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**The
State Normal School
of Colorado**



**SUMMER SCHOOL
BULLETIN**

1911.

Published Quarterly by the Board of Trustees, Greeley, Colorado.

Tenth Annual Bulletin

of the

SUMMER TERM

of the

State Normal School of Colorado

Greeley, Colorado

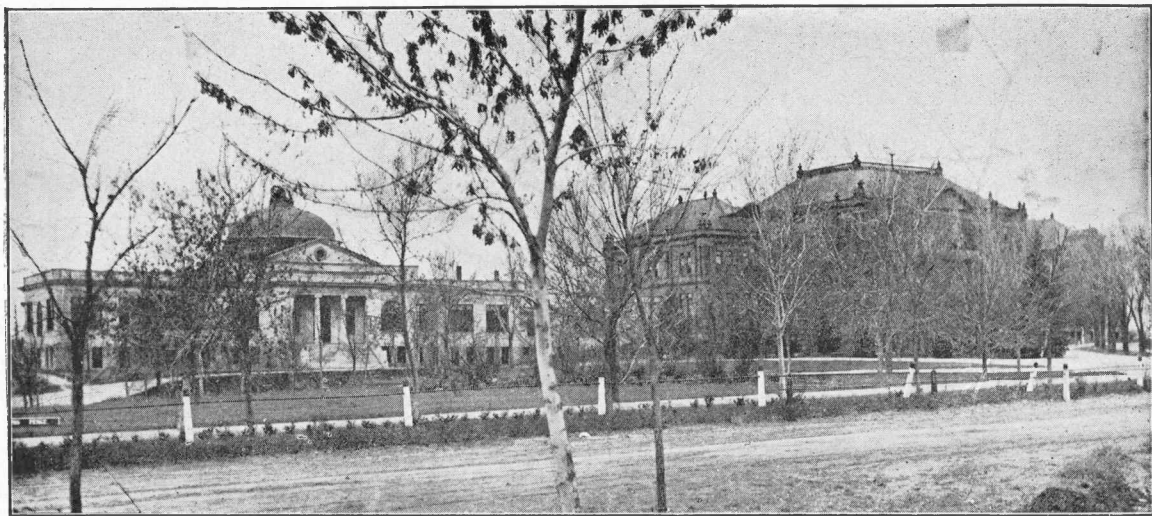
1911

In all publications of this institution is employed the spelling recommended by the Simplified Spelling Board.

The Summer Term, 1911.

THE CALENDAR.

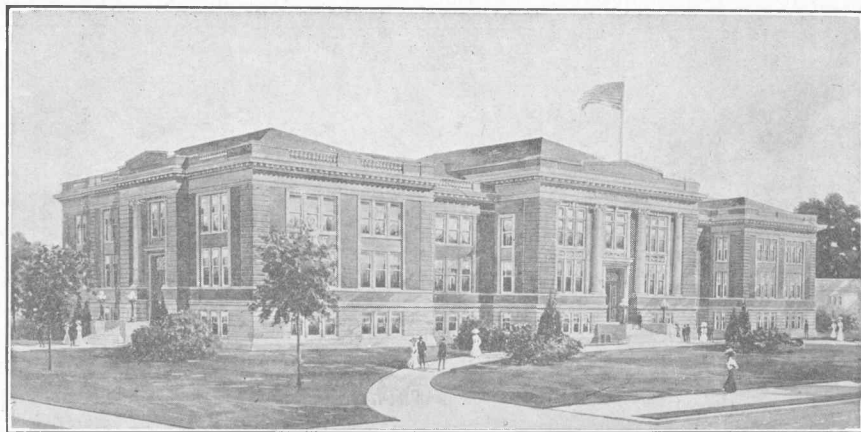
- 20 June, Tuesday, Registration Day for the Summer Term.
- 21 June, Wednesday, Recitations Begin.
- 4 July, Tuesday, Independence Day.
- 28 July, Friday, Summer Term closes.



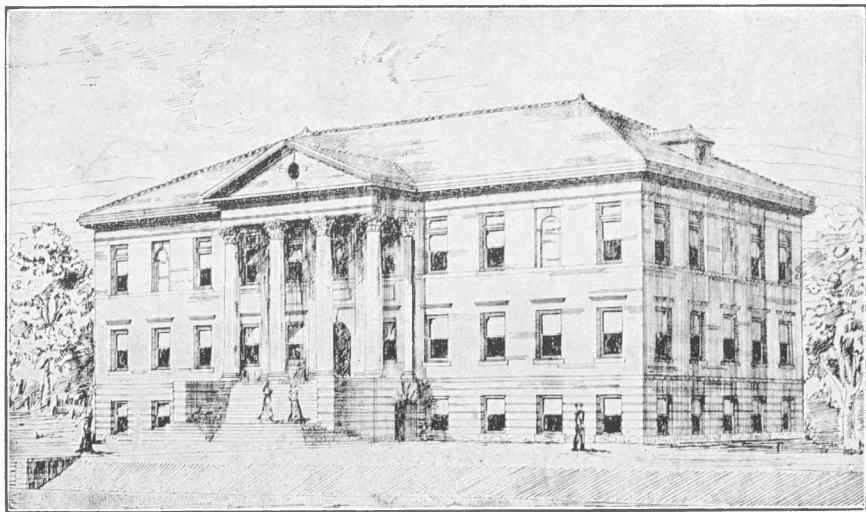
North Side Quadrangle.



Library.



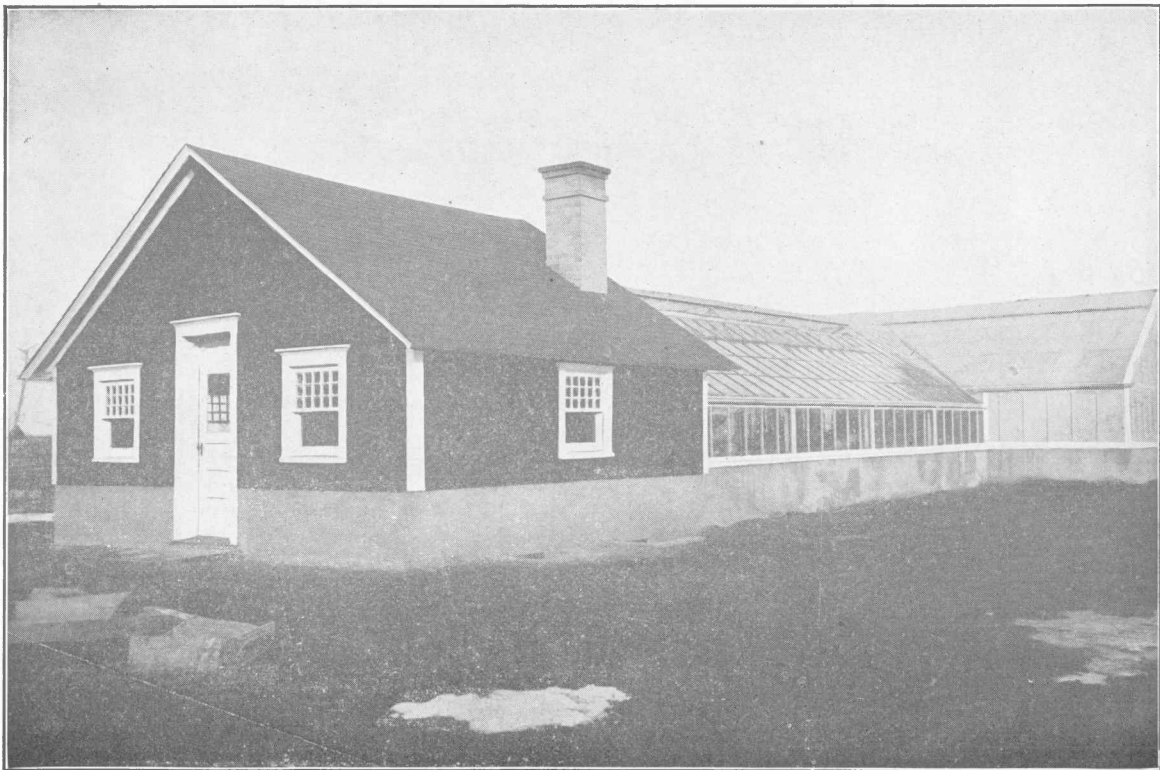
Training School Building.



