

SUMMER TERM
1909

State Normal School of Colorado



Greeley, Colorado

EIGHTH
ANNOUNCEMENT
OF THE
SUMMER TERM
OF THE
STATE NORMAL SCHOOL
OF COLORADO
GREELEY, COLORADO

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

1909

SERIES VIII

NO. 6

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of Colorado, Greeley, Colorado

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THE SUMMER TERM.

The Summer Term of the State Normal School opens Tuesday, June 22, 1909, and closes July 30, 1909. The term is six weeks. Credit is given for work done.

During the week of the N. E. A. at Denver the school will close three days, giving an opportunity to all who desire to attend. These three days will be made up on Saturdays.

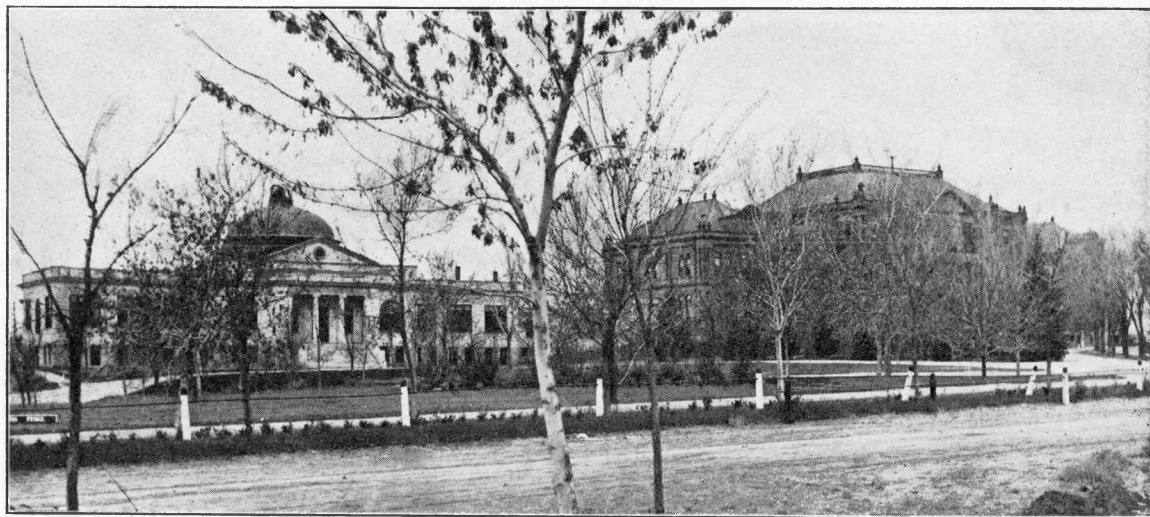
BUILDINGS.

The buildings which are completed at the present time consist of the administration building, the library building, and the residence of the President. The main, or administration building, is two hundred forty feet long and eighty feet wide. It has in it the executive 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.

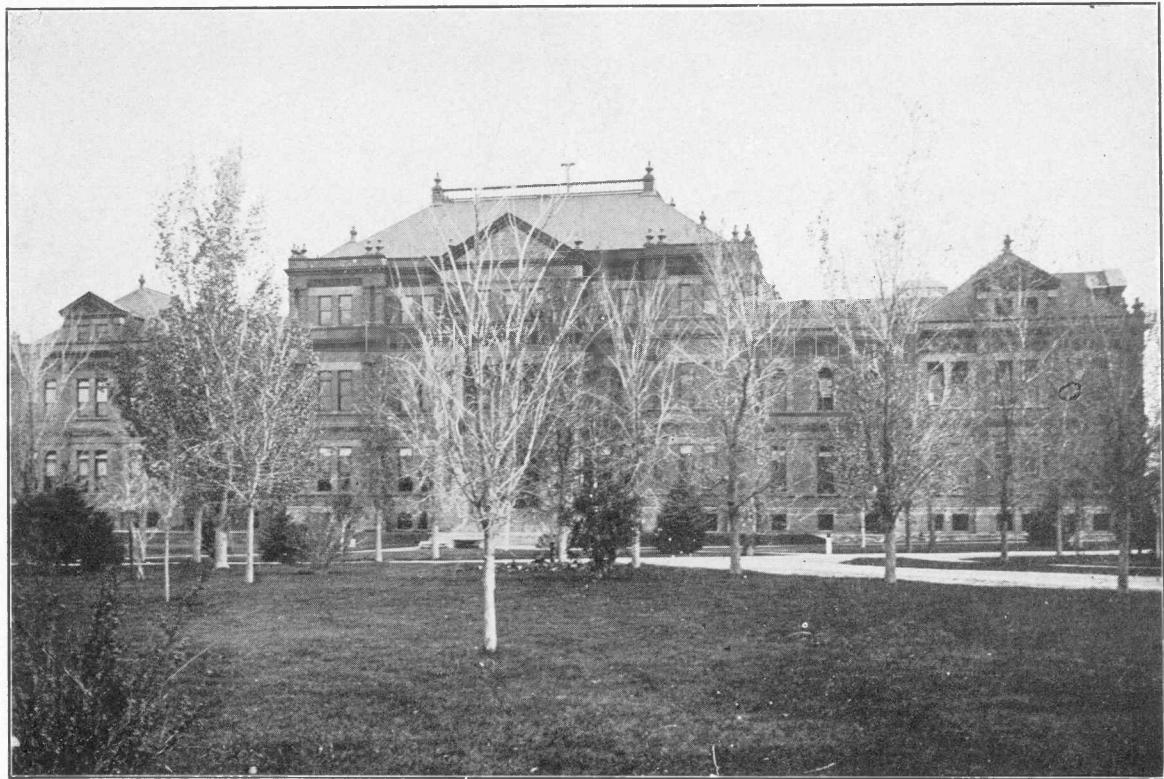
The library is a beautiful building. The first floor is entirely occupied by the library, consisting of more than forty thousand volumes. The furniture in the library is

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.

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.



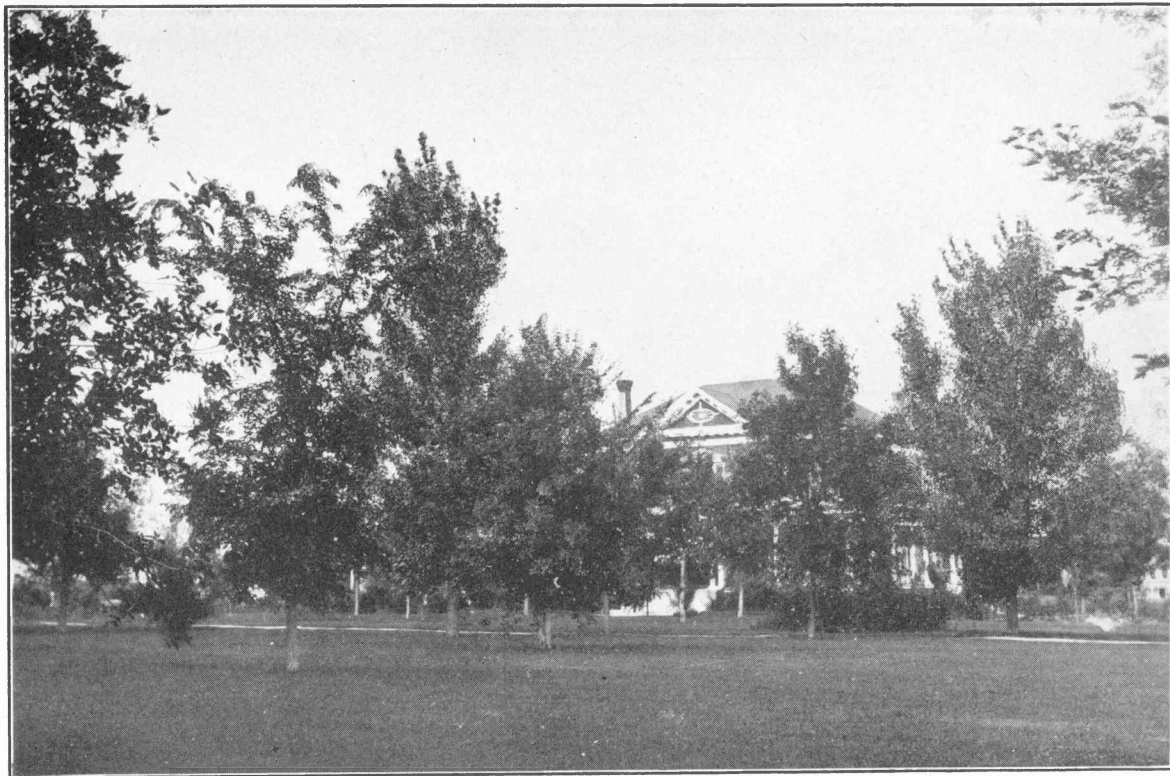
North Side Quadrangle.



