taught and the children use these in learning new words. In this way they are becoming independent and can work out new words without help.

NATURE WORK.

There are two kinds of nature work—the study of some one subject as a type and the general observation of nature—its changes and appearance.

In the spring we call the attention of the children to the return of the birds. Let the children report as they see new birds, adding to the list of those that remain during the winter each new bird as it arrives. Birds near

the homes or school may be watched and reports given daily of any new habits observed. A few minutes each day may be given to this work. At the same time perhaps some one bird is being studied more closely as a type.

The study of the trees is commenced early in the spring. The teacher with pupils may visit the trees before the buds begin to swell, learn names of different trees, notice their outline, their branching, size, etc. Draw different kinds of trees. The pupils often enjoy a little drill in the characteristics they have noticed belonging to different trees. They may try to give names of trees by seeing only small twigs or buds,—by closing eyes and tasting or smelling the twig. Very helpful games may be played in connection with this work. Pupils should understand that to know the *name* is not to *know the tree*, but even a speaking acquaintance is a very pleasant thing. In a similar way lists of birds and flowers and grasses may be made.

Throughout the year at intervals notice the trees under consideration to see what changes have taken place. In the fall notice preparation for type tree and other trees for winter. Study changes and reasons for changes.

While this general observation is done some one subject is being studied in detail. The social relationships of animals are to have stress laid upon them; that is, their manner of life, building of their houses, securing food, defense, friends, enemies, etc. There should be a close correlation between function and organ. Such a thorough study of an animal may require two or three weeks, or even longer. Such a study shows the child *how* to look into a subject.

In the thorough study of an animal or plant, the relation between animals, plants, minerals, sunshine, rain, etc., must be noted. This prevents isolation of a subject.

As a principle of sequence animals studied are often 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. However, subjects for nature work are often selected because suggested by other studies, e. g., the fish is studied in second grade about the time that "Hiawatha's Fishing" is given in Literature. The duck is studied when children are having the story of the "Ugly Duckling" in their Literature class. The selection is largely determined by the season of the year.

Nature work should not be a study *about* nature, but a study of the real objects. The children or their teachers bring to class the living animal to be studied.

A great deal of outdoor work is done in the fall and in the spring.

Along with all of this investigation the beauty in nature should not be overlooked. The children should be led to enjoy beautiful colors in nature,—light and shade, the sunset, the cloud effects, the mountains, color of flowers, etc. These things affect the child's character.

GENERAL LESSONS.

The following is work for the first, second and third grades, in general exercises, 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 and flowers.
Swelling and opening of buds.
Germination of seeds.

Topics for First Grade—

The cow.
The horse.
The donkey (by comparison with the horse).
The squirrel.
The rabbit (by comparison with the squirrel).
The mouse.
The cat.
The dog.
The hen.
The duck (by comparison with the hen).
Plant sweet peas and watch development. Correlate with "The Pea Blossom."
Buds and blossoms of apple tree. Correlate with "Conceited Apple Branch."
Children draw and mould many of the subjects studied.

LANGUAGE.

Oral language work is done mainly in connection with the Literature work—children reproducing thoroughly the stories presented, and the teacher helping them to express themselves correctly.

Games may be played in which the children have special drill on expression.

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 unruled paper. Writing on paper should be with soft pencils and in large characters. Spelling is taught in connection with written language.

NUMBER WORK.

I. Sense training.

(a) *Touch* and *sight.* Handling of various objects, noting weight, material, size, form and position. Use of colors, ribbons, cards, thread, crayon, water colors, etc.

(b) *Ear* training: Musical sounds, voices, distance and direction of various sounds.

II. Cutting and Drawing: Pupils at first cut and draw what they choose; later, cut outlined objects.

Use of blocks for building.

Blackboard drawing.

Concrete problems correlated with other studies.

DRAWING.

Study of objects pertaining to a child's life.

Teach prismatic colors in their order.

Water color painting from simple still life.

Memory drawings.

Paper cuttings: Clay modeling.

Blackboard drawing and historic design.

Life sketching and animal study.

Illustrations of nursery Rhymes and Literature.

MANUAL EXPRESSION.

Modeling in clay with fingers.

Thin cardboard articles; decoration of these with historic designs in inks, or germantown wool in harmonious colors for rugs, carpets, wall pockets, etc.

Kitchen Garden work.

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.

Games and exercises for recitation are given special attention in these grades. Rhythm of movement and unity of action are emphasized.

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."

Suggested Outline for Hiawatha—

I.—Hiawatha's Childhood.

Begin with line 65. (Develop and read.)

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

II.—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.)

III.—Hiawatha's Fasting. (Develop and read.)
1. The Struggle With Mondamin.

IV.—Hiawatha's Friends. (Develop and read.)
1. Magical Influence of Music, as shown by the story of Chibiabos.
2. How Kwasind Killed the Beaver.

V.—Hiawatha's Sailing. (Develop and read.)
1. Building of the Canoe.
2. How Kwasind Cleared the River.

VI.—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.

VII.—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.

VIII.—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.

IX.—Hiawatha's Wedding Feast. (Develop and read.)
1. How the Guests were Entertained.

X.—Sons of the Evening Star. (Develop and read.)
1. Iagoo's Story.
2. Oweenee and Osseo.
3. The Transformations.
4. Welcome Home.

XI.—Blessing the Corn Fields. (Develop and read.)
1. The Raven's Plot.
2. The Harvest.

XII.—Picture Writing.

XIII.—Hiawatha's Lamentation.

XIV.—Paw-Puk-Keewis.

XV.—The Hunting of Paw-Puk-Keewis.

XVI.—The Death of Kwasind.
(Just enough of these chapters to keep the proper connection.)

XVII.—The Famine.
Story of the famine and Minnehaha's death, but not in detail.

XVIII.—The White Man's Foot. (Relate the story.)
1. Story of the White Man's Coming, told by Iagoo.

XIX.—Hiawatha's Departure. (Develop and read.)
1. Hiawatha Welcomes the Pale-Face.
2. Hiawatha's Sailing into the West.

READING.

Continued use of sounds of letters. The children read the stories the content of which they have learned as Literature in first grade.

Æsop's Fables.
Classic Stories.
In Mythland.
Some of Our Friends.
Fables and Fairy Tales No. 2.
Cyr's Second Reader.
Memorizing of Selections.

NATURE WORK.

General Lessons. (See First Grade.)
Subjects for detailed study:
Continue study of sweet peas and apples begun in the spring.
Cabbage and milk-weed caterpillars.
Watermelon and muskmelon.
Potato:
- Preparation of potatoes and ground for planting.
- Kinds of soil.
- How plant.
- Irrigation.
- The growth.
- The parts of the potato.
- How and when dug.
- Shipping time, manner, reason.
- Use of potatoes as food—how prepared.

Snow Crystal.
- Fish.
- Owl.
- Heron.
- Woodpecker.
- Robin.
- Blackbird.

} Correlated with Hiawatha.

WRITTEN LANGUAGE.

Continue as in first 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.

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

NUMBER WORK.

Sense Training continued.

Finding squares, edges, lines, triangles, rectangles.

Dimensions, equality, learning exact measurements.

Drawing, cutting and building with regard to measurements, e. g., 6 inches square, line one foot long. Rectangle 3 x 6, etc.

Finding relations 2, 3, 4, 5, 1/2, 1/3, 1/4, 2/5, 4/5, etc.

Ratios of lengths.

Ratios of time.

Ratios of solids.

Relation of gallon, quart and pint.

Relation of dime and nickel.

Separating and combining.

Concrete problems correlated with other studies.

DRAWING.

Teach six standard colors and classify colors as lighter and darker than standards.

Illustrative sketching, life drawing, bird, animal and insect study.

MANUAL EXPRESSION.

Continuation of work in 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

TRAINING SCHOOL—UPPER PRIMARY.

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 goods 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. Stories of Indian Children.
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, and also because of their abundance.)
4. Goat. (Suggested by Robinson Crusoe.)
5. Sheep (by comparison with goat).
6. Charcoal.
7. Parrot.
8. Orange. Lemon (by comparison with orange).

GEOGRAPHY.

Local Features—

Soil, erosion, drainage, irrigation (physiographic conditions that demand it and those which make it possible).

Maps of school room, school grounds, and Greeley. Also mould these in sand and clay.

Local Industries—

Agriculture—grazing—dairying, mining.

In study of industries, locate important places on map of Weld county.

Give idea of the earth as a whole.

"Seven Little Sisters," "Each and All," "Around the World," for reference.

WRITTEN LANGUAGE.

Continue as in Second Grade.
Use of nouns and verbs.
Plural and possessive forms.
Kinds of sentences.
Make all written work as independent as possible.

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.

NUMBER WORK.

Sense training continued.
All work based on objects.
Ratios of distance, time, value, area, magnitude and corresponding parts, with applied problems, involving all the fundamental operation.
Equations and imaging emphasized.
Roman numerals to one hundred.

DRAWING.

Single still-life studies.
Color review of standards and teach tints and shades.
Arrangement of sprays in form of a design in a frame. Simple applied design ink silhouette.
Illustrative sketching from literature in ink, water colors and pencil.
Clay modeling.

MANUAL TRAINING.

Continuation of First and Second Grades.

TRAINING SCHOOL—UPPER PRIMARY—BIRD DAY.

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. Staff notation study of the keys C, G, D, F and B flat, from First Music Reader, and other songs in these keys.

Children compose simple exercises and sing them at sight.

PHYSICAL CULTURE.

Exercises adapted from the Emerson Exercises are now given. Care is given to precision and promptness of action with music; also exercises with the dumb-bells and wands.

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.