Simon Guggenheim Industrial Arts Hall.



President's Residence and Italian Garden.



Green House.



Italian Garden.



Library in Distance—Ninth Avenue.

Members of the Faculty Teaching in the Summer Term, 1911.

- ZACHARIAH XENOPHON SNYDER, Ph. D., President;
Professor of Education.
- JAMES HARVEY HAYS, A. M., Vice President,
Dean of the School; Professor of Latin and Mythology.
- ARTHUR EUGENE BEARDSLEY, M. S.,
Professor of Biology and Economic Biology.
- ELIZABETH HAYS KENDEL, Pd. M.,
Training Teacher; Professor of Intermediate Education.
- SAMUEL MILO HADDEN, Pd. B., A. B., A. M.,
Professor of Manual Training.
- DAVID DOUGLAS HUGH, A. M.,
Dean of the Training School; Professor of Education.
- FRANCIS LORENZO ABBOTT, B. S., A. M.,
Professor of Physical Science and Physiography.
- ROYAL WESLEY BULLOCK, Ph. B.,
Principal of the High School; Professor of Secondary Education.
- BELLA BRUCE SIBLEY, Pd. M.,
Training Teacher; Professor of Primary Education.
- ELIZABETH MAUD CANNELL,
Director of the Kindergarten; Professor of Kindergarten Education.

- ABRAM GIDEON, Ph. D.,
Professor of Modern Foren Languages.
- RICHARD ERNESTI, Pd. M.,
Professor of Drawing and Art.
- ELEANOR WILKINSON,
Professor of Domestic Sciences.
- GURDON RANSOM MILLER, A. M.
*Professor of History and Sociology; Dean of the
College Work.*
- GEORGE BRUCE HALSTED, Ph. D.,
Professor of Mathematics.
- FRANCES TOBEY, B. S.
Professor of Reading and Literary Interpretation.
- ETHAN ALLEN CROSS, Ph. M.,
*Recorder; Professor of English Language and
Literature.*
- HANS WELLER HOCHBAUM,, B. S. A.
*Associate Professor of Nature Study, School Gar-
dening, and Elementary Agriculture.*
- LEVERETT ALLEN ADAMS, A. M.,
*Associate Professor of Biology; Curator of the
Zoological Museum.*
- ALBERT FRANK CARTER, M. S.,
Librarian, and Professor of Bibliografy.
- JOHN THOMAS LISTER, A. B.,
Professor of Physical Education.
- WILLIAM BARNARD MOONEY, Pd. M., A. B.,
School Visitor; Professor of School Administration.
- THEOPHILUS FITZ,
*Professor of Vocal Music, Harmony, and the His-
tory of Music.*

- JACOB DANIEL HEILMAN, Ph. D.,
Professor of Psychology and Child Study.
- IRVING ELGAR MILLER, Ph. D.
*Professor of the Science of Education, and Dean of
Research and Professional Work.*
- BURCHARD WOODSON DE BUSK, A. B., B. S.
*Associate Professor of Psychology and Child
Study.*
- VERNON MCKELVEY,
Secretary to the President.
-

Non-Resident Lecturers Associated with
the Faculty for the Summer
Term, 1911.

- G. STANLEY HALL, Ph. D., LL. D.,
President of Clark University.
- M. V. O'SHEA, B. L.,
Professor of Education, University of Wisconsin.
- HENRY SUZZALLO, Ph. D.,
*Professor of the Philosophy of Education, Teachers'
College, Columbia University.*
- HAMLIN GARLAND,
Novelist and Lecturer.
- CHARLES H. KEYES,
Columbia University.

SPECIAL ANNOUNCEMENTS.

This year the Normal School presents a continuous series of daily lectures extending thruout the six weeks, which are sure to prove of unusual value to the teachers of Colorado. The lecturers and their subjects are as follows :

1. G. Stanley Hall, Ph. D., President of Clark University, Educational Methods and Materials Now in Use in the Public Schools.

2. M. V. O'Shea, B. L., Professor of Education, University of Wisconsin, General Problems of Education.

3. Henry Suzzallo, Ph. D., Professor of the Philosophy of Education, Columbia University, Sociological Aspects of Education.

4. Hamlin Garland, Novelist. American Literature, Music, and Art.

5. Charles H. Keyes, President National Educational Council, Columbia University. Industrial and Vocational Education.

One credit will be allowd for this course.

Special courses will be offerd for teachers of rural schools. These will deal with both materials and methods. Teachers thoroly familiar with the problems of rural school work will have charge of these courses.

Credits toward graduation are given for all regular and special courses.

The department of Music will offer attractiv evening recitals from time to time during the term.

Following the alredy popular custom of previous summer terms the department of Reading and Interpreta-

tion will present one of Shakespeare's comedies upon the campus. This year the play will be "Twelfth Night."

From one to five credits toward graduation may be made in the summer term.

THE OPPORTUNITY.

The holding of this summer term at the Normal School offers an excellent opportunity to those who have to teach. It enables one who teaches a full year to attend the Normal during the summer term, get credit for work done, and when sufficient credits are secured, to graduate from the school, receiving a diploma which licenses to teach in the public schools of Colorado for life, and confers upon the holder the degree of Bachelor of Pedagogy.

Work may also be done toward securing the advanced degrees, Master of Pedagogy, and Bachelor of Arts in Education.

ADMISSION.

