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State Normal School of Colorado



JUNE
1909-1910

STATE NORMAL SCHOOL BULLETIN
SERIES IX. No. 1.

Published Quarterly by the Trustees of the State Normal School
of Colorado, Greeley, Colorado.

Entered at the Postoffice, Greeley, Colorado, as second-class matter.

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NINETEENTH

ANNUAL CATALOG*

OF THE

State Normal School

OF COLORADO

Greeley, Colorado

1909-1910

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

PUBLISHT BY
TRUSTEES OF STATE NORMAL SCHOOL

1909

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ANNOUNCEMENTS.

1909-1910.

FALL TERM.

Opens Tuesday, September 14, 1909.

Closes Monday, December 6, 1909.

WINTER TERM.

Opens Tuesday, December 7, 1909.

Closes Monday, March 21, 1910.

SPRING TERM.

Opens Tuesday, March 22, 1910.

Closes Thursday, June 9, 1910.

SUMMER TERM.

Opens Tuesday, June 21, 1910.

Closes Friday, July 29, 1910.

CHRISTMAS HOLIDAYS.

Christmas Holidays from Friday, December 17, 1909, to Monday, January 3, 1910.

SPRING VACATION.

Spring vacation from Friday, March 12, 1910, to Monday, March 21, 1910.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sunday afternoon, June 5, 1910.

Class Day Exercises, Tuesday evening, June 7, 1910.

Alumni Anniversary, Wednesday, June 8, 1910.

Commencement, Thursday, June 9, 1910.

The President's Reception to the Graduating Class, Thursday evening, June 9, 1910.

Alumni Banquet, December, 1909, Denver, Colorado.

ADMINISTRATION OF SCHOOL.

I. Board of Trustees.

HON. GEORGE M. HOUSTON.....	Greeley
Term expires 1915.	
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Term expires 1915.	
HON. S. J. DONLEAVY.....	Trinidad
Term expires 1913.	
HON. L. W. MARKHAM.....	Lamar
Term expires 1913.	
HON. MILTON R. WELCH	Delta
Term expires 1911.	
MRS. THALIA RHOADS	Denver
Term expires 1911.	
MRS. KATHERINE M. COOK	Denver
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Term expires 1911.	

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J. M. B. PETRIKIN, Greeley.....	Treasurer

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MISS COOK.

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MR. DONLEAVY.

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1908-1909.

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Training Teacher—Professor of Intermediate Education.

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ELIZABETH MAUD CANNELL, Director of Kindergarten,
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WILL GRANT CHAMBERS, A. M. and M. S.,
*Dean of Professional and Research Work, and Professor
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*Principal of Elementary School, and Professor of
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Professor of Reading and Interpretation.

STATE NORMAL SCHOOL,

ETHAN ALLEN CROSS, A. B., Ph. M.,

Associate Professor of English Literature and Language.

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*Associate Professor of Nature Study, School Gardening
and Elementary Agriculture.*

LEVERETT ALLEN ADAMS, B. A., M. A.,

*Associate Professor of Biology, and Curator of the
Zoological Museum.*

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Professor of Bibliography.

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School Visitor, Professor of School Administration.

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

J. D. HEILMAN, Ph. D.,

Associate Professor of Psychology.

MARSHALL PANCOAST, B. L.,

Assistant Training Teacher High School.

ALICE M. KRACKOWIZER, B. S., B. Ed.,

Training School Supervisor of Geography and Nature Study.

SELA BOYD, Pd. B., Ph. B.,
Assistant Librarian.

ALICE I. YARDLEY, Pd. B.,
Assistant Librarian.

JOHN CLARK KENDEL, Pd. B.,
Assistant in Music.

EDGAR D. RANDOLPH,
Assistant Training Teacher—Grammar Grades.

HENRY A. CAMPBELL, A. B.,
Assistant Training Teacher—High School.

VERNON MCKELVEY,
President's Secretary.

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

EXAMINING BOARD.

1909.

MRS. KATHERINE M. COOK,
State Superintendent of Public Instruction.

MISS MARIE V. DONAHUE,
County Superintendent,
Teller County.

DR. Z. X. SNYDER,
President, State Normal School of Colorado.

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LOUISE MORRIS HANNUM.....	Dean of Women
DAVID DOUGLAS HUGH.....	Dean of Training School
WILL GRANT CHAMBERS.....	
.....	Dean of Research and Professional Work

 FACULTY COMMITTEES.

 1908-1909.

Executiv.

Function: Courses, Classification, Credits, Graduation and Commencement.

PROFESSOR HAYS, PROFESSOR CHAMBERS,
PROFESSOR HUGH.

Non-Resident and Summer School.

Function: Detail Management for Non-Residents and Summer Term Work.

PROFESSOR CHAMBERS, PROFESSOR MILLER,
PROFESSOR MOONEY.

Social Counsel.

Function: Y. W. C. A., Conduct and Interests of Girls.

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MISS WILKINSON, MISS LADD.

Business.

Function: General Program, Registration, Records and Bulletins.

PROFESSOR CROSS, PROFESSOR HUGH, PROFESSOR MOONEY.

Physical Education.

Function: Gymnasium, Athletics, Playground, Sanitation, Helth.

PROFESSOR LISTER, PROFESSOR HADDEN, MISS TOBEY,
PROFESSOR BULLOCK, PROFESSOR HOCHBAUM.

Museum.

Function: Specimens, Cataloging, Inspection.

PROFESSOR MILLER, PROFESSOR HADDEN, PROFESSOR
BEARDSLEY, PROFESSOR HOCHBAUM, PROFESSOR
HUGH, PROFESSOR ADAMS.

Educational Progress.

Function: Reports—What is Going on in Educational World.

PROFESSOR WADDLE, PROFESSOR CROSS, MISS HANNUM,
PROFESSOR MOONEY, MISS CANNELL.

Alumni.

Function: Meetings, Organization, Etc.

PROFESSOR HADDEN, PROFESSOR MOONEY, MRS. SIBLEY,
MISS LADD, MISS KENDEL.

Social.

Function: Receptions, Entertainments, and Meetings in Building.

PROFESSOR ABBOTT, PROFESSOR GIDEON, MISS HANNUM,
MISS TOBEY, MISS WILKINSON, PROFESSOR CHAMBERS.

Mentor.

Function: Student's Fund and General Welfare of Students.

PROFESSOR BEARDSLEY, MISS KENDEL, PROFESSOR GIDEON

Music.

Function: Entertainments.

PROFESSOR FITZ, MISS KENDEL, PROFESSOR MILLER,
MISS CANNELL, PROFESSOR KENDEL.

Arts Crafts.

Function: Exhibits, Buildings.

PROFESSOR ERNESTI, MISS TOBEY, PROFESSOR ADAMS.

Literary Exercise.

Function: Literary Societies, Class Play and Public Exercises of Students.

MISS TOBEY, PROFESSOR GIDEON, MISS KENDEL,
PROFESSOR PANCOAST, MISS PARKER,
PROFESSOR KENDEL.

Bureau.

Function: Placing Graduates, and Press Publications.

PROFESSOR MOONEY, PROFESSOR HAYS, PROFESSOR HUGH.

Training School.

Function: Organization, Work, Management and Growth.

PROFESSOR HUGH, PROFESSOR BULLOCK, PROFESSOR
WADDLE, MISS KENDEL, MISS LADD, MRS. SIBLEY,
MISS CANNELL, PROFESSOR RANDOLPH, MISS
KRACKOWIZER, PROFESSOR MOONEY.

Grounds.

Function: Designs, Construction and Beautification.

PROFESSOR HOCHBAUM, PROFESSOR CARTER,
PROFESSOR GIDEON.

Young Men.

Function: Organizations, Conduct and Interest of Boys.

PROFESSOR WADDLE, PROFESSOR BULLOCK,
PROFESSOR LISTER.

Library.

Function: Organization, Use, Conduct, Books.

PROFESSOR CARTER, PROFESSOR CHAMBERS, PROFESSOR
WADDLE, PROFESSOR BULLOCK, MISS TOBEY.

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





Playground.



Basket Ball.



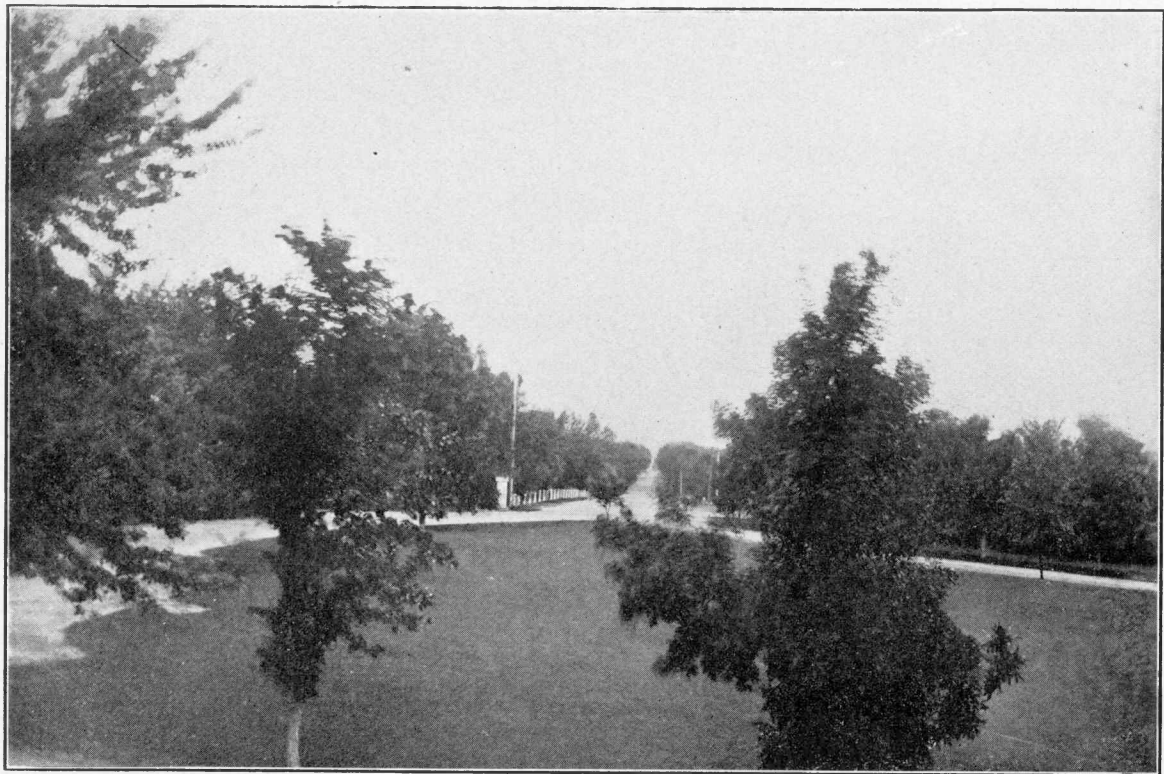
Nature Study.



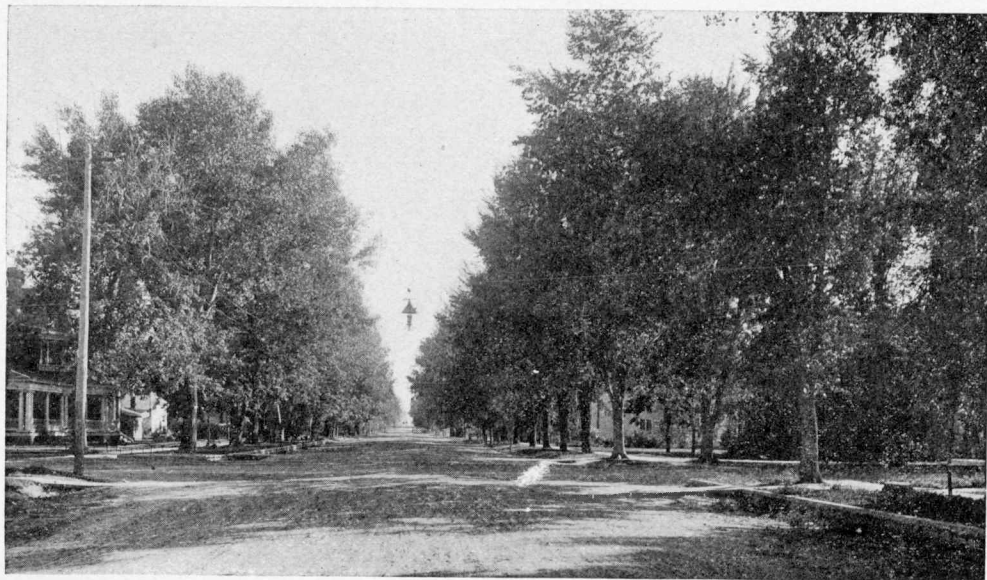
Inside of Conservatory.



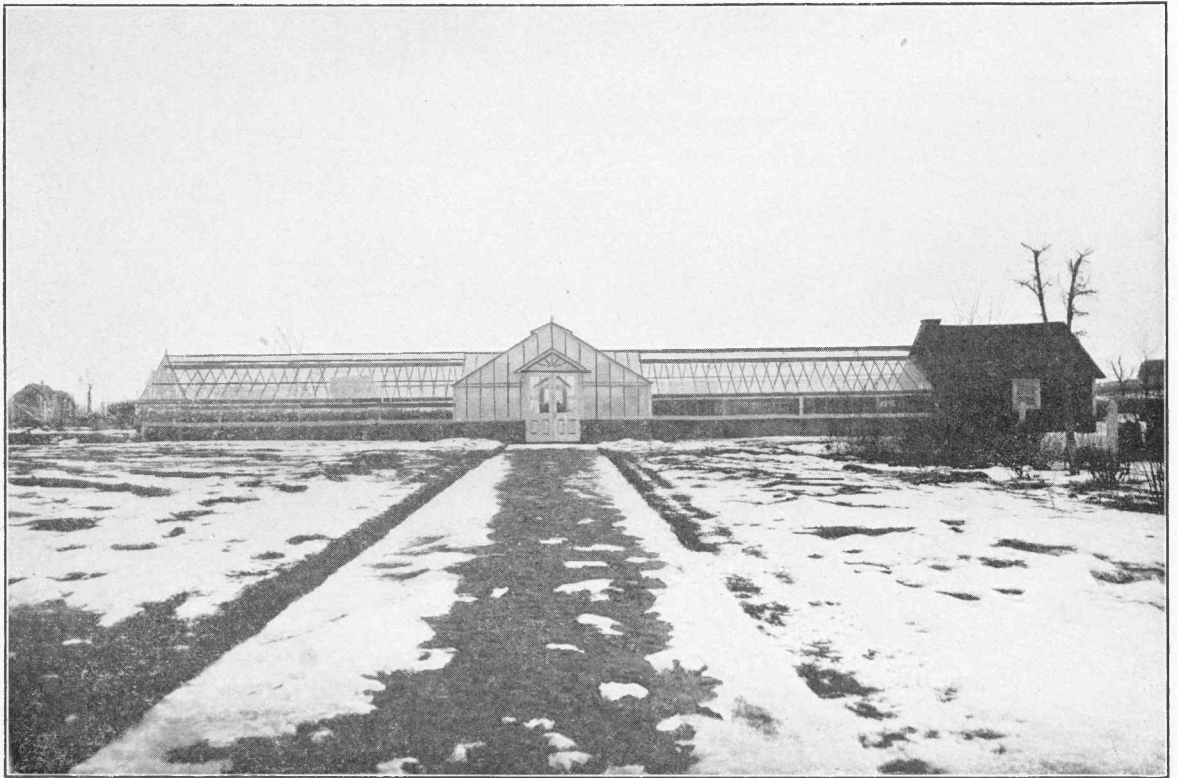
A View of the Campus from the Entrance to the Main Building.



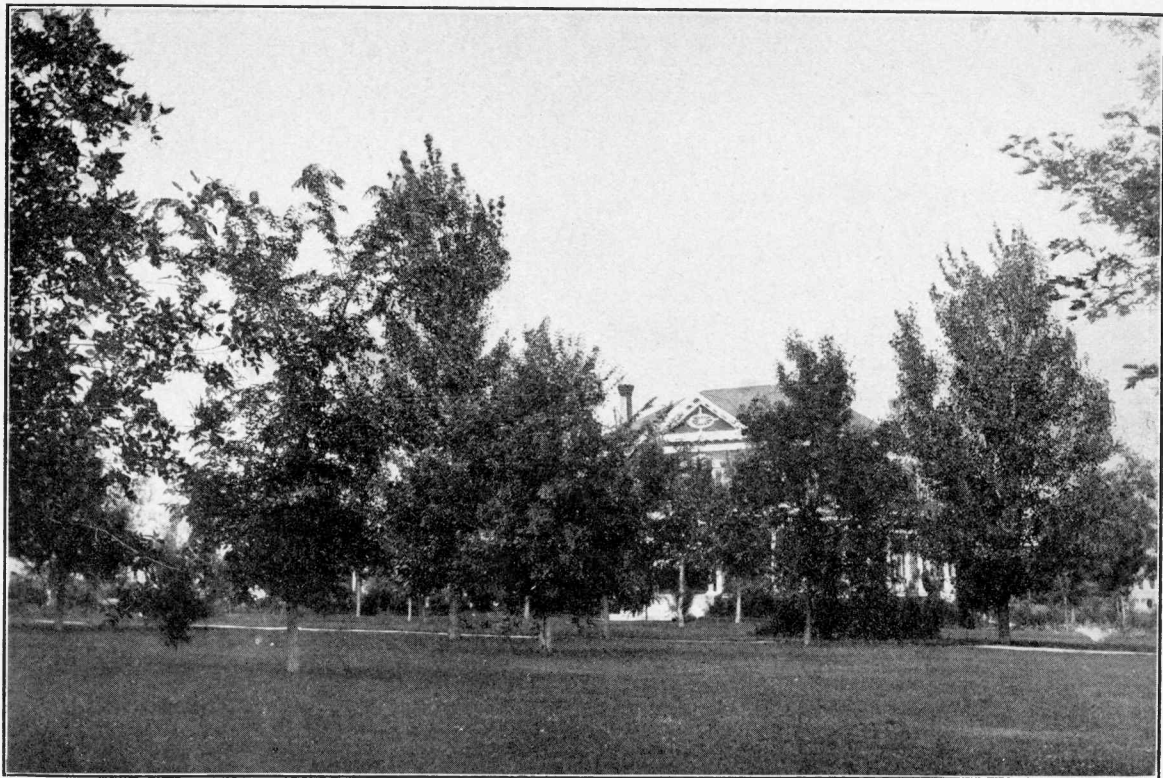
The Campus as Seen from the Main Entrance to the Library.



Tenth Avenue, Greeley, Colo.



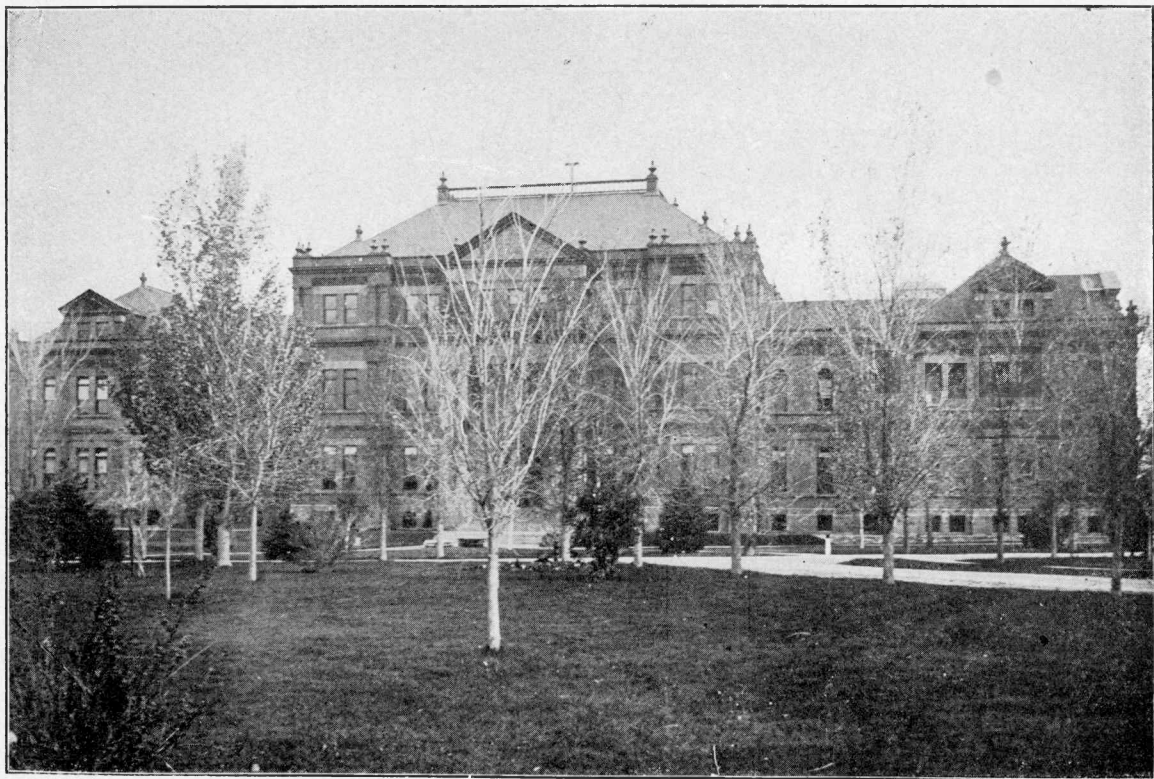
Conservatory.



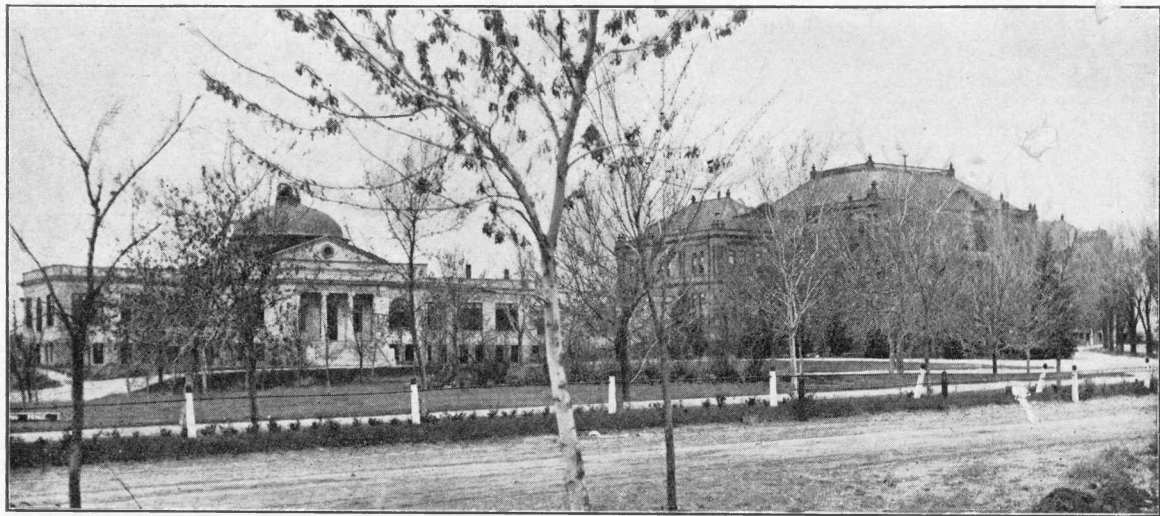
President's Residence.



Library.



Administration Building.



North Side Quadrangle.

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 re-organized 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. This 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 contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 10,000 inhabitants.

BUILDINGS.

The main building is of red pressed brick, trimmed with red sandstone. It is one of the best and most commodious

normal school buildings in the United States. It is 240 feet long. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated thruout by steam—chiefly by indirect radiation. A thoro system of ventilation is in use, rendering the building helthful and plesant. It is supplied with water from the city water works.

There is a very commodious and well arranged residence for the president. It is so arranged and equipt as to be specially suited for the various functions given to the students and faculty by the president.

The heating plant is of the most modern type, and is in architecture the same as the other buildings.

The library is a beautiful building, commodious and well adapted to the use for which it was intended. The equipment is thoro modern.

The greenhouse 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.

MAINTENANCE.

The maintenance of the State Normal School is derived from a millage of one-fifth of a mill on the dollar for the entire assessment of the state. The legislature also makes special appropriations for building and general development.

NORMAL DEPARTMENT

THE FUNCTION OF THE NORMAL SCHOOL.

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

I.—RELATION TO FACULTY.

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

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

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

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

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

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

II.—RELATION TO THE CHILD.

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

III.—RELATION TO THOSE PREPARING TO TEACH.