Administration Building.



Library Building.



President's Residence.

CAMPUS.

In front of the building is a beautiful campus of several acres. It is covered 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 building 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 the building there is a complete outdoor gymnasium. To the east of the building 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.

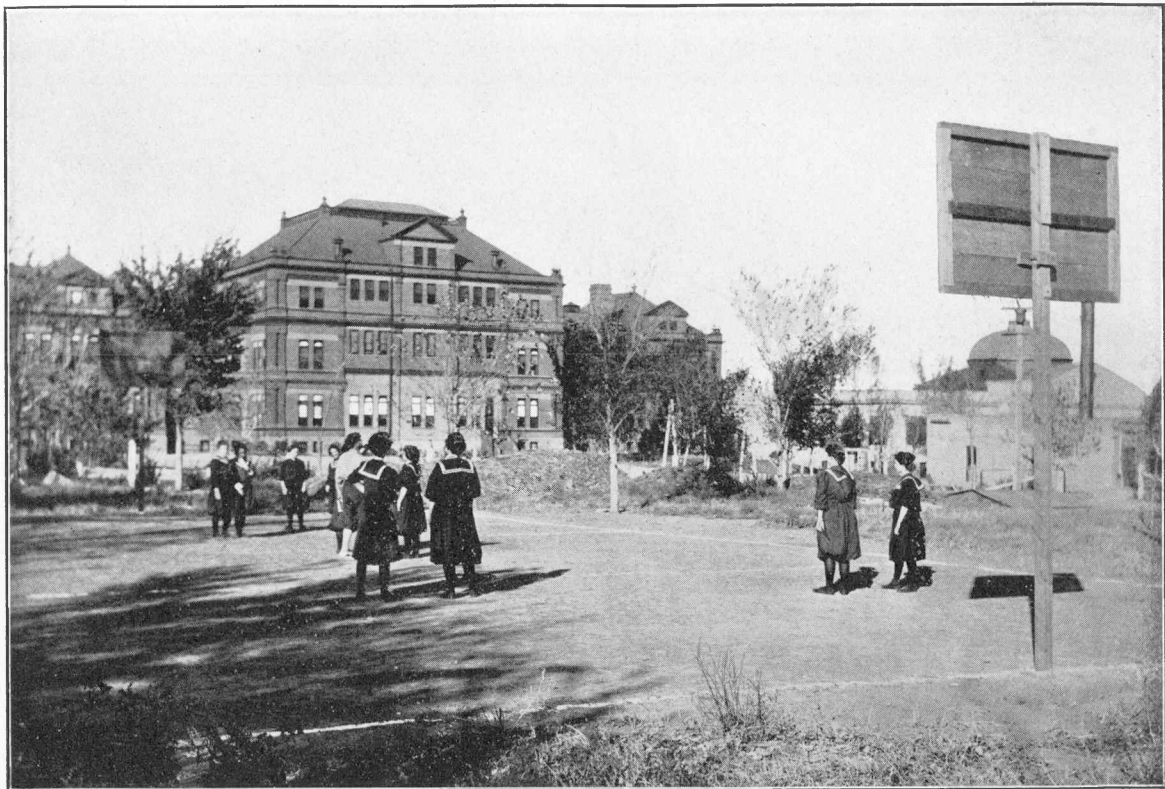
During the summer, courses on the organization of playgrounds will be given, and demonstrations of how to carry out these courses in the public schools will be made on the campus.



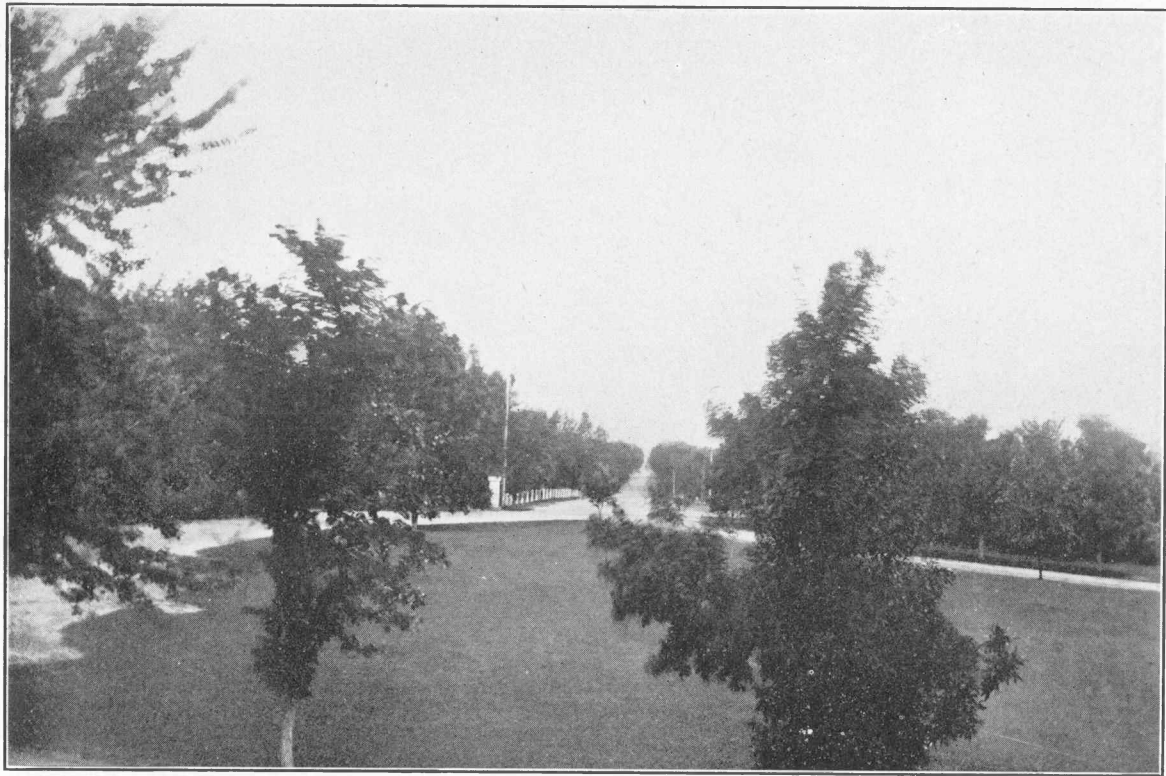
A Social Hour on the Campus.



Game Hour on the Campus.



Basket Ball on the Campus.



The Campus as Seen From the Main Entrance to the Library.



A View of the Campus from the Entrance to the Main Building.



Some Residences in Which Students Make Their Homes.

GREELEY.

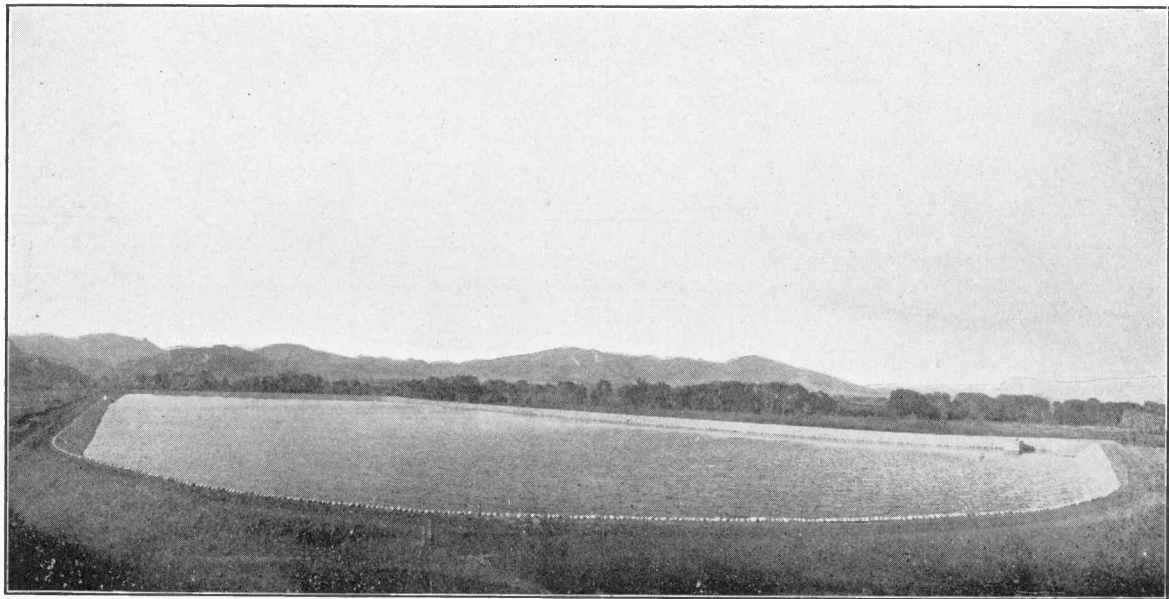
Greeley is a city of homes. It is in the center of the great agricultural district of Colorado. It has a population of ten thousand and is fast becoming the commercial center of Northern Colorado.