1. All who enter must give evidence of good moral character.
2. An applicant for entrance must be free from any contagious disease that might endanger the students of the school.
3. High school graduates, or those having an equivalent education, enter the Junior year for the Normal Course, or the Freshman year for the Normal College Course without examination.
4. Graduates of approved Normal Schools or Colleges may enter the Normal Graduate course without examination.

5. Graduates of approved Normal Schools may enter the Junior year of the Normal College course without examination.

6. Graduates of approved Colleges may enter the Senior year of the Normal College course without examination.

7. Practical teachers who have not had high school training may enter, and such work may be taken as will prepare them for the regular course.

THE SCHOOL YEAR IN TERMS.

There are four terms in the school year: the fall, the winter, the spring, and the summer terms.

The fall, winter, and spring terms average twelve weeks; the summer term is six weeks long, but the time in recitation is increased, enabling the student to get a term course credit for each course taken.

UNIT OF CREDITS.

A term course is five recitations a week, or its equivalent for twelve weeks.

COURSES OF STUDY.

REGULAR COURSES LEADING TO LICENSES TO TEACH AND DEGREES IN THE COLORADO STATE NORMAL SCHOOL ARE OF THREE KINDS; NORMAL, NORMAL GRADUATE, AND COLLEGE.

The Normal Course leads to the degree of Bachelor of Pedagogy and a diploma, which is a license to teach for life in the public schools of the state.

The Normal Graduate Course leads to the degree of Master of Pedagogy and a diploma, which is a license to teach for life in the public schools of the state.

The Normal College Course leads to the degree of Bachelor of Arts in Education and a diploma, which is a license to teach for life in the public schools of this state.

The Normal Course—1. Thirty term courses are required for graduation. Eleven of these are required in professional work, viz.:

Three term courses in Psychology and Pedagogy, viz. courses 1, 2, and 3.

Four term courses in Education, viz. 1, 10, 11, and 12.

Three term courses in Teaching.

One term course for conference, etc., in the Training School in the Senior year.

2. Nineteen of these thirty courses are elective, selected from the following subjects:

Art—Drawing, water color, oil, pottery.

Manual Training—Carving, joinery, metal work, foundry work, basketry, etc.

Domestic Science—Cooking, sewing, chemistry, sanitation.

Vocal music.

Modern Foreign Languages—German, French, Italian.

Ancient Classics—Latin.

History—Greek, Roman, Medieval and Modern, American.

Literature and English.

Physical Sciences—Physics, chemistry, geology, geography.

Sociology.

Kindergarten.

Biology—Nature study, histology, botany, zoology, elementary agriculture.

Mathematics—Arithmetic, algebra, geometry, trigonometry, analytics, calculus.

Interpretation—Reading, dramatic art.

Psychology—Experimental pedagogy, child study.

Education—Philosophy of, science of, art of, history of.

Physical Education—Physiology, gymnasium field, play grounds.

Normal Graduate Course—The requirements for the Normal Graduate course shall be twelve term courses in addition to what is required for the Normal course, beside any additional work assigned in the training school. The work of this course is elective.

Normal College Course—Requirements for the Normal College course are twenty-four term courses in addition to what is required for the Normal course, beside any additional work assigned in the training school. The work of this course is elective.

Normal Special Course.—Beside the above regular Normal courses, there are Normal Special courses leading to graduation and diplomas in Kindergarten, Physical Education, Manual Training, Domestic Science, Art, Music, Modern Foreign Languages, and Elementary Agriculture. These diplomas are licenses to teach.

The work required for the special diplomas shall be selected by the heads of the departments offering such diplomas, subject to the approval of the Executive Com-

mittee, provided that this work, including electives, is equivalent to nineteen term courses in addition to the professional work required in the Normal course, of which at least six term courses shall be given by the department offering the diploma.

No student shall receive two diplomas until he shall have completed at least ten term courses in addition to what is required for either diploma, and has done sufficient teaching to satisfy the training department in regard to his ability to teach both kinds of work acceptably.

When these special courses are fully completed, the individual receives a degree and a diploma of the same value and standing as in the other courses.

REQUIRED AND ELECTIVE WORK.

The professional work is required; viz.: Psychology, pedagogy, education, teaching, observation, and conferences—in all, eleven term courses.

All other work is elective—in all, nineteen courses.

No student may, without the approval of the proper faculty committee, take less than one term course nor more than three term courses in any subject, nor more than six term courses in any department.

Two-thirds of the courses for advanced degrees shall consist of advanced courses.

SCOPE OF THE WORK.

The work done during the summer term is: The regular Normal work arranged in courses, for which credit is given when completed, enabling teachers who cannot attend at any other time than during the summer terms, to complete the Normal Course, get the diploma,

which is a license to teach in the state for life, and receive the professional degree of Bachelor of Pedagogy. The work is arranged to enable graduates of the State Normal School of Colorado, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the higher degrees. The work is so arranged that persons who wish to pursue special lines of study may have the opportunity to do so. An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach. An opportunity is given the principals and superintendents to study the educational problems which confront them in their daily work. An opportunity is given the rural teacher to study the problems peculiar to these schools. An opportunity is given to regular Normal students to make up their work when, thru sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.

EDUCATION.

IRVING E. MILLER, PH. D.

The courses in Education are designed to meet the needs of all classes of teachers from the kindergarten to the high school. Special attention is called to the fact that there are professional courses for high school teachers, county superintendents and other supervising officers, and for rural school teachers. School administration will be discussed by practical experts straight from the field of actual supervision. A strong feature of the work in Ed-

education this summer will be a course of lectures by prominent educators from other states. For this see Course 27.

PRINCIPLES AND METHODS OF TEACHING.

1. Methods of Elementary Education. Required of Juniors.

The purpose of this course is to suggest in the light of the broader meaning of education the methods of instruction best adapted to call forth the activities of the child and to lead to his highest development. Among the topics included in this work will be the teacher's preparation for the lesson, the right line of approach to the teaching of the subject, different methods of presenting knowledge, the art of questioning, the assignment of the lesson, the use of the study period, etc. Lesson organization will receive careful attention and will be illustrated in connection with the teaching of the different subjects of the curriculum, such as History, Geografy, etc. Among the books used in this course will be Charters' Methods of Teaching, Bagley's Educative Process, and McMurry's How to Study.

This course and Course 7 are intended primarily to help students not closely identified with the Training Department of the school to become familiar with the spirit and methods of its work.

MR. HUGH.

4. Educational Psychology. Required of Juniors.

Given in the Department of Psychology as Course 3.
DR. HEILMAN.

7. Primary Education. Electiv.

The course is based on the needs of the child between the ages of six and ten years inclusiv. This course leads

up to the selection of subject matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools, for example, Chicago, New York, Boston Denver, and our own Training School, is made. The latest and most scientific articles on primary methods are read and discust. The special didactics of subject matter for the lower grades are workt out; and many devices for teaching beginning reading, phonics, rythm, spelling, songs, dramatization of stories, multiplication tables, and blackboard illustrating are given.