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

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

c. One who is contemplating becoming a teacher should have a natural fitness to teach. The student can usually feel this; but when the authorities discover in a student a lack of natural ability to make a good teacher, the fact that the student should have good health. The work of student should be informed.

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

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

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

IV.—RELATION TO THE HOME.

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

V.—RELATION TO SOCIETY.

Since the child must become an organic part of society, the teacher should have an intelligent view of the

relation of a child's education to the needs of society. The needs of the child and of society are reciprocal. The aim is to individualize and socialize the child.

VI.—RELATION TO THE STATE.

The function of the Normal School in the state is apparent. The state is interested in the education and general intelligence of all its people. To this end it founds schools and maintains a public school system. The Normal School becomes the very hart of this system. It prepares those who go out to have charge of the youth of the commonwelth.

The responsibility of no institution of learning is so great as that of a Normal School. It has a great function. It exerts its influence on the mountain and on the plain; the mining district, the stock-growing region and the agricultural sections all feel its influence. It reaches profoundly into the lives and activities of the people. It is the people's school.

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 Normal Schools or Colleges may enter the Normal Graduate course without examination.

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

6. Graduates of 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 be taken as will prepare them for the regular course.

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 doubled, enabling the student to get term course credits.

UNIT OF CREDITS.

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

COURSES OF STUDY.

I. *Regular Courses leading to licenses to teach and degrees in the Colorado State Normal School are of three kinds:*

1. Normal course.
2. Normal Graduate course.
3. Normal College course.

II. *Degrees and Diplomas:*

1. 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.

2. 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.

3. 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 the state.

III. *The work of the courses:*

A. **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.

Three term courses in Education.

Three term courses in Teaching.

One term course, in the Junior year, in observation and preparation for 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:

a. Art—Drawing, water color, oil, pottery.

- b.* Manual Training—Carving, joinery, metal work, foundry work, basketry, etc.
- c.* Domestic Science—Cooking, sewing, chemistry, sanitation.
- d.* Vocal music.
- e.* Modern Foreign Languages—German, French, Italian.
- f.* Ancient Classics—Latin.
- g.* History—Greek, Roman, Medieval and Modern, American.
- h.* Literature and English.
- i.* Physical Sciences—Physics, chemistry, geology, geography.
- j.* Sociology.
- k.* Kindergarten.
- l.* Biology—Nature study, histology, botany, zoology, elementary agriculture.
- m.* Mathematics—Arithmetic, algebra, geometry, trigonometry, analytics, calculus.
- n.* Interpretation—Reading, dramatic art.
- o.* Psychology—Experimental pedagogy, child study.
- p.* Education—Philosophy of, science of, art of, history of.
- q.* Physical Education — Physiology, gymnasium, field, play grounds.

B. 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.

C. 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.

D. Normal Special Courses.

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, and Modern Foreign Languages. These diplomas are licenses to teach.

1. 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 Committee, 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.

2. 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.

3. 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 ELECTIV WORK.

1. The professional work is required; viz: Psychology, pedagogy, education, teaching, observation, and conferences—in all, eleven term courses.
2. All other work is electiv—in all, nineteen courses.
3. No student may, without the approval of the proper faculty committee, take less than one term course nor more than two term courses in any subject, nor more than four term courses in any department.
4. Two-thirds of the courses for advanced degrees shall consist of advanced courses.

ORDER IN REGISTERING.

Students should observe the following order in registering:

1. Go to room 103 for registration.
2. Pay fees in the front office.
3. Get program and classification in room 203 A.

EDUCATION.

ZACHARIAH XENOPHON SNYDER, Ph. D.

DAVID DOUGLAS HUGH, A. M.

GURDON RANSOM MILLER, A. M.

WILL GRANT CHAMBERS, M. S., A. M.

JAMES HARVEY HAYS, A. M.

COURSES OF STUDY.

The following is an outline of three consecutiv 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.

Course 1. Education From the Historical Standpoint.

The purpose of this course is to give the student an insight into the great educational ideals that have controid the practis of the school room, especially of those that play an important part in the 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 emfasis is placed upon the study of individual educators except in so far as they are representativ 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. MR. HUGH.

Course 2. Education From the Biological Standpoint.

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.

MR. CHAMBERS.

Course 3. Education From the Standpoint of Sociology.

Lessons, discussions, library reading and reports.

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.

MR. MILLER.

Course Complementary to 1, 2, and 3. Education From the Scientific Standpoint.

(This course, two days a week throughout the Senior year, is complementary to courses 1, 2, and 3. This, together with one term each of courses 1, 2, and 3, constitute the work required of all Seniors in the Philosophy of Education.)

I. 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 health, 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 ob-

ligation of society to him; his relation to the state, and the relation of the state to him.

II. *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 as 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.

III. *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.

V. *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.

VI. *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.

VII. *Life and its evolution.*

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

VIII. *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 neurones.

IX. *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.

ART OF EDUCATION.

Organization of a School.

I. **Parts.**

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

II. Functions.

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

*Government of School.***I. Harmony.**

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

*Instruction.***I. Processes.**

1. Thinking.
2. Knowing.
3. Expressing.

II. Results.

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

Three terms.

PRESIDENT SNYDER.

PRINCIPLES AND METHODS OF TEACHING.**Course 4. Required Junior Observation.**

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.

At least two hours a week of the time of this course will be devoted to the observation and discussion of lessons taught in the training school. These observations and discussions will be in charge of a training or departmental teacher, and will illustrate the various principles and methods of instruction studied during the course.

MR. HUGH.

The following courses in Education are elective.

The courses in Secondary Education are offered, primarily, for those who are teaching, or expect to teach, in schools of that grade. Such work, however, should be useful to those who wish to gain a comprehensive view of the educational field as a unit; to superintendents and princi-

pals; and to grade teachers who often have adolescent or adult pupils. A wide reading of current educational journals will be expected as a part of the study.

Course 5. Secondary School Problems.

1. Aims of Secondary Education (Cultural, vocational). 2. The Curriculum (Evaluation of subjects, apportionment of time, length of course, etc.). 3. Discipline (as affected by adolescence, public sentiment, social spirit, etc.). 4. Organization (Interdependence of departments, elective system, the program, etc.). 5. The Recitation (Its purpose, spirit, method, etc., so far as peculiar to secondary schools).

De Garmo's "Principles of Secondary Education" will be used quite largely. MR. BULLOCK.

Course 6. Institutions and Organizations of the Secondary School.

1. Social organizations (Classes, fraternities, sororities, clubs, societies, etc.). 2. Athletics (Purpose, principles, methods, competitive games, etc.). 3. Morning Exercises (Purpose, principles involved, dominant character, as religious, educational, ethical, moral, inspirational, social, civic, etc.). 4. Literary Work (Literary societies and various equivalents). MR. BULLOCK.

Dr. Hall's large work on "Adolescence" will be a general reference.

Course 7. Evolution of the Secondary School System.

This course will be based upon E. E. Brown's book, "The Making of our Middle Schools." MR. BULLOCK.

Course 8. The Hygiene of Instruction.

The fundamental aim of this course is to acquaint teachers with the new and rapidly growing science of school hygiene in a broad sense. In the first place the simpler and better known problems pertaining to the surroundings of the child in school, as heating, lighting, ventilating, and seating of the school room will be discust. Next, the means at the teacher's disposal for the detection of common physical defects in children, especially those of the eye, ear, nose, throat, teeth, and nervous system, and the effect of such defects upon school efficiency will be treated. Teachers will learn how to detect the common school diseases and what to do to prevent the spread of such in the school.

In the second part of the course hygiene is treated as a positiv rather than a negativ science. Early education has much to do in the development of correct habits of helthful activity, both physical and mental. Pedagogical hygiene has mainly to do with the means to the development of mental and nervous helth, and to this end is concernd with the problems of nutrition and other conditions of helthful growth. The following questions will receive consideration in this connection, all from the standpoint of economy of physical and mental energy: the hygiene of study; fatigue; grading; vacations; length of the school day; length, number, and distribution of recess periods; home study; arrangement of studies in the school program; and the like. Finally, the question of economy in teaching the various school subjects as influenced by individual differences in memory type, imagination, association, and attention. The light that experimental pedagogy has to shed

upon the teaching of spelling, writing, drawing, reading, music, arithmetic, manual work, and other school subjects will be reviewed and systematized. Whenever possible the training school will be made use of to test conclusions or to make original observations or experiments.

DR. WADDLE.

Course 9. Primary Education.

This course consists of a series of practical discussions of the experiences and discoveries of the last few years in regard to children in the primary grades. An effort is made to discover the fundamental interests of children, and the form of self activity best suited to their development.

As a preparation for these discussions, students are required to make themselves familiar with the courses of study of various noted schools, as, for example, the Horace Man School, connected with the Teachers' College, the University Elementary School of Chicago, and several normal schools. The public school reports of Denver, Chicago, New York, Boston, and other large cities are likewise considered. Very briefly the trend of the work is that indicated under the following heads:

1. Discussion of the essentials of a course of study for the primary grades.

(a) Description of continued constructiv play. (b) Its value tested by its reaction upon the children. (c) Primitiv homes, caves, wigwams, Eskimo huts, industrial implements.

2. Life and interests of the children the determining guide in the work.

(a) Art. Blackboard drawing. (b) Cutting. (c) Stories in clay, brush, and pencil.

3. Reading—As a means of finding out how to play, build, draw, make.

4. Phonics. (a) As ear training. (b) As an aid to the pronunciation of new words. (c) As an aid in the teaching of spelling.

4. Language. (a) Oral. (b) Written.

5. Busy work, rug weaving. MRS. SIBLEY.

Training Teachers' Meetings.

All Training Teachers meet once a week their practis teachers. The time of this conference is devoted to the discussion of the practical problems growing out of the work of the respectiv grades.

Kindergarten Courses.

For Kindergarten courses see the outline of the work of the kindergarten department, page 96.

SCIENCE IN GENERAL.

The foundation of all knowledge consists in correctly representing sensible objects to our senses so that they can be comprehended with facility.—Johann Amos Comenius.

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

Science teaching is leading the pupil to be able to interpret his surroundings as a composite of objects and forces, and to see his own individual relation to nature, so as to be able to utilize these objects and forces and to derive a discipline and culture therefrom, whereby he may be a potent factor in the development of the race; and as a being who possesses an immortal nature, 'see in objects and forces and laws Providence, as an intelligent and supreme ruler of the universe.

This conception of science teaching requires activity upon the part of the pupil. In accordance with this view all science work is pursued; and to facilitate study, the school is provided with well equipped laboratories.

LABORATORIES.

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

Across the corridor is the *physical laboratory* and recitation room. It is fitted with substantial cherry-top tables for individual work by about thirty students at once, and has also for the instructor's use, a large demonstration table, with sink and water, drawers and closets. This room and

two others used by the instructors in biology and geography are equipt with facilities for solar projection work.

The *chemical laboratory* adjoins the physical laboratory, and is probably as conveniently arranged as that of any similar school in the country. It is furnisht with eight desks, exclusiv of that used by the instructor, having shelvs, cupboards and drawers with individual locks for three divisions of thirty-two students each. Each desk is intended for four students at a time, and has two led-lined sinks with water and gas pipes and a two-chambered ventilating hood with glass doors, led floors, and copper flues thru the ceiling for carrying off foul gases. The desks are of butternut and have renewable oil-cloth tops. The instructor's desk is similarly furnisht, but has also apparatus for the distillation of water, including a large copper retort and condenser with block tin worm. There are also tables and a work bench with a set of tools for the making of apparatus. On three sides of the room are cases with glass doors for apparatus, chemicals, and other supplies; the remaining side has blackboards, bulletin board, and keyboard.

Handsome cases all about the walls of the large corridor on this floor are also used for the larger apparatus of the departments of physics and physiology and for museum collections in natural history.

PSYCHOLOGY AND CHILD STUDY.

WILL GRANT CHAMBERS, A. M., M. S.

J. D. HEILMAN, Ph. D.

PSYCHOLOGY.

The work of this department is based on the belief that psychology is of prime importance to the teacher. It is therefore the aim to make the instruction as thoro and as positiv as possible. While all topics of the subject have a cultural value which would justify their place in a course of study, there are certain ones, the bearing of which on the profession of teaching is more direct, and these are selected for special emfasis. Slight variations are made from year to year, both in methods of instruction and in subject matter, with a view to finding the material and the method which, in the limited time allotted to the subject, will produce the most genuin and lasting interest and the clearest insight into the more common phenomena of mental life. Whatever the topic or method, the attempt is constantly made to keep the work on a practical basis, and such as can be continued when the student has left school.

No body of psychological knowledge, however* carefully acquired, can long be retaind or be helpful while retained unless it has been fitted into the personal living of the student—unless he constantly recognizes it in all his own daily perceiving, remembering, feeling, and doing, and in the expression of these activities observable everywhere

about him. As far as possible, therefore, principles are arrived at inductively, and reading and lectures are constantly supplemented by experiments and observations both in and out of class. Emphasis is continually placed on the importance of movement as the expression and the necessary completion of mental processes. Each process is studied, not only as it appears in adult life, but also with reference to its growth and its characteristics at each level of mental development as illustrated in child and animal life. The practical origin of all the conscious processes, and the unitary character of mind in all its functionings are principles upon which all instruction depends.

COURSES OF STUDY.

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 are dwelt upon in this connexion. Sensation, affection, 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 stockd library, and themes and note books give evidence of work done by students. *One term.* For Juniors. [Every Term.]

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 introspective 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 play-ground. *One term.* For Juniors. [Every Term.]

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 viewpoint of functional psychology the Herbartian formal steps are criticized and interpreted, and the culture epoch theory discussed. From a study of the nature and origin of knowledge as revealed in the development of the sciences in primitive society, the constructive 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. 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. The work is closely correlated throughout with observation of teaching in

the training school, and is expected to prepare the students to approach their own practis teaching with some mesure of confidence and appreciation of its significance. *One term.* For Juniors. [Every Term.]

CHILD STUDY.

Aim: The purpose of this study is not to turn out scientific investigators of child life nor, primarily, to add to the literature of the subject, tho the latter is accomplisht to some extent incidentally. The aim of the work in this department may be stated as follows:

a. To make the students familiar with the fundamental principles establisht by the science.

b. To show the application of these principles in practical pedagogy and school hygiene.

c. To establish a habit of careful observation and interpretation of the conduct of children.

d. To arouse that sympathy for child life which is essential to a real teacher and which can be acquired only thru carefully directed, immediate contact with children.

e. To make plain the legitimate methods of child study, in order that students may be able to determin the value of conclusions met with in their later reading and practis.

f. To conduct one careful inductiv study from beginning to end, under direction, to insure a first hand knowledge of all the foregoing points, to bring out all the difficulties incident to such work, and to give practis in weighing material and deriving generalizations.

Method: Diversity in the sources of material and in the purposes of the different courses makes a diversity in methods of presenting the material necessary. But the one insistent principle which dominates all methods is *informality*. No conventional routine nor rigid formality is allowed to stifle enthusiasm. Whatever the topic or the method, the class meets as a sort of seminar or informal club to talk the matter over in a familiar way. A formal classification of methods used thruout the courses would include: (1) Lectures, (2) Student Reports on Reference Readings, (3) Recitations from Text Books, (4) Personal Observations, Experiments, and Examinations, (5) Informal Discussions, Quizzes, etc., and (6) Papers or Theses on Topics Investigated.

COURSES OF STUDY.

Course 1. Systematic Child Study.

The course includes:

I. *Introductory lectures* on the history of the child study movement, its relation to the scientific, industrial, and educational development of the last quarter century, its chief promoters, aims, methods, and results. Readings, reports, and discussions by students.

II. *The Physical Nature of the Child.* Readings, reports, and discussions. (a) Growth, its significance; (b) Physical training, exercise, bodily attributes, etc.; (c) School hygiene.

III. *Interrelation of the Physical and the Mental.* Readings and discussions; (a) Mind and body; (b) Re-

lation of motor power and intelligence; (c) Unidexterity and ambidexterity; (d) Fatigue; (e) Psychology of writing; (f) Psychology of drawing.

IV. *Expansion of the Intellectual Life.* Lectures, readings, and discussions.

V. *Expansion of the Moral and Religious Consciousness.*

VI. *Expansion of the Social and Civic Consciousness.*

VII. *Adolescence.* Lectures, readings, and reports.

VIII. Concluding lectures on the General Psychology of Child Development.

IX. An Inductiv Study conducted by the class on some important topic. *One term.* [Fall Term.] Prerequisite: Psychology 1, 2, and 3.

Course 2. A Practical Course.

All the pupils of the Training School are examined for defects of eye, ear, nose and throat, motor ability and co-ordination, speech, nerve signs, etc. Tests of memory types are made, and the results related to age, sex, physical condition, and school standing, both for individuals and groups. Records are kept and studied by students taking the course. Primarily for Juniors. *One term.* [Fall Term.]

Course 3. Observation and Direction of Play.

Juniors are required to be present on the playground during the play hour of the training school to participate

in the children's games and to direct them when necessary. Careful observations of the children's activities and daily written reports are made, including cases of leadership, imitation, outcasts, bluffers, snobs, bullying, teasing, unusual reactions toward weaklings or cripples, playing with children of different age, etc. At a weekly conference these reports are discust, and causes and significance of reported phenomena brought out. Thru lectures and readings, the meaning of infancy and play is dwelt upon and the relation to education pointed out. This course has proved one of the most interesting and direct approaches to the observation of practis teaching in the training school. For Juniors. *Three terms.*

Note.—This course is continuous thru the year, but different groups of students are making the observation at different times.

EXPERIMENTAL PEDAGOGY.

Course 1. A Practical Course.

A. Superintendents, principals, and teachers who have a sufficient basis of scholarship and practical experience are encouraged to take up experimental investigations of problems which arise in their every-day school experience. Such studies as comparisons of progress in pupils of different races or social conditions, relation of mental and motor abilities, relation of sensory defects and school progress, fatigue, retarded pupils, mental types, correlation of different abilities, formal disciplin, individual instruction, elastic systems of grading and promotion, are suggestiv of

what will be accepted as legitimate work for this course. The school will aid by suggestions and will put investigators in touch with what has been done elsewhere along the line of the study.

B. Reading of monograph, periodical, and other literature bearing on the problem selected.

C. A thesis giving a detailed account of the investigation, its generalizations, its scientific relations, and its application to practical pedagogy.

D. An oral examination and defense of the thesis.

Prerequisites: Psychology 1, 2, 3, and Child Study 1, and 2.

BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M. S.,

H. W. HOCHBAUM, B. S. A.

L. A. ADAMS, A. M.

BOTANY.

COURSES OF STUDY.

Course 1. Elementary Botany—Plant Relations.

A study of the plants in their relations to the environment. Field and laboratory work and recitations. *One term.* [Fall Term.]

Course 2. Elementary Botany—Plant Structures.

In this course the development of the plant is considered together with its life history. The various structures

of plants are studied in relation to their functions, and the modifications of structure correlated with modifications of function and environment. Some of the higher groups of plants are carefully studied as to their characteristics. Some exercise is required in the use of keys in classification, and in determining the names of common plants. *One term.* [Spring Term.]

Courses 3, 4, and 5. Advanced Botany.

A laboratory course in advanced botany is offered, covering a general survey of the plant kingdom, ecology and experimental physiology. *Three terms.*

Course 6. Economic Botany.

Yeasts, Molds, and Bacteria.

This course is primarily for special students in Domestic Economy, but is open to students in any course. *One term.* [Winter Term.]

ZOOLOGY.

Course 1. Elementary Zoology.

An elementary course, including laboratory and field work.

Courses 2, 3, and 4. Advanced Zoology.

Advanced Invertebrate Zoology. (One-half year.)

Advanced Vertebrate Zoology. (One-half year.)

These three courses are open only to students who are candidates for graduation in the Normal Graduate or Normal College Courses. *Three terms.*

Course 5. 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.

Course 6. 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.

NATURE STUDY.

Greeley is an ideal place 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.

Course 1. Nature Study.

The theory, practice and material of nature study. A course designed to prepare 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 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.

II. 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, on field and plain.

Course 2. 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. Studies of the best native 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.

Course 3. The Principles of Agriculture.

The principles of soil, plant, and animal management. An elementary course designd for preparing teachers to teach agriculture in the rural schools. The above course must precede this.

PHYSICAL SCIENCE.

FRANCIS LORENZO ABBOTT, A. M.

PHYSICS.

Physics is studied by the laboratory method. Students here learn to "read nature in the language of experiment." They spend two hours consecutivly in the laboratory once a week, performing experiments for themselves, taking notes, making drawings and explaining what they observ. This is followd by reading from reference books and by discussions. Special attention is given to the application of physical principles in the explanation of common inventions and every-day phenomena. Illustrations of the law of the conservation of energy are everywhere sought for. The school is provided with a well equipt laboratory containing all necessary apparatus; but tho good use is made of this

apparatus, the members of the class are taught to improvise, from such materials as may be gathered anywhere without expense, apparatus which they can take into the public schools and use in performing simple experiments to explain the elementary facts of physics, chemistry, physical geography, meteorology and physiology.

COURSES OF STUDY.

Course 1. Elementary Physics.

This is practically a course in high school physics. It treats the following subjects: Electricity, light, mechanics, solids and liquids, heat, sound. *One and a half terms.* [Begins in Fall Term.]

Note.—This course extends thruout the year, the class meeting every other day, and alternates with Botany 1.

CHEMISTRY.

All chemistry is taught by laboratory work and recitations. The laboratory is fully equipt, and students are required to do individual work. Four periods per week of laboratory work are required for the first twenty-four weeks. The remaining time is spent in analytic work and requires ten periods per week. Two laboratory periods are equivalent to one class period. The subject is correlated with Physiology, Physiography and Domestic Economy, that students may make immediate use of the chemical experiments in elucidating the teaching of these subjects.

COURSES OF STUDY.

Courses 1 and 2. General Chemistry.

The following is an outline of the work for these courses:

- a. Review of properties of oxygen, nitrogen, hydrogen, and carbon.
 - b. Study of compounds of the above elements.
 - c. Relative importance of these elements and their compounds in the inorganic and organic worlds.
 - d. Writing of chemical equations and solution of chemical problems.
 - e. Characteristic acids, bases and salts.
 - f. Preparation of salts, acids and bases.
 - g. Study of the properties of typical acids and bases.
 - h. Study of properties of non-metals, metals and some of their compounds. *Two terms.* [Begins in Fall Term.]
- Prerequisite: *One-half year high school chemistry.*

Course 3. Quantitative Analysis.

- a. Twenty or more solutions, containing but one salt.
- b. Solution containing any or all of the common metals.
- c. Alloys.
- d. Baking powder, etc.
- e. Mineralogy: Blow pipe tests, heating in open and closed tubes, etc., simply to determine the names of many of common minerals. *One term.* [Spring Term.]

Prerequisites: *Chemistry 1 and 2.*

Courses 4 and 5. Organic Chemistry.

- a. Methane and Ethane.
- b. Halogen Derivatives of Methane and Ethane.

- c. Oxygen Derivatives of Methane and Ethane. Alcohols—Fermentation—Formic and Acetic Acids, etc.
 - d. Nitrogen Derivatives of Methane and Ethane, or the Cyanids, etc.
 - e. Hydrocarbons of Methane, or Paraffins.
 - f. Oxygen Derivatives of Paraffin Series, or the Higher Alcohols—Stearic Acid, Soaps, Glycerin, etc.
 - g. Carbohydrates — Glucose — Sugars — Starch — Gums.
 - h. Benzene Series of Hydrocarbons and their Derivatives, etc. *Two terms.*
- Prerequisites: *Chemistry 1, 2 and 3.*

Course 6. Physiological Chemistry.

This course aims to give a thoro acquaintance with the principal ingredients of the animal body, and of their relation to food, to tissue, and to waste. The study covers the following topics:

- a. Proteids: nativ albumen, derived albumen, globulins, etc.
- b. Carbohydrates: starches, dextrin, sugars, glycogen.
- c. Fats.

This is followed by a study of various digestive processes.

- a. Saliva and the digestion of starch by ptyalin; amylopin.
- b. Gastric juice and the digestion of proteids by pepsin.

- c. Pancreatic juice and the digestion of proteids by trypsin.
- d. Analysis and digestion of milk. *One term.* [Winter Term.]

GEOGRAFY.

FRANCIS LORENZO ABBOTT, A. M.

Course 1. Methods in Geografy.

It is customary to treat geografy under separate divisions, such as mathematical, commercial, and physical. The New Geografy treats the subject simply as geografy. The basis of the new geografy is industries and commerce. If the subject is treated from this standpoint, all the reciprocal relations of the different sections of the United States can be shown. By starting with the industries of a country we must necessarily be brought into very close relation with the climatic conditions; and the climate is very largely the result of topografy and latitude.