CLIMATE.

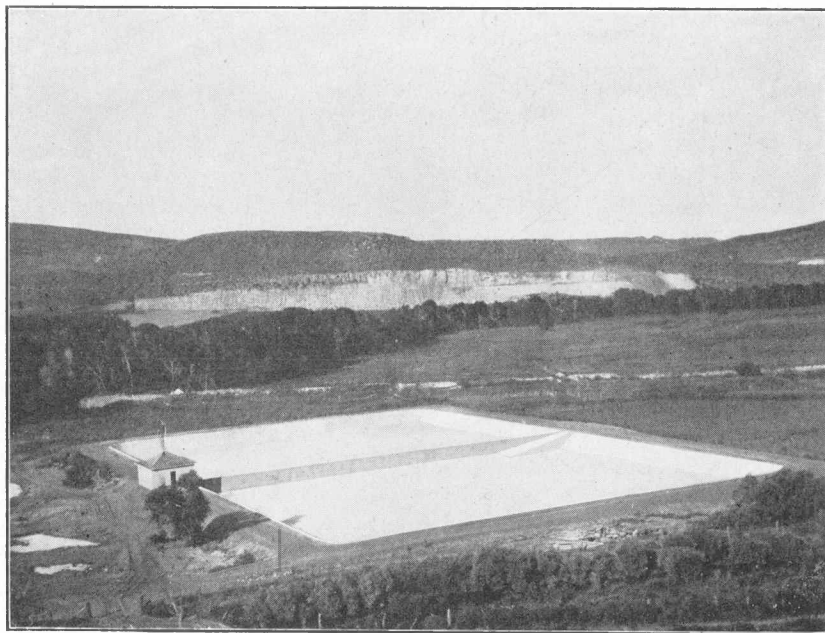
This is an ideal location for a summer school. The altitude of the city is near five thousand feet, hence the nights are decidedly cool and the days are seldom uncomfortably warm.

WATER.

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 settling basin (a cut of which is given here), where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foren 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.



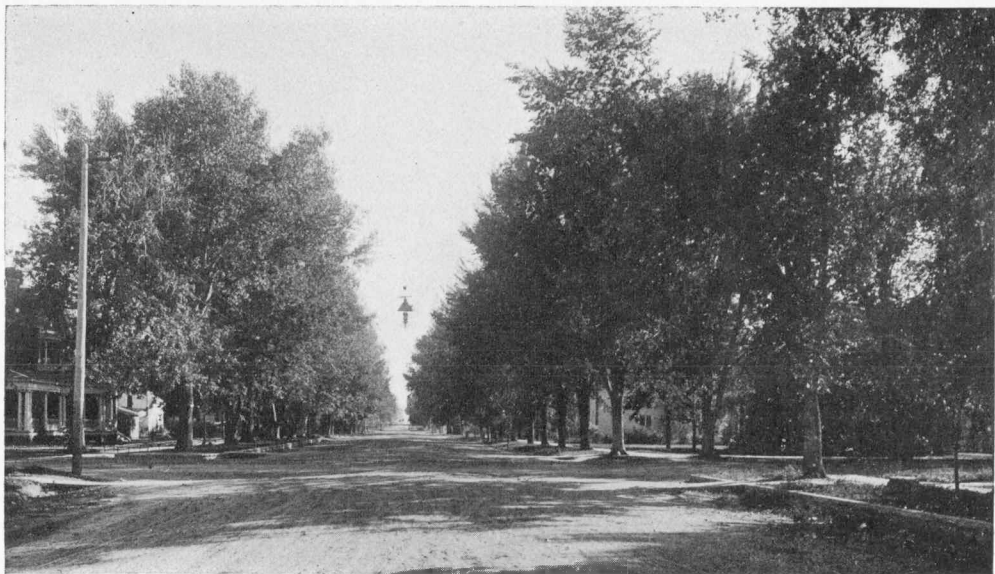
Greeley Water Works—Settling Basin.



Greeley Water Works—Filter Basin.



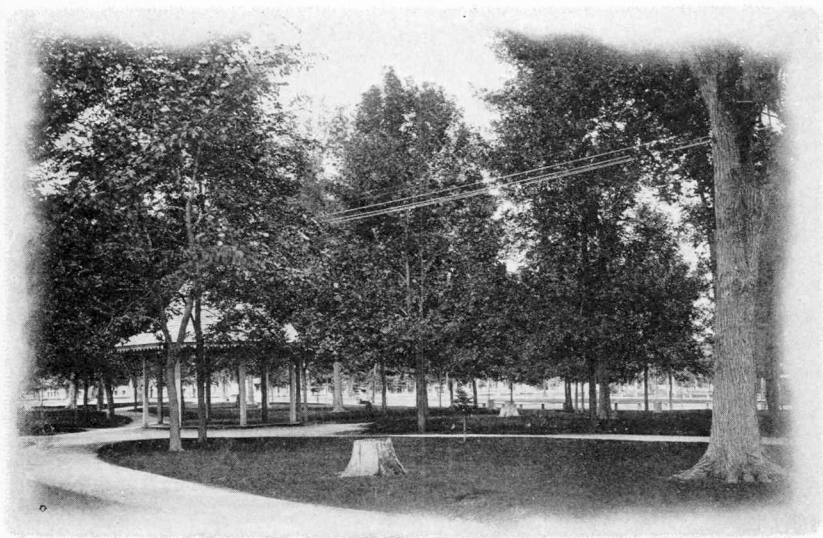
Greeley Water Works—Distributing Basin.



Tenth Avenue, Greeley, Colo.

RECREATION.

Many excellent roads lead from Greeley into the country to places of recreation and study. One of the favorite of these recreation spots is Seeley's Lake, about five miles from the city. A good view of this lake is shown in one of the illustrations in the following group of pictures.



A Greeley View.

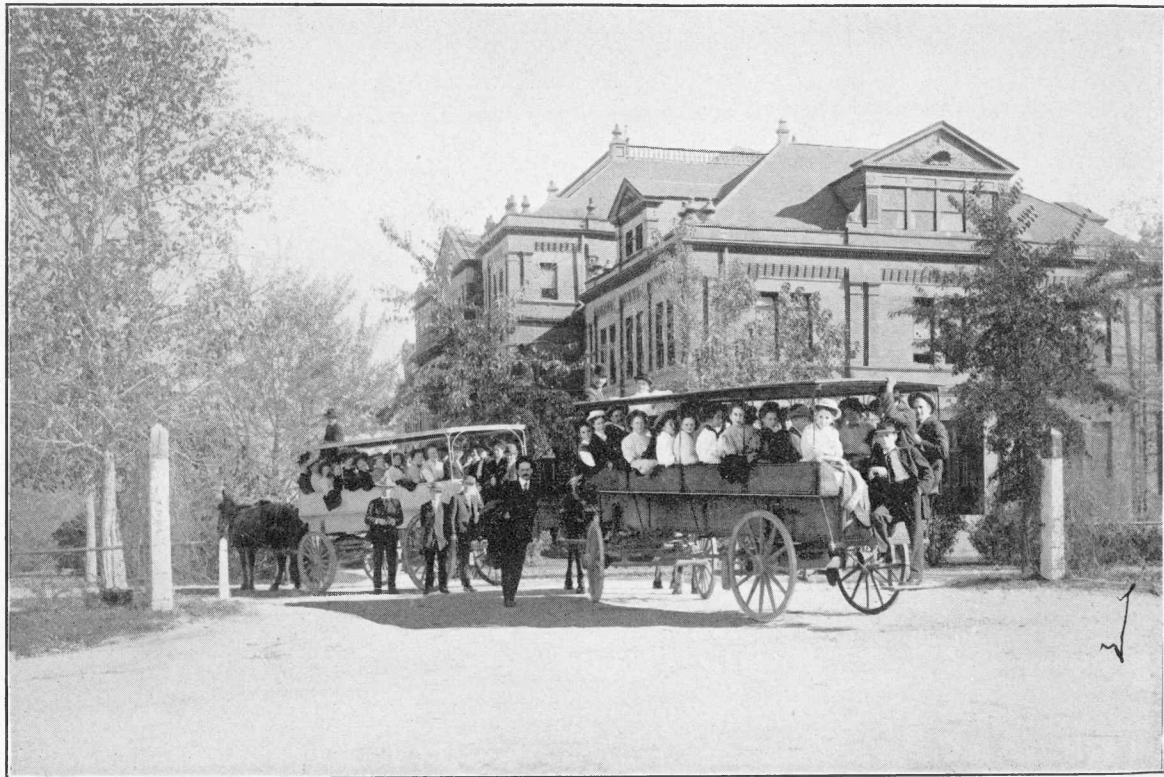


A Bit of Seeley Lake, Weld County, Colo.
Students Boating.