MRS. SIBLEY.

9. Problems of the Rural School. Electiv.

This course will be conducted this summer as a separate section of course I, adapted to meet the needs of rural school teachers. It will be credited as course I toward graduation.

MR. HUGH.

SCIENCE OF EDUCATION.

*10. Historical Aspect of Education. Required of Seniors.

After a brief survey of a few earlier types of education to give a background for the work, a study will be made of modern movements that help to determin the organization of the curriculum and the methods of instruction in elementary and secondary schools. Special emfasis will be placed upon present day tendencies in education with a view to arriving at the ideals and practises dominant in school work. This will include such topics as the educational implications of the surrender of

Courses marked * are advanced courses, and will be accept-
ed as such for the advanced degrees.

the doctrine of formal disciplin, social aspects of education, the physical welfare of school children, the child study movement, motor education, vocational training, etc.

Monroe's History of Education will be used as a text-book for the historical portion of the work. Considerable use will be made of current educational literature.

MR. HUGH.

***11. Biological Aspect of Education. Required of Seniors.**

The aim of this course is to present the conception of education as the progressiv modification of a functioning organism. It will include the fundamental generalization of biology, physiological psychology, functional psychology, and experimental pedagogy in their bearing on educational theory and practis. Special attention will be given to the current attempts to reconstruct the conception of the meaning and aim of education in biological and functional terms.

DR. IRVING E. MILLER.

***15. Ethics. Electiv. Primarily for Normal Graduate and College Students.**

This course will treat of the genesis and function of the moral ideal in the history of the race, with special reference to the problem of the scientific interpretation of the moral life of to-day. Attention will be paid also to the principles underlying the development of the moral consciousness of the child and the problem of moral training in the public school, both elementary and secondary.

DR. IRVING E. MILLER.

***29. Current Educational Thought. Electiv.**

This course is designd for advanced students, principals, supervisors, and experienced teachers. It will consist of reports and discussions based on the best books in education and related fields publisht during the last twelv months. In getting at the problems dominant in the thought of the year, use will be made also of the reports of great educational and scientific meetings and of the leading educational periodicals. This course may be substituted for course 12 by those who may need the credit in that subject for graduation this summer.

DR. IRVING E. MILLER.

PROFESSIONAL COURSES IN HIGH SCHOOL EDUCATION.

These courses are all primarily for normal graduate and college students who are preparing to teach in high schools.

***18. Biotics in Education. Required of Normal Graduate and College Students. Three hours a week.**

The second term's work of this course will be given this summer.

The Meaning of Education.

1. From the standpoint of the individual.—An involution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into helth, strength, power, and skill to function in relation to his environment.

2. From the standpoint of society.—His adjustment to society in efficiency; his obligation to society, and the obligation of society to him; his relation to the state, and the relation of the state to him.

The importance of heredity in education.

1. Heredity and inheritance; facts and laws; growth and suppression of elements of inheritance in education.
2. Racial, national, parental, and individual heredity—elements influencing education.
3. Hereditary versus somatic transmissions in the individual and his education.
4. Hereditary and environmental variations in the education of the individual.
5. Theories of heredity—Lamarck, Darwin, Weismann, DeVries, and their relation to education.

Evolution as a basis for education.

1. Universal evolution as a working hypothesis.
2. The evolution of life, mind, society and the state, in its relation to civilization.
3. Universal recapitulations.
4. Recapitulation and the "culture epochs."
5. Religious recapitulation.
6. Its value to education.

Functional Education.

1. Education is functional—dynamic—pragmatic.
2. All activities of the individual are the result of cell structure.
3. Education is motorization—doing—realization.
4. The maturation of truth.

The evolution of truth.

1. The potential value of a truth—anticipation.
2. The actual value of a truth—realization.

3. The efficient value of a truth—servis.
4. The making of truth—relation of facts.
5. The genesis of truth.

Life and its evolution.

1. The creation of life values in relation to education.
2. Relativity of life values in the process of education.

The serial theory of life as growing out of the doctrine of evolution.

1. The unity of all organic action.
2. The variations of the cross sections of a series.
3. The serial determination of the unity of the neuroses.

Education is motorization.

1. Education is the functioning of cells.
2. Education, a natural science.
3. Application of the foregoing in the process of education.
4. Principles of education growing out of the above.

PRESIDENT SNYDER.

***20. Secondary School Problems.**

1. Aims of Secondary Education.
2. The Curriculum—evaluation of subjects, apportionment of time, length of course.
3. Discipline as affected by adolescence, public sentiment and social spirit.
4. Organization, interdependence of departments, elective system, the program.
5. The purpose, spirit, and method of the recitation in high school classes.
6. Social organizations, classes, fraternities, sororities, clubs, and societies.

7. Athletics—purpose, principles, kinds, methods. 8. Morning exercises—purpose, dominant character, as religious, moral, ethical, inspirational, social, civic, vocational. 9. Literary societies and various equivalents.

Principles of Secondary Education by De Garmo, and Educational Aims by Hanus will be used quite largely in this course.

MR. BULLOCK.

***21. Training Adolescents for Social Efficiency**

It is designed in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students but which are not always incorporated in the recognized work of the schools. The main topics are: physical education; moral and ethical education; choosing and preparing for a vocation; and training for citizenship. The work of a great many institutions outside the school will be examined to determine their methods, aims, and results. The library contains a wealth of recent literature to illuminate these subjects.

MR. BULLOCK.

***26. Bacteria, Prophylaxis, and Hygiene. Electiv.**

The health of the students is an important and vital factor in school efficiency. Many superintendents, principals, and teachers would be glad to work more conscientiously and expertly for the maintenance of health and the prevention of disease in their schools, if they knew how. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of

prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saprophytes; bacteria which produce disease (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the schoolroom and of the home. MR. BEARDSLEY.

SCHOOL ADMINISTRATION.

***24. School Administration. Electiv.**

Sanitation. Sources and symptoms of infection and disease. The means of preventing infection. Architecture. Buildings and grounds; heating and ventilating, etc. MR. MOONEY.

***25. County Supervision of Schools. Electiv.**

The State Normal School, at the suggestion of several county superintendents, will offer a course for county superintendents in the Summer session. There will be three distinct topics, each topic to receive two weeks' time. Any county superintendent who can be here for the entire six weeks, and who elects this course, may take three topics as they are given in the school. If, however, a county superintendent cannot attend the entire session he may take one or two of the topics in residence and the remainder of the course in non-residence.

MR. MOONEY.

WORK OF NON-RESIDENT TEACHERS.

***27. Lecture Course. Electiv.**

A course of lessons will be given by Dr. G. Stanley Hall, President of Clark University; Dr. Henry Suzalo, Teachers' College, Columbia University; Prof. M. V. O'Shea, Professor of Education, University of Wisconsin, Mr. Hamlin Garland, novelist, poet, and lecturer, and Prof. Charles H. Keyes, of Columbia University. A course given by these men will run thruout the term, and also a course of conferences will be given by them during the entire term.