Whether we study the different sections of the United States or the world at large, this method will show the relations and inter-relations of the various countries.

Geografy, when properly presented, should show the great cities as they really are—industrial, political, art and educational centers, and great aggregations of people. It should show their relations, and their influence one upon another and upon the surrounding country.

Geography, when treated from the above standpoint, presents itself as it really is, a complete organic unit. It is thus removed from the list of memory studies and becomes a thought study of true educational and practical value to the child.

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 for making observations on climate, and in which the continents are molded on a large scale. *One term.*

GEOGRAPHICAL MATERIALS.

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

Daily observations are made of climatic elements, both for immediate results and as a preparation for advanced work. These observations include: thermometer readings, barometer readings; observations of direction and velocity

of wind; of clouds, rain or snow; of sun's noon altitude; of place and time of sun's rising and setting.

The laboratory is supplied with the most faithful representations of nature, such as government maps and charts, fotografas and models of actual and typical forms in nature. It also has all customary apparatus, such as terrestrial globes, a celestial globe, a black globe, a tellurian, a solar lantern, wall maps, relief maps, thermometers, barometers, hydrometers, rain gage, and a number of home-made pieces. Lantern views, fotografas, and models have become an important feature in our equipment.

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

Cabinet specimens are rapidly accumulating, and include already collections of woods, of agricultural products, and of interesting minerals. Contributions from students and all friends of the school are always welcome.

MATHEMATICS.

GEORGE BRUCE HALSTED, PH. D.

The courses in mathematics have in view giving future teachers such principles for the selection of material, and such mathematical disciplin, and such knowledge of the new methods and procedures, as will make their teaching of

arithmetic, algebra, and geometry more rational and effective. The best methods of study and the new ways of teaching are constantly inculcated.

COURSES OF STUDY.

Courses 1, 2, and 3. Elementary Algebra.

The usual high school work, including quadratics. Especial emphasis on interpretations of meaning, on the principles of permanence and the fundamental laws of freedom. Effort to develop independent thinking. Mechanical manipulation explained and utilized. *Three terms.*

Courses 4 and 5. Plane Geometry.

The equivalent of high school work. Especial emphasis on original and inventive work. The new simplifications utilized. The errors of the books still current taken as sectional material. Text: Halsted's Rational Geometry. *Two terms.* [Fall and Winter Terms.]

Course 6. Solid Geometry.

The new method dominated by the two-term prismatoid formula. *One term.* [Spring Term.]

Course 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 child. Effort to fit the arithmetic to the child instead of the child to the arithmetic. Explanation of the practical simplifications which are an outcome of the modern advance. *One term.* [Given every term.]

Courses 8 and 9. Advanced Algebra.

The usual work given in first year of college. For method of treatment, compare courses 1, 2, 3. *Two terms.* [Fall and Winter Terms.]

Course 10. Plane Trigonometry.

The equivalent of a first course in college. Logarithms reviewed. *One term.* [Given in Spring Terms.]

Course 11. Analytical Geometry.

The Yale course.

Note.—Courses in more advanced mathematics will be given as required. These will be planned especially to meet the needs of students preparing to teach mathematics in high schools.

HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A. M.

Course 1. European History.

Mediæval European history, from the fall of Rome to 1520 A. D. The Teutonic invasions; 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.

Lectures and discussion of the aims, purposes, and possibilities of history teaching. [Fall Term.]

Course 2. European History.

Modern European history from the Reformation through 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 the German States; the decadence of Spain; rise of Prussia and Russia; 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. [Winter term.]

Course 3. European History.

The history of Europe from A. D. 1814 to the present time. This course is virtually a history of the Nineteenth Century. It treats of social and political changes in England, France, Germany, Italy, Austria, Turkey and the Balkan States, Spain and Russia; the industrial and commercial relation of the world nations; the transformation of Africa; changes in the far East. In every possible related case American history is interpreted.

Lectures on teaching and preparation of teachers for grade history work of the Fall term. [Spring Term.]

Course 1. American History.

European background of American History; Colonial history, Spanish, French, Dutch, and English Colonies in America, inter-colonial relations; social life, industries, commerce; change of boundaries; and evolution of national ideas in English colonies.

Special lectures on teaching and the preparation of teachers for the grade work of the Winter term. [Fall Term.]

Course 2. 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. [Winter Term.]

Course 3. American History.

Sectionalism and slavery; economic causes of the Civil War; reconstruction and economic revolution in the South; general economic changes in the United States; national problems and the expansion of the United States as a world power.

Lectures and discussion of special grade curricula in American history. [Spring Term.]

SOCIOLOGY.

Three courses in sociology are offered. These courses comprize a connected study of social evolution in all its prominent phases.

However, each course is a separate unit in its subject matter, and is open to election by students.

Course 1. Anthropology.

Comprizing zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution 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. [Fall Term.]

Course 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. [Winter Term.]

Course 3. Economics.

Comprizing 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. [Spring Term.]

LATIN.

JAMES HARVEY HAYS, A. M.

The Latin courses, for the most part, are taken by those students who have completed three or four years of

Latin in the high school. To such students as have completed high school courses of Latin, an elective course of two years is offered. This course has been prepared from the viewpoint of the teacher of Latin, and aims to do these things: *a.* To correct careless and faulty pronunciation; *b.* to review in a critical manner the grammar of the language; *c.* to present the best methods of teaching the subject; and *d.* to afford the students an opportunity to extend their acquaintance with authors beyond those found in the high school. The texts usually read are Sallust's *Catiline*, Horace's *Odes*, Cicero's *De Senectute* and *Amicitia*, and Tacitus's *Germania* and *Agricola*.

The opportunity of teaching Latin classes in the high school of the Training Department is given to competent students. All such teaching is done under the direction, supervision, and criticism of this department.

COURSES OF STUDY.

Course 1. The Teaching of Latin.

Studies in the art of teaching Latin; instruction in the art of reading Latin; review of such parts of the grammar as seem necessary. *One term.* [Fall Term.]

Course 2. Readings from Horace.

One term. [Winter Term.]

Course 3. Readings from Cicero.

One term. [Spring Term.]

Courses 4, 5, and 6.

Readings from Sallust and Tacitus; teaching Latin in the high school of the Training Department. *Three terms.* [Begins in Fall Term.]

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 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. Practical, under careful criticism in the 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. *One term.*

**MODERN FOREIGN LANGUAGES AND
PHONETICS.**

ABRAM GIDEON, PH. D.

GENERAL STATEMENT.

The work of this department is two-fold in purpose:
(a) Cultural, (b) Professional.

(a) In accordance with the first aim the department offers instruction in Modern Foreign Languages as part of a liberal education. The elementary school teacher needs,

by way of indirect preparation for his life's work, the stimulus gained from and the broader horizon created through an acquaintance with some language other than the mother tongue. These courses are open to all students, and for work accomplished credit is given on the regular Normal diploma.

(b) The professional courses aim to provide the student with the training necessary for the equipment of a teacher of Modern Foreign Languages. In order to meet the constantly growing demand for teachers who, together with other qualifications, are also competent to give instruction in these branches, the State Normal School has incorporated into its program a course of study, the completion of which entitles the graduate to a special diploma in Modern Foreign Languages. The special certificate testifies to the ability of the teacher holding it to give instruction in the language qualified for. These courses are open to all students whose previous training shall have included the preliminary discipline necessary to furnish a basis for professional studies. In general the preliminary training required to follow the courses may be said to coincide in extent with the four years' high school course in the language selected (consult the recommendations made by the Committee of Twelve of the Modern Language Association); yet this rule will not be mechanically applied to all cases.

GERMAN LANGUAGE AND LITERATURE.

A.—PRELIMINARY COURSE OF STUDY.

Courses 1, 2, and 3. Elementary German.

Grammar, reading, reproduction, conversation, sight reading.

Text Books: Thomas's German Grammar, Part I; Thomas & Hervey's German Reader and Theme-book; Storm's *Immensee*; Heyse's *L'Arrabbiata*; Gerstäcker's *Germelshausen*; von Hillern's *Höher als die Kirche*. In lieu of the texts mentioned, others of the same character may be substituted. *Three terms.*

[This is strictly a beginner's course, presupposing no previous acquaintance with the subject.]

Courses 4, 5, and 6. Intermediate German.

Grammar (especially syntax), reading, reproduction, composition, sight reading.

Text Books: Thomas's German Grammar, Part II; reading matter selected from such works as Riehl's *Der Fluch der Schönheit*, Auerbach's *Brigitta*, Freytag's *Journalisten*, Keller's *Dietegen*, or *Kleider machen Leute*, or *Romeo und Julia auf dem Dorfe*, Meyer's *Gustav Adolf's Page*, or *Der Schuss von der Kanzel*, Heine's *Harzreise*, Schiller's *Das Lied von der Glocke* and *Wilhelm Tell*, Lessing's *Minna von Barnhelm*. *Three terms.*

[This course, conducted partly in German, is open to students who have satisfactorily completed the course outlined above or one equivalent. Correct pronunciation, knowledge of the most common grammar facts, appreciation of sentence structure are presupposed, and therefore insisted upon as prerequisite.]

Courses 7, 8, and 9. Advanced German.

Grammar and composition, reading of texts selected from the literature of the past 150 years, reference read-

ing, themes, sight reading. The literature red is chosen mainly from such works as Goethe's *Dichtung und Wahrheit* (in adequate extracts) or *Iphigenia*, or *Egmont*, Schiller's *Maria Stuart* or *Wallenstein*, Lessing's *Nathan der Weise*, or *Emilia Galotti*, Scheffel's *Ekkehard*, Freytag's *Soll und Haben* (extracts), Grillparzer's *Der Traum, ein Leben*, Heine's *Ueber Deutschland*, Hebbel's *Maria Magdalene*, a drama of Hauptmann, Sudermann or Wildenbruch. *Three terms.*

[Students in this course, conducted mainly in German, are expected to be able to read German with considerable facility. Some of the work is done under the direction of the instructor outside of the class room; some text is read aloud by the instructor in the class room, without previous preparation on the part of the student, who is subsequently required to write in German a report upon it.]

B.—COURSES PRIMARILY FOR ADVANCED STUDENTS.

Courses 10 and 11. German Lyrics and Ballads.

von Klenze's *Deutsche Gedichte* is used as a hand-book.
Two terms. [Offered in alternate years.]

Courses 12 and 13. German Classics.

Selected works of Lessing, Goethe, Schiller and Heine.
Two terms. [Offered in alternate years.]

Course 14. History of German Literature.

One term.

FRENCH.

A.—PRELIMINARY COURSE OF STUDY.

Courses 1, 2, and 3. Elementary French.

Grammar, reading, reproduction, conversation, sight reading.

Text Books: Fraser & Squair's French Grammar, Part I; reading matter selected from Modern French prose, *e. g.*, some of Daudet's short tales, Halévy's *L' Abbé Constantin* or Meilhac & Halévy's *L' Été de la Saint Martin*, Erckmann-Chatrain's *Le Conscrit de 1813*, or *L'Histoire d'un Payson*, Merimée's *Colomba*, Labiche's *La Grammaire*. *Three terms.* [Not given in 1909-1910.]

Courses 4, 5, and 6. Intermediate French.

Grammar (especially syntax), reading, conversation, composition, reference reading, sight reading.

Text Books: Fraser & Squair's French Grammar, Part II; Francois's Advanced French Prose Composition; reading matter chosen from such texts as Daudet's *La Belle-Nivernaise* or *Tartarin de Tarascon*, Dumas's *La Tulipe Noire*, Sand's *La Mare au Diable*, Saint Pierre's *Paul et Virginie*, or others of a similar degree of difficulty. *Three terms.*

[In order to enter this course the student must have satisfactorily completed the elementary course in French. Accurate pronunciation, the leading facts of grammar, and the ability to comprehend with facility ordinary literature and simple conversation are presupposed.]

Courses 7, 8, and 9. Advanced French.

Reading, composition, themes, reference reading, sight reading. The literature read in this course is chosen from classical and modern prose and poetry, some of the work being done under the direction of the instructor outside the class room. *Three terms.*

B.—COURSES PRIMARILY FOR ADVANCED STUDENTS.

Course 10. History of French Literature.

A study of a standard compendium, supplemented by extensiv reading. *One term.*

Courses 11 and 12. Modern French Drama.

Two terms. [Offerd in alternate years.]

ITALIAN.

Courses 1, 2, and 3. Elementary Course.

Grammar, reading, conversation, sight reading.

Text Books: Grandgent's Italian Grammar; Bowen's Italian Reader; De Amicis' *Cuore* (selections); Goldoni's *La Locandiera*. *Three terms.*

FONETICS.

COURSES PRIMARILY FOR ADVANCED STUDENTS.

Course 1. General Fonetics.

A study of speech sounds with reference to their physiological origin and mode of production. [Fall Term.]

Courses 2 and 3. Comparativ Fonetics.

Continuation of course one. The results arrived at thru the preceding investigation are here applied in a com-

parativ study of English, German, and French sounds. Lectures supplemented by practis in reading fonetic texts. The work is based upon Vietor's *Elemente der Phonetik*. *Two terms*. [Begins in Winter Term.]

[While course one is introductory and open to all students, courses two and three presuppose a knowledge of either German or French, and are required of all students who contemplate teaching a modern foren language.]

LITERATURE AND ENGLISH.

LOUISE MORRIS HANNUM, PH. D.

ETHAN ALLEN CROSS, PH. M.

The courses offerd in Literature and English, except course 12, fall into three classes: preparatory courses, which give the work found to be needful for the best participation in more advanced courses in literature and in teaching (courses 1, 5); pedagogy courses, which deal with material and methods from the teacher's standpoint (courses 3, 4, 2); and culture courses (courses 6, 7, 8, 9, 10, 11), which aim to develop a larger capacity to appreciate and to enjoy literature. The courses offerd for 1909-10 are listed below and also arranged by terms, in order that pupils may adjust their work with reference to the whole year, rather than term by term.

As courses are numberd by subject (grammar and composition, then pedagogy, then literature), instead of by degree of advancement, the most advantageous order of

work is here indicated. Juniors who expect to make but the two regular credits in English should take course 1, followed by course 5, those who take course 1 in the Fall term taking course 5 in the Winter or the Spring term, and those who take course 1 in the Winter term taking course 5 in the Spring term. Juniors who desire additional credits in the department may elect courses 6, 7, in the Fall and the Winter term, reserving course 5 for the Spring term; but they should not substitute these courses for course 5. Seniors who intend to make but two credits in English are advised to choose one pedagogy and one culture course. Those who wish to specialize in English may elect additional courses in either pedagogy or literature, according to their predominant aim. Course 4 may be elected for the reading by any who desire a simpler course in literature, even tho they be not chiefly interested in teaching in the upper grades or the high school. Course 12 is open to both Juniors and Seniors who have adequate preparation. Such as wish to make but one credit in English may elect any course for which they are prepared; but here there can, of course, be no question of order, except as between courses intended for Juniors (courses 1, 5, 6, 7) and courses planned for Seniors (courses 8, 9, 10, 11), courses 2 and 12 being open to both Juniors and Seniors.

Foundation Courses.

English 1.

Constructiv and functional grammar, with practis in oral composition and paragraf writing. [Fall Term.]

English 5.

Junior literature: introduction to the epic and the drama; careful reading of the *Iliad* and of *Hamlet*. Needed as preparation for both pedagogical courses and courses in literature. [Winter Term and Spring Term.]
Pedagogical Courses.

English 2.

Constructiv methods in grammar and composition. Open to Seniors and Juniors who already have a fair knowledge of grammar. [Spring Term.]

English 3.

Oral literature for the lower grades. Oral literature and constructiv work for the grades from the first to the fifth inclusiv, including the principles of story-making and story-telling for children, and the treatment of the myth, and the folk epic. Primarily for Seniors and expected of all who wish to do practis teaching in English in the lower grades. [Winter Term.]

English 4.

Literature for the sixth, the seventh, and the eighth grade. 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 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. [Fall Term.]

Culture Courses.

English 6.

The history of English literature: a reading course following the chronological development of our literature from 1400 to 1660. For Juniors. [Fall Term.]

English 7.

The history of English literature: a reading course following the chronological development of our literature from 1660 to 1892, with special emfasis on the development and teachings of the novel. For Juniors. [Winter Term.]

English 8.

Studies in the drama: the two great periods, with reading and discussion of twelv plays of to-day. [Winter Term.]

English 9.

The development of the English lyric, from the begining, thru the first fruits of the Romantic Period as expressed in Burns. [Fall Term.]

English 10.

Nineteenth Century poetry: the great elements of the Romantic Period as exprest in Wordsworth and Shelley, with some attention to Keats and Byron. [Winter Term.]

English 11.

Victorian poetry: Tennyson, Browning, and the general choir. [Spring Term.]

English 12.

Advanced composition. [Spring Term.]

READING.

FRANCES TOBEY, B. S.

The courses in Reading take cognizance of the cultural as well as the utilitarian value that Reading, as an art, offers.

a. Facility in mastery of the printed page; redy visualization and instant realization of units of thought.

b. Training in analysis of a piece of literature as an art unit.

c. Personal culture thru an approximately adequate response (vocal, bodily, imaginativ, emotional, volitional) to a wide range of beauty and truth in literature. This end is sought thru devotion to the ideal of revelation, supplanting the limited and self-centering ideal too long held for the recitation—performance. The reading class is recognized as the best means for the quickening of the social consciousness; the only legitimate end of oral reading before a class is to serv the class by directing its thinking. Realization of this higher ideal for the recitation leads to

that self-control which results only from self-surrender in obedience to truth.

COURSES OF STUDY.

Course 1. The Evolution of Expression.

A systematic, directed endeavor to reflect, for the inspiration of the class, the spirit and dominant truth of varied literary units. The ultimate end of this endeavor is growth in personal power, manifested, thru presence and address, in spontaneity, life, vigor, purpose, directness, poise.

Analysis of simple literary units: the essential truth, the parts, the servis of the parts, the relationship of the parts. (The lyric, the dramatic narrativ poem, the short story, the oration.)

Course 2. Further Advanced Reading.

Development of imaginativ, emotional, and expressiv power, thru analysis and impersonation of characters in literature. Vital picture painting. Analysis of longer and more complex literary units. (The drama, the epic, the novel.) Careful study of structural plan. Story telling, study of verse forms, arrangement and presentation, in groups, of dramatizations from standard literature. Study of courses of reading for the grades. Methods of teaching. Study of the relation of forms of expression to mental states.

Course 3. The Drama.

The technique and interpretation of the drama. Analysis and presentation of plays.

MUSIC.

THEOPHILUS EMORY FITZ, Director.

JOHN CLARK KENDEL.

The music department of the State Normal School of Colorado is open to all students alike who wish to study music and prepare themselves to teach music to the extent demanded by their grades. It aims to provide comprehensive training for students who intend to devote themselves to the profession of teaching, and who are required to teach music in the public schools of this state. A course in technical study is offered to those who desire to become supervisors of music.

COURSES OF STUDY.

Courses 1 and 2. Public School Music and Methods.

The impulse given by the early singing school, with its crude attempts to teach the reading of music by note to adults, naturally led to efforts in the same direction with children. Musical instruction in the public schools was the result. Despite the inadequate equipment and the crudity of their instruction, the early singing-masters were keen enough to perceive that music was an important part of the education of the people and began to instruct them in the essentials of musical art. In courses 1 and 2 the students are taught to read music by note at sight, to present difficult studies in melody and rhythm, and the fundamental principles of teaching as applied to musical instruction in the city and rural schools. *Two terms.*

Courses 3, 4, and 5. History of Music.

No student who is required to teach music, either vocal or instrumental, can neglect the study of musical history without serious loss. The present can be understood only in the light of the past. Musical history acquaints the student with every music loving people of the world, their musical literature and instruments, and with the origin and development of musical forms and notation from the earliest Greek scales to the present day. *Three terms.*

Courses 6, 7, and 8. Harmony, Counterpoint and Fugue.

To those who desire to become acquainted with the hidden beauties and inner workings of the art of music and acquire the ability of song-making, harmonizing, and arranging, this course is earnestly recommended. *Three terms.*

Courses 9, 10, and 11. Post-Graduate Work.

This course is especially arranged for teachers who have received credit for the foregoing courses and have been in the State Normal School one year after the degree of Bachelor of Pedagogy has been conferred. *Three terms.*

ART.

RICHARD ERNESTI.

This department offers full courses of instruction in public school art, such as is required in most of the graded

and high schools of this country, and also has a special art course to qualify graduates to act as supervisors of art education in public and private schools.

COURSES OF STUDY.

Courses 1 and 2. Elementary.

The first year, two terms, will be spent in the study of the underlying principles of art instruction, its theory and practice, consisting of drawing in pencil, charcoal, pen and ink, covering the three branches of representation; namely, pictorial art, constructive drawing, and design, in relation to the industries and life in general. Here co-relation of this branch with construction and its value in the manual arts is emphasized. The study of perspective, the use of water colors in all branches, clay building, modeling, pottery. *Two terms. Five times a week.*

Courses 3 and 4. Drawing and Painting.

Special art students take these courses. Here the Junior art student will be expected to do his academic drawing and painting in the different media. *Two terms. Five times a week.*

Course 5. Art Seminar.

This course is for both Junior and Senior special art students. Here the problems relating to the teaching of art are discussed. The course extends over the two full school years. *Given once a week. One credit.*

Courses 6 and 7. History of Art.

The work of two terms for special students of art is devoted to the history of art. Regular students are ad-

mitted to this class if they desire to attend. *Two terms. Five times a week.*

Courses 8 and 9. Advanced Drawing and Painting.

The work in the courses numbered 8 and 9 is taken by senior special students of art. Here they complete their course in drawing and painting. A given amount of work is laid out, for which two credits are given. Some students are able to meet the instructor's requirements in two terms; others require three.

MANUAL TRAINING.

SAMUEL MILO HADDEN, A. M.

MRS. BELLA BRUCE SIBLEY, P. D. M.

PRINCIPLES UNDERLYING TOOL WORK.

I. The value of tool work in the elementary school is educational; it is an expression of an impression—the realization of an idea in construction; it is only incidentally useful in an economic sense.

II. In tool work the children in the elementary school should make, not things that are ultimately useful, but such things as are useful in *their* lives *now*; then the things they make are part of *their* lives.

1. This word "useful" has been misapplied in tool work in the schools. It has been interpreted to mean "useful" from an economic standpoint.

2. The useful in tool work in the elementary school means something that touches the child's life now—gives interest—has educational value. The child may not be interested in this same object the least bit in a week, or month; but the making has served its purpose. The child has had the educational value growing out of thinking, designing, constructing and enjoying something that touches his life at the time. It may be that what he makes has also a permanent value, but this value is incidental. The more stress that is laid on permanent value, the more the economic or commercial side is emphasized.

III. As soon as the doing of a particular kind or piece of work has become automatic, it has largely reached the limit of its educational value.

IV. Tool work, to secure its highest educational value, should be correlated with other subjects, as history, nature work, science, etc.

V. The esthetic in tool work should be correlated with the work the child does, in so far as it corresponds with his development and interests. Excellent results grow out of a proper correlation of the tool work department with the art department.

COURSES OF STUDY.

Course 1. Elementary 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 constructiv design and decoration. *One term. Eight hours per week.* [Every Term.]

Course 2. Elementary Wood Carving.

This course, which is conducted by laboratory methods, includes preliminary exercises in the care and use of tools, and aims to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as applied to the special work of wood carving. The regular course in art should be taken in connection with this work. *One term. Eight hours per week.* [Fall Term.]

Course 3. Advanced Wood Carving.

This course is a continuation of the Elementary Course in wood carving and is conducted in the same manner. The work gives a greater opportunity for self-expression in the designing and carving of larger and more complicated objects, and keeps in mind the practical application of the fundamental principles enumerated in the elementary course. *One term. Eight hours per week.* [Winter Term.]

Prerequisite: *Wood Carving 2.*

Course 4. Constructiv Woodwork.

This course should be taken in connection with the wood carving courses, as the principles of cabinet and furniture construction receive special attention with a view to applying them in the construction of pieces carvd in the carving courses. Special attention is also given to the

different methods of staining and finishing woods. *One term. Eight hours per week.* [Spring Term.]

Prerequisite: *Manual Training 1.*

Course 5. A Course in Woodwork Suitable for Elementary Schools.

This course includes the planning and constructing of a series of objects suitable for the different grades, keeping in mind the following considerations: Correlation, child interest, powers of the individual, and the degree of skill required in the different constructive processes in wood-working. The course also includes methods in teaching, relation of teacher to work, discussion and preparation of materials, care of tools, and working drawings. *One term. Eight hours per week.* [Fall Term.]

Prerequisite: *Manual Training 1.*

Course 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. *One term. Eight hours per week.* [Winter Term.]