NATURE STUDY.

1. Prairie dog.
2. Bee.
3. Crystals.
4. Physical experiments with water, air and heat.
5. Thermometer and barometer.

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.

WRITTEN LANGUAGE.

(See Third Grade.)

Develop other parts of speech.

SPELLING.

(See Third Grade.)

NUMBER WORK.

Sense training continued.

Further application of ratios given in Third Grade, increasing in difficulty.

Ratios of volumes and areas.

Decimal fractions.
Continue work in reading and writing numbers.
Continue work in Roman numerals.
Percentage.

DRAWING.

Still-life studies in black and white and color.
Review of six standard colors and tints and shades.
Applied design—simple perspective.
Illustration, life, animal and insect drawing.

SEWING.

Grade Four, for all of the pupils—

1. Canvas, with coarse linen thread or silk, large needles. Ornamental designs used for mats, table covers, etc.
2. Sewing, basting, running and back-stitching on burlap.
3. Stitches learned on burlap reviewed and practiced on unbleached muslin.
4. Same stitches used on small bag of gingham which has little or no dressing in it.
5. Blanket stitch taught in small needle book.

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.

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, 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.

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

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 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.

Percentage.

DRAWING.

Still-life studies involving perspective in black and white and color.

Color, standard, tints, shades and hues.

Historic ornament, applied design.

Illustrative sketching.

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.

Wood Work—Boys: Bench work with tools; working drawings.

Sewing—Girls:

1. Doll's pillow case, made of white muslin, teaching the "Puddingbag" seam, machine stitch and hemming.
2. Damask hem.
3. Duster made with cat's or feather stitching in colored linen thread used on the hem.
4. Doll's apron, white lawn.

MUSIC.

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

PHYSICAL CULTURE.

The Emerson Exercises are continued. Special attention is paid to individual needs; grades divided into classes according to development. Dumb-bells and Indian clubs are used.

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 can not 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.

Some 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?

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 Portugese 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 ship owners 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, encourage, 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.
Propagation of plants.
Fragrance of plants.
Defence of plants.

Compass. Magnetism.

Cat family.

Sound. Larynx. Ear.

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

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

GEOGRAPHY.

The same general plan is pursued for Europe as for North America in the Fifth Grade.

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 the 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 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 the 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. Reproduction of readings in geography, history and literature.

ARITHMETIC.

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

DRAWING.

Review of perspective in Fourth and Fifth Grades. Studies from nature in light and shade.

Simple pen and ink drawings.

Applied design and Historic Ornament.

Memory work and illustration.

PENMANSHIP.

(See Fifth Grade.)

MANUAL TRAINING.

Wood Work—Boys: Continuation of Fifth Grade work.

Sewing—Girls:

1. Doll's white skirt, drafting and cutting, and making.
2. Flannel skirt for doll, feather stitching, putting on bands, gathering flannel.
3. Large skirt, from each child's measurements.
4. Patching, hem and over-hand.
5. Darning.

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.
Dickens' 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 general course in physiology and hygiene by the conversational method is given. Especial attention is given to the study of hygiene, the work in anatomy and physiology being intended as a foundation for the more advanced work of the Eighth Grade.

GEOGRAPHY.

A résumé of the geography of the world. 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, continue as in Sixth Grade.

ARITHMETIC.

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

INVENTIONAL GEOMETRY.

DRAWING.

Studies in light and shade perspective.
Pen and ink drawing. Illustrate.
Applied design. Historic ornament.
Study of harmony of colors.
Simple composition. Figure drawing; animal.

MANUAL TRAINING.

Wood Work—Boys: Continuation of Sixth Grade work. Venetian iron work.

Sewing—Girls:

a. Review of former work.
b. Sewing on tapes, hooks and eyes; making eyelets.
c. Button-holes, sewing on the button.
d. Making white skirt from pattern drafted to individual measurements.
e. Costume for cooking.

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.

The Emerson Exercises, continued. Attention is now given especially to vigorous exercises, followed by those *directing* the energy aroused. The pupil is held responsible for good bearing, and a degree of mastery over the physical skill in club swinging is required.

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 Friechie.
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.

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.

A study of the human body, the general plan on which it is built, followed by a careful study of the skeleton, skin, digestive, circulatory, and respiratory organs, special attention being given to hygiene and the effect of narcotics on the various organs.

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

GRAMMAR.

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

ARITHMETIC.

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

DRAWING.

Shaded studies. Pen and ink drawings for illustration.

Original applied design. Historic ornament. Memory drawing. Character pose. Insect study. Sketching from nature and simple composition—illustrating poems as Whittier's "Huskers."

MUSIC.

(2) Similar to Seventh Grade.

SPELLING.

(3) (See Seventh Grade.)

PHYSICAL CULTURE.

(4) (See Seventh Grade.)

MANUAL TRAINING.

Wood Work—Boys:

a. Continuation of Seventh Grade work, with simple exercises in turning.
b. Making of complete models, involving the use of turning lathe and the construction of different kinds of joints.
c. Same work as given in the Junior year in the Normal Department.

Domestic Economy—Girls:

Cooking, two hours per week:

1. The principles of simple cooking.
2. Chemistry of foods, elementary.
3. Physics applied to cooking.
4. Planning of simple meals.

HIGH SCHOOL.

For children finishing the Eighth Grade a Ninth and Tenth Grade have been established, which, it is expected, will develop into an entire high school course.

The high school is not designed as a preparatory to the Normal, but to give some of our best students an opportunity for practice and certain others an opportunity for the study of secondary school problems. The course is planned to prepare the pupils to enter higher schools, and to give them a liberal and thorough education. Much of the work will be done by members of the faculty. A diploma will be given to those who successfully finish the high school course. These grades will be under the direct charge of a well prepared principal.

Following is a list of the subjects taught and of the number of recitation periods per week:

NINTH GRADE.

Latin, German, or English (4).
Literature (3).
General History (3).
Physical Geography (3).
Algebra (4).
Music (1).
Drawing (1).
Manual Training (2).
Composition (1).

TENTH GRADE.

Latin, German, or English (4).
Literature and Composition (5).
American History (3).
Biology (4, 2 of which are laboratory periods).
Algebra and Geometry (4).
Music (1).
Drawing (1).
Manual Training (2).

Kindergarten Department.

FACULTY.

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

JOHN W. HALL, Principal,
Pedagogy.

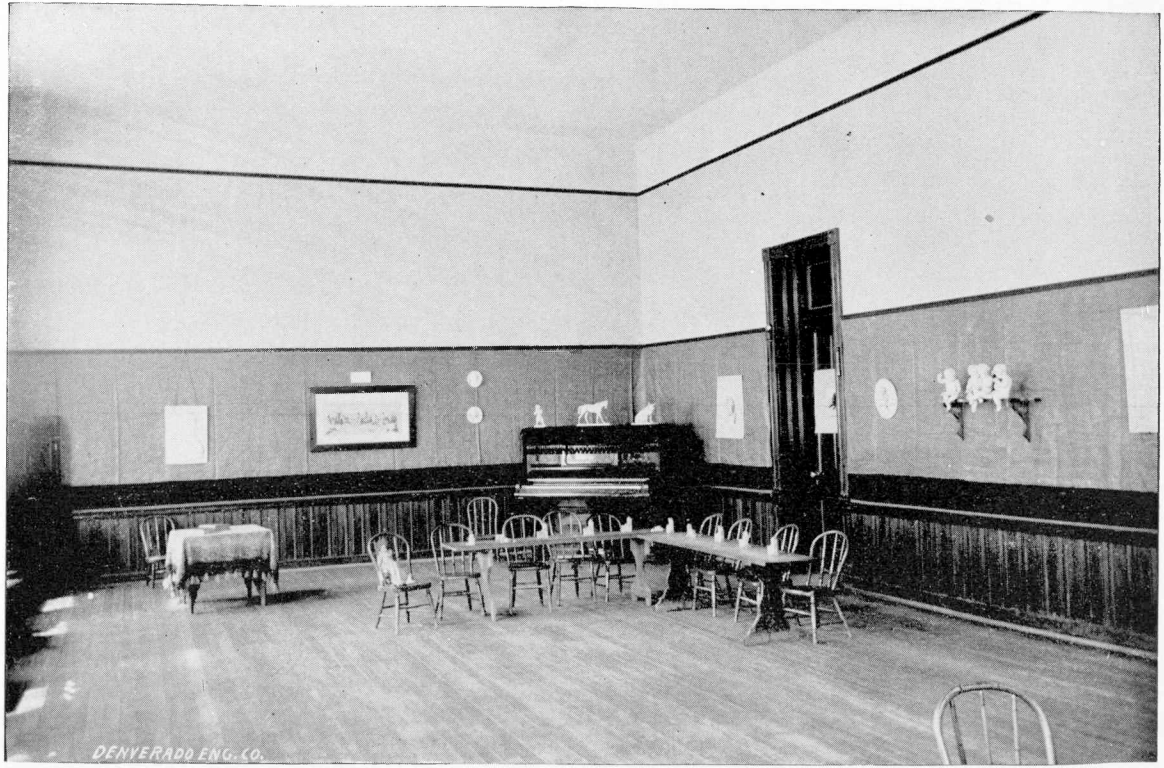
BERTHA M. ANDREWS, Supervisor,
History and Philosophy of the Kindergarten, Mutter und Kose Lieder, Theory and Practice of Gifts and Occupations, Songs and Games, Theory of Kindergarten Practice, Garden Work, Story Telling, Supervision of Practice Work.

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

ANNA M. HEILEMAN,
Physical Culture, Delsarte, Swedish and Emersonian Gymnastics.

HARRIET DAY,
Art.