ADDITIONAL COURSES IN EDUCATION.

For courses in Special Methods of teaching the various elementary and high school subjects, see the various academic departments, such as History, English, Manual Training, etc.

Courses in Child Study are given in the Department of Psychology.

For courses in Kindergarten Theory and Practis, see the Kindergarten Department.

Special courses for Rural School Teachers are announced in the special bulletin of Summer Courses for Rural School Teachers. These include Courses in Theory and Administration and others, which deal with the various rural school subjects and methods of teaching them.

PSYCHOLOGY.

JACOB DANIEL HEILMAN, PH. D.

BURCHARD WOODSON DE BUSK, B. S., A. B.

1. General Psychology. Required.

Lectures, readings, reports and demonstrations. The following topics are studied:—Consciousness, suggestion and imitation, association, memory, analysis of impressions, control, interest, intelligence and types of activity. The point of view is genetic.

2. General Psychology. Required.

Lectures, readings, reports and demonstrations covering the fields of the nervous system, sensation, laws of mental organization, the expression of the mental life, and the higher complications.

3. Educational Psychology. Required.

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Much of the subject matter is identical with that of courses 1 and 2, but instead of putting the emphasis upon the description, analysis, and explanation of mental processes, this course aims to show how general behavior or complex reactions may best be modified. It begins with the nativ capacities, instincts, and interests of the child, and shows how these may be supprest, developed, or regulated. A special feature of the course is the psychology of some of the school subjects such as spelling, reading, and writing.

4. Systematic Child Study. Electiv.

By means of lectures, discussions, reports, and readings, this course presents the history of the child study

movement, its relation to the scientific, industrial, and educational development of the past quarter century, and familiarizes the students with the present aims, methods, and trend of the study of child life. The best book and monograph literature on the growth and development of the physical, mental, moral, social, and religious life of children and adolescents is read and discussed. An inductive study of some important topic is usually conducted by the class as a part of the work of the term. Prerequisite: Psychology 1, 2, and 3.

BIOLOGICAL SCIENCE AND NATURE STUDY.

ARTHUR EUGENE BEARDSLEY, M. S.

LEVERETT ALLEN ADAMS, A. M.

BOTANY.

1. Elementary Botany.

Elementary course in botany based upon laboratory and field work with common plants.

Ecological botany. The study of plants in their relations to the environment. The different forms of plant societies which are to be found in the vicinity are studied with a view to the determination of the laws which govern them.

MR. BEARDSLEY.

ZOOLOGY.

1. Elementary Zoology.

An elementary course in zoology, including laboratory and field work.

MR. BEARDSLEY.

5. Ornithology.

This course is a combination of field and class-room

work. At least half of the time will be spent out of doors, in order to become familiar with the forms studied in the classroom. This is rather a comprehensive course and is planned for those who desire an intimate knowledge of bird life. It combines the technical with the popular, as they are complementary to each other, for without one, the other loses its value.

MR. ADAMS.

6. The Study of Mammals.

The study of mammals taken up in the same manner as in the course above. Much time will be spent out of doors, investigating the forms that are common in the vicinity. This is also a comprehensive course and will take up the group of mammals and their gross structure. The habits of the different types will also be carefully studied.

MR. ADAMS.

The large museum collections, which are especially rich in Colorado forms, are available for purposes of instruction in all the courses.

ELEMENTARY AGRICULTURE.

HANS WELLER HOCHBAUM, B. S. A.

1. The Theory, Practice, and Material of Nature Study.

A course designed to fit teachers for teaching nature study in the elementary school. In this course we consider:

I. The Nature Study Idea.—A review of the writings of Professor L. H. Bailey, S. C. Schmucker, C. F. Hodge, and others, on the aims and ideals of nature study teaching. The significance and importance of the nature

study movement. The theory and practis of nature study teaching.

2. The Material of Nature Study.—First hand acquaintanceship with the good and common things of the outdoor world, thru actual, first-hand observation in garden and laboratory, field and plain.

2. School Gardening.

The principles of landscape improvement applied to school and home grounds. How to beautify the school and home grounds. A review of best nativ and introduced decorativ plants. The laboratory garden idea. Practis in garden handicraft. Planning and planting the laboratory garden. Soil studies. Plants in relation to soils. The principles of soil and plant management.

Greeley is an ideal place in summer, in which to begin the study of nature. The campus of the Colorado State Normal School is the most beautiful one in the state. Here may be found hundreds of different kinds of flowers, shrubs, and trees, and the homes of many birds of different species. Garden and field, farm and plain afford opportunity for the study of animal and plant life. In the greenhouse and school-garden that form part of the equipment of the school, gardening and elementary agriculture may be studied. Here earth may be dug over, seeds sown, plants planted, and that practis in handicraft gaind that is essential in teaching school gardening and elementary agriculture.

In the nature study work, the aim is to bring before the teacher the true nature study ideal; namely, that nature study should be taught, not for the mere accumulation of facts about nature, but rather as a means to a

greater end, i. e., to instil in the heart of every child a greater love and appreciation of nature. Too many teachers still believe nature study to be a kind of elementary science, something to be studied for the facts that may be gained. It is not facts we are after, but a greater sympathy and enthusiasm for nature. Nature study is not facts, but spirit.

PHYSICS, CHEMISTRY, AND GEOGRAPHY.

FRANCIS LORENZO ABBOTT, A. M.

PHYSICS.

1. General Physics.

This course is so planned that many of the fundamental experiments can be taken into the grade work of the schools, where they can be performed by the pupils with much interest and profit. From an ordinary bicycle pump, an air pump, compression pump, water pump, etc., are made, by which we can perform many of the experiments in studying the properties of fluids.

CHEMISTRY.

1. Elementary Chemistry.

Note—Either Physics or Chemistry will be given, but not both.

GEOGRAPHY.

1. Method in Geography.

The object of this course is two-fold: to increase the student's geographical knowledge of the industries and commerce of the world, and to show the relations between

the physiographical features of the country and the various industries. Never before has there been so strong a demand for bringing the child into close touch with industrial and commercial activities. Therefore, the second object of this course is to present the subject of geography so that industries and commerce may be unifying ideas in the whole subject. The following are a few of the subjects treated:

The Cattle Industry, the Sheep Industry, Mining, Cotton, etc.

2. **Physiography.**

In this course special emphasis is put upon climatology. Connected with the department of geography is a geographical field 150 by 125 feet, in which are located all the modern instruments of making observations on climate, and in which the continents are molded on a large scale.

MATHEMATICS.

GEORGE BRUCE HALSTED, PH. D.

7. **Methods in Arithmetic.**

Special study of the material to be given in the grades, and of the best order and mode of presenting it. Study based on spontaneity of the child. Effort to fit the arithmetic to the child instead of the child to the arithmetic. Explication of the practical simplifications which are an outcome of the modern advance. Text: Halsted's *On the Foundation and Technic of Arithmetic*.