Course 7. History 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

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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 movements in the United States. The four movements in the United States and their influence upon industrial development in the different schools of the country receives careful study. This course includes the planning of manual training equipment and the development of a course of work for the different elementary grades, based upon the knowledge of the subject obtained in the pursuit of the earlier courses and a practical experience in teaching in the training school. *One term. Four hours per week.* [Spring Term.]

Prerequisites: *Manual Training 1, 4, 5, and practical experience in teaching in the Training Department.*

Course 8. Sheet Metal Working—Elementary.

This course is a laboratory course, and deals entirely with the simple processes—those suitable for the elementary school. It will include work with Venetian iron and sheet metal, and aims to create objects of artistic worth. The purpose of this course is to make evident those qualities characteristic of good design, as fine proportion, elegance of form, and correct construction. *One term. Eight hours per week.* [Spring Term.]

DOMESTIC SCIENCE.

ELEANOR WILKINSON.

COURSES OF STUDY.

Course 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. For Juniors. *One term.* [Fall Term.]

Course 2. A Continuation of Course 1.

The aim is to continue the work of food preparation in such a way as to take up and solve problems of an increasing complexity. The study of the food principles is worked out more in detail, and a broader and more comprehensive study of food stuffs is undertaken. Foods are studied as to preparation, (1) effect upon food value, (2) upon appearance and palatability; as to selection, (1) appearance, (2) season, (3) use to which it is to be put, (4) cost; as to structure and composition, digestion, food values, cultivation, distribution, and manufacture. The preparing and serving of meals to teach correct combinations of

foods is continued. For Juniors. *One term.* [Winter Term.]

Course 3. Courses in Cooking for the Elementary Schools.

The purpose of this course is to plan and work out courses suitable for the elementary and high schools in cooking and the study of food stuffs. The aim is to prepare such courses as shall meet the requirements of the city schools, the schools of the smaller towns, and the rural schools. Methods in teaching are given special attention, while the economic side of the work is carefully considered for the purpose of securing such training as is necessary to teach the work effectively when there is but a small sum available. Training is given in what equipment to buy for a given sum, as \$15 to \$25, \$100 to \$150, \$200 to \$300, \$400 to \$600, while convenient and sanitary school kitchens and kitchen furnishings, and good desk accommodations are duly considered. For Juniors. *One term.* [Spring Term.]

Course 4. Canning, Preserving, Pickling.

This work covers the work of canning, preserving, and pickling, dealing with the problems involved in these processes. Information is given concerning some of the common food preservatives and adulterations, and when possible, simple tests are made for their detection. Cand products, ketchups, fruit sauces and extracts are among the foods most commonly adulterated. A part of the time only is spent upon this phase of the work, the rest being devoted to the keeping of household accounts. The apportioning

of the income so as to cover more than the running expenses is considered, emphasis being laid upon a business-like keeping of expense accounts, and system in the general management of the work. Bills of fare for a week at a minimum cost are worked out for a given number of people, while each senior teacher keeps strict account of all expenditures connected with her teaching, always endeavoring to accomplish the greatest amount with the least expense. For Seniors. *One term.* [Fall Term.]

Course 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. For Seniors. *One term.* [Winter Term.]

Course 6. Dietetics and Invalid Cookery.

This course includes a study of dietetics, invalid cookery, emergencies, and home nursing. In the preparation of dietaries to meet the needs of the different members of the family in health, also invalid dietaries, the work is based upon previous study of foods and food preparation, physiology and physiological chemistry. Some of the factors to be taken into account in varying the food supply in health are age, habits of life, occupation, climate, season, personal idiosyncrasy, while in preparing invalid dietaries consideration must be made for the specific condition due to disease.

The aim in invalid cookery is properly to prepare and serv food for the sick, and to know something of the proper diet in special diseases.

In emergencies and home nursing, it is designd to instruct in methods of dealing with simple emergency cases, and the practical treatment of minor bodily ailments. For Seniors. *One term.* [Spring Term.]

Courses 7 and 8. Physiology and House Sanitation.

Physiology.

The study of physiology covers :

1. Physiologic ingredients.
2. Nervous system, so far as it is necessary to understand the control of function.
3. Muscular system, sufficient to appreciate the physiology of exercise and the part which muscular tissues play in heart action, gastro-intestinal action and the like.
4. Circulation.
5. Digestion.
6. Absorption.
7. Respiration.
8. Excretion.
9. Metabolism.
10. Nutrition. *One and one-half terms.*

House Sanitation.

The work in house sanitation deals with the problems of location, construction, heating, ventilation, lighting, plumbing and drainage, cleaning and cleansing agents. As a part of a term only can be given to this work, it is taken

up after completing the course in physiology. For Juniors.
One-half term.

Two terms. [Fall and Winter Terms.]

DOMESTIC ART.

COURSE OF STUDY.

Course 1. Elementary Sewing.

This course aims to instruct in the drafting and use of patterns and the making of simple garments, involving the principles of hand and machine sewing. Effort is made to raise the ideals of neatness and accuracy, to secure skill in the handling of materials, and to develop such other qualities as are necessary for the production of good work. Careful consideration is given to the adaptation of materials, trimmings, etc., for the uses to which they are to be put. Some time is devoted to patching, mending, and simple repairing. For Juniors. *One term.* [Fall Term.]

Course 2. Elementary Dressmaking.

The work of this course is a continuation of course 1, taking up the planning, cutting, fitting, and making of simple shirt-waist suits. The purpose is to teach the designing of plain garments, suitability of materials for such garments, good color combinations, and the use of line and proportion. In all the work it is designed to encourage originality based upon good judgment and to strengthen self-reliance.

The study of textil fibre is begun at this time. Cotton, flax, hemp, and other vegetable fibres, also silk and

wool are studied as to their history, distribution, cultivation, steps in milling, and the weaving of the various kinds of cloth from the same. Dye stuffs are considered, as to source, color, characteristics and effect upon fiber. For Juniors. *One term.* [Winter Term.]

Course 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 elementary 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 considered, also the correlation of this work with the other studies of the curriculum. For Seniors. *One term.* [Fall Term.]

Course 4. House Furnishings and Decorations.

This course deals with the evolution of the house and house furnishings, and with plans for the building and furnishing of a modern home. It aims to teach something of the character of the crude abodes of primitiv man, as the cave-dwellings, lake-dwellings, etc., also to consider typical homes of the Assyrians and Babylonians, Egyptians, Greeks, Romans, Teutons, English, and American homes in colonial days.

In the planning and furnishing of a modern home, there is close correlation with the earlier work of the department, and with such departments as the Art Depart-

ment, where special attention is paid to design, color, decoration, and mechanical drawing. House furnishings being under consideration, the materials (their adaptability, color, design, conformity to given space and values) for floor coverings, wall finishes and covers, curtains, draperies, furniture, and fittings in general. Thruout the course, attention is called to the ever changing relations of the home to the industrial world, also its social and ethical relations to society at large. For Seniors. *One term.* [Winter Term.]

PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A. B.

AIMS OF THE DEPARTMENT.

The aims of the department are: to train the student in correct habits of hygienic living; to develop the physical powers and helth of the individual; to qualify students to direct and conduct school gymnastics, games, and athletics; and to train special teachers in Physical Education.

EQUIPMENT.

The equipment of the department is large and in every way adequate to carry out its work. There is an examining room containing a complete set of anthropometric instruments; there is a gymnasium equipt with apparatus for all kinds of drills and in-door exercises; there is a new out-door gymnasium equipt with all the modern play-

ground apparatus; there is an excellent athletic field, with a quarter mile running track, grand stand, etc., besides several tennis and basketball courts.

All students are required to wear at physical training classes the regular gymnasium uniforms. The uniform for women consists of a blouse and divided skirt, and gymnasium shoes. The uniform for men consists of the ordinary track suit and gymnasium shoes. These suits can be secured in Greeley, but students are advised to bring with them any suits that they may own.

PHYSICAL EXAMINATIONS.

All students are required to take the physical examination. The examination is made by the director of the department, assisted by those Senior students who are making a specialty of Physical Education.

CONTESTS.

Inter-class, inter-fraternity, inter-sorority, and inter-society games are encouraged. Under proper conditions games for men are arranged with other school teams. Women are not allowed to play outside teams either on the campus or at other places, and games for women are open only to women spectators. During the Spring Term there are two class contests, one for men and one for women, the winning class in each case having its name inscribed upon the cup. To encourage the all-around development of students the Director has offered prizes to those students who win the highest number of points in the Pentathlon Contests, the events of which vary from year to year.

COURSES OF STUDY.

THEORETICAL COURSES.

Course 1. Physiology and Hygiene.*(a)* Physiology (six weeks).

Text and reference books:

Human Body (Martin).

Elementary Physiology (Foster and Shore).

Physical Nature of the Child (Rowe).

Nervous System of the Child (Warner).

(b) Hygiene (six weeks).

Text and reference books:

Personal Hygiene (Pyle).

Graded Lessons in Hygiene (Krohn).

Hygiene of the School (Barry).

Course 2. Kinesiology and Physiology of Bodily Exercises.

Text and reference books:

Special Kinesiology (Posse).

Physiology of Bodily Exercises (LaGrange).

Physical Education (Sargent).

Practical Physiology (Blaisdell).

Applied Physiology (Overton).

Course 3. Outdoor Games, Etc.

Games for the school and yard, track and field athletics. Preparation for track and field meets, and rules governing the same.

Text and reference books:

Book of Games (Arnold).

One hundred and Fifty Gymnastic Games (Boston Normal School).

Games for School and Gymnasium (Schæffer).
 Education by Plays and Games (Johnson).
 Swedish Song Plays (Bolin).
 Marching Calisthenics and Fancy Steps (Lundgren).

Course 4. Anthropometry.

Physical Diagnosis and Anthropometry. Practis in taking and recording measurements, etc.

Text and reference books:

Physical Diagnosis and Anthropometry (Seaver).

Rules for Measuring (Sargent).

Course 5. First Aid to the Injured.

Text and reference books:

Accidents and Emergencies (Dulles).

Personal Hygiene (Pyle).

Course 6. General Athletic Training.

Ancient and Modern Methods compared.

PRACTICAL COURSES.

FOR WOMEN.

Course 7. Outdoor Games.

Tennis, basketball, baseball (in-door rules), golf, gymnastic games, fancy steps, Swedish gymnastics. Junior course. [Fall Term.]

Course 8. Gymnasium and Games.

Basketball, captain ball, baseball (in-door rules), gymnastic games, dumb bells, wands, clubs, marches, drills, etc. Junior course. [Winter Term.]

Course 9. Outdoor Games.

Tennis, baseball, basketball, golf, walking, running, field day sports, playground apparatus. Junior course. [Spring Term.]

Course 10. Gymnastics and Games.

Work on ladders, poles, rings. Tennis, golf, basketball, folk dances, fancy steps, etc. Senior course. [Fall Term.]

Course 11. Gymnastics and Games.

Work on horse, ladders, bars, ropes, rings. Advanced club, dumb bells, and wands. Baseball, basketball, gymnastic games, folk dances, fancy steps, drills, marches, etc. Senior course. [Winter Term.]

Course 12. Sports and Games.

Athletic sports and playground games. Work out of doors entirely. Senior course. [Spring Term.]

PRACTIS COURSES.

FOR MEN.

Course 13. Athletics and Games.

Football, tennis, basketball, golf, Swedish gymnastics, gymnastic games, etc. [Fall Term.]

Course 14. Gymnastics and Games.

Basketball, indoor baseball, apparatus work, indoor athletics. [Winter Term.]

Course 15. Athletics and Sports.

Baseball, track and field athletics, tennis, golf, etc. [Spring Term.]

KINDERGARTEN DEPARTMENT.

ELIZABETH MAUD CANNELL, DIRECTOR.

In the evolution of public education it is becoming apparent that the kindergarten is to serv as a transition from the home to the primary school. It servs to initiate the child into the long establisht primary school, just as industrial education initiates it into civil society.

The school law makes the kindergarten a part of the educational system of the State of Colorado. Hence, there is a demand thruout the state for well-equipt kindergartners. To this end the Normal School has increast the efficiency of its Kindergarten Department, and its primary purpose is to give a strong and thoro theoretical and practical training for teachers of kindergartens.

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

KINDERGARTEN COURSES.

ENTRANCE REQUIREMENTS.

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

satisfactory, the applicant by taking lessons and practising at least one hour a day may overcome this condition. At the close of the Senior year each student is required to play music suited to the various needs of the kindergarten, as found in such books as Miss Hofer's volumes of Music for the Child World, and the best kindergarten song books.

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

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

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

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

COURSES OF STUDY.

Course 1. Kindergarten Theory.

Discussion of practical child-training questions, based upon the observation of the children in the kindergarten, supplemented by the student's recollection of his own childish interests and pleasures. The discussions will include such topics as the significance of physical activity, proper means for securing motor co-ordination, the uses and limitation of imitation, the proper training of the

senses, etc. From a first hand discussion of such topics, the student will pass to the study of Froebel's *Mutter und Kose Lieder*, which embodies his philosophy of child nature. Abstracts will be written on each song.

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

Occupations—Theory and practical working out of perforating, sewing and intertwining. These, in connection with all kindergarten occupation, are used as points of departure for the general construction work of to-day with the effort to use chiefly nature's materials and those found in the usual home surroundings.

Games—"In the Gifts and Occupations the child becomes conscious of his will as a power over matter to convert it to use. In the Games and Plays he becomes conscious of his social self, and there dawns the higher ideal of a self that is realized in institutions." The chief value of Froebel's system lies in the Plays and Games rather than in the Gifts and Occupations; therefore, especial emphasis is placed on developing the play spirit of the student. Games are played which secure large, broad movements, general motor co-ordination and quick reaction time. The traditional street games of children form the point of departure, and competitive games with the ball are emphasized. For Juniors. *One term.* [Fall Term.]

Course 2. Kindergarten Theory.

Mutter und Kose Lieder continued.

Gifts—Theory and practice with the third and fourth gifts.

Occupations—Free-hand and needle weaving, and folding.

Games—Traditional street games continued. Circle kindergarten games strest, dramatization of natural forces of the industrial world, etc. Finger plays. For Juniors. *One term.* [Winter Term.]

Course 3. Kindergarten Theory.

Mutter und Kose Lieder continued.

Gifts—Theory and practis with the sixth and seventh gifts.

Occupations—Theory and practical work in cutting and in poster work.

Games—Games cultivating rythm; simple hand and foot movements workt out spontaneously and in sequences. Utilization of such traditional rythms as “bean porridge hot.” Each student will originate a game to be tested in class. Theories of play advanced by Spencer, Groos and others, discust and compared.

Observation—Students observ in the kindergarten according to outlines given them in their work in pedagogy. This is followd by a critical discussion of the work seen. For Juniors. *One term.* [Spring Term.]

Course 4. Kindergarten Theory.

Froebel’s *Mutter und Kose Lieder* continued.

A fuller treatment and more discussion of the modern views of the psychological questions there treated.

Froebel’s Education of Man—A careful study of the first division as the ground work of kindergarten philosophy with parallel reading from educational writers of to-day.

Theses will be written on selected topics making practical application to the problems of daily teaching in kindergarten and beyond.

Gifts—Theory and practis with gifts dealing with the line and the point.

Occupations—Peas and cardboard modeling. Color and poster work.

Program—Advanced work. Discussion of daily difficulties. Constant practis in making subject plans and lesson plans, utilizing the “formal steps” as far as they are helpful to the spirit of the kindergarten.

Games—Same as Junior work.

Stories—Method in story telling. Adaptation of stories for kindergarten use.

PRACTICAL WORK IN KINDERGARTEN.

Each student has ample opportunity to carry out with the children the theoretical knowledge she has gained, not only at the tables, but in telling stories, teaching songs, conducting morning circle, march and games. *One term.* [Fall Term.]

Course 5. Kindergarten Theory.

Mutter und Kose Lieder continued.

Education of Man—Part two in some detail. Topics from the rest of the book assigned for individual work, relating with modern school methods.

Program—Continued. Discussions of Kindergarten organization, mothers' meetings, etc.

Games—Same as Junior work.

Teaching in kindergarten continued. For Seniors.
One term. [Winter Term.]

Course 6. Kindergarten Theory.

This now centers itself about the practical work of the kindergarten and the problems it suggests. Program and story work will be continued.

Teaching in kindergarten continued. For Seniors.
One Term. [Spring Term.]

Course 10. Program Making and Story Telling.

A discussion of the value and limitations of a formal program. Practis in making outline for a year's work in the kindergarten. A study of source materials and of the programs of representativ schools.

The subject matter of the different compilations of kindergarten stories will be studied comparatively and discuss as to form and content. Original stories and adaptations will be presented in sketch form for discussion, and then tested by being told to the children. For Seniors.
One term.

Courses 7, 8, and 9. Kindergarten for Primary Teachers.

Realizing that the educational sentiment of to-day asks that all teachers have at least a general understanding of Froebel's philosophy, and also that the best primary positions are open only to those who can make close connection with public school kindergartens, an electiv course is offerd to prepare Normal students to meet these requirements. This is a one-year course giving the same credit as other electiv courses, and is designd especially to meet the need

of those preparing for lower grade work. The work is similar to that of the special kindergarten course in the Junior year, but less minute. It aims to give a general survey of kindergarten philosophy as it relates to general educational theories, with discussions on the resulting reconstruction of school curricula and methods. The kindergarten hand work is selected and adapted to primary needs. The course in games and rythms corresponds to that of the Junior year. Observation in the kindergarten is required, followed by interpretativ and critical discussion with the supervisor. *Three terms.*

GENERAL KINDERGARTEN OBSERVATION.

It is a necessary part of the pedagogical training that the principles and practis of the kindergarten be understood by all the graduates of the school. Hence in connection with their pedagogical seminars all the students of the Normal School occasionally observ in the kindergarten room. This is followd by critical discussions of the work seen.

THE TRAINING SCHOOL KINDERGARTEN.

The morning kindergarten gives opportunity for putting into practis the principles and instructions given in the theoretical work. One is useless without the other. The points made under the Training Department are equally applicable in the kindergarten. The real center about which all the kindergarten work revolves is the child's instinctiv interest in nature and life, and it is the

endeavor of the kindergarten to make the child's contact with nature as close and vital as possible. To this end each child has a garden plot in which he digs, sows seed, and watches and tends the growth of his plants. This garden work is the basis of much of the nature work with the children.

"It is of the utmost importance that children should acquire the habit of cultivating a plot of ground long before the school life begins. Nowhere as in the vegetable world can his actions be so clearly traced by him, entering in as a link in the chain of cause and effect."—FROEBEL.

As many animals as possible are cared for by the children. When the wether permits, the games and work are carried on out of doors.

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

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

MOTHER'S CLUBS.

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

Frequent requests have been made of the supervisor of the Kindergarten Department for suggestions and plans of work in regard to mother's clubs. These have led us to attempt to do some work in this line by correspondence. It is proposed to furnish clubs that may desire it with such subjects for discussion and study as are relativ to child study. All this may be arranged by correspondence.

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

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

THE LIBRARY.

ALBERT F. CARTER, M. S., Librarian.

SELA BOYD, PH. B., Assistant Librarian.

ALICE E. YARDLEY, PD. B., Assistant Librarian.

For the use of all connected with the school there is an excellent library and reading room, containing about thirty

thousand volumes. This is housed in a splendid new library building closely adjoining the main building, and constructed in the most approved form, with all modern conveniences. It is well lighted, ventilated, and heated, and with its spaciousness and artistic features is well suited to provide a comfortable and attractive environment for readers. Because in the selection of books there has been careful adaptation to the actual needs of the readers, the library has become an essential feature of the school. The shelves are open to all, and no restrictions are placed upon the use of books, except such as are necessary to give all users of the library an equal opportunity and to provide for a reasonable and proper care of the books.

The library is particularly strong in the reference section. Among the reference books are the following: Encyclopedias—the new International, the Encyclopædia Britannica, Encyclopædia Americana, Johnson's, People's, Iconographic, Universal, Young People's, American, etc. Dictionaries—the Century, the Encyclopædic, the Standard, the Oxford, Webster's, Worcester's, etc.; dictionaries of particular subjects, as Architecture, Education, Horticulture, Painting, Philosophy, Psychology, Technology, etc.; Lippincott's Gazetteers; Larned's History of Ready Reference; Harper's Cyclopædia of United States History, etc.

The library subscribes regularly for about three hundred and twenty-five of the best magazines and educational journals. It also receives, thru the courtesy of the publishers, most of the county papers of the state and many of the religious papers of the country. As volumes of the

leading magazines are completed, they are bound and placed on the shelves as reference books, forming a magnificent collection such as is rarely seen in any library. To facilitate the use of periodicals, Poole's index, Reader's Guide, and many other good indexes are provided.

In the library are to be found many rare and valuable works, such as Audubon's Birds of America, Audubon's Quadrupeds of North America, Sargent's Sylva of North America, Buffon's Natural History, Nuttall and Michaux's North American Sylva, Linnæus' General System of Nature, and the works of Kirby and Spence, Cuvier, Jardine, Brehm, and others.

In addition to the general library, there is a section of government publications containing a nearly complete series of congressional documents and departmental publications. Most of these publications are received regularly by the school.

LIBRARY WORK.

This work is intended for those who wish to get a better understanding of library methods, and for the prospective teacher who wishes to connect more vitally the school-room and the library as a co-operative means of education. It aims to aid them in the selection and care of books and material for their school libraries, and to enable them to make a more intelligent use of the library. This work can be elected as part of the industrial work of the school, for which credits will be given. No complete course or library diploma will be given.

The work will include selection of books for purchase, mechanical preparation of books for actual use, the making of library records, cataloging and classification according to subjects, arrangement of books on the shelves, with labeling devices and numbers for the ready finding of books. There will also be practical work in charging out books, checking in, etc., with practice in the use of reference books and indexes as an aid to the general reader. It is expected that by the actual participation in library work, students will gain a practical knowledge of library methods, and of the means of acquiring and rendering available all possible information, as well as a love and respect for books.

In addition to this work as an elective, general instruction is given to all students in the practical working of the library, and as to the best means of making ready use of its material. This instruction is given in the form of lectures to classes from time to time in the library, with practical problems to be worked out by the students.

TRAINING DEPARTMENT

FACULTY OF TRAINING DEPARTMENT.

ZACHARIAH XENOPHON SNYDER, Ph. D., President.

EDUCATION.

DAVID DOUGLAS HUGH, A. M., Dean of the Training School.

ROYAL WESLEY BULLOCK, Ph. B., Principal of High School.

CHARLES WILKIN WADDLE, Ph. D., Principal of the Elementary School.

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

DORA C. LADD, Pd. M., A. B., Training Teacher—Primary Grades.

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

ELIZABETH MAUD CANNELL, Director of Kindergarten.

ALICE M. KRACKOWIZER, B. S., B. Ed., Supervisor of Geografy and Nature Study.

EDGAR D. RANDOLPH, Assistant Training Teacher—Upper Grammar Grades.

SUPERVISORS.

JAMES HARVEY HAYS, A. M., Latin.

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erature.

TRAINING DEPARTMENT.

IMPORTANCE OF A TRAINING DEPARTMENT.

A training department has long been regarded as an essential part of the equipment of a normal school. The work of this department is the center of interest in all the activities of the larger institution with which it is connected. The problems it presents intensify the interest in every other department, and upon the solution of these problems should be focust the academic and professional training of all members of the school. It is essential, therefore, that every teacher and pupil should be brought into the closest possible relations with the work of this department, and should enter into its activities in a spirit of harty coöperation.

ORGANIZATION.

The organization of the Training Department of this Normal School is intended to facilitate this coöperation. For the accomplishment of this purpose all grades are represented, from the kindergarten to the high school inclusiv. These grades are directly in charge of training teachers and their assistants. The heds of departments in the Normal School, moreover, assist in the teaching of their own subjects in the Training School. This relation of departmental and training teachers is not intended to destroy the spontaneity of the latter, but to secure for the work of this department both the broader knowledge of the

specialist and the practical experience and professional insight of the training teacher. This interaction of different persons concerned with the work tends also to keep alive a healthy interest both in the advancement of knowledge along special lines, and in the practical problems of school organization and methods of instruction.

The Normal School student comes into contact with the work of this department both in his Junior and Senior years. In the former he spends two hours a week in the observation of the teaching of the children in the Training School. These observations are conducted in a systematic manner in connection with the Junior course in psychology and pedagogy. Each observation is in charge of a teacher of the training or of an academic department, and is followed by a discussion of the merits of the lesson. In the Senior year the student teaches a lesson each day under the direction of the same teachers. The subject and the grade are changed each term. In this way the student acquires during the course of the year considerable experience in the planning and teaching of lessons and in the management of children. By means of personal conferences and teachers' and supervisors' meetings the necessary criticisms are given. Consequently the young teacher is enabled to make more rapid progress in acquiring the art of teaching than when thrown solely upon his own resources in a school of his own.