GERTRUDE SMITH,
Domestic Economy and Kitchen Garden.



CORNER IN KINDERGARTEN ROOM.

TRAINING SCHOOL—KINDERGARTEN—PLANTING.

TRAINING SCHOOL—KINDERGARTEN—HARVEST.

KINDERGARTEN TRAINING DEPARTMENT.

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

In the evolution of public education it is becoming apparent that the Kindergarten is to serve as a transition from the home to the primary school. 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 the Kindergarten a part of the educational system of the state of Colorado. Hence, there is a demand throughout the state for well-equipped kindergartners. To this end, the Normal School has increased the efficiency of its Kindergarten Department, and its primary purpose is to give a strong and thorough theoretical and practical training for teachers of Kindergartens.

As the diploma given upon finishing the two-year Kindergarten course licenses the holder to teach in the public Kindergartens and primary schools in Colorado, ample opportunity is given for practice and observation in the primary grades of the training school.

KINDERGARTEN COURSES.

Entrance Requirements—

Graduates from high schools, or schools whose course is equivalent to that of a high school, are admitted to the Kindergarten Department without examination, provided they give evidence of some musical ability. Failing to

have the musical requirement, and other requirements being satisfactory, the applicant, by taking lessons and practicing at least one hour a day, may overcome this condition.

As character, culture and a certain aptitude are peculiarly necessary for Kindergarten work, the department reserves the right of selection and decision in each case, and as soon as it is determined that the individual has no aptitude for the work, she is requested to withdraw from the class.

Those who have finished the Sophomore year of the regular Normal course may elect the two years' Kindergarten training course, if they show fitness for that work.

Graduates from State Normal Schools and Colleges may complete the Kindergarten course in one year, provided they have the requisite training in music.

Persons who do not come under the above conditions may be entered by submitting satisfactory credentials.

OUTLINE COURSE OF STUDY FOR THE NORMAL KINDERGARTEN DEPARTMENT.

Junior Year—

1. Kindergarten Theory.

   Discussions of practical child-training questions, based upon the "Study of Child Nature," Froebel's "Mutter und Kose-Lieder." Great emphasis is put upon this work, as it is the foundation of the entire Kindergarten system and embodies Froebel's philosophy of child culture. Abstracts will be written upon each song.

   Gifts—Theory of the gifts in general and experimental work with the first six gifts.

Occupations—Theory and practical working out of all the occupations. Broadening Froebel's schools of work into large constructive employment, utilizing nature's materials.

Games—"In the Gifts and Occupation, the child becomes conscious of his will as a power over matter to convert it to use. In the games and plays, he becomes conscious of his social self and there dawns the higher ideal of a self that is realized in institutions." The chief value of Froebel's system lies in the plays and games rather than in the Gifts and Occupations; therefore special emphasis is placed upon developing the play spirit of the students. Study is made of the development of race games, street games, social and individual games; principles and practice of the games. This work will correlate closely with Physical Culture work.

Program—Plans of Kindergarten program for the circle work for the day, week and year will be discussed, that the development and continuity of the whole may be impressed. Also the selection and adaptation of subjects for talks and stories in the Kindergarten with reference to the child's life and interests, his relationships and seasons of the year. Adaptation of nature lessons for children of Kindergarten age.

Kindergarten Observation—At least five hours per week of observation in the morning Kindergarten are required. The lesson observed will be thoroughly discussed by the group of Juniors, the Senior who conducted the lesson and the director.

2. Psychology.
   Same as Normal Junior work.
3. English.
   Same as Normal Junior work.
4. Science.
   Same as Normal Junior work.
5. Physical Culture.
   Dramatic interpretation. Bodily expression and rhythm.
6. Art.
   Same as Normal Junior work.
7. Music.
   Vocal—Voice placing and development of tone and rhythm; phrasing and expression; sight reading; study of children's voices; study of songs adaptable to children's voices; experience in teaching such songs.
   Instrumental—Soft touch, perfect time and rhythm necessary. Selection of instrumental music suitable for Kindergarten. Ability to interpret this music. Study of composures of music especially suited for children of Kindergarten age. Realizing the power of music, not only educationally, but ethically, the atmosphere of a good Kindergarten should be harmonious, rhythmical, musical. Realizing the demand throughout the country for kindergartners who are also musicians, much stress is laid upon this phase of the course. The chief object is to develop in the student a taste for good music, that she may bring the best to the children in this line, as she presents the best in literature and art. Also to form the habit

of looking for the thought expressed in every musical composition and endeavoring to interpret that thought. At the close of the Senior year, each student will be reuired to play one piece from each of three groups of music given below, or three of similar character.

For reverent music, such as:
Handel's Largo.
Schumann's Traumerei.
Massenet's Intermezzo.
Schumann's Rosamonde.
Mendelssohn's Consolation, Confidence.

For quieting music, such as:
Mendelssohn's Spring Song.
Grieg's Spring Song.
Thome's Simple Confession.
Any folk songs.

For marches, such as;
The march from Faust.
The march from Tannhauser.
The march from Raff's Leonore.

Senior Year—

1. Kindergarten Theory.
Froebel's Mother Play continued.
Froebel's Education of Man.
Miss Blow's Symbolic Education.

Gift—Advanced gift work. Psychology of the gifts and occupations.

Program—Advanced program work and practical methods, also discussions pertaining to difficulties which arise in daily work in the Kindergarten.

Games—Same as Junior work. Also connection of Kindergarten work with primary work.

Stories—Studies of Myths and Fairy stories; adaptation of stories for Kindergarten use. Value stories. Methods in story telling. Original and typical stories.

Music—Same as Junior year.
Special lectures on topics pertaining to the work.

Practical work in Kindergarten—Each student will have ample opportunity to carry out with the children the theoretical knowledge she has gained, not only at the tables, but in telling stories, teaching songs, conducting morning circle, march and games.

2. Seminar.
   Same as regular Seniors.
   Two and one-half hours per week practice in the primary grades.
3. History and Philosophy of Education.
   Same as Seniors in Normal course.
4. English.
   Same as Seniors in Normal course.
5. History of Art.
   Same as Seniors in Normal Course.
6. Domestic Science.
   Hygiene and sanitation.
   a. Aim of study. Health of family and students.
   b. Location of schools and homes. Soil, high or low lands, surroundings.

c. Ventilation.
d. Heating.
e. Lighting.
f. Water supply.
g. Plumbing. Kinds and care of it.
h. Disinfecting in case of disease.

Emergencies:

a. Bleeding and cuts.
b. Burns and scalds.
c. Sprains and breaks.
d. Fainting; convulsions, fits, etc.
e. Poison, drowning.

Home Nursing.

a. Care of sick room and patient.
b. Care of foods and service of them.
c. Symptoms of diseases and laws of boards of health with regard to diseases.

Cooking:

a. Composition, daily income and outgrowth of foods—growth.
b. Composition of foods; what best for children, and why.
c. Menus for breakfast, dinners, suppers, for children, and why.
d. Cooking; applying principles already given of cooking and serving the simple food.

One Year Course—

Graduates of the State Normal School may complete the Kindergarten course in one year.

1. Kindergarten Theory with both Juniors and Seniors.

Kindergarten observation and practice.

2. Domestic Science.
   Same as Senior Kindergarten.
3. Drawing.
4. Elective work.

It is a necessary part of the pedagogical training that the principles and practice of the Kindergarten be understood by all the graduates from the School. Lectures upon the Philosophy of the Kindergarten, upon Froebel's relations to other philosophers and educators, will be given. Observation in the Kindergarten and practical lessons will be given with the Gifts and Occupations.

The morning Kindergarten gives opportunity of putting into practice the principles and instructions given in the theoretical work. One is useless without the other. The points made under the Training School Department are equally applicable in the Kindergarten. The real center about which all the Kindergarten work depends is the child's instinctive interest in nature and life, and it is the endeavor of the Kindergarten to make the child's contact with nature as close and vital as possible. To this end, each child has a garden plot in which he digs, sows seed, and watches and tends the growth of his plants. This garden work will be the basis of much of the nature 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.

As many animals as possible will be cared for by the children. When the weather permits the games and work will be carried on out of doors.

Since the Kindergarten is situated at the edge of town, it is specially conducive to the frequent excursions which each Senior takes with her group of children. The flowers, leaves, stones, etc., gathered upon these walks are brought back to the Kindergarten and are there utilized in some way, such as being pressed, pasted or painted. While it may be necessary that the Senior have sufficient scientific knowledge as a basis for this work, she must also have an appreciative love of nature, that she may unconsciously lead the children to see the beauties and mysteries of nature.

"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.

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 supervisor 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 supervisor 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.

The supervisor holds occasional mothers' meetings during the year at the Normal School.

Miscellaneous.

MISCELLANEOUS.

GOVERNMENT.

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

Discipline consists in transforming objective authority into subjective authority.

The *object* of school government is to preserve the thing governed; the *aim* is to develop the power of self-control in the students; the *end* is to make the pupils willing subjects of their higher motives and obedient servants to the laws of man and God. This conception of government put into execution is the only kind capable of developing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render discipline unnecessary. Activity is the principle of development. Self-government makes him strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. Thus bringing the student's regulative powers into use—his self-acting—there is an abiding tendency to self-government remaining. This is nothing more than training the will. If in the *government* of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim should be to build up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who 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.

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

LIBRARY.