16. **Combination Course in Algebra.**

Elementary and Advanced.

17. Combination Course in Geometry.

Inductive and deductive, plane and solid. Text: Halsted's Rational Geometry, 2d ed.

HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A. M.

***2. European History.**

Modern European history from the Reformation thru the French Revolution to A. D. 1814. The struggle for nationality in France; contrast between growth of nationality in France and other European countries; Austria and German States; the decadence of Spain; rise of Prussia; the French Revolution; the economic revolution in Europe. Early American history interpreted thru the above events.

Special lectures and treatment of history stories for grade work; compilation and arrangement of material; story telling; manual expression; the work of one grade worked out in full detail.

***5. American History.**

Including the Critical period of American History; the formation of the Constitution; the growth of nationality; economic evolution; westward movement, and development of the Great West.

Lectures and discussion of high school curricula and methods.

SOCIOLOGY.

***1. Anthropology.**

Comprising zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution

Courses marked * are advanced courses, and will be accepted as such for the advanced degrees.

of habitations, clothing, tools; evolution of ornament, and beginnings of art; tribal organization, the family, and early evolution of law.

Special attention given to the industrial activities of primitiv peoples, and the possible relation of these activities to the elementary school curriculum.

***2. Principles of Sociology.**

Including a study of modern social organization; the historical evolution of institutions; laws of social progress; lectures and discussion of modern social problems.

A special emfasis is given to the modern school as a social organization.

***3. Economics.**

Comprising the elements of modern economic theory; industrial organization; government ownership and control of industries; theory of socialism; trusts and monopolies; and discussions of method in high school economics and industrial history.

Note—Courses 1, 2 and 3 in Sociology are conducted as one class during the Summer term.

***10 Industrial History of the United States.**

This course traces the evolution of the leading industries of our country, such as the extractiv industries, manufacturing, transportation, and mercantil pursuits. The management of financial institutions and of the means of communication is included. The aim of this work is to furnish knowledge of economic affairs, to establish a strong vocational interest, and to illustrate the economic interpretation of all history.

MR. BULLOCK.

***11. Municipal Government. (Civics.)**

A study of municipal government; county school and state government; and the administration of national affairs. Special attention will be given to current political problems, both local and general, as an illustration of the evolution of political methods, theories, and institutions. The course is intended to be both informational and professional, using valuable material to illustrate methods of promoting good citizenship.

MR. BULLOCK.

LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A. M.

LATIN.

1. Elementary Latin.

Consisting of careful study and practice in pronunciation, a mastery of the inflections, syntax, and readings suitable to beginners. The texts read are selections from Cæsar, Cicero, and other writers of the classic period. Much attention is given to the contributions made by Rome to modern life and civilization.

2. Intermediate Latin.

Comprising grammar reviews, including the more difficult constructions, Latin versification, and prose composition, criticism of Roman life and customs. The texts used are readings for Cicero, Virgil, and Sallust.

Consisting of discussions on the art of teaching Latin, instruction in the art of reading Latin, drills in *sight* reading and "*ear*" reading, and reviews of such

*3. Advanced Latin.

parts of the grammar as seem necessary. Much attention is given to the mastery of idiomatic expressions, and to the history and literature of the Roman people. The literature red consists of poetry, history, and essays, taken from Horace, Cicero, Sallust, Livy and Tacitus. This course is intended for those fitting themselves for positions as teachers of Latin, and it presupposes at least as much Latin as is offered in our best high schools.

Note—Only one of these courses in Latin will be offered—the one called for by the largest number of students.

MYTHOLOGY.

1. Mythology.

An acquaintance with the body of ancient mythology being necessary to the understanding of the most ordinary literature, as well as being the most primitive literature itself, this course has been planned to assist not only in the mastery of these myths as stories and the development of power and skill in their telling, but also to give to each myth such an interpretation as is readily apparent in the story.

An attempt at the classification of the origins and values of these child-age stories will be made. Practice, under careful criticism in effective telling of myths, is a leading feature of this course. A comparison of the classic myths will be made with Norse and Hebrew myths, where such comparisons are apparent.

Courses marked * are advanced courses, and will be accepted as such for the advanced degrees.

MODERN FOREN LANGUAGES.

ABRAM GIDEON, PH. D.

1. Elementary German.

For beginners. According to the method of instruction employd, the language-facts are studied both as an introduction to the living language and as a gateway to the literature. Pronunciation, grammar, oral practis, reading.

*4 or 7. German Reading.

For students whose previous knowledge of the language will enable them to appreciate texts of literary merit. The subject matter red is determind by the constitution of the class.

Courses in French.

Courses in French, analogues to those offerd in German, are given, provided classes can be organized.

LITERATURE AND ENGLISH.

ETHAN ALLEN CROSS, PH. M.

1. Construction and Functional Grammar.

A study of English grammar with practis in oral composition and paragraf writing.

*4. Literature for the Sixth, Seventh and Eighth Grades.

The work of this course includes a study of the treatment for children of the following literature, besides that used orally in the sixth grade: *Border and Robin Hood ballads*; Scott's *Lay of the Last Minstrel*, *Lady of the Lake*, and *Ivanhoe*; Whittier's *Snow Bound*; Irving's *Rip*

Courses marked * are advanced courses, and will be accept- ed as such for the advanced degrees.

Van Winkle and *Legend of Sleepy Hollow*; Poe's *Gold Bug* and certain of his poems; Hawthorne's *House of Seven Gables*; a group of American poems. Primarily for Seniors, expected of all who wish to do practis teaching in English in the upper grades, and open to any who wish a simpler reading course.

***13. The Novel.**

The development, technic and significance of the English Novel.

READING AND LITERARY INTERPRETATION.

FRANCES TOBEY, B. S.

1. The Evolution of Expression; Interpretation.

1. Analysis of short literary units, with regard to motiv and to organic structure.

2. Drill for (a) rapid and accurate visualization and realization of pictures and thought units, (b) differentiation of dramatic characters and sympathetic insight into their experiences and motivs, and (c) spontaneity, life, vigor, and variety of expression.

2. Methods, Interpretation.

Selection of material for the grades.

Study of the Psychology and Pedagogy of Reading.

Discussion of various problems of interest to the grade teacher.

3. The Drama.

Critical analysis and interpretation of scenes from *Twelfth Night*.

Study of structural plan and theme of the play, and of the function of each scene.

Study and impersonation of characters.

Presentation of scenes before the school.

KINDERGARTEN.

ELIZABETH MAUD CANNELL.

3. Junior Kindergarten.

This is the work of the third quarter of the Junior Kindergarten year. It includes a study of Froebel's Mother Play; work with the fifth and sixth gifts; hand work in folding and cutting; practis in playing kindergarten games.