THE CURRICULUM.

Among the more important problems that demand attention is the organization of the curriculum. The con-

sideration of this subject has become all the more necessary on account of the many new subjects that have been introduced into the schools in recent years. These subjects now make so great a demand upon the time and energy of the child that the educational value of each new claimant to a place in the curriculum must be carefully scrutinized. No new subject should be added unless it satisfies two requirements: First, it must develop and enrich the inner life of the child; and, second, it must help him to become a more useful member of society. In proportion to its value for the realization of these purposes a subject is worthy of consideration.

Tested by these standards most of the newer subjects have fairly well established their right to a place in the curriculum, though their relative value is yet a matter of doubt. Accordingly, the subjects selected for the curriculum of the Training Department include all those now taught in the more progressive schools. In addition to the three R's, literature, drawing, picture study, music, history, geography, nature-study, manual training, domestic science and art, and physical training are represented practically in every grade during at least a part of the year. This does not mean that the traditional subjects are eliminated, but they are taught more largely as tools for the mastery of the content subjects. The child has consequently a more natural motive for studying the formal subjects, and can master them in a shorter time. The elimination of many useless details in such subjects as arithmetic, geography, and history also helps to make room for a larger variety of material.

CORRELATION OF SUBJECTS.

The main solution of the overcrowding of the curriculum, however, must be sought in a closer relation of the subjects taught. This is a problem of primary importance, and is a much larger question than merely the relation of the formal to the content subjects. The different subjects in the curriculum represent different aspects of the environment of the child, and in view of that fact should form an organic unity. They should be to the child simply inter-related parts of his experience. To accomplish this end there is very little differentiation of subjects in the primary grades. In the third and fourth grades the differentiation is more obvious, but the subjects are still taught in close relation to each other. In the study of primitive, pastoral, and agricultural life, for example, literature, art, reading, nature-study, arithmetic, and industrial work are all very closely related because they all are organic parts of the life the child is living. In the upper grades a greater amount of differentiation occurs, but helpful relations between the subjects are still maintained. During the past year or two especially, considerable reorganization of the curriculum has taken place with a view to bringing the subjects into more organic relations with each other. While this work is not wholly completed, a marked improvement in this direction has been effected.

METHODS OF INSTRUCTION.

In the work of instruction the self-activity of the child is considered of paramount importance. Hence a great deal of emphasis is placed upon the various modes of ex-

pression, as oral and written language, drawing, painting, making, modeling, and dramatic representation. Industrial work is given a prominent place in the curriculum. This is intended to enable the pupil to secure a more intelligent understanding of the subjects he is studying by affording him more natural conditions for mental activity. All subjects are approacht, as far as possible, from the functional point of view. Uses and activities are considered before structure. This is true both in subjects that deal with natural phenomena, as nature-study and geography, and in humanistic subjects, as literature, grammar, and reading. Thus the aspect of the subject which elicits the strongest interest of the child and calls forth the greatest activity is approacht first.

THE PROGRAM.

The program of studies in the Training Department has of necessity to be governd in part by that of the Normal School. It has been found possible, however, so to adjust the two programs that no serious inconveniences result to either. While in general the forty-five minute periods of the Normal School are observd in the Training Department, in the lower grades two or more lessons are given during this time. In the higher grades one subject as a rule is taken up during this period, but as far as possible ten or fifteen minutes of this time is devoted to a study of the lesson. The length of the lesson can, consequently, be adjusted to the needs of the pupil. The morning hours as a rule are devoted to the more difficult and abstract subjects, while the later hours of the day are occu-

pied chiefly with industrial work, nature-study, drawing and other studies that admit of a greater amount of muscular activity.

THE HIGH SCHOOL.

The High School is an integral part of the Training Department, and, like the Elementary School, offers opportunity for the training of student teachers. It differs very considerably in its organization from schools that are intended primarily to fit young people for college. This is manifest in the more generous provisions for electives, in the dominant character of the courses that are offered, and, to some extent, in the methods of instruction. Less emphasis is placed upon the traditional subjects of the preparatory school, taught chiefly for their disciplinary value, as the formal study of mathematics and the classics, while more value is attached to subjects that are directly helpful in fitting young people to become intelligent members of society. Accordingly, such subjects as social economics, industrial history, commercial geography, household sciences and art, applied physics, and various forms of manual training are given much attention. The so-called culture subjects are not neglected. Literature, history, and art occupy a prominent place in the curriculum. While considerable liberty is allowed in the choice of electives, students are required to choose the larger part of their studies from a few groups of closely related subjects. In this way liberty of choice on the part of the pupil is not incompatible with a systematic organization of the subjects pursued. For examples of such groups of studies see the high school curriculum on page 164.

THE KINDERGARTEN.

The kindergarten, like the high school, is an organic part of the Training Department. It is intended that the transition from the kindergarten to the first grade shall be as easy and natural as that between any other two grades. The work of the kindergarten is open to the observation of students during the Junior year, just the same as that of any other part of the school. Students specializing in the kindergarten teach one term in the primary grades in addition to teaching thruout the year in the kindergarten. In this way a closer relation is established between the kindergarten and the primary grades.

LITERATURE AND ENGLISH IN THE GRADES.

Among the different aspects of the environment of the child, it is the ideal and spiritual, not the factual, which are properly presented thru the artistic story. Since, then, only the need for treatment which reaches the imagination and the emotions properly engages the department of literature, the handling of material adapted to the general purposes of the curriculum will be, especially in the lower grades, divided between the History and the English departments according to the dominant interests to be served. It will accordingly be understood that whatever subject-matter is taken over by the department of literature will be presented, not in mere chronicle, nor, except for needful transition and interpretation, in exposition, but in appropriate literary form—artistic story, poem, or drama. When, as often happens in the lower grades, pieces are not to be found which present the ideal aspects of the material to be

used in a manner suitable to the child, pupil teachers are encouraged and aided to construct such pieces, arranging, working over, and illuminating the factual matter until the desired impression is attained. This characteristic function of seeking to realize in appropriate forms the feeling elements of experience does not, however, prevent the English department from attempting to develop thru structure, close motivation, and the various aspects of form, those subtler intellectual activities for which the appreciation and study of literature has always afforded the most perfect training.

A constant factor of all English work is composition, chiefly oral in the lower grades, the effort being to develop more individual and constructiv features as pupils gain in the power to embody the more significant features of their own experience. The impulse to draw and to make dramatic representation is encouraged for vivifying and adding variety to self-expression. The aid given by the study of form is afforded by oral development of the paragraf from the third grade, by attention to the function of the steps of the narrativ, and thru constant emfasis on the need for unity and close connection. In this part of the work grammar facts and rhetoric facts are interrelated and taught from the standpoint of their use as tools for more adequate expression. While grammar is thus nowhere taught for its own sake, the effort of mastering English syntax as a vehicle of expression is aided, from the fifth grade on, by some systematic instruction in the structure and types of the sentence and in the common form of words as used in the sentence.

FIRST YEAR.

Purpose: To enrich the child's participation in the primary human experiences that center in home by presenting these in simplified form thru the life and activities of birds.

Material: Stories of seeking the home spot, biding, adapting the home to the young, providing food, garding and teaching the little ones; of bird language, of coöperation between birds and men, of change of home (migration).

SECOND YEAR.

Purpose: To promote natural sympathies by presenting in somewhat idealized form those aspects of primitiv life which best show fundamental and simple human experience.

Material: More emotional expression in artistic story, song, dance, and primitiv ritual, of the chief phases of early domestic, industrial, and social life.

THIRD YEAR.

Purpose: To present in attractiv form the more idylic phases of hunting and fishing life; to show the entire course of development of a simple personality unfolding under these primitiv conditions.

Material: Longfellow's "Hiawatha," adapted as a story-series for children.

FOURTH YEAR.

Purpose: To give in an appropriate setting (that of boy life in Homeric times) selected Greek myths in which

the human and religious experience can be clearly and pleasingly presented and can be given point and significance by the occasion on which the story is told.

Material: The boyhood of Achilles as constructed from the suggestions of the *Iliad*, the *Odyssey*, and other Greek material; twenty Greek myths.

FIFTH YEAR.

Purpose: To lead the children to participate in the growth of the ideal of Teutonic manhood from the "invincible fighter" to the "chivalric statesman."

Material:

1. The life of the North presented in a group of stories.
2. *Beowulf*, arranged as a series for telling.
3. The education of the knight presented in story form.
4. The work of King Arthur and the Round Table, presented in a story series.

SIXTH YEAR.

Purpose: To develop feeling for the deeds and ideals of the heroic individual as a part of the epic life of his people.

Material: Stories of the immigration, establishment, rise, and greatest national achievement of three remarkable peoples; development thru these nation stories of the characteristic qualities and ideals of each people, and the expression of these in the folk-epic of each.

1. The Greeks—Iliad.
2. The Romans—Æneid.
3. The Norman French—Song of Roland.

SEVENTH YEAR.

Purpose: To develop interest in life as pictured in the Border and the Robin Hood Ballads; to make this interest an introduction, both to poetry and to the work of Scott, by showing how Scott developed it in his longer narrative poems; to go on to the great pictures of life in the past as given by Scott in "Ivanhoe" and "The Talisman."

Material:

1. Selected ballads, including old ballads and certain ones written by Scott himself.
2. The Lay of the Last Minstrel.
3. The Lady of the Lake.
4. Ivanhoe.
5. The Talisman.

EIGHTH YEAR.

Purpose: To give an introduction to American literature, leading the pupils to interpret some pieces and to see some relation between the content and spirit of these pieces and the phases of developing American life and thought.

Material: Cooper's "Last of the Mohicans," Whittier's "Snowbound," Poe's "Gold Bug," a group of patriotic and other poems; Hawthorne's "House of Seven Gables," and selected short stories.

READING.

The course in reading aims primarily to supplement the instruction given in the content subjects, such as history, literature, geography and nature-study. It follows, therefore, that reading is taught as a means of obtaining facts not possible to be got at first hand, and of intensifying the experiences narrated in history and literature. While no strict correlation is attempted, as can be seen by a comparison of the courses, yet in the longer literary wholes used in reading, other branches of study are used for apperceptive background. The sustained effort necessary for the mastery of the words is brought about largely by arousing a desire to know the content of a story rather than by depending upon the usual formal, mechanical drill. Libraries in each room are designed to furnish attractive books with which to start the reading habit. This extensive reading also helps to provide the necessary visual training for fixing the symbols. The class recitation is largely given over to realizing thought and feeling by means of vocal and bodily expression. Festivals, birthday celebrations of poets, artists, and statesmen, and other special programs are also occasions for acquiring freedom of expression. Pupils compose and act simple dramatizations, make speeches, debate, and hold conversations in a natural, easy manner. Performances are used only as a means of intensifying the pupils' experiences, not for the sake of show. Emphasis is placed upon memorizing the literature which is especially used for expression work, and upon dramatization throughout the grades.

GRADES 1 AND 2.

Purpose: To enable the child to relate his thoughts to written or printed symbols, and to master these symbols by using all his senses, emotions, and dramatic instincts.

Material: Lessons composed by the pupils based upon nature excursions, classic stories told by the teacher, home experiences, construction work, music and pictures; rimes, jingles, and simple poetry; The Thought Reader; The Tree Dwellers; The Cave Men; selected lessons from many other readers.

GRADES 3 AND 4.

Purpose: To lead the child to pronounce unfamiliar words by the use of diacritical marks and syllabication; to help him to live thru a narrativ and impersonate the different characters with intelligence; to intensify his experiences and his memory of the symbols by combining making, drawing, modeling, and dramatic representation with the oral reading.

Material: Much material should be read, rather than less material studied intensively; the biografies of artists whose pictures the children know; Hiawatha; the story of David; lessons from Roman history—Cincinnatus, Regulus, Cornelia; Grecian myths; poetry containing vivid imagery and action; e. g., The Hunting Song by Scott.

GRADES 5 AND 6.

Purpose: To fix the habit of curiosity to know the pronunciation and meaning of unfamiliar words; to assist

pupils to get facts from a book in an organized way; to deal with the true causes of good expression in an effective way, including work for earnestness, tone-color, emphasis, phrasing, and impersonation.

Material: Supplementary history reading, including Pioneer Americans (McMurry), and Four American Pioneers; King Arthur and His Knights (Radford); Beowulf; The King of the Golden River (Ruskin); Dramatic Poems; e. g., The Inchcape Rock; Knight's Chorus (Tennyson); Short Poems From Great Poets.

GRADES 7 AND 8.

Purpose: To train children to get information from books silently, rapidly, accurately, systematically, and independently; to extend their reading interests to many good biographies, histories, and novels; to make the oral reading of poetry, dramatic narrative, description, and orations a genuine pleasure.

Material: Selections from Ulysses (Lamb), and Ivanhoe; The Nürnberg Stove; Rip Van Winkle; Evangeline; Hervé Riel; The Revenge; Lochinvar; How They Brought the Good News from Ghent to Aix; The Owl Critic; Psychological Development of Expression, Volume I; Lincoln's Gettysburg Speech; The New South; Bannockburn; The Charge of the Light Brigade; Patrick Henry's Speech: The Call to Arms.

MUSIC.

GRADE 1.

Rote-Singing. Ear-Training. Song-Making. Musical-Pictures. Scale Practis. Intervals. Rythm.

GRADE 2.

Rote-Singing. Ear-Training. Song-Making. Musical Pictures. Scale Practis. Rythm. Intervals. Notes of different lengths. Breathing exercises. Sight-Singing melodies. Song studies.

GRADE 3.

Sight-Singing melodies and song studies from the First Music Reader. Tone development thru the vowel sounds oo, o, aw, ah, and i. Two-Part singing. Breathing exercises. Intervals including simple dissonances. Sharp four and flat seven. Dictation.

GRADE 4.

Sight-Singing melodies and song studies from the second part of the First Music Reader. Two-Part singing. Catch for three voices. Interval practis, including augmented and diminisht chords. Time and Rythm. Melody writing from memory. Catches in three and four voices. Daily exercises in sight reading and individual singing.

GRADE 5.

Sight-Singing melodies and song studies from the Second Music Reader. Time and Rythm. Two-Part singing.

Catches in three and four voices. Voice placing and building. Memorizing of musical terms. Daily exercises in sight-reading and ear-training. Transposition. Phrasing.

GRADE 6.

Sight-Singing melodies and song studies from the second part of the Second Music Reader. Time and Rythm. Three-Part singing. Musical signs and their meaning. Memorizing of musical terms. Melody writing. Intonation. Classification of the tones of the scale and their relationship to the tonic or Do. Intervals. Daily exercises in sight-reading and ear-training.

GRADE 7.

Sight-Singing melodies and song studies from the Third Music Reader. Time and Rythm. Intervals with their classification. Writing from memory all the scales, both in the major and minor modes. Staff notation. Transposition. Chord Formations. Singing and harmonizing of original matter.

GRADE 8.

Sight-Singing melodies and song studies from the second part of the Third Music Reader. Writing from memory all the scales, both the major and minor. Memorizing of musical terms. Intonation and Pronunciation. Two and three-part singing from memory. Musical forms and class singing.

ART.

In no department are there such possibilities of correlation with the other studies of the school curriculum as in the department of art. While the general purpose of the work of this department is to refine the taste of the pupil, to intensify his appreciation of the beautiful, and to disciplin his powers of observation, this training is best secured in connection with the objects the child comes in contact with in his daily life. Hence drawing, modeling, painting, and picture study are used to illustrate the subject matter of the other studies, the plants and animals in nature-study, scenes from literature and history, land and water forms in geografy, etc. The study of design is closely correlated with industrial work. In these ways not only is the esthetic nature of the child developpt, but the study of art has been used to increase his interest in various phases of his environment. The following outline naturally omits much of this correlated work, as the sequence in this case depends very largely upon the subject-matter of the other studies.

ARRANGEMENT OF TOPICS.

GRADES 1, 2, 3.

Nature Drawing.

Ideas of growth in leaves, flowers, common animals and birds, developpt and embodied in typical forms, thru memory drawing.

Color.

Natural order of colors as found in the spectrum; washes of pure color; the three primary colors; picture study.

Pictorial Drawing.

Clear images of common objects, as house, barn, pond, path, etc., developed thru memory drawing; practice to fix ideas of direction and proportion; illustrative drawing.

Structural Drawing.

Free movement; circles; direction of lines and perpendicular relations; paper folding; practice upon elementary drill forms; memory drawing of geometric figures and application; paper cutting; abstract curves.

Decorative Drawing.

Arrangement of drawing upon sheet for balanced effect; rhythmic arrangement of movable units derived from animal and plant forms; regular arrangement of units in borders, surfaces, etc.

GRADES 4, 5, 6.

Nature Drawing.

Beauty of line in growing forms; balance of masses; radiation of parts from center of growth; characteristic tree shapes; the growth from seed to seed thru the cycle of the year.

Color.

Color scales of three tones between white and black; color scales of standard colors and intermediate tints and shades; harmonies and contrasts of color.

Pictorial Drawing.

Representation of proportions and of foreshortend surfaces, as seen in leaves, flowers, etc.; study of pictures for illustrations of effects; elements of good pictorial arrangement; principles of foreshortening; memory drawing of foreshortend forms in any position.

Structural Drawing.

Abstract curvs; study of pleasing proportions and of adaptation of form to function; designs for objects involving but one view; beauty of curvature; design of simple objects involving one or two views; drawing to scale.

Decorativ Drawing.

Designs with geometric elements, embodying consistent measures; interpretation of leaf and flower forms into ornaments; study of principle of symmetry.

GRADES 7, 8.

Nature Drawing.

Beauty in details of growth; interpretation of natural forms into decorativ forms; interpretation of natural schemes of color into simpler decorativ schemes made up of a limited number of values and hues.

Color.

Study in masses of local and complementary colors in still life work; arrangement of color masses in landscapes.

Pictorial Drawing.

Principles of convergence studied from pictures and objects; memory drawing of type forms in any position;

elements of pictorial composition; values; interiors; landscapes; composition in color.

Structural Drawing.

Study of working drawings to learn to read them; study of good examples of applied art; designs for common household utensils, furniture, etc., and for ornamental details; drawing to scale.

Decorativ Drawing.

Designs with abstract spots and with terms derived from plant forms, embodying flow and opposition of line and the other elements of harmony; applications in surface patterns, panels, rosettes, and in ornamental initials, enclosed ornaments, book covers, etc.

HIGH SCHOOL COURSE.

This course embraces all of the higher grade work and the execution of academic drawing, painting, and clay modeling, and the study of perspective.

HISTORY.

The course in history begins in the first grade and continues thruout the entire elementary school course. During the first four years the supervision of the work is shared by the English department and the history department, thus creating a closer unity and correlation of the work of these departments.

In all primary classes the oral story method is followed exclusively. In all intermediate classes the oral story method is continued, supplemented by class readings and individual library reading. In upper grades the amount of individual library reading increases, pupils reporting orally to class the results of their work.

The history course is planned to cooperate and correlate with the work of other departments at all possible points of contact. This outline by reason of its brevity indicates only a few of these possibilities.

GRADE 1.

Home life in relation to its environment is the general subject of the year's work. This consists of simple stories of child life at home, and the relation of that life to school and the community. It also includes stories of birds and animals.

GRADE 2.

The general topic is primitive human life—the hunting and fishing period in the evolution of man. Selections are made from the history of cave dwellers, lake dwellers, and cliff dwellers. The material used is stories of the home life and activities of these peoples, the beginnings of human industries, the development of the use of tools and implements. The children dramatize many of the stories, and learn to make and use simple tools. These stories are made a basis for considerable work in drawing.

GRADE 3.

In this grade the transition is made from early primitive life to the more advanced stages of pastoral and agri-

cultural life. Stories are told of early Aryan shepherd life, Bible pastoral life, and shepherd life in Colorado. These are followed by stories of early Aryan agricultural life, and Colorado farm and ranch life. This year offers opportunity for the study of wool industries, including the use of looms, and primitive methods of agriculture. Much of the subject-matter correlates readily with the beginnings of local geography, the study of domestic seeds, plant life, gardening, wild plants and animals.

GRADE 4.

The work of this grade centers around the general theme of community life. Stories of Greek, Roman, and Germanic life are used, including in the last, the migrations of the Saxons to England and the beginnings of English history. This material affords a basis for much correlated work in art, literature, manual training, and physical training.

GRADE 5.

The history of the English people is continued in this grade, including the beginnings of American colonial life. The work of the year falls into three main divisions:

1. Stories from early English history.
2. Stories of the Crusades with special reference to England.
3. Stories of Puritan life in England, and the migration of the Puritans to America; life in early Massachusetts colonies; and plantation life in colonial Virginia; Spanish in the Southwest.

Emphasis is placed upon industrial life in the American colonies.

GRADE 6.

American history continues thruout this year. This includes:

1. The Dutch and French in America,—Westward movements of the French; Marquette, Joliet, and La Salle. Westward movement of the English,—Boone; Kentucky and the Ohio Valley.

2. Stories of the French and Indian wars; Stories of the Revolution.

3. Stories of the great westward migrations, west of the Mississippi river, with special emphasis upon commerce and transportation.

From the beginnings of the colonial period, the correlation of history and geografy is constant and close.

GRADE 7.

The work of this year consists of a study of European countries, medieval and modern, with special emphasis on art and travel. The stereopticon is freely used, elementary lectures given, and readings assigned on all special topics. The principal countries studied are the following:

Great Britain,—its great cities, and scenes of historic, commercial, and industrial interest.

Germany,—the principal cities and the river Rhine.

Holland,—the people and their art.

Italy,—Rome, Venice, Florence.

Switzerland,—scenery and industries.

France,—the people, the revolution, art, industries, Paris.

GRADE 8.

A review and completion of American history by textbook and library study, with special emphasis upon biography.

GEOGRAPHY.

The general purpose of all the work in geography is to lead the child to observe and interpret geographical phenomena and to know important geographical facts.

GRADE 3.

The geography work of the third grade is very simple and hardly to be distinguished from general nature study. Through simple, informal studies of the food products of the immediate locality—sugar, flour, beef, mutton—of common building materials, of materials for clothing, etc., an effort is made to give the pupil some idea of the relation of these products to the life of the people of the community, and to interest him in the lives of people of other countries. Simple observations are made of the direction of winds, of time of sunrise and sunset; and many simple facts of this kind are acquired.

GRADE 4.

(First half of year.)

In the fourth grade the work of the third grade is continued; and with the aid of relief maps, political maps, pictures, etc., the pupil is given a general acquaintance with the physical and political divisions of North America.

GRADE 5.

(First half of year.)

In the fifth grade the pupil studies Europe, Asia, South America, Africa, and the Philippine Islands much as he studied North America in the fourth grade, but in a somewhat more advanced manner.

The work includes a study of such industrial topics as mining, farming, manufacturing, where each is most carried on, and why, transportation (river systems, lakes, seas, etc., studied in this connection); of such political topics as centers of population, government, and political divisions (very elementary), and of such physiographical topics as the courses of winds, the planetary belts—trade winds, etc.—the effects of warm and of cold winds.

Students bild relief maps of sand and of paper pulp.

GRADE 6.

(First half of year.)

In the sixth grade the study becomes more formal and systematic. The following is an outline of the work:

North and South America—

I. Relief maps made in connection with study of topics.

II. Industrial topics.

A. Industries of mountain regions.

1. Mining: coal, iron, gold, etc.

2. Lumbering.

B. Industries of plains.

1. Stock raising: cattle and sheep.

2. Agriculture.

- C. Industries of prairies.
 - 1. Agriculture: corn, wheat, other grains, stock raising and fattening, and fruits.
 - 2. Mining: coal, iron, copper.
 - 3. Lumbering.
- D. Industries of coast plains.
 - 1. Agriculture: cotton, rice, sugar, and fruit.
 - 2. Fisheries: cod, salmon, mackerel.
- III. Centers of commerce, transportation, manufacturing: Pittsburg and Pueblo, Chicago, Omaha, Kansas City, New Orleans, Galveston.
- IV. Climate: Causes of seasons, etc.

GRADE 7.

(First half of year.)

Careful study of Europe; general review.

NATURE STUDY.

The *Aim* or *Purpose* of nature study is to broaden and deepen life by putting the individual into touch and sympathy with his environment, or, at least, a part of his environment often neglected. In doing this, latent interests are developed and new ones created, and both are made permanent. Nature study aims to educate according to correct principles, and it is believed that its influence tends directly and wholly toward developing a rational human being. Because of her great influence upon man and her

close relation to God, Nature should be well-known to all; and as a foundation for a proper understanding of the problems of all ages, nature-knowledge is of the most vital kind; but it is in the broadening and deepening of everyday life thru interest in and sympathy for Nature that results are most to be hoped for.