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 pleasant outings, which are thoroly enjoyed by students and members of the faculty participating in them.

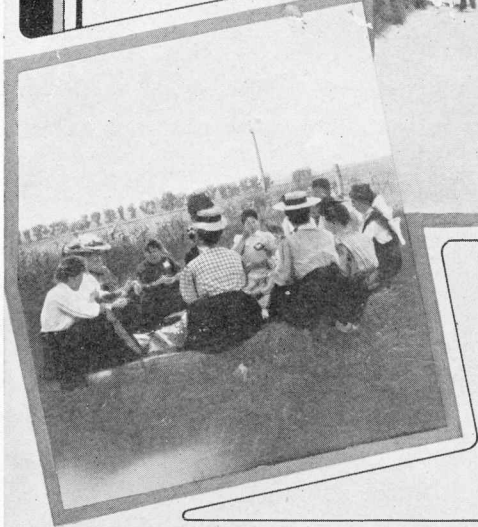
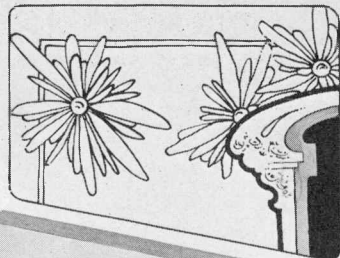
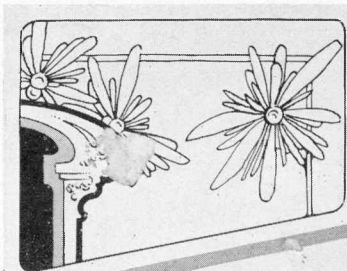
A few pictures giving typical scenes incident to the excursions are given in the following illustrations.



Starting on an Excursion.



Observing the Potato Harvest.



A Group of Excursionists—Eating.

The Professor Leads Out.

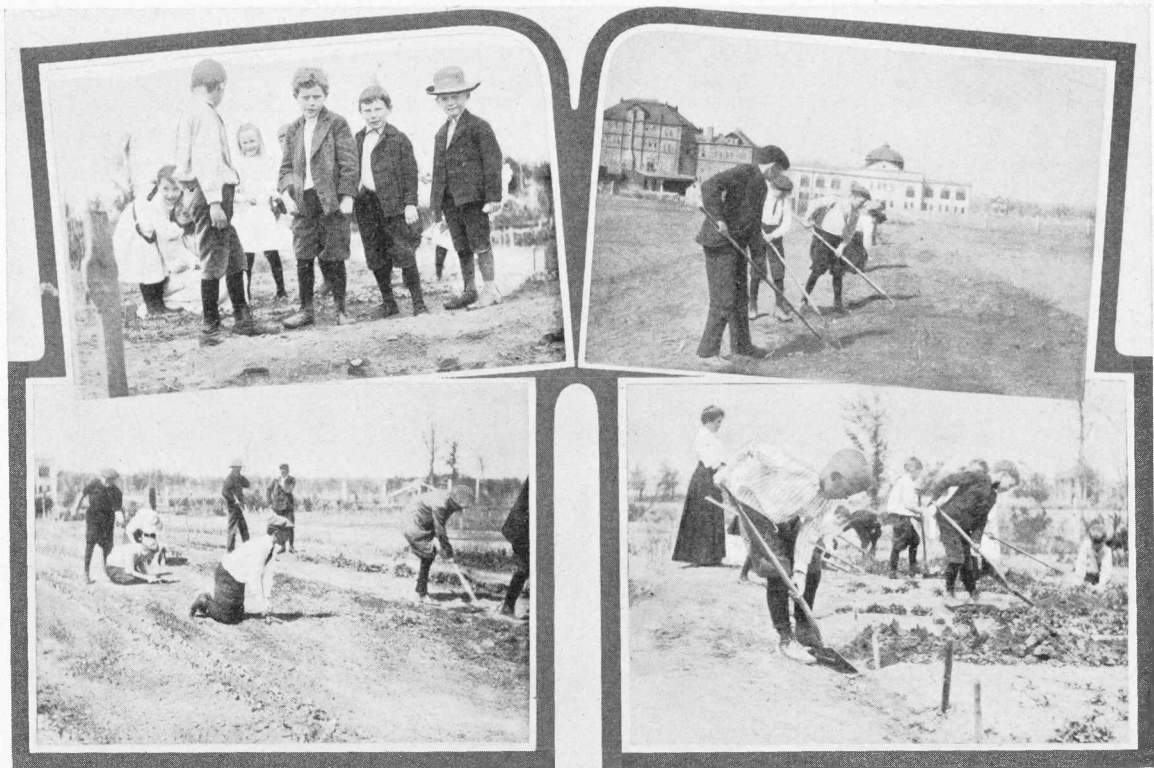
A Group of Excursionists—Resting.



Rose Bed—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.



In the Gardens.



Nature Study—Raking Leaves.



School Garden.—Third and Fourth Grades.—Nature Study.

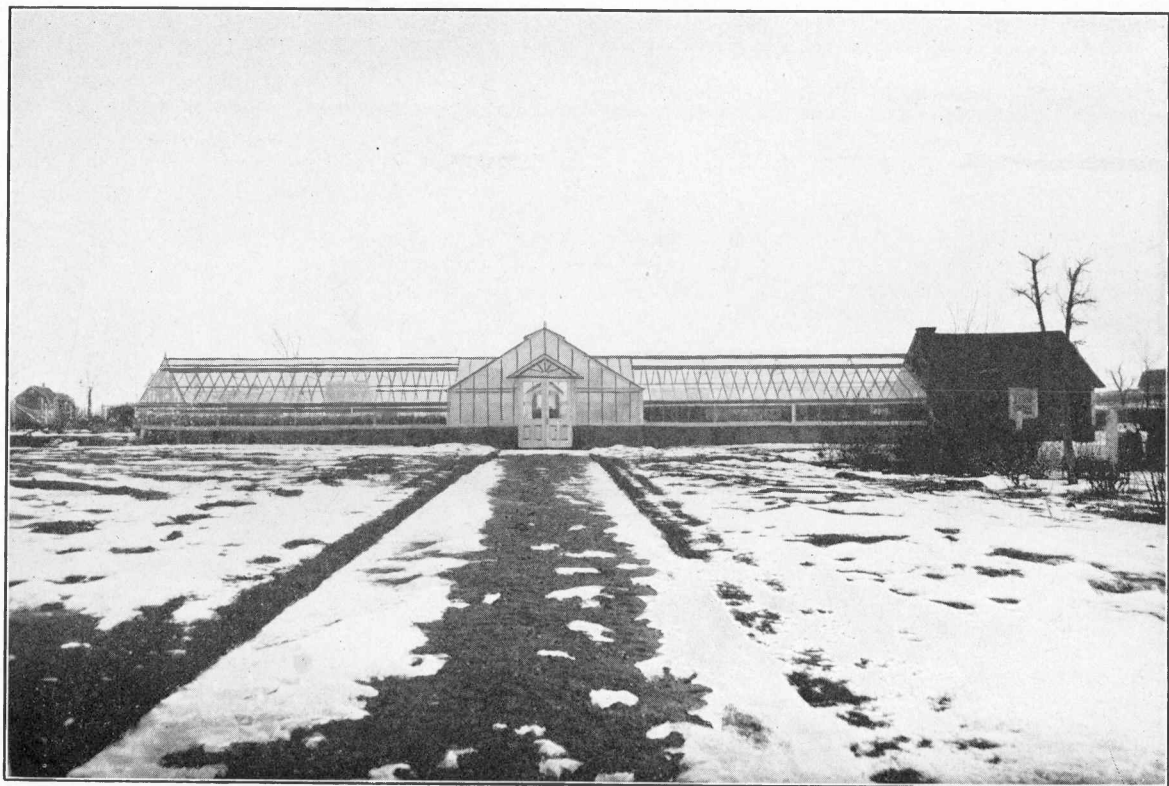


Harvest Scene.—School Garden.