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; Lippin-

cott'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.
Athenaeum.
Atlantic Monthly.
Art Amateur.
Arena.
Am. Journal of Psychology.
American Teacher.
American Naturalist.
Auk.
Am. Mathematical Journal.
American Agriculturist.
Am. School Board Journal.
Art Education.
Book News.
Babyland.
Books.
Botanical Gazette.
Brain.
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.
Ornithologist.
Observer.
Outlook.
Our Times.
Popular Science Monthly.
Public Opinion.
Popular Educator.
Pansy.
Public School Journal.
Political Science Quarterly.
Pedagogical Seminary.
Pacific Educational Journal.
Psychological Review.
Philosophical Review.
Popular Science News.
Primary Education.
Review of Reviews.
Reader.
Sports Afield.
Scribner.
St. Nicholas.
Scientific American.
Scientific American (Supplement).
Scientific American (Building Edition).
Sun and Shade.
School Review.
School Bulletin.
School Education.
Science.
Southern School Journal.
Teachers' Institute.
Teachers' World.
The New World.
Virginia School Journal.
Werner's Voice Magazine.
Youth's Companion.
Yale Review.

NEWSPAPERS.

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

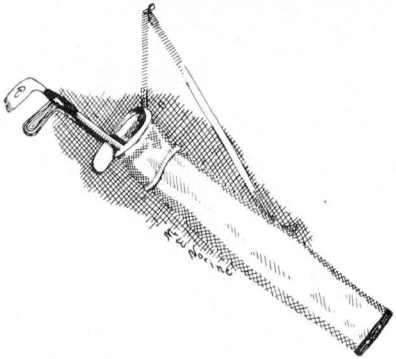
4. It will give them an idea of the work done in the different schools of the country.

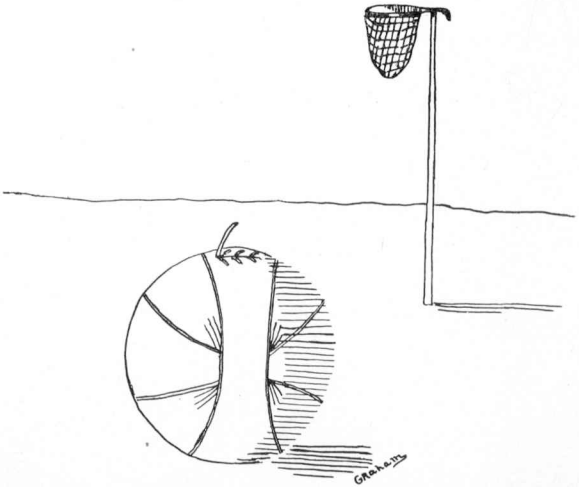
II. MUSEUM.

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.





BASKET BALL.

BASE BALL TEAM—'00.

BASKET BALL TEAM—'99–'00.

FOOT BALL—'99.

CRUCIBLE STAFF—'99-'00.

IV. DONORS.

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

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

ORGANIZATIONS.

LITERARY SOCIETIES.

Connected with the school are three literary societies —the Platonian, the Chrestomathean and the Clionian. Here is afforded opportunity for students to *"actualize themselves."* Here is attained a confidence in one's self—a confidence of body and mind, and in 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. This fee is compulsory.

THE CRUCIBLE COMPANY.

The *Crucible* is a monthly magazine, conducted 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, 1900, is as follows:

William A. Lewis, Editor-in-Chief; G. A. Warning, Advertising Agent; Albert O. Cooperrider, Business Manager; Mildred V. Gibson, Circulator.

Associate Editors—Laura B. Lowther, Literary Editor; Drusilla Nutting, Pedagogical Editor; Fannie Mayne, Kindergarten Editor; Meta H. Riek, Exchange Editor; Victor E. Keyes, Assistant Literary Editor; E. Esther Ellis, Athletic Editor; E. Cecile Rochat, Alumni; Marguerite R. Frink, General Notes.

The *Crucible*, one year in advance, 50 cents; one term, in advance, 25 cents; single copy, 10 cents.

All remittances must be made to the Business Manager. If any subscriber should fail to receive the paper at the proper time, he will be doing us a favor by informing us of the fact at once. Apply to the Advertising Agent for advertising rates. Entered at the postoffice at Greeley, Colorado, as second-class matter.

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 398 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 every first and third Monday in the school months. Technical papers are read and discussed, books reviewed, new movements are studied and discussed, policies inaugurated and educational effort directed.

MUSEUM.

A museum is an indispensable adjunct to an educational institution. In this age of science teachers of public schools must have a working knowledge of the subject, as well as skill in presenting it. While outdoor work is first as a means in giving a knowledge and cultivating a sentiment for nature, yet, collections are valuable in giving a view of nature in small compass, if they are properly arranged. The school has a fair working museum. There is no special room under lock and key set apart for storing specimens, but the cases are built in the laboratories where the specimens are to be used.

About 200 linear feet of casing, ten feet high, and from ten to thirty inches deep, line the walls of the various laboratories. In them are found most of the birds of Colorado and many from other states; many insects from this and other states; plants of Colorado and surrounding states; a great variety of liquid specimens; a number of mammals, fossils, etc.

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

DIRECTIONS.

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

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

For any information you want, address the secretary or president.

Trains leave Denver for Greeley at 7:00 a. m. and 5:00 p. m. They arrive here from the north at 8:25 a. m. and 4:00 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:

First semester, $10; second semester, $10.

Students can board and room 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 $3.00 per semester is charged each student for the use of text books. Also a reading room fee of 50 cents a semester is charged each student for the use of periodicals, magazines and other papers, making $7.00 for the year.

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 do required work in the sloyd laboratory, $1.50 for domestic economy.

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.

Catalogue of Students.

CATALOGUE OF STUDENTS.

SENIOR CLASS—70.

Albee, Emma.....Platteville, Colo.
Ashback, Mrs. Margaret.....Durango, Colo.
Bliss, Nellie M.....Greeley, Colo.
Bresee, Minnie.....Mattoon, Ill.
Brown, L. E.....Hamersville, Ohio.
Calder, Henrietta.....Canon City, Colo.
Churchill, Mrs. Isabella.....Greeley, Colo.
Clonch, May.....Aspen, Colo.
Collins, C. B.....Cedarville, Ohio.
Cooper, Theda A.....Denver, Colo.
Cooperrider, A. O.....Trenton, Neb.
Cornell, Hattie.....Denver, Colo.
Danielson, Cora.....Texas Creek, Colo.
DeVine, Elsie F.....Greeley, Colo.
Doyle, Mabel.....Saguache, Colo.
Evans, Emma.....New Windsor, Colo.
Ellis, Adda.....La Salle, Colo.
Ellis, Esther.....La Salle, Colo.
Fagan, Jennie.....Berthoud, Colo.
Fowler, Ruby.....Goffs, Kan.
Frink, Marguerite R.....Fort Lupton, Colo.
Gibson, Mildred.....Greeley, Colo.
Goodale, Nellie.....Denver, Colo.
Grout, Lizzie M.....Abbey, Colo.
Hughes, Adelle.....Trinidad, Colo.
Hughes, Ida.....Denver, Colo.
Imboden, J. W.....Pitzer, Iowa.
Jamison, Rea.....Pueblo, Colo.
Jones, Jennie.....Montrose, Colo.
Kendel, Alice.....Greeley, Colo.

Kenwell, Joseph C.....Nevadaville, Colo.
Kersey, Margaret.....Leadville, Colo.
Ketner, Sarah.....Golden, Colo.
Latson, Elmer.....Webster, Mich.
Lewis, W. A.....La Junta, Colo.
Lowe, Elizabeth F.....Denver, Colo.
Lowther, Laura.....Canon City, Colo.
Markusen, Martha.....Correctionville, Iowa.
Mayne, Fannie.....Greeley, Colo.
McKelvey, Eva.....New Windsor, Colo
McNee, Elizabeth.....Blairsburgh, Iowa.
Melville, Besse L.....Bellvue, Colo.
Mulnix, Sadie S.....Pueblo, Colo.
Neel, Ora.....Greeley, Colo.
Nutting, Drusilla.....Canon City, Colo.
O'Boyle, Lila.....Grand Junction, Colo.
O'Connell, Mamie.....Cheyenne, Wyo.
Olson, Mamie.....Georgetown, Colo.
Orr, Irma.....Greeley, Colo.
Poland, Belle.....Pueblo, Colo.
Probst, Rose.....Denver, Colo.
Resor, Virginia.....Pueblo, Colo.
Riek, Meta.....Rico, Colo.
Robbins, W. F.....Detroit, Tex.
Romans, Ab. H.....Salida, Colo.
Sarell, Jessie.....Golden, Colo.
Schmidt, Kari.....Denver, Colo.
Searles, Nina.....Eaton, Colo.
Seybold, Bertha.....Durango, Colo.
Stockdale, Martha.....Colorado Springs, Colo.
Smith, Frances.....Canon City, Colo.
Smith, Olive.....Denver, Colo.
Taylor, Hazel.....Durango, Colo.
Veniere, Cecilia.....Denver, Colo.
Warning, G. A.....La Junta, Colo.
Waters, Eva.....Greeley, Colo.
Williams, S. D.....Clarkson, Neb.

Williamson, Lucy.....Sterling, Kan.
Wilson, Marie.....Canon City, Colo.
Wood, Carolyn.....Greeley, Colo.

JUNIOR CLASS—144.