The *Method* of studying nature emphasized in the Normal School is that of personal investigation. In no subject should "learning by doing" receive more emphasis. The most skillful teacher is the one who, while securing a proper amount of progress in the attainment of knowledge and interest, gets the most work done by the pupils themselves. The teacher should himself study nature, but *with* the children, not for them. Most of all, the teacher needs to avoid the habit of getting information, always uncertain, from books and passing it on to the children. The excursion by teacher and pupils, or by individuals, is the most successful device thus far discovered for securing the study of nature by personal investigation.

Hence the preëminent *Source* of nature study must be Nature herself. "Nature studied first hand" is the foundation motto of the whole present movement. The minor, supplementary sources, too often made the main one, are books, specimens, pictures, and persons. These have their value when properly used, but cease to do harm instead of good only when *made supplementary*.

The *Scope* of the present nature study course consists entirely of lessons with animals and lessons with plants. Each kind of plant and animal is studied as an individual, and the child is expected to learn to know it by sight and to

become acquainted with those things about it that are most adapted to interest him at his particular stage of development; those that are, in other words, most closely correlated with the child's life.

The lessons with animals are devoted to such animals as are found in the vicinity of the school and town and are thus accessible for first-hand study; and to those others which, while not accessible, are yet of such importance as to deserve study from the supplementary sources. These animal lessons relate to domestic animals, birds, mammals, fishes, insects, and a number of other miscellaneous animals.

The lessons with plants are designed not only to get the child to know plants, but in addition, to acquaint him with methods of rearing them and to encourage him to grow them. To this latter end, an extensive school garden is maintained, in which all grades, from the kindergarten to the eighth inclusive, grow flowers, vegetables, shrubs, fruits, and trees. It is planned to build up an orchard and to plant a large part of the campus with trees grown by the children themselves. Designated spring and fall plants are studied, and special lessons are had upon the plants grown in the school garden, and upon any incidental plants or animals connected with these, such as weeds, insect pests, birds, and so forth.

THE COURSE OF STUDY.

(As followed by each grade.)

I. *Lessons with Animals*—

1. Domestic animals—as listed.

2. Birds—as listed.
3. Mammals—as listed.
4. Fishes—as listed.
5. Insects—as listed.
6. Miscellaneous animals—as listed.
7. Special work—as outlined and as selected and approved.

II. *Lessons with Plants*—

1. Spring flowers—as listed.
2. Fall flowers—as listed.
3. School garden work.
 - (a) Vegetables—as listed. Rear and study.
 - (b) Sweet herbs—as listed. Rear and study.
 - (c) Flowers—as listed. Rear and study.
 - (d) Trees—as listed. Rear and study.
 - (e) Fruits—as listed. Rear and study.
 - (f) Shrubs—as listed. Rear and study.
4. Flowerless plants. Study as outlined.
5. Special work—as outlined and as selected and approved.

III. *Special and Additional Work*—not comprehended above.

The *Results* of the nature study work hoped for, and that it is expected will be realized from the course, are: (1) a wide *acquaintance* (comparatively) with plants and animals, both wild and domestic; (2) a deep and active *interest in* “seeing and doing” along the lines touched upon in the course; (3) a large stock of fundamental knowledge

necessary to a proper understanding of present day problems; (4) loving and sympathetic contact with nature, resulting in a broader and deeper life.

ARITHMETIC.

The following outline of the arithmetic work is intended to indicate merely the scope of the treatment. In addition to this work, however, many practical applications of number are made in connection with such subjects as nature-study, geography, manual training, and industrial history. In this way the child meets with natural conditions for the use of number, and learns to appreciate more fully the significance and value of the science. In the primary grades especially, the number facts are taught, for the most part, in connection with the study of other subjects. In the intermediate grades much more emphasis is placed upon the scientific aspects of the work in order to secure a practical mastery of the fundamental operations of number. In the grammar grades considerable attention is paid to the use of number in connection with the commercial and industrial activities of the community.

GRADES 1 AND 2.

- (1) The natural number scale.
- (2) The primary addition facts.
- (3) Subtraction worked by addition.
- (4) The primary multiplication facts.
- (5) The corresponding division facts.

- (6) Relations of foot, yard, inch; pint, quart, gallon; cent, nickel, dime, dollar; used primarily in illustrations.
- (7) Length. (8) Area. (9) Volume.

GRADE 3.

- (1) Mastery of operations with integers. New facts especially.
- (2) Decimals.
- (3) Meaning and use of fractions, their addition, subtraction, and simpler cases of multiplication and division.
- (4) Relations between fractions.
- (5) Denominate number facts. (Used primarily in illustrations.)
- (6) Length. (7) Area. (8) Volume.

GRADE 4.

- (1) Facility in operations with integers.
- (2) Facile use of decimals.
- (3) General meaning of fractions, and general use.
- (4) General method of addition and subtraction of fractions,—work confined, however to fractions in common use.
- (5) Simpler cases of multiplication and division of fractions.
- (6) Denominate numbers in common use. (Used primarily in illustrations.)
- (7) Simpler multiplication and division by numbers of two places.

- (8) Length. (9) Area. (10) Volume.

GRADE 5.

- (1) Multiplication and division of numbers of three places.
- (2) General methods of multiplication and division of decimals.
- (3) Length. (4) Area. (5) Volume.

GRADE 6.

- (1) The use of approximation emphasized.
- (2) Abbreviated multiplication and division by numbers of three or more places.
- (3) Abbreviated methods for multiplication and division of decimals.
- (4) Percentage as a treatment of hundredths in a new notation.
- (5) Much work involving "per cents" most used.
- (6) Application of percentage to simple cases of interest, commissions and bank discounts.
- (7) Length. (8) Area. (9) Volume.

GRADE 7.

- (1) Constructural and inventional geometry.
- (2) Areas of parallelograms, triangles, trapezoids, etc., and circles.
- (3) Volumes of prisms, pyramids, right circular cones and cylinders, spheres, etc.
- (4) The Prismatoid.

GRADE 8.

- (1) Review of principles of arithmetic. Some attention to short cuts in work.
- (2) Introduction of simple algebra symbols and methods.
- (3) Application of percentage in business,—interest, taxes, stocks, bonds, etc.
- (4) Significance and units of metric system of weights and measures.
- (5) Involution of small numbers. Meaning.
- (6) Extraction of square root by logarithms.

MANUAL TRAINING.

PRIMARY GRADES.

A great deal of work done in the first four grades is carried on in the regular class room, avoiding the necessity of fitting up a room especially for the manual training work.

FIRST GRADE.

The work done in the first grade is entirely suggested by the subjects developed in the regular lesson along the lines of nature study, home, literature, industries, etc.

Below are a few of the notions that have been worked out in the first grade manual training:

The weaving of a doll's blanket for a doll's bed, on a simple loom, consisting of a small frame with ten nails driven at each end. This work is done in the nature work in connection with the study of sheep. Cutting and past-

ing of the Pilgrims during the Thanksgiving season. The clay work consists of the modeling of birds, bird nests, people, houses, animals of various kinds, as dogs, horses, cows, sheep, etc. Molding of peaches, pears, apples, etc., in connection with the study of fruits. Sewing: the gathering of seeds to fill a cushion for the doll house. Basketry: the making of baskets of raffia, during the study of fiber, home work or Indian basketry.

SECOND GRADE.

Pasteboard cutting and pasting preparatory to the developing of the playhouse, as a small village made by entire class, consisting of houses of various sizes, bridges, rivers, etc. Bilding Indian village while studying Hia-watha. Log house, brick house, or house of any other material suggested by the children. The house may be bilt in connection with the study of the Puritan, as in the case of the log house, or the kinds of material used for bilding purposes. Bilding and furnishing of pasteboard house in connection with the study of the home. The house should have four rooms, or the number thought necessary by the children for the carrying on of actual housekeeping. Below are a few suggestions as to furniture and fixtures for the house. These should vary according to the notions the children have as to what constitute essentials in the way of furniture for the house. Kitchen: tub, washboard, washstand, bucket, stove, chairs, table, designd and colord oil-cloth for the floor may be made of pasteboard. The servants' pots, kettles, pans, etc., may be made of clay. Dining room: chairs, table, sideboard, etc., of pasteboard. Bed

room: bed and chairs of raffia, dresser of pasteboard, bowl and pitcher of clay. Parlor: chairs of various kinds, stand made of pasteboard, carpet of silkalin strips woven on loom, curtains of thin paper or cloth, people of pasteboard, dresses of cloth or tissue paper, hats of raffia.

After the house is put up, a fence should be made of bent iron or wire.

THIRD GRADE.

Children in the third grade are old enough to use the simple tools found on the ordinary manual training bench, as the knife, rip and crosscut saws, ruler, chisel and plane.

Pupils are encouraged to make any objects that will assist them in their play; as, small toy carts, furniture for doll houses, etc. During holiday seasons presents for parents, brothers, sisters or friends may be constructed of wood, raffia, or cardboard. Many objects will be presented by the children as the ones they wish to make during the season. During the development of a series of lessons upon an industry the different machines used in carrying on that industry should be explained. If a loom is mentioned in connection with the study of textiles, looms of different kinds are described, and, if possible, the children are shown a loom in operation. After a general notion of a loom is acquired, its use, etc., the entire class make simple looms upon which they weave simple patterns. In the development of basketry, the different materials are explained of which baskets are made, their uses, etc. Afterwards a few simple baskets, or mats, of raffia, hemp, or any other suitable material are made.

FOURTH GRADE.

Simple working drawings of objects to be made. A series of objects is made that will be of use to the children and will form a set of objects useful for some purpose or purposes, as, a writing set, consisting of a rolling blotter of soft wood, book penwiper made of two board covers, bent iron pen rack, stamp box woven of raffia, mat of raffia for ink bottle, letter box of wood to hold mail. Many other useful series are suggested during the year's work. During holiday seasons presents of different materials may be made.

FIFTH GRADE.

A working drawing, showing the different steps in the construction of the object to be made, is marked out before the pupil is allowed to begin the construction. Below are the names of a few objects that seem to be very good for boys in this grade.

Footstool, out-door seat, book rack, wall shelf, pencil box, plant stand, bird house, rabbit hutch, pin tray, doll chair, doll bed, doll cradle, checkerboard.

SIXTH GRADE.

With gain in mechanical skill comes more care in working out the details of plans to be followed. Encouragement is given to make apparatus useful in games, as boats, sleds, and kites. During the study of the industries, water wheels, undershot and overshot, may be made. Other suggestive models are camp stool, doll bed, bread boards, etc.

SEVENTH GRADE.

Working drawings, together with a development of design, with practis in the decoration of objects completed, including marketry, simple wood carving, and bent iron work.

EIGHTH GRADE.

More advanced work along the same lines as those followed in the seventh grade, with more stress placed on the decoration and finishing, as stains, polishes, etc.

HIGH SCHOOL.

The work in the High School is entirely individual, each pupil being expected to work out his own design, preparatory to the constructiv work. The course in general consists of constructiv work, picture frames, chairs, taboretts, stools, bookcases, tables, etc. Decorativ practis in designing, uses of ornament with a view of suiting the decorating to the object to be decorated. Wood carving, marketry, staining and finishing are studied.

 SEWING AND COOKING.

GRADE 5.

Position.	Hemming.
Use of thimble.	Gathering.
Length of thread.	Articles.
Knot.	Handkerchiefs.
Warp and woof.	Laundry bags.
Basting.	Sewing bags.
Running.	Doll clothes.
Overcasting.	Simple aprons.

GRADE 6.

- | | |
|-------------------------------|--------------|
| I. Review of former stitches. | Feld seam. |
| Overhanding. | French seam. |
| Bands. | Placket. |
| Gathering. | Aprons. |

II. Elementary cooking.

GRADE 7.

- | | |
|-----------------|-------------------------------|
| Button holes. | Christmas work. |
| Hemstitching. | Cooking outfit for next year. |
| Fancy stitches. | Study of different materials. |
| Garments. | |

GRADE 8.

Cooking.

HIGH SCHOOL.

- I. Suit of underwear, shirtwaist suit, study of material.
- II. Cooking.

PHYSICAL EDUCATION.

HYGIENE.—GYMNASTICS.

The purpose of these courses is to secure health, improved bodily development, recreation, promotion of growth and functions, disciplin, and attention. The means employd to these ends are play, games and sports, drill, gymnastics. The basis of efficiency in developing the physical condition is a proper understanding of the individual

helt. This understanding is accomplisht by the careful physical examination given at the beginning of each year. This investigation of the conditions of helt, growth, and general and special development is carried on by a specialist and forms a valuable aid in the direction of the child's instruction. All the influences that bear upon the preservation of the best physical conditions for the child are scrutinized and regulated as far as possible.

GRADES 1 AND 2.

Aim. Development of coördination, muscular and rythm senses. Emfasis of recreativ element. Development of spontaneous activity and attention.

Means. Use of imitativ games, exercise songs and stories, minute plays. Exercise of large fundamental muscle groups; running, skipping, simple marching, easy fancy steps, bean bag and ball tossing; imitation and musical accompaniment derive uniformity and later disciplin.

This work occurs several times during the day, for a few minutes between classes.

GRADES 3 AND 4.

Aim. Training and disciplin and attention and development of muscular coördination and control.

Means. Simple educational and Swedish gymnastics, by command; simple fancy steps; elementary marching tactics; and story gymnastics, which are given thru the medium of play. These natural movements of childhood give opportunity for muscular coördination, so highly de-

sirable in all physical exercises for children. Special attention is given to carriage and posture thru correctiv exercises.

GRADES 5 AND 6.

Aim. Emphasis of development of disciplin. Relaxation from class work. Correction of posture and carriage. Improvement of general appearance of class.

Means. Swedish free exercises. Fancy steps and marching. Military drill, with organization of company. Setting up exercise. Manual of arms with wands. Competitiv games. Field day sports.

At this period increast growth requires a large amount of carefully adjusted exercise. The respiratory and heart power should receive attention and be develop. The teacher must instruct by precept, example and correction.

GRADES 7 AND 8.

Aim. In these grades individual conditions of growth and development receive especial attention. The teacher directs exercise to assist the formation of correct habits of posture and carriage, and to correct defectiv habits. Disciplin and orderly habit is still a direct aim.

Means. Free exercise, fancy steps, figure marching, dumb bell exercises, Indian club drill, games and sports for the girls.

The boys will have military drill, with the organization of a regular company with officers, military "setting up" exercise, wooden dumb bell drill. In more advanced class work, there is required exercise on fixt apparatus in

gymnasium, field and track sports outdoors, school fencing. The hygienic value of the relaxation of gymnasium games and exercise is fully utilized.

The work occurs daily for twenty minutes on play ground or in gymnasium.

HIGH SCHOOL DEPART-
MENT

HIGH SCHOOL DEPARTMENT.

ROYAL WESLEY BULLOCK, PH. B., PRINCIPAL.

The High School Department of the Normal School offers an excellent opportunity for high school training free of tuition to those who have completed the eighth grade of a common school or its equivalent.

Students who hold an eighth grade county diploma are admitted without examination. All students entering the high school for the first time should bring some record of their previous work to facilitate their assignment to proper classes.

GENERAL NOTES.

Ideals and Purposes.

The time has come when the American high school must be in fact, as it is in theory, a public school, closely continuous with the grammar grade school, and offering opportunities to all the youth of the land. The high school must be more than a college preparatory school, more than an elementary trade school, more than a school for any single class of people. It must lead naturally and easily, either to the college, to the trade and technical school, to the professions, or to the immediate business of life without further school training.

To prepare students for so wide and varied a range of possibilities the high school must put the individual in possession of at least three factors of success, viz: (1) Large knowledge of facts; (2) Good intellectual habits; (3) High civic ideals.

Knowledge of facts is still, as always, an essential, but it is not now, as formerly, the sole end and aim of school activity. Information may be considered the grist of the intellectual mill; it is dead material, but it is golden grain, capable of being elaborated and assimilated into rich red blood. One business of the school, then, is to see that the student is constantly acquiring truth and steadily building it into his own life and experience. Not by reading alone, but, as well, by observation, by experiment, by experience, and by contact with other minds, should the student come into his just intellectual inheritance, the wisdom of the past and the present.

Intellectual habits are formed from characteristic modes of thought, and these, in turn, become ability along the line of the acquired mental habit. The school concerns itself, consequently, with the establishment of correct habits of thought. Each study affords opportunities which must not be overlooked for the development of judgment, caution, reflection, investigation, perseverance, and similar qualities of mind which collectively constitute good common sense. These habits, crystallized into character, remain with the individual through life though the subject matter of the studies may be forgotten.

Civic ideals are the outgrowth of social experience under circumstances favorable to reflection and considera-

tion for others. Modern society is complex and highly organized. To live happily in this great social body the student must early learn to adapt himself readily to the varied and ever-changing demands of the social circle in which he moves. Experience in class organizations, in literary societies, in athletic teams, and in the numerous groups organized in the school for different purposes soon teaches effectively the lessons of consideration for others, unselfishness, gentleness, curtesy, and all those social virtues and graces which constitute refinement and good breeding. At the same time such experience brings out the strong qualities of leadership and administrative ability in those who are to become moving forces in adult society. To be a good citizen one must not only be good, but be good for something. Civic usefulness is the result of habits of co-operation with others for a common purpose.

Disciplin.

That disciplin is best which soonest enables a youth to direct his own activities to useful ends while, at the same time, co-operating with others for the common good. The truest freedom is the result of the greatest self-restraint. In the Normal High School only such restrictions are enforced as will safeguard the individual and protect the rights of the student body. Coercion is resorted to in no case, the student always being allowed to deliberate upon an issue and choose for himself a course of conduct. If that conduct is wholly inconsistent with the ideals and purposes of the school, the student is advised to withdraw.

Students living in other than their own homes are

under the general supervision of the school at all times, and are expected to preserve a proper decorum at all times, in the town as well as in the school.

Each student has a regular program of recitations to attend. His study hours and vacant periods are, with slight restrictions, at his own disposal.

Equipment.

High School students have the use of all the regular Normal School equipment. This includes the library of 30,000 volumes; the laboratories for chemistry, physics, biology, sloyd, domestic economy, etc.; the very extensive museums of natural history, botany, biology, mineralogy, anthropology, modern industries, etc.; the gymnasium and athletic equipment; the art and ceramic studios and exhibits; the stereopticon and slides; and, in short, all the educational apparatus of a well equipped state institution. This makes the Normal High School probably the best equipped secondary school in the state.

Entrance Requirements.

Students holding an eighth grade county diploma are registered in the ninth grade without examination. All persons desiring advanced standing should present written statements of work done in other schools. This work will be given such credit as the statements presented seem to justify.

Fees and Expenses.

Tuition is free. Text books are furnished by the school. All students pay \$3.00 per term book fee, \$1.00 per term

athletic fee, and \$1.00 per term museum and laboratory fee, \$1.00 per term industrial fee, \$1.00 per term music fee, and \$1.00 per term art fee. A deposit of \$2.00 is required from each student when he registers, which is returned, less the value of any books lost or damaged, when the student leaves school or at the end of the year.

All fees are payable in advance at the beginning of each term.

Registration.

The registration for 1908-1909 in the High School Department numbered 205.

COURSE OF STUDY.

36 weeks in one year's work.

20 to 25 recitations per week required.

900 recitations in one year's work.

60 recitations count one credit.

15 credits in one year's work.

45 credits required for graduation.

"R" indicates required subjects, all others are elective.

In order to take full work, the student must take all the required work of each year and enough elective to make at least 25 recitations per week.

NINTH GRADE.

FALL TERM.

WINTER TERM.

SPRING TERM.

EnglishR	ReadingR	EnglishR
AlgebraR	AlgebraR	AlgebraR
Ancient History..	Ancient History..	Medieval History.

FALL TERM.	WINTER TERM.	SPRING TERM.
Latin	Latin	Latin
German	German	German
Zoology	Zoology	Zoology
Mechanical Draw- ing.....	Pictorial Drawing	Designing
Music	Music	Music
Elementary Join- ery.....	Elementary Join- ery.....	Advanced Joinery
Physical Training	Physical Training	Physical Training

TENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
ReadingR	EnglishR	EnglishR
Algebra	Algebra	Arithmetic
Civics	Civics	Civics
English History..	English History..	Modern History..
Bird Study.....	Taxidermy	Bird Ecology.....
Botany	Physiology	Botany
History of Com- merce.....	Geografy of Com- merce.....	Physical Geografy
Latin	Latin	Latin
German	German	German
Sewing	Sewing	Textiles and house- hold art.....
Wood Turning...	Advanced Joinery	Advanced Joinery.
Music	Music	Advanced Joinery.
Pictorial Drawing	Mechanical Draw- ing.....	Music
		Decorativ Design

ELEVENTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
EnglishR	EnglishR	Reading
Industrial HistoryR	Industrial HistoryR	Economics
Geometry	Geometry	Geometry
Latin	Latin	Latin
German	German	German
Cooking	Cooking and Dietetics	Food composition and food values.
Physics	Physics	Physics
Agriculture	Physics	Agriculture
Wood Carving	Agriculture	Parketry
Printing	Inlaying	Printing
Music	Printing	Music
Pictorial Drawing.	Music	Decorative Designing
Library Handicraft	Mechanical Drawing	Library Science..
Physical Training.	Library Handicraft	Physical Training
	Physical Training.	

TWELFTH GRADE.

FALL TERM.	WINTER TERM.	SPRING TERM.
EnglishR	EnglishR	Reading
Political Economy	Political Economy	Political Economy
History Modern Europe	History Modern Europe	History Modern Europe
Chemistry	Chemistry	Chemistry
Latin	Latin	Latin
German	German	German

FALL TERM.	WINTER TERM.	SPRING TERM.
Trigonometry	Trigonometry	Trigonometry
Bacteriology	Bacteriology	Bacteriology
Music	Music	Music
Art	Art	Art
Manual Training.	Manual Training.	Manual Training.
Physical Training.	Physical Training.	Physical Training.

The regular course of the high school is three years in length, and students who finish this course satisfactorily receive the diploma of the school. A fourth year of work is offered in the twelfth grade for those students who wish to prepare for college or who, for any reason, wish to extend their course. For this year's work is given a special certificate showing the fulfillment of college requirements.

The arrangement of the program is such as to facilitate and to encourage the grouping of related subjects by the students when choosing their electives. In this way a student may pursue some special line of work thruout his course, while taking the required work and some promiscuous electives. Some of the suggested groups are as follows:

AGRICULTURAL

GROUP.

Zoology	3
Botany	2
Biology	1
Agriculture	2
Soil Bacteriology	1
Chemistry	3

MANUAL TRAINING GROUP.

Mechanical Draw- ing	1	Advanced Joinery	2
Pictorial Drawing	1	Wood Turning. . .	1
Designing	1	Wood Carving. . .	1
Elementary Join- ery	1	Inlaying	1
		Iron Work	1
		Printing	3

INDUSTRIAL GROUP.

History of Com- merce	1	Physical Geograpy	1	Industrial History	2
Geograpy of Com- merce	2	Business Arith- metic	1	Economics	1

DOMESTIC SCIENCE GROUP.

Mechanical Draw- ing	1	Designing	1	Chemistry	3
Pictorial Drawing	1	Sewing	2	Physiology	1
		Household Art..	1	Bacteriology	1
		Cooking	3		

Note.—Figures indicate number of terms the subject is given each year.

Similarly groups can be formed in History, Mathematics, Language, Physical Science, and the like, by consultation with the principal of the High School and the superintendent of the training school.

Students who finish satisfactorily the three years' course in the High School enter the Junior year of the State Normal School.

MISCELLANEOUS

GOVERNMENT.

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

Disciplin consists in transforming objectiv authority into subjectiv authority.

The *object* of school government is to preserve the thing governd; the *aim* is to develop the power of self-control in the students; the *end* is to make the pupils willing subjects of their higher motivs and obedient servants to the laws of man and God. This conception of government put into execution is the only one capable of develop- ing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render disciplin unnecessary. Activity is the principle of development. Self-government makes the student strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. By thus bringing the student's regulativ powers into use—*i. e.*, by his self-acting—there is produced an abiding tendency to self government. This is nothing more than training the will. If in the *government* of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim should be to bild up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who cannot conform to such training, and who cannot have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly askt to withdraw.

All students who come from abroad, boarding in

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

DISCIPLIN—MORAL AND SPIRITUAL INFLUENCE.

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

THE STANDARD OF THE SCHOOL.