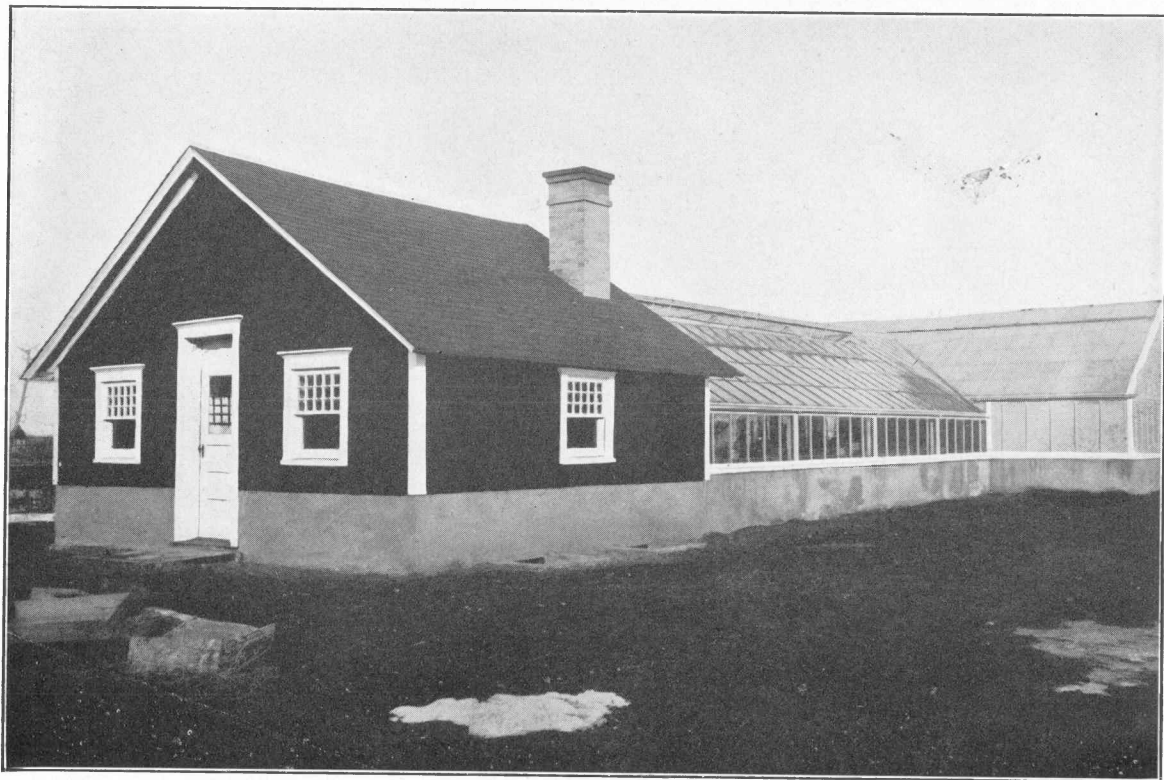
THE CONSERVATORY.

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 building is of cement, iron and glass. It is one hundred and sixteen feet long by twenty feet wide, and has connected with it a service 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.



Greenhouse.



The Greenhouse.



The Greenhouse—Interior.



The Greenhouse—Interior.

SPECIAL FEATURES OF SUMMER SCHOOL.

1. A course of twenty recitations or lectures on nature study and science will be given by Dr. Samuel C. Schmucker, head of the department of science in the Westchester State Normal School. Dr. Schmucker has a national reputation as a lecturer and is the author of several treatises on nature study and science.

2. Musical concerts will be presented each week by Prof. Theo. E. Fitz, Musical Director. Professor Fitz is widely known as a strong platform man.

3. Several general lectures on educational topics will be given during the summer term by Dr. Snyder.

4. Receptions.

5. Excursions to see the country and mountains.

6. Rambles through the museums of the institution and talks and lectures on the use of museums in teaching children; how to collect; how to organize museums.

7. The Department of Literary Interpretation will present scenes from *The Tempest*, on the Normal School campus.

...COLORADO...
STATE NORMAL SCHOOL

12

NORMAL SCHOOL FACULTY.

1908-1909.

ZACHARIAH XENOPHON SNYDER, Ph. D., President,
Professor of Education.

JAMES HARVEY HAYS, A. M., Vice-President and Dean of
School,
Professor of Latin and School Management.

LOUISE MORRIS HANNUM, Ph. D., Dean of Women,
Professor of English and Literature.

ARTHUR EUGENE BEARDSLEY, M. S.,
Professor of Biology and Economic Biology.

WILL GRANT CHAMBERS, A. M. and M. S., Dean of
Research and Professional Work,
Professor of Psychology and Child-Study.

FRANCES TOBEY, B. S.,
Professor of Reading and Interpretation.

RICHARD ERNESTI,
Professor of Drawing and Art.

ELEANOR WILKINSON,
Professor of Domestic Sciences.

SAMUEL MILO HADDEN, Pd. B., A. M.,
Professor of Manual Training.

FRANCIS LORENZO ABBOTT, B. S., A. M.,
Professor of Physical Science and Geograpy.

ACHSA PARKER, M. A.,
Associate Professor of English and Literature.

GEORGE BRUCE HALSTED, A. B., Ph. D.,
Professor of Mathematics.

THEOPHILUS FITZ,
Professor of Vocal Music, Harmony, and History of Music.

DAVID DOUGLAS HUGH, A. M., Superintendent of
Training School,
Professor of Pedagogy.

ETHAN ALLEN CROSS, A. B., Ph. M.,
Associate Professor of English and Literature.

ABRAM GIDEON, Ph. D.,
Professor of Modern Foren Languages.

JOHN THOMAS LISTER, A. B.,
Professor of Physiology, Director of Physical Education.

LEVERETT ALLEN ADAMS, A. B., A. M., Curator of
Museum,
*Associate Professor of Biology—Nature Study—Birds
and Mammals.*

GURDON RANSON MILLER, Ph. B., A. M.,
Professor of History and Sociology.

STATE NORMAL SCHOOL,

H. W. HOCHBAUM, B. S. A.,
*Nature Study, School Gardening and Elementary
Agriculture.*

J. D. HEILMAN, Ph. D.,
Associate Professor of Psychology and Research Work.

WILLIAM B. MOONEY, Pd. M.,
School Visitor, Education.

ROYAL WESLEY BULLOCK, Ph. B.,
Training Teacher—Principal High School.

CHARLES WILKIN WADDLE, Ph. D.,
Training Teacher—Upper Grammar Grades.

EDGAR D. RANDOLPH,
Assistant Critic—Grammar Grades.

ELIZABETH HAYS KENDEL, Pd. M.,
Training Teacher—Lower Grammar Grades.

DORA LADD, Pd. B., B. S.,
Training Teacher—Upper Primary Grades.

BELLA BRUCE SIBLEY, Pd. M.,
Training Teacher—Lower Primary Grades.

ALICE M. KRACKOWIZER, B. S., B. Ed.,
Training School Supervisor of Geography and Nature Study.

ELIZABETH MAUD CANNELL, Director of Kindergarten,
Training Teacher.

J. C. KENDAL, Pd. B.,
Assistant in Music.

MARSHALL PANCOAST,
Assistant in Reading.

HARRY A. CAMPBELL, A. B.,
Assistant in Science and Mathematics.

ALBERT FRANK CARTER, M. S., Librarian,
Professor of Bibliography.

SELA BOYD, Pd. B., Ph. B., Assistant Librarian.
ALICE I. YARDLEY, Pd. B., Assistant Librarian.

VERNON MCKELVEY,
President's Secretary.

OFFICE, NORMAL BUILDING. OFFICE HOURS, 8 TO 12 AND 1:30 TO 5:30.

Information Regarding Graduation, Diplomas, Non-Resident and Summer Work, and Advanced Standing.

DIPLOMAS.

A. Normal Diploma.

I. Courses:

1. A course of work is five recitations a week for twelve weeks or equivalent. Thirty courses are necessary for graduation. Eleven are required (Psychology, Education and Teaching) and nineteen are electiv.

II. Length of Time:

1. The time required for this diploma is two years, or six terms of twelve weeks each. The two years are known as the junior and senior years.

III. Entrance:

1. A high school graduate or its equivalent can enter without examination and finish in two years.

2. A person who has had one year of college or university work can enter and finish in one year and a summer term.
3. A person who has had two years of college or university work can enter the senior year.
4. Practical teachers who are not high school graduates, who have had experience and are successful and mature, can enter and do the work for the diploma.

IV. Diploma:

1. The diploma received is a license to teach in the public schools of Colorado for life, and confers the degree of Bachelor of Pedagogy (Pd. B.).

B. Normal Graduate Diploma.

I. Length of Time:

1. The length of time for this diploma is three years.

II. Entrance:

1. A high school graduate or equivalent can graduate and receive the Normal Graduate Diploma in three years.
2. A person holding a diploma from an accredited normal school or its equivalent can graduate and receive the Normal Graduate Diploma in one year.

III. Diploma:

1. This diploma is a license to teach for life in Colorado and confers the degree of Master of Pedagogy (Pd. M.).

C. Normal College Diploma.

I. Length of Time:

1. The time for graduation and the diploma is four years. The classes are known as freshman, sophomore, junior, and senior.