Adams, Cora.....Dodge City, Kan.
Adams, Mary.....Denver, Colo.
Allnutt, Fred.....Eaton, Colo.
Armsby, Alice.....Pleasanton, Kan.
Bailey, Louise.....Trinidad, Colo.
Baldridge, Mabel.....Eaton, Colo.
Barnard, Margaret.....Pueblo, Colo.
Beeson, Olive.....Fredonia, Kan.
Beetham, James.....Greeley, Colo.
Belden, Nellie.....Grand Junction, Colo.
Belden, Dorr C.....Grand Junction, Colo.
Bell, Lulu.....Siebert, Colo.
Bent, Clinton A.....Brighton, Colo.
Beswick, Dolphine.....Colorado Springs, Colo.
Bliss, Asenath.....Greeley, Colo.
Breuer, Emma.....Denver, Colo.
Butcher, Alice.....Erie, Colo.
Carter, Carrie.....Paonia, Colo.
Carter, Ethel.....Denver, Colo.
Carter, Lina.....Denver, Colo.
Cehrs, Carrie.....Denver, Colo.
Chappelow, Effie.....Greeley, Colo.
Chase, Alice.....Monte Vista, Colo.
Cheely, Ella.....Fort Lupton, Colo.
Cooper, Bertha.....Greeley, Colo.
Cottier, Myrtie L.....Golden, Colo.
Craven, May.....Leadville, Colo.
Day, Reba.....Greeley, Colo.
Delbridge, Lucy.....Greeley, Colo.
Dempsey, Nettie.....Pueblo, Colo.
Detwiler, Marguerite.....Breckenridge, Colo.
DeVinny, Sadie.....La Salle, Colo.

Dole, Elma.....Montrose, Colo.
Donahue, Marie V.....Victor, Colo.
Dugan, Julia.....Durango, Colo.
Ehrler, Matilda.....Elizabeth, Colo.
Evans, Anna.....Greeley, Colo.
Filkins, Grace.....Tuttle, Colo.
Follett, Lynne.....Green Bay, Wis.
Frink, Mabel.....Denver, Colo.
Garcia, James.....Artman, Colo.
Gibbs, Elizabeth.....Hooper, Colo.
Glockner, Lulu.....Platteville, Colo.
Gordon, Carrie.....Greeley, Colo.
Graham, Melcena.....Greeley, Colo.
Gray, Lulu.....Rocky Ford, Colo.
Guebelle, Beatrice.....Villa Park, Colo.
Hall, Agnes.....Gunnison, Colo.
Hallett, Louise.....Aspen, Colo.
Hamlin, E. Pearl.....Colorado Springs, Colo.
Hamm, Elsie.....Saguache, Colo.
Harrington, Ada.....Colorado Springs, Colo.
Henderson, Alice.....Greeley, Colo.
Hickman, Mabel.....Denver, Colo.
Holland, Nina.....Greeley, Colo.
House, Louise.....Greeley, Colo.
Hull, Marie.....Lake City, Colo.
Huntzinger, Ida Marion.....Pueblo, Colo.
Jessup, Leona.....Greeley, Colo.
Jones, Lulu M.....Platteville, Colo.
Jones, Katharine.....Erie, Colo.
Jones, Maud L.....Platteville, Colo.
Kesler, J. C.....Durango, Colo.
Keyes, Victor E.....Oneonta, N. Y.
Kittle, Helen.....Greeley, Colo.
Knowlton, Charles F.....Greeley, Colo.
Knowlton, Richard.....Greeley, Colo.
Knowlton, Sadie.....Highland Lake, Colo.
Kramer, Ida.....Monte Vista, Colo.

Kulenbeck, Ada H.....Denver, Colo.
Ladd, Dora.....Denver, Colo.
Llewellyn, Mayme.....Coaldale, Colo.
Lundy, Kate.....Evans, Colo.
McAndrews, Annie.....Leadville, Colo.
McCarthy, Mary.....Pueblo, Colo.
McCloskey, Viola.....Castle Rock, Colo.
McCoy, Anna.....Thompsonville, Kan.
McCracken, Fred.....Eaton, Colo.
McMullin, Edith.....Saguache, Colo.
McPherson, Mrs. Anna.....Hiawatha, Neb.
McPherson, J. W.....Hiawatha, Neb.
McPherson, Mattie.....Boulder, Colo.
Middleton, Clyde.....New Windsor, Colo.
Mooney, William.....Fountain, Colo.
Morris, Florence.....Cripple Creek, Colo.
Mosher, Abbie.....La Junta, Colo.
Needham, Charles.....Altamont, Ill.
Neff, Grace.....Greeley, Colo.
Norine, Mayme.....Grand Junction, Colo.
Norton, Nona.....La Junta, Colo.
O'Brien, Rhoda.....Denver, Colo.
O'Connor, Charles.....Edina, Mo.
Offield, Claudia.....Denver, Colo.
O'Keefe, Agnes.....Denver, Colo.
Onstine, Eulala.....Denver, Colo.
Osborn, Lulubel.....Montrose, Colo.
Otoupalik, Anne.....David City, Neb.
Oviatt, Mrs. Lucy S.....Highland Lake, Colo.
Parker, Winfred.....La Salle, Colo.
Paine, Ruby.....Greeley, Colo.
Parrett, Kate.....Alcott, Colo.
Partner, Nettie.....Rocky Ford, Colo.
Pequignot, Bertha.....Fairfield, Iowa.
Peterson, Hanna.....Silver Plume, Colo.
Pettit, Pearl M.....Wolcott, Ind.
Pechin, Zadia.....Fowler, Colo.

Pitts, C. Benj. ..... Mesa, Colo.
Randolph, Margaret ..... Colorado City, Colo.
Remington, Mayme ..... Fairplay, Colo.
Robbins, Edgar ..... Augusta, Ill.
Robertson, Jean ..... Meeker, Colo.
Robinson, Abbie ..... Glenwood, Colo.
Scheffler, Josephine ..... Central City, Colo.
Schutz, Tyro W ..... Granville, Iowa.
Schweitzer, Kate ..... La Junta, Colo.
Scott, Lucy ..... Greeley, Colo.
Scriven, Dee M ..... Granada, Colo.
Seager, Anna K ..... Philadelphia, Pa.
Sellers, Gilbert ..... Schuyler, Ill.
Skirkey, Marie ..... Greeley, Colo.
Snyder, Laura ..... Greeley, Colo.
Stokes, Josephine ..... Greeley, Colo.
Swan, Lizzie V ..... Paonia, Colo.
Taylor, Emma ..... Idaho Springs, Colo.
Thompson, Jettie ..... Trinidad, Colo.
Thompson, Nellie ..... Roswell, Colo.
Van Buren, Maidie ..... Grand Junction, Colo.
Veverka, M. Madilene ..... Willard, Colo.
Washburn, Lizzie ..... Greeley, Colo.
Watson, Alice ..... Denver, Colo.
Webster, Ella ..... La Junta, Colo.
Welch, Harry ..... Greeley, Colo.
Welch, Hattie ..... Greeley, Colo.
Weller, Mary ..... Colorado Springs, Colo.
Williams, Emma ..... Greeley, Colo.
Williams, Alyce ..... Rockvale, Colo.
Williams, Curtis ..... Greeley, Colo.
Wilson, Grace M ..... Greeley, Colo.
Whitham, Xavia C ..... Denver, Colo.
Wolfenden, Anna ..... Greeley, Colo.
Wood, Florence ..... Greeley, Colo.
Woodmansee, Grace ..... Denver, Colo.
Wright, Jessie M ..... Winsula, Kan.

SOPHOMORE CLASS—59.

Barnes, Emily.....Delta, Colo.
Boyan, Marie E.....Minden, Neb.
Bowen, Claudia.....Leadville, Colo.
Burke, Mary E.....Centralia, Kan.
Byrd, Katharine L.....Imperial, Neb.
Campbell, Minerva O.....Breckenridge, Colo.
Cowley, Wm. H.....Windsor, Colo.
Clark, Minnie.....Elizabeth, Colo.
Carnine, Stella.....Denver, Colo.
Clinesmith, Roberta.....Montezuma, Colo.
Darnell, Amy.....Grand Junction, Colo.
Farnworth, Mary.....Severance, Colo.
Fogg, Lillian.....Lincoln, Neb.
Felmlee, Ada.....Greeley, Colo.
Fox, Jesse M.....Odebolt, Iowa.
Gibbons, Marcella.....Leadville, Colo.
Holliday, Mabel.....Fort Lupton, Colo.
Hart, Jesse J.....Greeley, Colo.
Heilman, Clara.....Cedar Falls, Iowa.
Herrick, Olive M.....Cripple Creek, Colo.
Hockley, Inez M.....Ridgway, Colo.
Hodges, Wylexys.....Keytesville, Mo.
Israel, Maud.....Dallas, Colo.
Jones, Leila R.....Minneola, Kan.
Koster, Josie.....Rico, Colo.
Kinrey, J. S.....Liberty, N. C.
Kroeger, Katharine.....Durango, Colo.
Kavolec, Rudolph J.....Greeley, Colo.
Kroeger, Margaret T.....Durango, Colo.
Logan, Leslie E.....Peyton, Colo.
Lovering, Esther.....Romley, Colo.
McCullough, Edith.....Greeley, Colo.
Morris, Anna B.....Georgetown, Colo.
Oney, Roscoe H.....Greeley, Colo.
Osborne, Frances.....Greeley, Colo.
Pickinpaugh, Pearle.....Kit Carson, Colo.

Plumb, T. W.....Eastonville, Colo.
Reid, Lois E.....Greeley, Colo.
Rhys, Mary G.....Roggen, Colo.
Robbins, J. C.....Clarksville, Colo.
Slavin, Helene.....Leadville, Colo.
Smith, Frank B.....Brighton, Colo.
Steele, Gertrude.....Ebenezer, Mo.
Steele, Warren.....Ebenezer, Mo.
Sutton, Lillian.....Imperial, Neb.
Tadlock, Kate.....Phillipsburg, Kan.
Taylor, Albert E.....Jackson, Mich.
Thomas, Isa.....Bourbon, Ind.
Vigar, May.....Boulder, Colo.
Wellsteed, Bessie B.....Breckenridge, Colo.
Willcox, Maggie.....Fruita, Colo.
Williams, A. F.....Greeley, Colo.
Williams, Corinne.....Greeley, Colo.
Wilson, Isa D.....Eaton, Colo.
Witham, Bronte.....Denver, Colo.
Williams, Emma.....Greeley, Colo.
Williams, Ildo.....Lucerne, Colo.
Wilson, Lallah B.....Cortez, Colo.
Worth, Katie.....Breckenridge, Colo.