It is the purpose of the trustees and faculty of the Colorado State Normal School to maintain a high standard of scholarship and professional training. Those who are graduated shall be thoroughly prepared and worthy of all for which their diplomas stand. It is the policy of the school, by making all graduates "worthy of their hire," to protect those who employ them; for in so doing we protect no less the graduates and the children whom they teach.

The school gives special diplomas in certain lines of work, which entitle holders to teach in the schools of the state.

TRAINED TEACHERS.

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

MUSEUM OF FINE ARTS AND ARTS-CRAFTS.

The Art Museum is one of the features of the equipment of the institution. It contains excellent copies of ancient, medieval, and modern art. In sculpture there are life size pieces of Niobe and Child, the Annunciation of the Virgin, the Wrestlers, Spinario, Venus de Milo, The Boy and Swan, David, *Nike*, or Victory, Jeanne d' Arc, Beatrice, Paul Revere, Plato, Froebel, Armor of Achilles, Beethoven, Judgment, Trojan Shields, Miltonic Shield, Water Nymphs, Declaration of Independence, Treaty of Peace, Frieze of the Parthenon, Singing Boys, Apollo Belvedere, Diana of the Stag, Pestalozzi, Hiawatha, Chief Ouray, Olympian Hermes, Demosthenes, Greek Slave, Flight of Night, Lincoln, Washington, Shakespeare, Two Doves, etc.

In pictures there are many very good pieces—oil and water color—and about ten thousand fine photographs of the best art of the schools of the world.

In pottery there is a good collection. It is possible that there is no normal school in the country that has as good a ceramic collection. The specimens are used in the

arts-craft work, to inspire and instruct, to the end of creating a feeling for the beautiful and useful. The ceramics of a number of countries are already represented in the museum. Among them are a number of American potteries; a very good Japanese collection; China; Mexico; Italy; Hungary; Holland; France; Ireland; many potteries of England; Sweden; Belgium; Norway; Russia; etc. There is also a very fair collection of Cliff Dweller and Indian Pottery.

NATURAL HISTORY MUSEUM.

A museum is indispensable to an educational institution. It is a center of information and inspiration. If properly classified, it brings nature into a small compass and enables the pupil to see the orderly whole. In this age of science, teachers of public schools must have a working knowledge of the subjects of elementary science, and also know how to present them as nature study that they may be able to lead children to have a feeling for nature, to love nature, and to know it. The school has a good, working museum. The specimens are not in a separate room under lock and key, but the cases are in the laboratories, halls and rooms where they are to be used. The museum contains the birds of Colorado, the birds' eggs of Colorado and surrounding states, many nests and eggs mounted as they are in nature, many insects of this and other states and countries, numerous specimens prepared in liquids, the best collection of Colorado fishes in the state, nearly all the mammals of the state, about 6,000 plants, numerous fossils, an excellent collection of microscopic specimens,

charts, maps, living specimens, and a fair collection of minerals. There are about 25,000 individual specimens in the museum.

The museum is the outgrowth of the field work done in the school by teachers and pupils. In science and nature study great stress is laid on coming in contact with the objects of nature in their natural habitat. It is the field work that makes the museum so vital in our work. In all the grades of the training school the museum has its influence. Specimens suitable to the grade are in every room. If there are persons who have specimens and do not have places to keep them, the school will gladly give them room in cases where they may put them on deposit for safe keeping. If there are persons who have specimens and care to donate them, the institution will cheerfully receive them and give full credit to the donor. Quite a number of specimens have been donated by friends of the school.

The trustees are arranging to secure, in pairs, stuffed specimens of all the large animals of Colorado. During the year a number of specimens will be added to the collection. At present a taxidermist is at work preparing the smaller animals and collecting all such specimens as are necessary to complete the collection.

CHRISTIAN ASSOCIATION.

Realizing the necessity for religious and social culture in the school, and believing much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's Christian Association. Meetings are held at various times, and

persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings. Much good is also done by this association in the way of creating closer social relations among the students.

The officers of the Young Women's Christian Association at present are:

President.....	GRACE DAVIS
Vice-President	NELLIE JACKSON
Secretary	JENNIE DOHNER
Treasurer	ROSAMOND LITTLE

LITERARY SOCIETIES.

CLIONIAN, FRANCESCAN.

There are in the school two literary societies, organized and managed by the students. Membership is optional. The societies are for the cultivation of such powers and graces as are usually cultivated in such organizations. Their programs are made up of music, declamation, oratory, dramatic reading and interpretation, parliamentary practice, etc. Each society meets twice in each school month.

The present organization of the societies is as follows:

CLIONIAN.

President	ELIZABETH STAUGHTER
Vice-President.....	CLARA DANNELS
Secretary	CARL BURKHOLDER
Treasurer	NANCY MCCARTHY
Sergeant-at-Arms	JESSE BEATTIE

FRANCESCAN.

President	JOSEPHINE SMITH
Vice-President	HALCYON HALSTED
Secretary	NETTIE MCNICHOLAS
Treasurer	GERTRUDE PEARSON
Sergeant-at-Arms	JOHN JOHNSON

THE EXCELSIOR FORENSIC CLUB.

In response to a desire among the young men of the Normal School for an organization devoted to debating and forensic practis, the Excelsior Forensic Club was organized in September of 1908. The aim of the club is to develop and realize the power of logical argumentation in its members thru participation in debate and parlimentary practis.

The club has as its motto: "Freedom and Unity." In the sessions held every week the members of the organization are realizing the motto in thot and in expression.

OFFICERS.

First Term.	Second Term.
P. W. LLOYD.....	President.....D. M. HIBNER
J. I. LOCKHART....	Vice-President-Treasurer...H. KYLE
J. M. STEWART.....	Secretary.....G. YOUNG

ALUMNI ASSOCIATION.

The Alumni Association is the strongest organization for influence connected with the school. There are now 1,348 members, not including the class of 1909. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

PUBLICATIONS OF STATE NORMAL SCHOOL,
GREELEY, COLO.

Revised to April, 1909.

During the year bulletins are issued from departments setting forth the work done in special lines, etc. These bulletins are sent out over the state to educational people, giving the point of view of the treatment of subjects in the Normal. They have a good effect on the educational interests of the state.

The Crucible is a monthly magazine conducted by the student body. It gives the treatment of subjects in the Normal as they have affected the student, and also gives school and alumni news.

The Cache la Poudre is the annual student publication.

Biennial Reports, 1889-90 to Date.

In reports of Superintendent of Public Instruction. Report for 1899-00 also printed separately and called "Annual report of trustees and president."

Prospectus, S. N. S. Ja. 1891, 12 pp.

First annual circular, 1890-91, (2 eds.) 19 p. 12 mo.

Summer school of methods, 1892; 1894.

Model school library, 1895, 7 p. 16 mo.

Syllabus I: Studies in history, literature and expression,
by Emma Ruff, 1895-6, 24 p. 12 mo.

Circular, 1896, 24 mo.

Financial statement, July 31st, 1896, 4 p.

Physiography: A course for the seniors, 1898-99, by N.

M. Fenneman, 21 p. 22 mo.

Child study, 16 p. n. d.

Announcement, Musical department, 1895, 4 p.

Annual report of trustees and president, 1899-00.

Announcement of S. N. High School, 1903-4, 4 p. 16 mo.

Crucible (The). Published monthly by the students of the school. Vol. 1, 1892-3, to Vol. 17, 1908-9.

Cache la Poudre (The). Published annually by the senior class. Vol. 1, 1907, to Vol. 3, 1909.

Annual Catalogs, 1890-91 to Date.

Catalogs 1896-7; 1897-8; were also printed in five parts: Part 1, Normal department; 2, Model department; 3, Kindergarten department; 4, Miscellaneous; 4, announcements.

Catalog for 1900-1 called State Normal School *Bulletin*, Series 1, No. 1; Catalog 1901-2, Series 2, No. 1, and following years, catalog being first number of each series:

Bulletins.

Beginning with catalog for 1900-1901, all Normal School Publications issued as *Bulletins*, a series for each school year:

Series 1, No. 1, Catalog 1900-1.

2, New developments at the S.

N. S. Ag. 01

3, English in the S. N. S. O. 01

4, Library of the S. N. S. Ja. 02

5, Manual training in the S.

N. S. Ap. 02

6, The training school. My. 02

- Series 2, No. 1, 12th Annual Catalog, 1901-2.
 2, Report of information, S. N.
 S.Ja. 03
 3, A study in current pedagogy. F. 03
- Series 3, No. 1, 13th Annual Catalog, 1902-3.
 2, Announcement, (leaflet 4
 pp.) n. d.
 3, Preliminary bulletin, sum-
 mer term, (folder 6 pp.)
 n. d.
 4, Bibliography of school gar-
 densMy. 04
 5, Summer termMy. 04
- Series 4, No. 1, 14th Annual Catalog, 1903-4 .Ju. 04
 2, Library departmentJa. 05
 3, English departmentF. 05
 4, Report of information.....Ja. 05
 5, Preliminary bulletin, (6 pp.
 folder).
 6, Bulletin, (4 pp. folder).
- Series 5, No. 1, 15th Annual Catalog, 1904-5.
 2, Summer term, 1906.
 3, Poole's Index list.....Ja. 06
 4, Preliminary bulletin, (6 pp.
 folder).
- Series 6, No. 1, 16th Annual Catalog, 1905-6.
 2, Preliminary bulletin, summer term,
 (6 pp. folder).

- 3, High school department, June, 1905-06.
- 4, Bulletin (6 pp. folder).
- 5, Summer term, 1907.
- 6, Report to legislature, 1907.
- 7, State normal school vs. colleges.

Series 7, No. 1, 17th Annual Catalog, 1906-7.

- 1a, High school, June, 1907 (unnumbered).
- 2, English bulletin, Sept., 1907.
- 3, English bulletin, Oct., 1907.
- 4, Education is motorization, Oct., 1907.
- 5, English bulletin, Nov., 1907.
- 6, Preliminary bulletin, summer term.
- 7, Kindergarten, Feb., 1908.
- 8, Summer term, 1908.
- 9, Museums, May, 1908.

Series 8, No. 1, 18th Annual Catalog, 1908-9.

- 2, High school, June, 1908 (unnumbered).
- 3, Training school bulletin, Nov., 1908.
- 4, Non-resident and summer school, Dec., 1908.
- 5, Report to holdover committee, Jan., 1909.
- 6, Summer term, 1909.

SESSIONS OF SCHOOL.

In the Normal Department there are no regular daily sessions which all students are required to attend. The library is open every morning at 7:30, and regular recitations begin at 8:10. Students are required to be present only during their recitation and laboratory periods; the rest of the time they are free to employ as they find most to their advantage. Regular recitations are over for the day at 3:50, and the library closes at 5:00 in Winter, and at 5:30 in Autumn, Spring and Summer.

In the Training Department there are two daily sessions, the morning session opening at 9:00 and closing at 12:00, the afternoon session opening at 1:15 and closing at 3:15.

EXPENSES.

Tuition is free to citizens of this state.

The use of all text books (our plan of work requires a great many), library books, 30,000 in all; the use of 350 magazines; all materials, such as iron, wood, rattan, raffia, etc., for the Manual Training Department; all foods and materials for the Domestic Science Department; all chemicals in the laboratories; all equipment in the music department; and the use of the museum in the Art Department are furnished by the school to the students for the following fees:

NORMAL DEPARTMENT.

All Normal students pay the following fees each term:

Book fee	\$4
Industrial fee	1

Laboratory fee	\$1
Museum fee	1
Music fee	1
Art fee	1
Athletic fee	1
	—
Total.....	\$10

All Normal students not citizens of Colorado pay \$10 per term in addition to the fees enumerated above. To be a citizen of Colorado means to be in the state long enough to qualify as a legal voter.

TRAINING SCHOOL DEPARTMENT.

Each student in the High School Department pays the following fees each term:

Book fee	\$3
Museum and laboratory fee	1
Industrial fee	1
Music fee	1
Art fee	1
Athletic fee	1
	—
Total.....	\$8

Each pupil in the Grammar Department pays the following fees each term:

Book fee	\$2
Industrial fee	1
	—
Total.....	\$3

Each pupil in the Primary Department pays the following fees each term:

Book fee\$1

Each pupil in the Kindergarten Department pays the following fee:

Fee for each term.....\$1

BOARD AND ROOM.

Board and room costs from \$3.75 to \$4.50 per week, where two students occupy one room. There are a number of chances for students to do work in families whereby they may be able to earn their room and board or part of the same. There is opportunity for self-boarding for those who desire it.

CAPS AND GOWNS.

All members of the Senior class provide themselves with college gowns and caps. Gowns may be purchased ready made at prices ranging from \$1.60 to \$6.00. The price of the caps ranges from \$1.60 to \$2.50. The color of both gown and cap is black.

SUGGESTIONS TO PROSPECTIV STUDENTS.

1. Any one who contemplates attending a teachers' school would do well to write us. Do not hesitate to ask questions about the school; that is what we want. We like to answer them.

2. Any one who purposes attending our school should write as soon as he has made up his mind, letting us know how he wishes to board, and whether he wishes us to make

arrangements for him, and letting us know on what train he will arrive.

For further information, address the Secretary or President.

VISITORS.

The school is open to visitors. All are made welcome. The teachers and educators of the state are especially invited. The school belongs to the state—it belongs to the teachers of the state. Any one who may have a day, a week or a month to spare would be profited by paying us a visit, entering the classes—taking part if he so desires. It should be quite a privilege to visit our school.

STUDENTS' RELIEF FUND.

The object of this fund is to afford pecuniary assistance to meritorious students who have exceptional need of such help. It not infrequently happens that a promising student who has entered upon his work with the expectation of carrying it thru until graduation, meets with an unexpected loss, thru sickness or other causes, which compels him either to leave the school or to continue the work under conditions that are not conducive to the best results. To meet the need of these students, a fund has been established, called the Students' Relief Fund, from which money is loaned to such students until they are in a position to repay it.

The money constituting this fund consists of contributions from persons and organizations disposed to help in the work, and of the interest derived from loans. The

tresurer of the Board of Trustees of the Normal School is the custodian of the fund.

Applications for loans are made to the Mentor Committee, which is composed of members of the faculty of the school. This committee carefully investigates the record of the applicant, and grants his petition only in case it is satisfied that he is worthy of such help, and will be in a position to repay the money within a reasonable time. No loan is made unless the student has already completed the greater part of his course in the school, and is consequently well known to the teachers. In case of a favorable vote of the committee, the money is paid the applicant by the tresurer of the fund upon presentation of an order signed by the president of the school and the chairman of the committee. The tresurer accepts the student's note for the amount, and collects it when it becomes due.

It is believed that this fund will be the means of helping many capable and deserving young people to complete their education and to fill positions of usefulness in the public schools of the state. It is earnestly commended to all public-spirited persons as worthy of their consideration and support.

GIFTS TO NORMAL SCHOOL.

The school has received some generous gifts from various sources.

I. Money and Land—

1. The Colorado Mortgage & Investment
Company\$15,000

2. John T. Cranford, 32 acres of land valued at \$2,000 per acre.....\$64,000
3. Citizens of Greeley, 8 acres..... 16,000

II. Gifts by Classes—

- 1891—Life size bust of Plato.
- 1893—Life size bust of Pestalozzi.
- 1894—Large picture.
- 1895—Life size bust of Shakespeare.
- 1896—Picture—The Acropolis.
- 1897—Frieze of Parthenon, three sections, plaster.
- 1898—Mahogany cabinet and life size bust of Indian.
- 1899—Pictures—the Sistine Madonna, the Last Supper, and the Immaculate Conception.
- 1900—Flemish oak desk.
- 1901—Pictures—the Dance of the Muses, Aurora, Hoffman's Christ.
- 1902—Ninth Avenue Entrance—stone—large.
- 1903—Bust of Beatrice—marble—life size on marble pedestal.
- 1904—Picture—Spanish Peaks—Adams.
- 1905—Flying Mercury—Bronze, 5 ft. 10 in.
- 1906—Arts-Crafts Clock with chimes, 7 ft. 6 in. high.
- 1907—Stained Glass Window for Library.
- 1908—Stained Glass Window for Library.

III. Other Gifts—

1. Two fine pieces of pottery from Teco Company, Chicago.

2. Three plates from Robinson & Co., England.
3. Six pieces of porcelain from Haviland, France.
4. A collection of tiles from Pittsburg, Pa.
5. Piece of delft ware, Holland.
6. Several pieces of Beleck, Ireland.
7. Vase, Hermann Kahler, Holland.
8. Several ceramic medallions, Italy.
9. Vase, Owens, Zanesville, by W. C. Wilson, Greeley.
10. Six pieces of pottery, by Weller, Zanesville.
11. Fifteen books for library, F. A. Meredith, Fort Lupton.
12. The Infusoria, by Mr. Plumb, Greeley.
13. Twenty Cliff Dweller Skulls, by Prof. Hewett.
14. A Porcupine.
15. Bust of Sir Walter Scott, by H. T. West.
15. An American eagle, mounted, by Mr. Thayer, Greeley.
16. Two mounted blue herons, by Mr. Freeman, Greeley.
17. Mastodon tooth.
18. A number of books for library.
19. A collection of eggs, by Tyndall Snyder.
20. A collection of birds, Colorado and Pennsylvania.
21. A collection of minerals and fossils from Pennsylvania.
22. A lifting machine, Dr. Marsh, Greeley.
23. A pelican, Mr. Martin, La Salle.

24. Pair of tongs, old timers, Mrs. Cheeseman, Greeley.
25. A New England ferrule, Mrs. Thayer, Greeley.
26. Shrubs and trees, by different classes and by citizens of Greeley.
27. Collection of plants, by Prof. F. H. Byington.
28. An oil portrait of Judge J. M. Wallace, first President of Board of Trustees, Prof. Ernesti.
29. A large Indian olla, Prof. Ernesti.
30. Collection of rocks, Smithsonian Institution.
31. Collection of animals, Smithsonian Institution.
32. Melodeon, Mr. and Mrs. Bullard.
33. Egyptian pottery, H. T. West.
34. Collection South American and Oriental silver coins, Flora Cross.
35. Collection of pictures, Miss Tobey.
36. Collection of pictures, Miss Krackowizer.

IV. Gifts by Training School—

1. Dance of the Muses, High School.
2. Picture.
3. A mission clock, by Eighth Grade.
4. Flying Mercury, plaster, Eighth Grade.
5. Picture—Holland scene, Eighth Grade.
6. Three Madonnas, Eighth Grade.
7. Portrait of Tennyson, Eighth Grade.
8. Bust of Lincoln, Eighth Grade.
9. Bust of Washington, Eighth Grade.
10. Pictures—Three others, Eighth Grade.
11. Picture by Senior Class of High School, 1906.

V. On Deposit—

1. A collection of birds' eggs of Iowa, Mr. Crone.
2. A collection of minerals, polisht, Mr. Lyons.
3. A collection of coins and script, A. J. Park.

THE GREELEY WATER.

The water supply of Greeley is obtained from the cañon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the cañon 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 it 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 \$400,000.

CATALOG OF STUDENTS

CATALOG OF STUDENTS.

1908-9.

675.

Abbott, Vivian	Greeley, Colo.
Adams, Birdie F.	Pueblo, Colo.
Agnes, Virginia	Walsenburg, Colo.
Aldrich, Alice	Grand Junction, Colo.
Allard, Lucile	Pueblo, Colo.
Allen, Anna	Canon City, Colo.
Allen, Dorothy A.	Georgetown, Colo.
Allsworth, Brainard	La Junta, Colo.
Amoss, Georgiene	Windsor, Colo.
Anderson, Dorothea	Denver, Colo.
Anderson, May	Greeley, Colo.
Anderson, Myrtle	Trinidad, Colo.
Angove, Ethel	Loveland, Colo.
Archibald, Henrietta	Denver, Colo.
Ardell, Georgia Z.	Pueblo, Colo.
Arfsten, Rosa R.	Denver, Colo.
Asmus, Karine	Akron, Colo.
Atto, Elsie	Edgewater, Colo.
Auble, Stella	Independence, Colo.
Aultman, Lela E. (Mrs.)	Trinidad, Colo.
Aylesworth, Elaine E.	Ft. Collins, Colo.
Avison, Florence	Falcon, Colo.
Bagley, Helen	Pueblo, Colo.
Bailey, Hattie L.	Littleton, Colo.
Bailey, Latilla W.	Lake City, Colo.
Bailey, Lydia J.	Chivington, Colo.
Bailey, Maud	Grand Valley, Colo.
Bailey, W. L.	Lake City, Colo.
Baird, Alice	Greeley, Colo.
Baird, Myrtle	Greeley, Colo.

Baker, E. M.....	Natchez, Miss.
Baker, Georgia I.....	Greeley, Colo.
Baldwin, F. H.....	Greeley, Colo.
Ball, Mary A. (Mrs.).....	Poncha Springs, Colo.
Baller, Theresa	Arvada, Colo.
Balch, Mabel E.	Greeley, Colo.
Barndollar, Josephine	Pueblo, Colo.
Barnes, Frances	Holly, Colo.
Baron, Rena L.....	Silver Plume, Colo.
Barnard, Saide R.	Pueblo, Colo.
Bauer, Flora	Loveland, Colo.
Bean, Elizabeth	Denver, Colo.
Beardsley, Edith	Greeley, Colo.
Beattie, Elizabeth	La Salle, Colo.
Beattie, Jessie F.	La Salle, Colo.
Beattie, Nettie	Sterling, Colo.
Beale, Olive A.	Ft. Morgan, Colo.
Beck, Catherine	Greeley, Colo.
Bedford, Merton I.	Greeley, Colo.
Belden, Ethel	Fruita, Colo.
Bell, Evelyn M.	Crook, Colo.
Bell, Leona J.	Seibert, Colo.
Bentley, Ketura	Cripple Creek, Colo.
Bentley, Ruth	Atwood, Colo.
Bennett, Amanda C.	Cortez, Colo.
Bennett, Gertrude.....	La Junta, Colo.
Bennett, Nellie	Longmont, Colo.
Bernard, Amelia M.....	Florence, Colo.
Bernard, C. R.	Florence, Colo.
Bernethy, Ruth J.....	Greeley, Colo.
Berry, Helen	Denver, Colo.
Berryman, Dorothy J.....	Colorado Springs, Colo.
Betts, Ethel D.....	Pueblo, Colo.
Bishchoff, Nellie	Independence, Colo.
Bivans, Florence N.....	La Junta, Colo.
Black, W. W.....	Victor, Colo.
Blasenich, Elizabeth	Leadville, Colo.
Blumer, Henrietta	Elizabeth, Colo.
Bohn, Minnie	Ft. Lupton, Colo.

Bolton, Gertrude	Cripple Creek, Colo.
Bond, Margaret	Idaho Springs, Colo.
Bowles, Jessie M.	Denver, Colo.
Bowley, F. D. (Mrs.)	Canon City, Colo.
Boyd, Carrie C.	Greeley, Colo.
Boyd, Maude	Greeley, Colo.
Bradburn, Edith	Denver, Colo.
Bradfield, Louis	Greeley, Colo.
Bragg, Lottie B.	Ft. Collins, Colo.
Brainard, Fay	Denver, Colo.
Broadbent, Hattie	Ordway, Colo.
Brown, Addie	Pattonsburg, Mo.
Brown, Emily	Denver, Colo.
Brown, Mona	Canon City, Colo.
Brown, Rowena	Colorado Springs, Colo.
Brunelle, Horace F.	La Salle, Colo.
Budin, Anna	Sterling, Colo.
Burkholderer, Alida	Sioux Rapids, Ia.
Burkholderer, Daisy	Waterloo, Ia.
Burkholder, Hazel M. H.	Georgetown, Colo.
Burkholder, James E.	Georgetown, Colo.
Bullock, Mabel	Braymer, Mo.
Bunner, Catherine	Colorado City, Colo.
Burns, Jessie E.	Monte Vista, Colo.
Burns, Pearl M.	Telluride, Colo.
Burke, Alice	Rocky Ford, Colo.
Burk, Urmal	Ft. Morgan, Colo.
Burr, M. Eleanor	Canon City, Colo.
Burwell, Laura	Durango, Colo.
Busey, Alma B.	Montrose, Colo.
Byers, Ethel	Rocky Ford, Colo.
Cadwell, Alice	Canon City, Colo.
Calvin, Nona A.	Greeley, Colo.
Cameron, Deta	Greeley, Colo.
Camp, Myrtle	Greeley, Colo.
Campbell, Carrie	Ault, Colo.
Campbell, Sadie	Greeley, Colo.
Carlson, Emma	Greeley, Colo.
Cary, Leta C.	Greeley, Colo.