II. Entrance:

1. A high school graduate or its equivalent can enter the freshman year without examination.
2. A graduate of an accredited normal school or its equivalent can enter the junior year.
3. A person holding a normal graduate diploma or equivalent can enter the senior year.
4. A college or university graduate can enter the senior year.
5. A person who has college or university credits will be given advanced standing, year for year, except the senior year, which he must take in this institution.

III. Diploma:

1. This diploma is a license to teach for life and confers the degree of Bachelor of Arts in Education (A. B.).

SUMMER AND NON-RESIDENT WORK.

1. The summer term is six weeks; the student usually takes three subjects and recites double periods, making thereby three term-credits.

2. Persons who are not so situated as to attend the regular year avail themselves of this opportunity to take the work of the school leading to graduation and a diploma.

3. What are called non-resident courses are conducted under the supervision of the school. These courses require careful study of prescribed books, writing analyses of their contents, and engaging in oral discussions of them conducted by some member of the faculty. The study of the educational problems growing out of the teacher's practical work, and the preparation of theses based upon this work will constitute a prominent feature of non-resident work.

4. Any person who desires to receive a diploma must put in at least two summer terms at the school.

5. A fee of three dollars a course, payable in advance, is charged every non-resident student. When attending the terms of the school, students pay regular fees.

ADVANCED STANDING.

1. Teachers, principals and superintendents, who are rendering eminent service in school work and who are progressive and professional, may receive credits for advanced standing, enroll and do work as non-residents and in the summer terms, which work will lead to graduation and a diploma.

2. A blank application is furnished the applicant; he fills it out and returns it to school. The credits are given by the Committee on Advanced Standing, countersigned by the President. A blank is in this bulletin.

INSTRUCTIONS FOR REGISTRATION AND NON-RESIDENT WORK.

1. Apply to the President of the School for a registration blank on Advanced Standing, Summer and Non-Resident Work, fill out and return to the President of the School.

2. Send with the blank a statement of the course or courses you desire to pursue, with fees for the same, and the probable amount of time you will have to devote to the work. An admission card with permission to begin the work will be returned to you.

3. Careful notes or outlines should be made as the reading proceeds. As each volume is completed these notes

or outlines, legibly written or typewritten, should be submitted to the committee for approval. Brevity and clearness as well as legibility are of prime importance in all written work submitted.

4. As soon as convenient after the completion of the books of a course, the student should report at the State Normal School for an oral examination in the subject matter read. The result of this examination together with the quality of the outlines and themes submitted shall determine the credit to be given. Occasionally it will be possible for our school visitor or other member of the faculty to conduct the examination at the home of the student, thus saving him the expense of a journey to Greeley.

5. All correspondence should be addressed to the School.

6. In submitting outlines, themes, or any other written work for examination, do not fail to enclose postage for return mail; otherwise the papers will not be returned to the writer.

Send for Non-Resident Bulletin.

SCOPE OF WORK.

The work done during the summer term is: (1) 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 pro-

fessional degree of Bachelor of Pedagogy. (2) 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 master's diploma. (3) The work is so arranged that persons who wish to pursue special lines may have the opportunity to do so. (4) An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach. (5) An opportunity is given to principals and superintendents to study the educational problems which confront them in their daily work. (6) An opportunity is given to regular Normal students to make up their work when, through sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.

SURROUNDINGS.

Greeley is a city of 10,000 inhabitants. It has beautiful streets bordered with trees, and comfortable homes in which the students live. There is a feeling of comfort and a spirit of culture; there is a true, social, democratic spirit pervading the institution and the community. Two hundred miles of snowy mountains are seen from the Normal campus.

Campus.

The campus is the most beautiful in the state and is as beautiful as any in the country. It is situated on an

eminence overlooking the city, and consists of forty acres of ground, improved with thousands of trees, shrubs and flowers, artistically arranged and well kept.

Buildings.

The buildings, situated in the midst of the campus, are beautiful, commodious and well equipt for the purposes for which they are intended.

This summer school is located ideally for one who wishes to spend the summer and at the same time do work, to grow, and to get credit for work.

ADVANTAGES.

Some of the advantages of the school are: A strong faculty especially trained, 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.

HISTORY OF 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 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 and Colorado & Southern railways, fifty-two miles north of Denver. The city is in the valley of the Cache la Poudre river, 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 con-

tains churches of all the leading denominations. It is a thoroly prohibition town. There are about 10,000 inhabitants.

EXPENSES.

1. Boarding and room from \$3.75 to \$4.50, two in a room. Opportunity for self-boarding for those who desire it.

2. *Tuition Free* to all citizens of Colorado. \$10.00 matriculation, physical education, laboratory and book fee to citizens of Colorado. Citizens of other states, in addition to the above, pay \$5.00 tuition fee for the summer term.

3. All students who take manual training, cooking, sewing or art, will pay a fee of \$2.00 for material.

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.

COURSES OF WORK.

Courses are offered in all of the following departments.

EDUCATION.

PROFESSOR ZACHARIAH XENOPHON SNYDER.

PROFESSOR DAVID DOUGLAS HUGH.

PROFESSOR GURDON RANSON MILLER.

PROFESSOR WILL GRANT CHAMBERS.

PROFESSOR JAMES HARVEY HAYS.

COURSES OF STUDY.

Senior. The following is an outline of three consecutive required courses:

The courses in Education are arranged for the Senior class, and are required. Education from the standpoint of philosophy will extend thru the entire year twice a week. Education from the historic standpoint will run thru one term three times a week. Education from the psychological standpoint is a course running thru one term three times a week. Education from the biological standpoint is a course running thru one term three times a week. Education from the standpoint of school economy runs thru one term twice a week.

Below will be found a general outline of work :

EDUCATION FROM THE HISTORICAL STANDPOINT.

Course 1.

The purpose of this course is to give the student an insight into the great educational ideals that have controlled the practice of the schoolroom, especially of those that play an important part in thought of the present, and to show their relation to the history of civilization, in order that he may have a more intelligent understanding of the trend of educational progress. With this end in view, little emphasis is placed upon the study of individual educators except in so far as they are representative of important educational movements. It is hoped in this way to be able to avoid the memorizing of unimportant details that too often fill the pages of text-books on this subject. Among the principal topics that will occupy the attention of the class will be the development of the Greek conception of culture, the rise of humanism, and the naturalistic scientific, psychological and sociological tendencies in education. Noted educators will be carefully studied in connection with the history of the movements with which they are associated. It is hoped that time will also permit a first-hand acquaintance to be made with the more important educational classics. Special attention will be devoted to contemporary educational thought and to the lives of prominent educators who are markedly influencing the work of the schools at the present time. In this connection a brief review will be made of the history of education in this country.

PROFESSOR HUGH.

EDUCATION FROM THE BIOLOGICAL STANDPOINT.

Course 2.

The aim of this course is to present, in one term, the conception of education as a progressive modification of a functioning organism. It will include the chief fundamental generalizations of physiological psychology, and dynamic and experimental pedagogy. Lessons, discussions, readings and themes on such topics as the interrelation of mental and motor processes, play, imitation, development of co-ordinated activities, causes and effects of fatigue, economy in learning, mental and physical hygiene, sensory and motor defects, age, sex, environment, and heredity in relation to mental progress, retention and organization of experience thru use, the educational significance of physical exercise and constructive activities, industrial and social efficiency as the end of education, will constitute the major part of the work. Constant use will be made of the training school, both as a source of problems, a place for suggestive observation, and a field for the application of conclusions. Group work on assigned topics, and carefully conducted experiments under standard conditions will supplement the more formal methods of the class room. The course will be sufficiently informal and plastic at all stages to permit its being turned into the line of dominant interest or greatest need of the members of the class.

PROFESSOR CHAMBERS.

EDUCATION FROM THE STANDPOINT OF SOCIOLOGY.

(Not given in summer session.)

Lessons, discussions, library reading and reports.

Course 3.

This course comprizes a study of education as a social function; education as the reproduction of the spiritual environment; the nature of mind; educational values; science and art in education; history in the educational scheme, its place and function; the individual and society; the school and society.

PROFESSOR MILLER.

(The following course is complementary to Courses 1, 2, and 3, in Education.)

EDUCATION FROM THE PHILOSOPHIC STANDPOINT.

(Not given in summer session.)

A.—INTRODUCTION.

- a.* Meaning of Education.
- b.* The Individual: His potential (an involution) matter, life, mind, spirit.
- c.* His Freedom: Emancipation, evolution, education.
- d.* The Mass—Its evolution.

B.—INTERNAL ENERGIES.