SPECIALS—39.

Allen, Mayme.....Greeley, Colo.
Andrews, Bertha M.....Greeley, Colo.
Beardsley, Mrs. Ella P.....Greeley, Colo.
Brown, Ethel E.....Greeley, Colo.
Braucht, Frank E.....Greeley, Colo.
Bogan, Marie E.....Minden, Neb.
Burke, Mary E.....Centralia, Kan.
Bennett, Mabel.....Greeley, Colo.
Copeland, Lillian R.....Greeley, Colo.
Cramer, Mary K.....Greeley, Colo.
Fenneman, Mrs. N. M.....Greeley, Colo.
Fisk, Katharyn L.....Greeley, Colo.

Gillette, John T.....Convoy, Colo.
Graham, Mary M.....Greeley, Colo.
Gale, Grace.....Greeley, Colo.
Graham, Mary H.....Greeley, Colo.
Hogarty, Michaela.....Greeley, Colo.
Harper, Mrs. Jennie G.....Greeley, Colo.
Henderson, Grace N.....Greeley, Colo.
Hodge, Louise W.....Pueblo, Colo.
Hotchkiss, May S.....Greeley, Colo.
Hall, Cornelia T.....Greeley, Colo.
Jenkins, Tilmon.....Moscoe, Colo.
Kendel, Elizabeth H.....Greeley, Colo.
Knight, Lizzie.....Evans, Colo.
King, Mrs. R. W.....Greeley, Colo.
Munford, Howard M.....Greeley, Colo.
Nelson, Carl A.....Greeley, Colo.
Norcross, Laura.....Greeley, Colo.
Robie, Bertha F.....Greeley, Colo.
Rothschild, Cora.....Greeley, Colo.
Smith, Hattie L.....Greeley, Colo.
Steele, Warren E.....Ebenezer, Mo.
Snyder, Maggie E.....Greeley, Colo.
Stockover, Carrie.....Greeley, Colo.
Shaw, Frances B.....Greeley, Colo.
Seaton, Janet.....Georgetown, Colo.
Wayne, Frances B.....Greeley, Colo.
Welch, Fred W.....Greeley, Colo.

NINTH GRADE.

Adam, Lewis.
Armstrong, Annie.
Armstrong, Margaret.
Baldwin, Fred.
Benton, John.
Bourg, Lallie.
Brown, Albert.
Buckley, Emma F.
Dolan, Margaret.
Eaglehoff, Mary.
Foster, Bessie.
Garrigues, Dwight E.
Gordon, Martha K.
Guebelle, Ernestine.
Hart, Jessie J.
Kimball, Carrie.

Malcolm, Sarah.
McCreery, E. Paul.
Niemeyer, Blanch.
Niemeyer, Rosa.
Putnam, Wilton L.
Remington, Katie.
Robb, Pearl.
Sellwood, Charles.
Smith, Rose.
Snyder, Tyndall.
Wearin, Guy.
Webster, Jennie.
Wilkinson, Mabel.
Williams, Frank D.
Wilson, Harry F.

UPPER GRAMMAR—SEVENTH AND EIGHTH GRADES.

Adams, Roxie.
Baker, Earle.
Beall, Roy.
Beardsley, Eugene.
Benge, Clarence.
Blaney, Laurel.
Brown, Orley.
Clonch, Jesse.
Cummings, Josie.
Cummings, Martin.
Evans, Dottie.
Finch, Myrtle.
Fortune, Walter.
Freeman, Troupie.
Grieve, Margaret.
Gross, Allan.
Hale, Bert.
Hart, Arthur.
Hicks, Dessie.
Hicks, Nora.
Jenneway, Bertie.
Jennaway, Fanny.
Lavelle, Julia.
Lohr, Charles.
Lohr, Mary.
McCreery, Dean.
Meeker, Oliver.
Osborne, Clair.
Rider, Nellie.
Roberts, Anna.
Rucker, Dolores.
Smith, Clair.
Snook, Harry.
Stevenson, Onslow.
Thomas, Dannie.
Tucker, Golden.
Ward, Olive.
Williams, Frances.
Williams, Nellie.

LOWER GRAMMAR—FIFTH AND SIXTH GRADES.

Albert, James.
Archibald, Allie.
Armstrong, Nellie.
Austin, Lucy.
Baldwin, Myrtle.
Beardsley, Edith.
Bradley, Ethel.
Brown, Edward.
Brown, Grace.
Clark, Julia.

Clark, Myra.
Evans, Ethel G.
Evans, Laurie.
Felmlee, Walter.
Finch, Lester.
Fortune, Isaac.
Gibbons, John.
Gross, George.
Hamilton, Pearla.
Hotchkiss, Sarah.
Hudson, Virgie.
Kimball, Kittie.
Lohr, Roy.
Lutes, Jacob.
Meller, Louis.
Meller, Willie.
Miller, Logan.
Pier, Harold.
Rugh, Dukie.
Stephens, Dannie.
Tegtman, Willie.
Vail, Erva.
Vrooman, Howard M.
Waters, Laura.
Whitley, Ezra.

UPPER PRIMARY--THIRD AND FOURTH GRADES.

Archibald, Ray
Austin, Clarence.
Barnes, Ralph.
Beall, Marie.
Beardsley, Inez.
Benge, John.
Brockway, Ada.
Butters, Harry.
Elmer, Marjorie.
Finch, Clarence.
Freeman, Joseph.
Gerry, Gertrude.
Gerry, James.
Gerry, Inez.
Gross, Ruth.
Hobson, Daisy.
Houghton, Vera.
Kimball, Helen.
Ling, Bessie.
Lutes, Raymond.
McCreery, Mildred.
Miller, James.
Paine, Velma.
Pier, Stanhope.
Sheeley, Clayton.
Sheeley, Zulu.
Tegtman, Carrie.
Tegtman, Maggie.
Tegtman, Mary.
Thompson, Irving.
Thompson, Laura.
Wearin, Fern.
Whitley, Edna.
Work, McLean.

LOWER PRIMARY—FIRST AND SECOND GRADES.

Anderson, Natte
Archibald, Lowell.
Cook, Thomas.
Evans, Stella.
Evans, Willie.
Farr, Gladys.

Finch, Callie.
Freeman, Etta.
Fuller, Fred.
Gerry, Gladys.
Hart, Edna.
Hobson, Oliver.
Holland, Dale R.
Houghton, Evelyn.
Hudson, Belle.
Kimball, Annie.
McCreery, Virginia.
McLean, Jean.
Nelson Blanch E.
Nelson, William R.
Osborne, Irma.
Ovesen, Theodore.
Pier, Josephine.
Sheare, Harlan.
Sipperly, Dorothy.
Stevens, Louie.
Swanson, Harry.
Swanson, Lela.
Swanson, Lois.
Swanson, May.
Tegtman, Louis.
Waters, Harry.
Whitley, Ray.

KINDERGARTEN.

Anderson, Albert.
Arthur, John.
Austin, Amanda.
Bunker, Ada.
Bunker, Jerome.
Camp, Greeley.
Canfield, Gladys.
Chaffee, Lily D.
Cook, Ruggles.
Dewald, Frances.
Dexter, Vaughn.
Davis, Lottie.
Dunbar, Lulu.
Elmer, Katherine.
Flower, Leo.
Gilford, Edwin.
Goodman, Katherine.
Haynes, Harold.
Henschell, Mamie.
Henchall, Pauline.
Houghton, Genett.
Howard, Helen.
Hung, Lena.
Hung, Mary.
Hunter, Willie.
Insinger, John.
Kelley, Katharine.
Ling, Louise.
Lyons, Clarence.
Mason, Laura.
Moody, Harold.
Nelson, Sadie R.
Nims, Valiant.
Norcross, Freddie.
Onstine, Geraldine.
Prater, Laura.
Pross, Clara.
Reynolds, Burton.
Rucker, Eddie.
Rugh, Winnie.
Seaman, Lloyd.
Sheeley, Glen.

Shrewsbury, Dick.
Sipperly, Irene.
Smith, James.
Smith, Miriam.
Streeder, Everett.
Tegtmann, Eddie.
Thompson, Blanche.
Thompson, Will.
Waters, Edgar.
Work, Florence.

SUMMARY OF ATTENDANCE.

SENIORS.

Females	59	
Males	11	
		70

JUNIORS.

Females	122	
Males	22	
		144

SOPHOMORES.

Females	47	
Males	12	
		59

SPECIALS.

Females	32	
Males	7	
		39
Total		312

TRAINING DEPARTMENT.

Ninth Grade	31	
Upper Grammar—Seventh and Eighth Grades	39	
Lower Grammar—Fifth and Sixth Grades	35	
Lower Primary—First and Second Grades	33	
Kindergarten	62	
Total		234
Grand total		546

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.

Van Craig (Mrs), Edna E.....Severance, Colo.
Dresser, Helen C. (Mrs. Dressor).....Cheyenne, Colo.
Jones, Edith Helen.....Denver, Colo.

*Deceased.