4. Senior Kindergarten.

This is the work of the first term of the Senior Kindergarten year. It includes a continued study of the Mother Play; work with the seventh gift; card-board modeling; and practical work in games.

9. Advanced Kindergarten.

This course is offerd to meet the needs of students who are not specializing in kindergarten teaching, but who wish to utilize its methods and materials in the lower or intermediate grades. It consists in a discussion of the relation of grade and kindergarten; current theories of the significance and value of play; practis in playing traditional street games and those making for training of the special senses; hand work in "free" and needle weaving, and other materials suited to the lower grades.

MUSIC.

THEOPHILUS EMORY FITZ.

The purpose of these courses is to provide comprehensive training for those who intend to teach vocal music in the public schools.

1. Public School Music.

The following subjects are included in the technical part of this course; rhythm, tone-thinking; musical expression; sight-singing; notation; musical-form; and vocal culture.

4. Rural School Music.

This course consists of singing, reading, and writing simple melodies such as are adaptable to the conditions of the ungraded schools; a general plan of study and methods of presentation with reference to musical theory and song singing in a room where several grades are assembled.

5. Supervision of School Music.

A practis course in song material with reference to interpretation and conducting; examining music courses intended for graded schools; observation; and planning material for the grade teacher.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A. M., DIRECTOR.

RICHARD ERNESTI, PD. M.

BELLA BRUCE SIBLEY, PD. M.

The department of Industrial Arts is devoted to the technic of fundamental processes in the industrial and

fine arts and to a study of the method and practice of presenting these subjects in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts will be open for work at the beginning of the summer term. The building was erected at a cost of \$60,000. It has a floor space of 17,000 square feet, all of which is to be used for this department. Complete equipment will be provided for the training of men and women in the arts and crafts taught.

ART.

1. Elementary Drawing.

The theory and practice of drawing in all its branches and media relating to public school work as it is seen in the best elementary schools of the United States.

Constructional drawing needed in connection with public school art.

Clay building and the making of artistic pottery.
Two sections.

2. Applied Design.

A course in applied design planned to correlate with manual training and domestic science.

MANUAL TRAINING.

1. Elementary Woodwork.

This course is for beginners, and is designed to give a general knowledge of woods, a fair degree of skill in using wood-working tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructive design and decoration.

6. Textils.

The object of this course is to fit students to teach textils in the grades. The course consists of play-house, rug-weaving, and basketry. The latter subject is studied under the following topics: the place of basketry in the history of art; its relation to pottery, its symbolism; its colors; its materials—braids, raffia embroidery, coil work, and rattan models—all leading up to original plans, patterns, forms, and combinations, and culminating in the preparation of a course of study for the grades.

MRS. SIBLEY.

8. Elementary Art Metal.

This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction.

10. Elementary Mechanical Drawing.

This course is designed to give a knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering.

Note—Any courses outlined in the regular fall catalog will be given in the Summer Term if a sufficient number of students apply for work.

PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A. B.

Before graduating from the Normal School students must take Physical Education as follows: Juniors three periods a week for three terms. Seniors three periods a week for two terms. For this work no credit is given toward the total number of credits required for the diploma. However, under certain conditions students may come to class five periods a week and receive credit.

5. Games and Gymnastics.

Tennis, basket ball, base ball, captain ball, volley ball, ring hockey, etc. Gymnastics once a week. Reading is required of those who desire credit for the course. The regular gymnasium suit is needed.

*6 Swedish Gymnastics.

Posse's Kinesiology and Arnold's Best Methods of Teaching Gymnastics are used as a basis for this work. The Swedish System will be explained, and practis will be given in making up the "Day's Order." This course is of special interest to those who expect to teach gymnastics, and also to those who have physical defects. Theory two periods a week, and practis three periods. The regulation gymnasium suit is required of all who take this course.

*9. Games and Folk Dances.

Playground games adapted to rural schools. Home-made playground apparatus. Folk dances; fancy steps,

Courses marked * are advanced courses, and will be accepted as such for the advanced degrees.

marches, drills, etc. Reading is required of all who desire credit for the course. No special gymnasium suit is necessary.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON.

1. Elementary Cooking and Food Study.

This course offers instruction in plain cookery together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition, food values, and cost. The preparation and serving of simple meals, which shall emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work.

5. Fancy and Chafing-Dish Cookery.

Fancy cookery, chafing dish cookery, and the preparing and serving of full course dinners, elaborate luncheons, and refreshments for various functions are the principal features of this course. At this time more special attention is given to marketing.

3. Dressmaking and Art Needlework.

This course offers advanced work in dressmaking, the making of elaborate garments, and art needlework. It is the outgrowth of and is based upon the knowledge and skill acquired in courses 1 and 2. The planning and working out of a course in sewing suitable for the ele-

mentary and high school takes up the latter part of this term's work. In planning such a course the nativ interests of the children at different ages and their powers and skill in technique will be considerd, also the correlation of this work with the other studies of the curriculum.

RURAL SCHOOLS.

The purpose of this department is to fit teachers for efficient service in the rural schools. The State Normal School is a mature organized agency instituted for the purpose of providing trained teachers for the public schools. The adequate preparation of teachers fitted for rural school teaching must be secured thru this source or the Normal School must admit failure on an important function which has been given to it. While this is a slightly new departure, it is believed that the promotion of rural school interests should center in the State Normal School. This department ranks officially with all other departments, and is made necessary by the greater awakening on the part of the public to the deficiencies of the present status of rural education and the growing importance of agriculture as an industry in the state. Colorado is following the lead of her sister states in manifesting a deeper interest in this important educational department. Salaries are being increased, and there is a greater demand for trained teachers in rural districts. Teachers can best show their appreciation of improved conditions by availing themselves of every opportunity possible by which they can improve the character of the service they give to the rural districts.

The summer school is designed to help both present and prospective teachers, and in order to meet the needs of students of varying preparation and experience two lines of work are offered:

One is intended to assist those who have not had the advantage of a high school course or its equivalent, and who have had limited or no experience in teaching. Students in this department are expected to take the following courses: A thorough review in all common branches; a course in elementary agriculture, nature study and school gardening; a course in the organization and management of a rural school; and a course in reading.

The other offers a review course in elementary branches of the common school curriculum with special attention as to method of presentation for the teacher in the school room.

Special course for rural school teachers will be provided in Agriculture, School Management, Reading and Literature, Music, Art, and Manual Training.

COLLEGE COURSES.

PLANNED ESPECIALLY FOR HIGH SCHOOL TEACHERS.

The Colorado State Normal School announces its Summer College Courses, leading to the degree Bachelor of Arts in Education.

Strong courses in Education for high school teachers or those preparing to teach in high schools will be given. They will include the following lines of work:—Advanced Education Psychology with special reference to the high school student, Botany in Education, Secondary School Problems and High School

Administration, Modern Tendencies in Secondary Education, History and Comparative Study of Secondary Education, Industrial Education in High Schools, and Educational Sociology.