- a.* Evolving, or Growing. The vital, the mental, the social, the spiritual principles.
- b.* Hereditary, or Directiv: 1. Race Experiences; wonder, wander, heroic, romantic, altruistic. 2. National Experiences; national organism, national mind, national spirit. 3. Family Experiences; appearance, organic tendency, temperament, disposition, etc.

- c. Volitional: desire, deliberation, choice.
- d. Spiritual: deeper nature.

C.—EXTERNAL ENERGIES.

- a. Nature: as matter and life.
- b. Mind: man, home, church, state, society.
- c. Spirit: of nature, of mind, of civilization, of God.
 - (1). *These build the potential.*
 - (2). *They occasion its unfolding.*

D.—NATURES.

- a. The Physical Life: medium of revelation.
- b. The Mental Life: function of the Physical Life.
- c. The Social Life: opinion, institutions, civilization.
- d. The Spiritual Life: ideals, religion.

E.—LIVING MOMENTUM.

- a. Individuality: differentiation, egoism.
- b. Personality: transfiguration, humanity.
- c. Spirituality: transformation, divinity.

F.—CHARACTER—EXPRESSION.

- a. Pedagogical Graces: truth, beauty, good.
- b. Christian Graces: faith, hope, love.
- c. Motor Elements: nerve, brain, muscle.

SCIENCE OF TEACHING.

Science consists in a systematic order of things and their relations and the laws which regulate them. This is apparent in the sciences 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, and of the laws which regulate them, resulting in his development. Without psychology there can be no science of teaching.

OUTLINE OF WORK.

A.—AGENCIES INVOLVED IN EDUCATION.

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

B.—REQUISITS 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 to civilization.

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

- a. *Development of—*
 1. Body—health, sanitation.
 2. Mind—thinking, feeling, doing.
 3. Spirit—reverence, devotion, worship.

b. Participation—

1. Actualization—individuality.
2. Transfiguration—personality.
3. Transformation—spirituality.

D.—REQUISITS 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—practis.

c. Spirit must actualize:

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

d. The entire being must motorize:

1. Individualize.
2. Civilize.
3. Socialize.

E.—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.

d. Adjustment to environment and of environment to self.

ART OF EDUCATION.

A.—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.

B.—GOVERNMENT OF SCHOOL.

a. *Harmony:*

1. Object—preservation.
2. Aim—disciplin.
3. End—freedom.

C.—INSTRUCTION.

a. *Processes:*

1. Thinking.

2. Knowing.
3. Expressing.

b. Results:

1. Knowledge.
2. Power.
3. Culture.
4. Motivity.
5. Realization.

DR. SNYDER.

PRINCIPLES AND METHODS OF TEACHING

Course 1.

This course will begin with the discussion of the meaning of education in the light of the normal activities of the child and of the demands made upon him by society. From this point of view the work of the schoolroom will be considered as a means of satisfying the needs of the child and of fitting him for social service. This will lead to a brief consideration of the educational value of the different subjects of the curriculum and especially of the principles of teaching and methods of instruction which are most in harmony with the facts of child life. Lesson organization will receive careful attention and will be illustrated in connection with the teaching of different subjects of the curriculum, such as history and geography. Among the topics included in this work will be the teacher's preparation for the recitation, the outlining of the lesson, the right line of approach to the teaching of the subject, different methods of

presenting knowledge, questioning, the assignment of the lesson, the use of the study period, etc. The hygienic aspect of the various school activities will also be considered.

This course is intended primarily to help those not closely identified with the Training Department of the School to become familiar with the spirit and methods of its work. At some point in the course each member of the class will be expected to plan and teach a typical lesson for the class. Bagley's *Educative Process* will more nearly than any other one book serve as a basis for this work, but frequent reference will be made to other literature on the subject.

PROFESSOR HUGH.

PSYCHOLOGY.

At least two of the following courses will be offered; and, if there is sufficient demand, the other also.

Course 1. Physiological and Experimental Psychology.

Thru lectures, readings, discussions and dissections, a thoro study is made of the brain and central nervous system, of the sense organs, and of the relation of mind and brain. Physical growth, precocity and dullness, motor ability, and certain phases of the hygiene of instruction, attention, perception and apperception, illusions, and memory are studied in detail with numerous laboratory experiments, personal observations, and exercises in introspection. Constant use is made of a well-stocked library, and themes and note-books give evidence of work done by students.

DR. HEILMAN.

Course 2. Descriptiv and Analytical Psychology.

Using Course 1 as a foundation, this course proceeds with a study of the higher types of mental processes, such as emotion, action, thinking, self-consciousness, suggestion and imitation, and related topics. Laboratory methods are still used wherever possible, but more emphasis is placed on introspectiv analysis than in Course 1. The derivation of pedagogical principles from the natural laws of mental activity is a prominent feature of the course, and illustrations are drawn daily from school-room and playground.

DR. HEILMAN.

Course 3. Pedagogical Psychology.

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Starting with Dr. Dewey's conception of education as a "reconstruction of experience," it proceeds to show how all the sound principles of pedagogy are but aids to the mind's natural processes of reconstructing itself. From the view point of functional psychology the Herbartian formal steps are criticized and interpreted, and the culture epoch theory discust. From a study of the nature and origin of knowledge as revealed in the development of the sciences in primitiv society, the constructiv activities are found to be the true center of correlation for the studies of the curriculum, and the methods of differentiating these studies from the pupil's social-industrial activities are suggested. Formal disciplin, inductiv and deductiv reasoning, receive adequate notice. PROFESSOR CHAMBERS.

The school as a social institution naturally comes to be a conspicuous thought of the course, and the best literature along that line is read. The psychology and pedagogy of drawing, writing, reading and other school subjects are considered in their broader aspects.

SCHOOL MANAGEMENT.

Course 1.

The course offered in School Management is intended to be of practical help to teachers. All phases of a teacher's work, from the time he makes application for a position until he closes the door of his school-room at the end of the year and files his report with the proper official, are subjects of discussion. The following detailed topics indicate the character of this course:

- I. The teacher's equipment for his work.
 1. Natural fitness. His personality, aptness, adaptability, appreciation of children and his work.
 2. Diplomas, as evidences of work done.
 3. Certificates—city, county, state.
 4. Testimonials.

- II. The teacher seeking a position.
 1. Applications—by letter, in person.
 2. Recommendations—most effective, manner of presentation.
 3. Teachers' agencies or bureaus—use, abuse.

III. The teacher employed.

1. The teacher's relation and duties to the board.
2. His relation to patrons and community.
3. His relation to the pupils and the school.
4. His relation to the school property.
5. School-room and school grounds sanitation.

IV. The teacher—

1. As an instructor—class management, individual instruction, school graduation.
2. As an executiv—in the school-room, on the playground. Ability to direct and invent helpful games.

V. The teacher as a part of the educational system of his state.

1. His relation to state supervision.
2. His relation to county supervision.
3. His relation to local supervision.
4. His reports to the above authorities and care in making reports.
5. School laws of Colorado. A full discussion of these laws with an attempt at a full understanding of the essential provisions.

PROFESSOR HAYS.

BIOLOGICAL SCIENCE.

PROFESSOR A. E. BEARDSLEY.

ASSOCIATE PROFESSOR H. W. HOCHBAUM.

ASSOCIATE PROFESSOR L. A. ADAMS.

Course 1. 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.

PROFESSOR BEARDSLEY.

Course 2. Zoology.

Elementary course in zoology, including laboratory and field work.

PROFESSOR BEARDSLEY.

Course 3. Ornithology—Classroom and Field.

This course is a combination of field and class-room work, and 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.

PROFESSOR ADAMS.

Course 4. Mammology.

Study of the 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.

PROFESSOR ADAMS.

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

ELEMENTARY AGRICULTURE.

Course 5. Nature Study.

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:

1. The Nature Study Idea.—A review of the writings of Professors 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 practice 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. Two sections.

PROFESSORS BEARDSLEY AND HOCHBAUM.

Course 6. School Gardening; Outdoor Art; Elementary Agriculture.

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

PROFESSOR HOCHBAUM.

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 practical in handicraft gained 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 AND GEOGRAFY.

Course 1. General Course in 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.

PROFESSOR ABBOTT.

GEOGRAFY.

Two courses are offered in Geografy.

Course 1. Methods in Geografy.

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 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:

1. Cattle Industry.
2. Sheep Industry.
3. Cotton.
4. Mining, etc.

PROFESSOR ABBOTT.

Course 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.

PROFESSOR ABBOTT.

MATHEMATICS.

Course 1. Arithmetic.

The new methods for all the operations of arithmetic, the simplifications which are the outcome of the recent remarkable advances in mathematics. The new methods of verification. The best methods of presentation to classes. This course gives to each individual a mastery of modern

practical and technical arithmetic, an equipment not only for examination-passing, but for personally using this instrument of science as well as teaching it.

DR. HALSTED.

Course 2. Algebra and Geometry.