Jones, Winifred.....Denver, Colo.
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.....Elizabeth, Colo.
Moore, Mamie F.....Denver, Colo.
Mumper, Anna T.....Greeley, Colo.
McClelland, Robt. A.....Salt Lake City, Utah.
Putnam, Kate.....South Denver, Colo.
Robinson, Fannie F.....Denver, Colo.
*Smith, May L. (Mrs. Batterson).....Erie, Colo.
Wilson, Elma A.....La Salle, Colo.

CLASS OF 1893.

Bybee, Carrie S.....Boulder, Colo.
Dace, Mary (Mrs. Farnsworth).....Fort Morgan, Colo.
Dunn, Rosalie M.....New Windsor, Colo.
Heath, Herbert G.....Timnath, Colo.
Hewett, Edgar L.....Las Vegas, N. M.
Hewett (Mrs.), Cora W.....Las Vegas, N. M.
Houston, George M.....Greeley, Colo.
Jacobs, Alice M (Nixon).....Greeley, Colo.
Jacobs, Mary Fay (Mrs. Lunt).....Eaton, Colo.
Johnson, Hattie L. (Mrs. Wallace).....Denver, Colo.
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.....Cripple Creek, Colo.
Seed, Stella H.....Racine, Wis.
Stockton, J. Leroy.....Greeley, Colo.
Struble, Lizzie (Mrs. F. A. Cole).....Denver, Colo.
Thomas, Cora B.....Boulder, Colo.

*Deceased.

Varney, Julia A.....Idaho Springs, Colo.
Walter, Clara B.....Riverside, Cal.
Wheeler, B. B.....Apex, Colo.

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.....Akron, Colo.
Creager, Katie (Mrs. Bullock).....Alamosa, Colo.
Day, Nellie (Tolman).....Cripple Creek, Colo.
Delbridge, Eloise.....Greeley, Colo.
Durkee, Alice (Rockafeller).....Canon City, Colo.
Freeman, Maude (Felton).....Silver Plume, Colo.
Gardiner, Julia.....South Denver, Colo.
Gass, Maud.....Denver, Colo.
Lewis, Lottie.....Central City, Colo.
Lynch, John.....Durango, Colo.
Melvin, Pearl (Mrs. Rutledge).....Belleville, Tex.
*McGhee, May (Mrs. Winzer).....Cripple Creek, Colo.
Merrill, Louise A.....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.....Cripple Creek, Colo.
Williams, Nellie.....Greeley, Colo.
Woods, James.....Canon City, Colo.

*Deceased.

Work, Anna.....Denver, Colo.
Work, Ella (Mrs. Bailor).....Boulder, Colo.
Wright, Lulu (Mrs. Heilman).....Chicago, Ill.
Wright, Nana.....Greeley, Colo.
Yard, Jessie.....Canon City, Colo.

CLASS OF 1895.

Allen, Mame C.....Greeley, Colo.
Brown, Rebecca.....Gallup, N. M.
Canning, Annetta.....Poughkeepsie, N. Y.
Coleman, Mary B.....Florence, Colo.
Clark, Ruth M.....Denver, Colo.
Dobbins, Nettie M.....Women's Seminary, West Point, Miss.
Downey, Abner.....Colorado Springs, Colo.
Felton, Mark A.....Silver Plume, Colo.
Freeman, Maude (Felton).....Silver Plume, Colo.
Gale, Grace M.....Greeley, Colo.
Goodard, Susan.....Cripple Creek, Colo.
Hadley, Laurie (Married).....Grand Junction, Colo.
Hubbard, Nettie L (Mrs. Lynch).....Durango, Colo.
Huecker, Lydia E. (Married).....Denver, Colo.
King (Mrs.), L. C.....Berthoud, Colo.
*Lines, Celia.....Platteville, Colo.
McClave, Blanche M.....Platteville, Colo.
McCoy, Maude M.....Ordway, Colo.
Marsh, C. T.....Brighton, Colo.
Miller, Edwin.....Timnath, Colo.
Molnar, Louis.....Denver, Colo.
Newman, Emma.....Denver, Colo.
Peck, Vera.....Denver, Colo.
Phillips, Stella.....Cripple Creek, Colo.
Price, J. M.....Eaton, Colo.
Stanton, Kate M.....Boulder, Colo.
Snyder, E. R.....New Windsor, Colo.
Stratton, Ella E.....Cripple Creek, Colo.

*Deceased.

Sydner, Cecil E.....Las Animas, Colo.
Uhri, Sophia.....Garnett, Colo.
Woodruff, Myrna.....Colorado Springs, Colo.
Wyman, Ree.....Denver, Colo.

CLASS OF 1896.

Agnew, Minerva.....Cripple Creek, Colo.
Ault, C. B.....Gold Field, Colo.
Bell, J. R.....Boulder, Colo.
Berger, Florence.....Greeley, Colo.
Bliss, Lillian M.....Denver, Colo.
Boyd, Sela M.....Boulder, Colo.
Briggs, Jennie M.....Boulder, Colo.
Cameron, Wm. F.....Salida, Colo.
Cameron, Agnes (Married).....Canon City, Colo.
Collom, Mattie.....Denver, Colo.
Dittey, Mollie.....Colorado Springs, Colo.
Donahue, J. Leo.....Arvada, Colo.
Graham, Kate (Mrs. Nierns).....Montrose, Colo.
Hamilton (Mrs.), Ida M.....Colorado Springs, Colo.
Hanks, Alberta.....Salida, Colo.
Hollingshead, C. A.....Denver, Colo.
Howard, Florence.....Boulder, Colo.
Howard, Wellington.....Boulder, Colo.
James, Annie (Married).....Lamar, Colo.
Jameson, Grace.....Golden, Colo.
Kendel, Elizabeth.....Greeley, Colo.
Mathews, Minnie V.....Delta, Colo.
Newman, Winnifred (Married).....Longmont, Colo.
Norton, Nell.....Denver, Colo.
Paul, Isabel.....South Denver, Colo.
Patton, Mabel.....Grand Junction, Colo.
Pollock, Emma.....South Denver, Colo.
Probst, Emma.....Denver, Colo.
Shull, Grace.....Greeley, Colo.
Smith, Luna.....Eaton, Colo.
Stevenson, Audrey.....Manitou, 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.....La Junta, Colo.
Dowell, H. L.....Alma, Colo.
Ellis, Carrie E.....La Salle, Colo.
Guynn, H. G.....Smithton, Pa.
Hadden, S. M.....Greeley, Colo.
Hamilton, Jessie M.....Central City, Colo.
Hammond, Eva C. (Mrs. Blood).....Denver, Colo.
Hersey, Rose.....Denver, Colo.
Hinkley, Anna C.....Denver, Colo.
Hoch, Lillian E.....Delta, Colo.
Holaday, Minnie.....Ouray, Colo.
Holliday, Maud (Mrs. John Bell).....Boulder, Colo.
Ingersol, May.....Pueblo, Colo.
Jones, B. Ida.....Denver, Colo.
Kendel, Juanita.....Greeley, Colo.
King, Alpha E.....Rocky Ford, Colo.
Knapp, Edith A.....Lamar, Colo.
Lockett, Margarette.....Saguache, Colo.
McDonald, R. A.....Providence, R. I.
McKinley, Hattie (Married).....Idaho Springs, Colo.
McLeod, Carrie.....Canon City, Colo.
Newell, Agnes.....New Windsor, Colo.
Putnam, Jennie.....Fort Morgan, Colo.
Rudolph, Victoria.....Canon City, Colo.
Sanborn, Mabel.....Greeley, Colo.
Slatore, Nelson.....Cripple Creek, Colo.
Smith, Cora E.....Gunnison, Colo.
Steans, Henry G.....Denver, Colo.
Stevenson, Eleanor.....Denver, Colo.
Stockton, Guy C.....Erie, Colo.
Thompson, Andrew W.....Colorado Springs, Colo.
Walker, F. A.....Fairplay, Colo.

Wheeler, Gertrude E.....Golden, Colo.
White (Mrs.), Esther F.....Canon City, Colo.
Wilkinson, Besse M.....Pueblo, Colo.
Wilson, Edith.....Denver, Colo.
Witter, Stella (Married).....Greeley, Colo.
Work, C. M.....Atwood, Colo.
Wright, Olive.....Canon City, Colo.
Young (Mrs.), Kate.....Fostoria, Ohio.

CLASS OF 1898.

Amsden, Elmer E.....Silverton, Colo.
Ashley, Helen M.....Cheney, Wash.
Bartels, Bina.....Pueblo, Colo.
Bryant, Fannie.....Denver, Colo.
Burgess, Edith.....Fort Collins, Colo.
Butler, May.....Trinidad, Colo
Butscher, Louis C.....Greeley, Colo.
Carlson, George A.....Boulder, Colo.
Clark, Fred W.....Greeley, Colo.
Coover (Mrs.), Carrie E.....Palo Alto, Cal.
Coover, J. E.....Palo Alto, Cal.
Cronkhite, Theodora.....Fort Lupton, Colo.
Delbridge, Wychie.....Silver Plume, Colo.
Dolan, Alice.....Leadville, Colo.
Downey, Elijah H.....Greeley, Colo.
Farmer, Grace.....Albion, Neb.
*Fennell, Anna.....Greeley, Colo.
Fowler, O. S.....Boulder, Colo.
Harrison, Virginia.....Canon City, Colo.
Hawes, Mary M.....Greeley, Colo.
Hetrick, Grace D.....Denver, Colo.
Hodge, Louise W.....Pueblo, Colo.
Hogarty, Michaella.....Greeley, Colo.
Howard, Ethel.....Evans, Colo.
Howard, Sadie.....Denver, Colo.
Howett, Edwin L.....Durango, Colo.
Johnson, Minnie.....Leadville, Colo.