Instructions will be given in all high school subjects: English and Literature, History, Latin, Modern Foreign Languages, Sociology and Economics, Art, Mathematics, Chemistry, Physics, Biology, and other subjects.

All college classes will be conducted with special reference to the functioning of the particular subject in the high school.

The following courses, here merely enumerated, but described under the various departments in full, are planned especially for those who are doing work for the advanced degrees and for high school teachers.

Education 18, 15, 29, 20, 21, 24, 25, 26, 27.

Psychology 3, 4.

Ornithology 5.

Physiography 2.

Mathematics 16, 17.

History 1, 2.

Sociology 1, 2, 3.

Industrial History 10.

Municipal Government 11.

Latin 3. Mythology 1.

German and French.

Literature and English 13.

Reading 3.

Music 5.

Plans are being completed to bring lecturers of national reputation to give a course in Secondary Education.

In addition to these planned especially for college work the student may take any course marked with a *. These are advanced courses and will be credited toward one of the higher degrees.

EXPENSES.

1. Board and room costs from \$4.00 to \$5.00 a week, two students in a room. There are opportunities for students to board themselves or to earn a part or all of their expenses for board and room.

2. *Tuition.* There is no tuition charge for citizens of Colorado.

3. *Incidental Fees.* All students pay incidental fees as follows:

For one course.....	\$ 8.00
For two courses.....	10.00
For three courses.....	12.00
For four courses.....	15.00
For five courses.....	20.00

A course is five recitation periods a week for the term of six weeks. The periods during the summer school are a full hour in length with ten-minute intermissions.

4. All fees for special courses have been discontinued for the summer term.

5. Citizens of other states in addition to the regular incidental fees pay a tuition fee of \$5.00 for the term.

HISTORY OF THE SCHOOL.

The State Normal School of Colorado 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 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 past 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, Colorado & Southern, and Denver, Laramie and Northwestern railways, fifty-two miles north of Denver. The city is in the valley of the Cache la Poudre river, one of the richest agriculture 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 thoroly prohibition town. There are about 10,000 inhabitants.

EQUIPMENT.

The institution is well equipt in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museums, and a school garden.

There are specially equipt separate laboratories for the following sciences: biology, physics, chemistry, taxidermy, and physical education. They are all fitted up with the very best apparatus and furniture.

There are special industrial laboratories for sloyd, carving, weaving, basketry, cooking, sewing, and children's room. All these are well fitted up in every way.

The library has 40,000 volumes bearing on the work of the Normal School. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library whereby a student may learn how to run a library, as well as many other things.

The gymnasium is well equipt with modern apparatus. Games of all sorts suitable for schools are taught.

BILDINGS.

The bildings which are completed at the present time consist of the administration bilding, the library bilding, and the residence of the President. The main, or administration bilding, is two hundred forty feet long and eighty feet wide. It has in it the executiv offices, class rooms, class museums, manual training, domestic science and art departments. Its halls are wide and commodious and are occupied by statuary and other works of art which make them very pleasing.

The library is a beautiful bilding. The first floor is entirely occupied by the library, consisting of more than forty thousand volumes. The furniture in the library is of light oak and harmonizes with the room in a most pleasing manner. The basement is occupied by committee rooms, text-book department, taxidermy shop, wild animal museum, ceramic museum, and sewing rooms.

Two new bildings are in process of erection and will be redy for use before the beginning of the summer term.

These are the Training School and the Simon Guggenheim Hall of Industrial Arts.

The Training School is a commodious bilding of red prest brick similar in style to the Administration Bilding. In its construction no pains or expense have been spared to make it sanitary, fire proof, and in every possible way an ideal bilding for a complete graded school from the kindergarten to the high school, inclusiv.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray prest brick. It will accommodate the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public school of the present and immediate future. This bilding is a gift to the school from Senator Guggenheim.

The President's house is on the campus among the trees, as shown in the picture. In this beautiful home are held many social gatherings for students during the school year.

GREELEY.

Greeley is a city of homes. It is in the center of the great agricultural district of Colorado is fast becoming the commercial center of Northern Colorado.

This is an ideal location for a summer school. The altitude of the city is near five thousand feet, hence the nights are decidedly cool and the days are seldom uncomfortably warm.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the set-

ting basin, where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from al feren matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about four hundred thousand dollars.

ADVANTAGES.

Some of the advantages of the school are: A strong faculty especially traind, both by education and experience; a library of 40,000 volumes; well equipt laboratories of biology, physics, chemistry, manual training and physical education; a first-class athletic field, gymnasium, etc., all under the direction of specialists; a strong department of art; field and garden work in nature study; a model and training school; a kindergarten; and all other departments belonging to an ideal school.

CAMPUS.

In front of the bildings is a beautiful campus of several acres. It is coverd with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of a natural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their homes, thus increasing its value as a place of rest, recreation or study.

During the summer and fall terms the faculty gives its evening reception to the students on the campus. At this time it presents a most pleasing appearance, being lighted, as it then is, by arc lights and Japanese lanterns.

In the rear of the bilding is a large playground,

which covers several acres. In the southwestern portion of this playground is a general athletic field, a complete view of which is secured from a grand-stand, which will accommodate more than a thousand spectators. On the portion of the playground next to the building there is a complete outdoor gymnasium. To the east of the buildings are located the tennis courts.

This is one of the most complete playgrounds west of the Mississippi, and when the present plans are fully realized it will be one of the best equipped and arranged grounds in the United States.

During the summer, courses on the organization of playgrounds will be given, and demonstrations of how to carry out these courses in the public schools will be made on the campus.

SCHOOL GARDEN.

One of the pleasing features of the spring, summer and fall sessions of the school is the school garden. This garden occupies several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden, and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers, old and new, abound. Here may be found the first snowdrop of early March and the last aster of late October. From the formal garden we pass to the school garden proper. Here in garden and nursery the student may dig and plant, sow and reap, the while gathering that knowledge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date school—gardening.

THE CONSERVATORY.

The green-house, pictures of which are given on the following pages, is one of the best equipt of its kind in the United States. After a hard day's work it is a rest and an inspiration to visit this beautiful conservatory. Here hundreds of varieties of flowers are kept blooming all winter, and the early spring flowers and vegetables are started for the spring planting.

The bilding is of cement, iron and glass. It is one hundred and sixteen feet long by twenty feet wide, and has connected with it a servis room where the students of the Normal department and children of the Training department are taught to care for plants they may wish, now and in the future, to have in their homes.

EXCURSIONS.

One of the prominent features of the summer session of the Normal School is the many excursions taken by students under the direction of members of the faculty. These excursions are conducted primarily for the purpose of gaining information concerning objects which the student should know about; but they furnish a means of many plesant outings, which are thoroly enjoyed by students and members of the faculty participating in them.

...COLORADO...
STATE NORMAL SCHOOL
GREELEY, COLORADO