The ground covered in the best high schools, but presented with especial regard to the new ways of teaching and the developments of technical education. The achievement of practical efficiency and the realization of the present view-points. This is mathematics for the actual, for life, a necessary equipment and how to transmit it.

DR. HALSTED.

HISTORY AND SOCIOLOGY.

Course 1. A Course in Medieval European History.

From the fall of Rome to 1520 A. D. Growth of the Church and Empire; early European civilization, its social and economic evolution; Saracen civilization, and its relation to European civilization; the Crusades, and economic results; the Renaissance; and the Reformation.

Also discussion of high school methods, and special curricula for the grades.

PROFESSOR MILLER.

Course 2. A Course in American History, from 1783 to 1865.

Including the critical period of American history; the formation of the Constitution; the growth of nationality;

economic evolution; the westward movement; sectionalism and slavery; and Reconstruction.

Also thoro discussion of method and curricula of the elementary school.

PROFESSOR MILLER.

MYTHOLOGY.

Course 1.

An acquaintance with the body of ancient mythology being necessary to the understanding of the most ordinary literature, as well as being the most primitiv 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. Practis, under careful criticism in effectiv 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.

This is a one-term course.

PROFESSOR HAYS.

LATIN.

The department of Latin offers the following courses, each comprizing three terms:

Course 1.

An elementary course, consisting of careful study and practis in pronounciation, 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.

PROFESSOR HAYS.

Course 2.

An intermediate course, comprizing grammar reviews, including the more difficult constructions, Latin versification, and prose composition, criticizm of Roman life and customs. The texts used are readings from Cicero, Virgil, and Sallust.

PROFESSOR HAYS.

Course 3.

An advanced course, 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 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 read 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.

MODERN FOREN LANGUAGES.

Course 1. Elementary German.

For beginners. According to the method of instruction employed, 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.

DR. GIDEON.

Course 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 read is determined by the constitution of the class.

DR. GIDEON.

Courses in French.

Courses in French, analagous to those offered in German, are given, provided classes can be organized.

DR. GIDEON.

ENGLISH.

Course 1.

Grammar and composition. A course reviewing the facts of English grammar and giving systematic practice in oral and written composition. Primarily for juniors.

PROFESSOR CROSS.

Course 4.

Literature and constructive composition for the sixth, seventh and eighth grades. Primarily for seniors, and expected of all who wish to prepare to teach English in the upper grades.

PROFESSOR CROSS.

Course 5.

A study of the epic poem and the drama from the point of view of construction. This course is given as a basis for the work offered in the senior pedagogical courses. The first half of the term is occupied in a study of the Iliad. The Odyssey is required as collateral reading.

The second half of the term is devoted to an intensive study of the drama. *Hamlet* is used as the basis for the work.

PROFESSOR CROSS.

NOTE: Two of these courses will be given, and the other if wanted by a sufficient number of students.

READING AND LITERARY INTERPRETATION

Course 1. The Evolution of Expression; Interpretation.

1. Analysis of short literary units, with regard to motif 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 motifs, and (c) spontaneity, life, vigor, and variety in expression.

3. Critical analysis and interpretation of scenes from *The Tempest*.

(a) Study of structural plan and theme of play, and of function of each scene.

(b) Study and impersonation of characters.

(c) Presentation of scenes.

PROFESSOR TOBEY.

Course 2. Methods; Interpretation.

1. Selection of material for the grades.

2. Study of the Psychology and Pedagogy of Reading.

3. Discussion of various problems of interest to the grade teacher.

4. Study of *The Tempest*. (Both courses direct a study of the same drama, uniting in presenting it before the school. A different drama is studied each year.)

PROFESSOR TOBEY.

MUSIC.

Course 1. Solfeggio.

This course consists of singing while naming the notes and beating the time. It is thus that pupils learn to read in all the keys, both the major and minor modes, with equal facility—an indispensable matter for those who wish to teach vocal music in the grades. PROFESSOR FITZ.

Course 2. Methods.

a. This course is devoted to the detailed consideration of the sequential steps necessary to the presentation of the subject to classes. It outlines the logical unfolding of the subject, regards it in its correlation with the school curriculum, and further, as a subject leading to such mastery as makes it a culture study from the beginning.

b. The order of procedure in the lesson, the system necessary to follow in order to make the most of the limited time given daily in the school, the application of school music to festival occasions, the conduct of the teachers' classes, how to encourage music in the home and in the community, and, in general, all that relates to the direct application of the pedagogy of the subject is discussed in this course. PROFESSOR FITZ.

Course 3. Harmony and History of Music.

a. The knowledge of harmony enables the teacher to write readily and accurately in all the idiomatic expressions in music; to analyze music accurately, and thus better

to interpret the beauties that are inherent in music compositions.

b. The study of musical history embraces short biographies of the master musicians, the evolution of notation, music of the eleventh century and dawn of the present time.

PROFESSOR FITZ.

ART DEPARTMENT.

DRAWING.

Course 1.

The theory and practice of drawing in all its branches relating to public school work as taught in the best elementary schools of the United States, from first to eighth grades.

PROFESSOR ERNESTI.

Course 2.

A course in constructional drawing as required in connection with school work, and a course in clay building and artistic pottery making.

PROFESSOR ERNESTI.

Course 3.

A course in design, industrial and applied, combining with construction and correlating with manual training.

PROFESSOR ERNESTI.

MANUAL TRAINING.

The following courses in Manual Training are offered:

Course 1. Elementary Course in Woodwork.

This course 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 free-hand drawing in their application to constructive design and decoration. *One term. Five hours per week.*

PROFESSOR HADDEN.

Course 6. Textils.

The object of this course is to fit students to teach textiles 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. *One term. Eight hours per week.*

PROFESSOR SIBLEY.

Course 7. Development of Industrial Education.

This course includes a study of the early industrial processes of primitive people; the history, evolution and logical development of tools; fundamental and necessary

steps involved from the first crude operations to the more complex. The development of the social and artistic impulses of prehistoric people is considered in connection with the handicrafts having an intimate place in their daily life. The course also includes the history and development of the manual training notion from the economic and pedagogic standpoints, a study of the different European systems and of their influence upon the manual training movement in the United States. The four movements in the United States and their influence upon industrial development in the different schools and industries of the country receives careful consideration. *One term. Four hours per week.*

Prerequisite: Manual Training 1, 4, 5, and practical teaching experience in training department or public schools.

PROFESSOR HADDEN.

PHYSICAL EDUCATION.

The Physical Education Department aims to present two opportunities to the student taking the summer courses of the Normal School: first, the opportunity to secure for himself that recreation and enjoyment which are the rightful portion of every individual in the summer months following an arduous year; second, the opportunity to gain a knowledge of the most recent methods of satisfying the play impulse in children and to acquire insight into the large principles upon which such methods are based. These

opportunities aim to lead to widened avenues of pleasure and enlarged views of purpose.

Falling in with the former aim—pleasure—the following course is offered: Base ball, basket ball, golf, tennis, etc.

The second aim of the department necessarily presents more diversified exercise, which may be tabulated under two heads: first, routine gymnasium work; and second, the more elastic forms of physical drill. The routine gymnasium work will be of two kinds, the German and the Swedish gymnastics. Upon the latter especial emphasis will be placed for the reason that in the majority of instances, because of the scarcity of apparatus provided, teachers are required to devise their own forms of exercise. To meet the demand for pure play, games for field and gymnasium, drills, marches, folk dances, and field-day sports will be presented.

In order that the student may have an intelligent grasp of the principles underlying all physical education he will be referred to the books most recently published on the subject.

COURSES.

Course 1. Out-Door Work.

Tennis, golf, base ball, basket ball, etc.

PROFESSOR LISTER.

Course 2. Gymnasium Work.

- (a) German gymnastics.
- (b) Swedish gymnastics.

PROFESSOR LISTER.

Course 3. Games and Sports.

- (a) Games for school and gymnasium.
- (b) Field-day sports.
- (c) Folk dances, fancy steps, drills, marches, etc.

PROFESSOR LISTER.

KINDERGARTEN.

Course 2.

This is the work of the second quarter of the junior kindergarten course. It includes a study of the third and fourth gifts, the practical working out of the occupations of folding and free and needle weaving, a continuation of Froebel. Mother Play, the review of some assigned book on kindergarten methods, and practis in the playing of kindergarten and traditional street games.

PROFESSOR CANNELL.

Course 7.

This is the regular work for the second term of the one-year course for primary teachers. It includes a brief study of Froebel's theories, compared with those of school men of today, and their application to grade teaching, a

study of the theories of the value of play, the actual playing of games suitable to grade work and of important rhythms, and hand work in weaving, folding and cardboard constructions, or other materials meeting the needs of the class.

PROFESSOR CANNELL.

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.