*Deceased.

Kridler, Grace.....Cripple Creek, Colo.
Llewellyn, Sarah.....Coal Creek, Colo.
Lorey, Charles A.....Boulder, Colo.
McCracken, Mary (Steans).....Denver, Colo.
McKeehan, Cora.....Cripple Creek, Colo.
Montag, Ida C.....Como, Colo.
Morehouse, Geneva.....Denver, Colo.
Nash, Margaret.....Silver Plume, Colo.
O'Brien, Emma L.....Fort Collins, Colo.
Putnam, Nellie.....Fort Morgan, Colo.
Reeder, John M.....Buena Vista, Colo.
Richards, Carrie L.....Pueblo, Colo.
Riddell, Fannie.....Denver, Colo.
Ross, Hettie M.....North Denver, Colo.
Scanlon, Mary.....Lyons, Colo.
Sibley (Mrs.), Bella B.....Denver, Colo.
Smith, Helen Fay.....Leadville, Colo.
Stebbins, Helen H. (Married).....Leadville, Colo.
Stevenson, Mildred.....Greeley, Colo.
Tate, Ethel H.....Lakin, Kan.
Taylor, Nellie A.....Fort Collins, Colo.
Thomas, Helen.....Greeley, Colo.
Thomas, Katharyn.....Denver, Colo.
Van Horn, George.....Marion Center, Pa.
Waite, Vesta M.....Longmont, Colo.
Watson, Ola.....Denver, Colo.
White, Walter.....Greeley, Colo.
Wilkins, Emma T.....Windsor, Colo.
Williams, Mary E.....Gunnison, Colo.
Wintz, Claudia.....Colorado Springs, Colo.
Zimmerman, George.....Antonito, Colo.

CLASS OF 1899.

Amick, M. Ethel.....Canon City, Colo.
Anderson, Emma L.....Greeley, Colo.
Anderson, Myra M.....Colorado Springs, Colo.
Bartels, Harriet B.....Kokomo, Colo.
Bashor, Sarah E.....Longmont, Colo.

Braucht, Frank E.....Greeley, Colo.
Burnett, Fannie.....Gunnison, Colo.
Camp, Archibald L.....Greeley, Colo.
Campbell, Florence E.....Granite, Colo.
Clonch, Minnie B.....Crested Butte, Colo.
Curran, Katie.....Canon City, Colo.
Dare (Mrs.), Adele F.....Telluride, Colo.
DeWeese (Mrs.), Luella.....Pueblo, Colo.
Dill, Victoria M.....Fort Morgan, Colo.
Dingman, Jennie K.....Pueblo, Colo.
Fleming, Guy B.....Highland Lake, Colo.
Graham, Mary M.....Fort Collins, Colo.
Gregg, Florence E.....Pueblo, Colo.
Gregg, Maud C.....Pueblo, Colo.
Hammersly, Mabel.....Pueblo, Colo.
Harrison, Lucian H.....Rocky Ford, Colo.
Heath, Edith V.....Platteville, Colo.
Hersey, Nellie R.....Denver, Colo.
Huffman, E.....Evans, Colo.
Kellogg, Gertrude F.....Rocky Ford, Colo.
Kendall, Zella A.....Denver, Colo.
Kendel, Arthur I.....Greeley, Colo.
Kimball, Effie M.....Greeley, Colo.
Law, Daisy N.....New Windsor, Colo.
Law, Nona J.....New Windsor, Colo.
Long, Olive.....Silver Plume, Colo.
Lundy, Granville E.....Evans, Colo.
McCord, Emma D. (Mrs. Weaver).....Greeley, Colo.
McIntosh, Edith L.....Del Norte, Colo.
McLellon, E. Irene.....Walsenburg, Colo.
McLeod, Catherine M.....Lafayette, Colo.
Manifold, W. H.....Grand Junction, Colo.
Miller (Mrs.), Mary F.....Denver, Colo.
Morehouse, Florence A.....Lamar, Colo.
Newby, Florence.....Longmont, Colo.
Noel, Maud.....La Salle, Colo.
Patterson, Daisy P.....Santa Fe, N. M.
Poirson, Henrietta.....Silver Plume, Colo.

Pollock, Rose M.....Greeley, Colo.
Potts, J. George.....Longmont, Colo.
Powell, Frances L.....Colorado City, Colo.
Powell, M. Evelyn.....Colorado City, Colo.
Powelson, Pearl E.....Alamosa, Colo.
Price, Virginia E.....Orchard, Colo.
Rankin, Pearl B.....Greeley, Colo.
Roberts, Stella E.....Canon City, Colo.
Robinson, Angelina B.....Glenwood, Colo.
Robinson, Nellie.....Colorado Springs, Colo.
Rochat, Emma Cecile.....La Salle, Colo.
Ross, Maud E.....Pueblo, Colo.
St. Cyr, Helen E.....Greeley, Colo.
Scheffler, Bertha S.....Central City, Colo.
Seaton, Janet.....Greeley, Colo.
Small, Lavinia A.....Denver, Colo.
Smith, Amy A.....Alma, Colo.
Sparlin, Nellie.....Sterling, Colo.
Strayer, Grace A.....Ouray, Colo.
Strickler, C. S.....Crested Butte, Colo.
Swan, Rosa E.....Denver, Colo.
Tharp, B. Ellen.....Greeley, Colo.
Weiland, Adelbert A.....Fowler, Colo.
West, Edna W.....Eaton, Colo.
Wilkinson, Marguerite.....Cripple Creek, Colo.
Williams, Lizzie E.....Saguache, Colo.
Wise, Effie M.....Greeley, Colo.

CLASS OF 1900.

Albee, Emma.....Platteville, Colo.
Ashback, Mrs. Margaret.....Durango, Colo.
Bliss, Nellie M.....Greeley, Colo.
Bresee, Minnie.....Mattoon, Ill.
Brown, L. E.....Hamersville, Ohio.
Calder, Henrietta.....Canon City, Colo.
Churchill, Mrs. Isabella.....Greeley, Colo.
Clonch, May.....Aspen, Colo.
Collins, C. B.....Cedarville, Ohio.

Cooper, Theda A.....Denver, Colo.
Cooperrider, A. O.....Trenton, Neb.
Cornell, Hattie.....Denver, Colo.
Danielson, Cora.....Texas Creek, Colo.
DeVine, Elsie F.....Greeley, Colo.
Doyle, Mabel.....Saguache, Colo.
Evans, Emma.....New Windsor, Colo.
Ellis, Adda.....La Salle, Colo.
Ellis, Esther.....La Salle, Colo.
Fagan, Jennie.....Berthoud, Colo.
Fowler, Ruby.....Goffs, Kan.
Frink, Marguerite R.....Fort Lupton, Colo.
Gibson, Mildred.....Greeley, Colo.
Goodale, Nellie.....Denver, Colo.
Grout, Lizzie M.....Abbey, Colo.
Hughes, Adella.....Trinidad, Colo.
Hughes, Ida.....Denver, Colo.
Imboden, J. W.....Pitzer, Iowa.
Jamison, Rea.....Pueblo, Colo.
Jones, Jennie.....Montrose, Colo.
Kendel, Alice.....Greeley, Colo.
Kenwell, Joseph C.....Nevadaville, Colo.
Kersey, Margaret.....Leadville, Colo.
Ketner, Sarah.....Golden, Colo.
Latson, Elmer.....Webster, Mich.
Lewis, W. A.....La Junta, Colo.
Lowe, Elizabeth F.....Denver, Colo.
Lowther, Laura.....Canon City, Colo.
Markusen, Martha.....Correctionville, Iowa.
Mayne, Fannie.....Greeley, Colo.
McKelvey, Eva.....New Windsor, Colo.
McNee, Elizabeth.....Blairsburgh, Iowa.
Melville, Bessie L.....Bellvue, Colo.
Mulnix, Sadie S.....Pueblo, Colo.
Neel, Ora.....Greeley, Colo.
Nutting, Drusilla.....Canon City, Colo.
O'Boyle, Lila.....Grand Junction, Colo.
O'Connell, Mamie.....Cheyenne, Wyo.

Olson, Mamie.....Georgetown, Colo.
Orr, Irma.....Greeley, Colo.
Poland, Belle.....Pueblo, Colo.
Probst, Rose.....Denver, Colo.
Resor, Virginia.....Pueblo, Colo.
Riek, Meta.....Rico, Colo.
Robbins, W. F.....Detroit, Texas.
Romans, Ab. H.....Salida, Colo.
Sarell, Jessie.....Golden, Colo.
Schmidt, Kari.....Denver, Colo.
Searles, Nina.....Eaton, Colo.
Seybold, Bertha.....Durango, Colo.
Stockdale, Martha.....Colorado Springs, Colo.
Smith, Frances.....Canon City, Colo.
Smith, Olive.....Denver, Colo.
Taylor, Hazel.....Durango, Colo.
Veniere, Cecilia.....Denver, Colo.
Warning, G. A.....La Junta, Colo.
Waters, Eva.....Greeley, Colo.
Williams, S. D.....Clarkson, Neb.
Williamson, Lucy.....Sterling, Kan.
Wilson, Marie.....Canon City, Colo.
Wood, Carolyn.....Greeley, Colo.

SUMMARY.

Class of 1891	12	
Class of 1892	16	
Class of 1893	23	
Class of 1894	35	
Class of 1895	32	
Class of 1896	31	
Class of 1897	44	
Class of 1898	58	
Class of 1899	70	
Class of 1900	70	
		391
Alumni Master's Degree		7
Total		398

CONTENTS.

ILLUSTRATIONS.