Carey, Marie	St. Joseph, Mo.
Chapman, Maude	Shenandoah, Ia.
Chatin, Janet	Walsenburg, Colo.
Cheatley, Emma L.....	Russell Gulch, Colo.
Cheely, Genevieve	Larkspur, Colo.
Chesnut, Asa R.....	La Salle, Colo.
Chester, Emma C.....	St. Joseph, Mo.
Chilson, Elma M.	Pueblo, Colo.
Choury, Bertha	San Luis, Colo.
Churchill, Isabel L.....	Greeley, Colo.
Clark, Anna M.....	Trinidad, Colo.
Clark, Betty	Denver, Colo.
Clark, Gretta M.....	Glenwood Springs, Colo.
Clendenen, Nellie V.....	Denver, Colo.
Cline, Rosetta	Pueblo, Colo.
Clock, Louva C.....	Yampa, Colo.
Cochran, Mary F.....	Denver, Colo.
Coggins, Laura M.....	Westboro, Mo.
Collom, Mattie J.....	Golden, Colo.
Comstock, Yoland B.....	La Junta, Colo.
Conkright, Josie	Morganville, Kan.
Cook, Alfaretta H.....	La Junta, Colo.
Cook, Charlotte	Stratton, Colo.
Cook, Edith	Rocky Ford, Colo.
Cook, Helen G.....	Delta, Colo.
Courtney, Julia	Montrose, Colo.
Conboy, Irene	Denver, Colo.
Conner, Gertrude G.....	Canon City, Colo.
Cooper, Bessie B.....	Colorado Springs, Colo.
Copeland, Lora M.	Greeley, Colo.
Coughlin, Willa G.....	Loveland, Colo.
Coulson, Marguerite G.	Boulder, Colo.
Courtright, Mabel	Greeley, Colo.
Courtright, Harriett M.	Greeley, Colo.
Craig, Carrie M.	Durango, Colo.
Craig, Maude	Evans, Colo.
Crawford, May	Denver, Colo.
Crosby, Jean	Denver, Colo.
Cross, Flora	Greeley, Colo.

Crowell, Edith	Pueblo, Colo.
Cunningham, Carl (Mrs.).....	Cripple Creek, Colo.
Curran, Mabel	Coaldale, Colo.
Dakins, Una H.....	Colorado Springs, Colo.
Dannels, Clara	Bayfield, Colo.
Dapper, Emma	Quincy, Ill.
Davis, Ethel A.....	Shenandoah, Ia.
Davis, Grace M.	La Junta, Colo.
Davis, Helen B.	Denver, Colo.
Davis, Nell M.....	Coon Rapids, Ia.
Davis, Sadie	Montclair, Colo.
Dean, Rose	La Salle, Colo.
Delling, Evelyn E.	Greeley, Colo.
Delling, Mabel K.	Greeley, Colo.
Devinney, Marie	Edgewater, Colo.
Dille, Margaret	Cripple Creek, Colo.
Dohner, Jenne K.	Loveland, Colo.
Doke, Nellie	Greeley, Colo.
Donovan, Mattie	Longmont, Colo.
Dorsey, Helen	St. Joseph, Mo.
Dotson, Nellie	La Veta, Colo.
Douma, Robert W.	Cedar Edge, Colo.
Dowling, Katharyn	Greeley, Colo.
Draper, Julia E.....	Boulder, Colo.
Dubber, Bessie P.....	Greeley, Colo.
Duescher, Alma C.....	Kankanna, Wis.
Duggins, Florence C.....	Pueblo, Colo.
Dunshee, Faye	Monte Vista, Colo.
Doull, Frances	Greeley, Colo.
Douglas, Elma I.....	Colorado Springs, Colo.
Eades, Emma	Bayfield, Colo.
Easterly, Sara B.....	Gunnison, Colo.
Eckman, Flora A.	Denver, Colo.
Edman, Minnie	Ault, Colo.
Ellerbe, Bettie P.....	Denver, Colo.
Elliott, Bessie E.	Pueblo, Colo.
Ellsworth, Sheila H.	Leadville, Colo.
Elmer, Marjorie	Greeley, Colo.
Ewing, Ernest F.	Durango, Colo.

Ewing, Cora E.	Denver, Colo.
Faires, Ruby E.	Lake City, Colo.
Farrar, Eliza R. (Mrs.).....	Pueblo, Colo.
Farley, Ruth	Denver, Colo.
Farrington, Flora	Denver, Colo.
Fedde, Agnes	Fowler, Colo.
Ferrier, Josephine E.	Ft. Collins, Colo.
Fezer, Marion	Greeley, Colo.
Fick, Theo. G.....	Hugo, Colo.
Filger, Ilma	Breckenridge, Colo.
Finch, Pearl	Colorado Springs, Colo.
Finch, Lester R.....	Greeley, Colo.
Finley, Florence	Denver, Colo.
Fisher, Helen H.....	Colorado Springs, Colo.
Fitzgerald, Myrtle B.	Chicago, Ill.
Floyd, Jessie	Greeley, Colo.
Flemming, Gertrude	Morrison, Colo.
Foley, Nellie	Pueblo, Colo.
Foley, Marie	Omaha, Neb.
Fowler, E. M.....	Denver, Colo.
Fowler, Garnet G.	Trinidad, Colo.
Frantz, Katherine	Georgetown, Colo.
Franzen, Lillie T.	Roswell, N. Mex.
French, Ola M.	Greeley, Colo.
Friel, Pauline	Cripple Creek, Colo.
Gaines, Joysa	Pueblo, Colo.
Gaines, Mary	Pueblo, Colo.
Garrigues, Grace L.....	Greeley, Colo.
Gates, Allie B.	Greeley, Colo.
Geffs, Bessie (Mrs. Carlson).....	Denver, Colo.
Geiser, Eva M.	Greeley, Colo.
Gildersleeve, Helen	Aguilar, Colo.
Gjellum, Bertha	Fowler, Colo.
Gleasant, Belle	Greeley, Colo.
Gleeson, Josie E.	Denver, Colo.
Godfrey, Hazel M.....	Greeley, Colo.
Godfrey, Maude (Mrs.)	Trinidad, Colo.
Goodrich, Anna H.	Greeley, Colo.
Goodrich, Pearl	Wheatland, Wyo.

Goodrich, Rosalie	Wheatland, Wyo.
Gordon, Ethel I.	Greeley, Colo.
Gourley, Anna L.	Grand Junction, Colo.
Grable, Laura	Greeley, Colo.
Graham, Alivia I.	Red Cliffe, Colo.
Granger, Ethel C.	Salida, Colo.
Granger, Margaret	Canon City, Colo.
Grant, Marie	Denver, Colo.
Grantham, Mayme	Pattonsburg, Mo.
Greene, B. R.	Genoa, Colo.
Griffin, Alice M.	Anthon, Ia.
Griffin, J. Luther	Boulder, Colo.
Griffin, Ruth	Phillips, Wyo.
Griffin, Viola	Phillips, Wyo.
Hale, Katherine	Denver, Colo.
Hall, Grace B. (Mrs.)	E. Las Vegas, N. Mex.
Halsted, Halcyon	Greeley, Colo.
Hamilton, Isabella	Holyoke, Colo.
Hammel, Anna	La Junta, Colo.
Hammers, Mildred (Mrs.)	Denver, Colo.
Hanning, Lula	Idaho Springs, Colo.
Hansen, Noma	Denver, Colo.
Hard, Nellie	Longmont, Colo.
Harris, Delia L.	Socorro, N. Mex.
Harris, Edith	Greeley, Colo.
Hartung, Belle	Greeley, Colo.
Hartung, Louise	Greeley, Colo.
Hatcher, Roberta	Cripple Creek, Colo.
Hawkins, Josephine A.	Wheatland, Wyo.
Hay, Mary	Junction City, Kan.
Hays, Carrie	Lamar, Colo.
Hayes, Mary P.	Victor, Colo.
Heath, Edith	Montrose, Colo.
Heenan, Florence M.	Denver, Colo.
Henderson, Louise	Collbran, Colo.
Henderson, Wilma M.	Denver, Colo.
Hennes, Marie	Greeley, Colo.
Hennes, Olive	Greeley, Colo.
Hennes, Wilma C.	Greeley, Colo.

Heppner, Mary Frances	Denver, Colo.
Herchenroder, Clara	St. Joseph, Mo.
Herren, Ida V.	Salida, Colo.
Hess, Fannie A.	Ault, Colo.
Hetzl, Eva M.	Newton, Kan.
Hibner, Dee	Greeley, Colo.
Hill, Mildred F.	Greeley, Colo.
Hill, Richard D.	Pueblo, Colo.
Holleck, Mabel	Cripple Creek, Colo.
Hoober, Hazel D.	Pueblo, Colo.
Hopkins, Carrie	Maryville, Mo.
Horton, Mamie	Milwaukee, Wis.
Horsh, Minnie	Lincoln, Neb.
Horton, Nellie	Pueblo, Colo.
Howard, Dora C.	Rocky Ford, Colo.
Hubert, Gladys R.	Trinidad, Colo.
Hubbell, Julia	Ault, Colo.
Hull, Marie	Lake City, Colo.
Hunt, Carolyn N.	Lake City, Colo.
Hunter, Calla M.	Greeley, Colo.
Hurst, John L.	Denver, Colo.
Hutchison, M. H.	Yampa, Colo.
Imes, Laura B.	Sawpit, Colo.
Ingersol, Edna	Delta, Colo.
Ingledeu, Gwendolyn	Leadville, Colo.
Inman, Katharine S.	Denver, Colo.
Jackson, Nellie M.	Wabash, Ind.
Jensen, Magie	Potter, Neb.
Joel, Ethel E.	Canon City, Colo.
Johnson, Anna G.	Greeley, Colo.
Johnson, Ella	Greeley, Colo.
Johnson, Gladys H.	Greeley, Colo.
Johnson, Harry	Evans, Colo.
Johnson, John C.	Greeley, Colo.
Johnson, Mabel	Ft. Lupton, Colo.
Johnson, Mary E.	Sterling, Colo.
Johnson, Mildred	Greeley, Colo.
Jones, Alice J.	Loveland, Colo.
Jones, Bea	Victor, Colo.

Jones, Bessie	Victor, Colo.
Jones, Lynn	Littleton, Colo.
Jones, Robert A.	Telluride, Colo.
Jonik, Elizabeth	Pueblo, Colo.
Judd, Effa	Manzanola, Colo.
Karnes, Antoinette	Ouray, Colo.
Kauffman, Hattie R.	Greeley, Colo.
Keating, Mary A.	Pueblo, Colo.
Keefe, Verma A.	Denver, Colo.
Keene, Anna	St. Joseph, Mo.
Keener, Goldie E.	Carr, Colo.
Kenehan, Kate	Denver, Colo.
Kelley, Lillian	Greeley, Colo.
Kemp, May	Logansport, Ind.
Kendel, Mary	Greeley, Colo.
Kennedy, Lurra	Greeley, Colo.
Kenny, Aimee	Blair, Neb.
Kenton, Nuna	Pueblo, Colo.
Kermode, Dorothy	Walden, Colo.
Kibbey, Ilah	Kansas City, Mo.
King, Alice	Greeley, Colo.
King, Anna	Junction City, Kan.
King, Ellen (Mrs.)	Pueblo, Colo.
King, Estella	Lucerne, Colo.
Kisler, Elizabeth	Ft. Morgan, Colo.
Kistler, Isabelle A.	Denver, Colo.
Knight, Myrtle	Denver, Colo.
Konkel, Anna B.	Vilas, Colo.
Krakel, Nina D.	Sterling, Colo.
Kramer, Mary Gertrude	Denver, Colo.
Kuhnley, Irene	Delta, Colo.
Kuhnley, Stella	Delta, Colo.
Kyle, Henry	Evans, Colo.
Kyle, Clover M.	Evans, Colo.
Lacher, Luella	Montrose, Colo.
Lace, Jessie A.	Pueblo, Colo.
Lace, Mona V.	Pueblo, Colo.
Lackore, Lillian	Greeley, Colo.
Ladd, Helen M.	Union Village, Vt.

Lalumander, Mayme	Idaho Springs, Colo.
Lamma, Clara	La Salle, Colo.
Lamb, Helen	Grand Junction, Colo.
Landers, Laura	Eaton, Colo.
Landers, Prudence	Eaton, Colo.
Lannon, Abigail	Pueblo, Colo.
Lapham, Etta	Grand Junction, Colo.
Larsen, Emma	Kimball, Neb.
Larson, Gladys	Leadville, Colo.
Larson, Rose	Kimball, Neb.
Latham, Mabel	Ames, Ia.
Laughead, Myrtle S.	Denver, Colo.
Law, Bess H.	Julesburg, Colo.
Lawrence, Effie L.	Boulder, Colo.
Lay, Edith	Lamar, Colo.
Lee, Ruby H.	Edgewater, Colo.
Legler, Rosina	Sac City, Ia.
Leiper, Vera	Greeley, Colo.
Levis, Edna B.	Greeley, Colo.
Leverton, Nettie R.	Warren, Ill.
Lewis, Blanche	Edgewater, Colo.
Lilly, Louise	La Junta, Colo.
Limbocker, Zoe	Pueblo, Colo.
Linville, Eva B.	Greeley, Colo.
Little, Rosamond	Canon City, Colo.
Livesey, Mary	Denver, Colo.
Lloyd, Phillip W.	Rockvale, Colo.
Long, Geraldine M.	E. Syracuse, N. Y.
Long, Margaret	Lafayette, Colo.
Lockhart, James	Greeley, Colo.
Lowe, Naamah	Durango, Colo.
Lucas, Cora	Greeley, Colo.
Luce, Vala (Mrs.)	Hubbell, Neb.
Lynds, Mary E.	Denver, Colo.
Lyman, Genevieve M.	Denver, Colo.
Lyon, Florence	Denver, Colo.
Lyon, Maude A. (Mrs.)	Denver, Colo.
Mahoney, Elizabeth	Victor, Colo.
Marshall, Grace	Delta, Colo.

Marsh, Margaret	Lamar, Colo.
Martin, Frances	Greeley, Colo.
Martin, Nellie M.	Coon Rapids, Ia.
Martin, Maude	Greeley, Colo.
Marvin, Grace H.	Sterling, Colo.
Matzick, Emma	Monte Vista, Colo.
Mays, Josephine	Red Cliff, Colo.
McAllister, Winifred E.	Denver, Colo.
McCarthy, Nannie	Denver, Colo.
McCrery, Elizabeth G.	Greeley, Colo.
McDonald, Christina M.	Denver, Colo.
McDougal, Mary B.	Denver, Colo.
McBride, Sallie	Swallows, Colo.
McClelland, Mary E.	Wheatland, Wyo.
McCloskey, Anna	Pueblo, Colo.
McElhaney, Lenora	Wheatland, Wyo.
McGinty, Frances	Junction City, Kan.
McGinn, Margaret M.	Denver, Colo.
McKibben, Edith J.	Greeley, Colo.
McLean, Mary	Brush, Colo.
MacManus, Lavane F.	Denver, Colo.
McMillan, Mary A.	Greeley, Colo.
McNew, Addie F.	Julesburg, Colo.
McNicholas, Abbie	Durango, Colo.
McNicholas, Nettie	Durango, Colo.
Meads, Mildred H.	Greeley, Colo.
Mead, Wilhemina	Greeley, Colo.
Meachem, Edna M.	Denver, Colo.
Mellor, Ethel	Aspen, Colo.
Mellor, Florence	Aspen, Colo.
Melvin, Harriette	Santa Cruz, Calif.
Metcalf, Della	Ft. Collins, Colo.
Mickelson, Alma E.	Rocky Ford, Colo.
Middleton, W. E.	Longmont, Colo.
Miller, Alta M.	Greeley, Colo.
Miller, Florence (Mrs.)	Greeley, Colo.
Miller, Georgia M.	Pueblo, Colo.
Millard, Nathan	Ft. Collins, Colo.
Milligan, Mabel H.	Crested Butte, Colo.

Mills, Freda	Ft. Collins, Colo.
Moler, Lenita	Colorado Springs, Colo.
Money, Carrie E.	La Junta, Colo.
Monroe, Gussie R.	Thatcher, Colo.
Montague, Bessie B.	Denver, Colo.
Moore, Grace G.	Greeley, Colo.
Moore, Gertie	Pueblo, Colo.
Moore, Hazel H.	Denver, Colo.
Moore, Jessie R.	Ft. Collins, Colo.
Moore, Maude L.	Greeley, Colo.
Morrison, Delaphine	Leadville, Colo.
Morrison, Kellaphene	Howard, Colo.
Morris, Clara	Greeley, Colo.
Moseley, F. N. (Mrs.)	Loveland, Colo.
Moynahan, Minnie C.	Leadville, Colo.
Mulnix, Maisie	Denver, Colo.
Mulvaney, Alma K.	Loveland, Colo.
Mulvaney, Grace A.	Loveland, Colo.
Nash, Mary	Cripple Creek, Colo.
Nelson, Ellen	Manhattan, Kan.
Nelson, Flora	Montrose, Colo.
Nelson, Nell	Howardsville, Colo.
Nesbitt, Winifred (Mrs.)	Rocky Ford, Colo.
Newcum, Charles L.	Denver, Colo.
Newcomb, Kate	La Jara, Colo.
Newton, Bessie L.	Durango, Colo.
Nichols, Harriett M.	Pueblo, Colo.
Nichols, Helen E.	Pueblo, Colo.
Norris, Lena	Colorado Springs, Colo.
Norris, Lillian	Colorado Springs, Colo.
Norton, Marguerite	Denver, Colo.
Norviel, Alma	Fountain, Colo.
Noyes, Frances	Silver Plume, Colo.
Noyes, Mary	Greeley, Colo.
Nunemaker, Walter T.	La Junta, Colo.
Olin, Marguerite	Pueblo, Colo.
O'Connell, Anna	Anaconda, Colo.
O'Connell, Sara A.	Georgetown, Colo.
O'Rourke, Helena	Idaho Springs, Colo.

Osterhout, Katie	Las Animas, Colo.
Ott, Luella	Greeley, Colo.
Olsen, Leah	Ault, Colo.
Ovren, Josephine Mary	Victor, Colo.
Packer, Winifred R.	Greeley, Colo.
Page, Catherine	Windsor, Colo.
Paine, Velma E.	Greeley, Colo.
Palmer, Ethel	Golden, Colo.
Palmquist, Christina M.	Trinidad, Colo.
Parkyn, Esther	Trinidad, Colo.
Parr, Estelle	Victor, Colo.
Parfet, Lois	Cripple Creek, Colo.
Parlow, Mary E.	Toledo, Ohio
Paul, Elna T. (Mrs.)	Greeley, Colo.
Parkinson, Emma	Moundville, W. Va.
Payne, Bird M.	Greeley, Colo.
Pearce, Lela E.	Cripple Creek, Colo.
Pearson, Hazel	Lafayette, Colo.
Pemberton, Arthur W.	Greeley, Colo.
Pennock, Ella (Mrs.)	Cripple Creek, Colo.
Peterson, Hanna E.	Silver Plume, Colo.
Peterson, Hilda	Durango, Colo.
Phillips, Zelma	Pagosa Springs, Colo.
Piedalue, Laura	Greeley, Colo.
Peirson, Gertrude R.	Colorado Springs, Colo.
Pierson, Sadie L.	Delta, Colo.
Pitnam, Frances	Florence, Colo.
Poynter, Mary L.	Georgetown, Colo.
Pound, John L.	Canon City, Colo.
Powers, Mary G.	Grand Rapids, Mich.
Price, Sylvia	Monte Vista, Colo.
Probert, Bessie	Buffalo Creek, Colo.
Purdy, Ethel M.	Pueblo, Colo.
Purrier, Harriette E.	Gunnison, Colo.
Quick, Anna	Ft. Collins, Colo.
Quinlan, Agnes	Gypsum, Colo.
Quinlan, Elizabeth	Gypsum, Colo.
Ramsdell, Fred	Greeley, Colo.
Ramsey, Carrie B.	Rocky Ford, Colo.

Ramsey, Adele A.	Crook, Colo.
Rayner, Mary	Pueblo, Colo.
Rayner, Marguerite F.	Pueblo, Colo.
Reed, Ethel	Canon City, Colo.
Read, Fay	Pueblo, Colo.
Redic, Ray	Butler, Pa.
Reed, Gertrude	Greeley, Colo.
Rehn, Katherine	Greeley, Colo.
Reid, Janet	Greeley, Colo.
Reilly, Kathryn A.	Empire, Colo.
Reno, Alice	Manitou, Colo.
Rice, Grace	Golden, Colo.
Rice, Katharyn	Greeley, Colo.
Richart, Lillian M.	Greeley, Colo.
Richardson, Etta E.	Greeley, Colo.
Rider, Ida M.	Colorado Springs, Colo.
Ripley, Eva	Canon City, Colo.
Robertson, Edna	Del Norte, Colo.
Robb, Gertrude	Rocky Ford, Colo.
Rockefeller, Edna M.	Crested Butte, Colo.
Roddy, Gary	Greeley, Colo.
Rogers, Grace L.	La Salle, Colo.
Rogers, Ruth	Colorado Springs, Colo.
Roe, Anna	Pueblo, Colo.
Rose, Vira I.	Denver, Colo.
Rosenburg, Frances	Denver, Colo.
Rosendahl, Charlotte	Denver, Colo.
Ross, Ada	Canon City, Colo.
Rowe, Edith	Prowers, Colo.
Rule, Beatrice	Idaho Springs, Colo.
Ryan, Grace (Mrs.)	Evans, Colo.
Sallen, Katharine	Denver, Colo.
Sandstedt, Hilma	Pinon, Colo.
Sampson, Nellie E.	Cheyenne, Wyo.
Schultz, Mary D.	Arvada, Colo.
Schenck, Gertrude	Denver, Colo.
Schoppe, Gyp	Ft. Morgan, Colo.
Scott, Letitia	Greeley, Colo.
Seaman, Maud L.	Denver, Colo.

Sellers, Elizabeth	Sturgis, S. Dak.
Sells, Mae	Colorado Springs, Colo.
Schertel, Max	Greeley, Colo.
Schultz, Minnie E.	Guthrie, Okla.
Shambo, Maebelle	Greeley, Colo.
Shamel, Harold	Newton, Kan.
Sherman, Jessie S.	Greeley, Colo.
Sheeder, Elizabeth (Mrs.)	Victor, Colo.
Shonka, Rose	Schuyler, Neb.
Shreves, Rolla M.	Ripley, Okla.
Shull, Beulah B.	Berthoud, Colo.
Sievers, Clarinda	West Bend, Wis.
Sibley, Blanche T.	Greeley, Colo.
Skinner, Edith	Montrose, Colo.
Slater, Catherine M.	Denver, Colo.
Slaughter, Elizabeth A.	Colorado Springs, Colo.
Smith, Alice	Cripple Creek, Colo.
Smith, Clara E.	Platteville, Colo.
Smith, Gertrude V.	Las Animas, Colo.
Smith, Josephine A.	La Salle, Colo.
Smith, Josephine	Florence, Colo.
Smith, Louise	Cripple Creek, Colo.
Smith, Margaret L. (Mrs.)	Longmont, Colo.
Smith, Mary A.	Boulder, Colo.
Smith, Minnie F. (Mrs.)	Sterling, Colo.
Smith, Nettie P.	Atwood, Colo.
Snead, Lucy	Greeley, Colo.
Snoddy, Martha B.	Las Animas, Colo.
Snook, Carrie	Greeley, Colo.
Snodgrass, Geneve	Trinidad, Colo.
Songer, Myrtle	Edgewater, Colo.
Sprague, Jessie	Cutler, Ill.
Stanton, Nellie	Denver, Colo.
Stapp, Melvina	Colchester, Ill.
Stauffer, Ida	Delta, Colo.
Steele, Lenore	Pueblo, Colo.
Stephen, Elsie M.	Denver, Colo.
Stein, Louise	Eagle, Colo.
Stern, Edith	Denver, Colo.

Stetter, Leah	Holyoke, Colo.
Stevens, Eva (Mrs.)	Pueblo, Colo.
Stewart, J. Mack	Greeley, Colo.
Stiffler, Robert E.	Denver, Colo.
Stockdale, Martha E.	Colorado Springs, Colo.
Stockdale, Mary	Colorado Springs, Colo.
Stone, Gertrude M.	Pueblo, Colo.
Strows, Nellie V.	Gypsum, Colo.
Stryker, Mary	Boulder, Colo.
Sullivan, Mae E.	Denver, Colo.
Strang, Anna	Montrose, Colo.
Strong, Myrta	Brighton, Colo.
Sullivan, M. S. (Mrs.)	Canon City, Colo.
Swart, Frank E.	Amethyst, Colo.
Swanson, Emma H.	Las Animas, Colo.
Sweet, Lewis	St. Joseph, Mo.
Tandy, Martha Frances	Carbondale, Colo.
Tandy, Helen	Carbondale, Colo.
Tanquory, Ruberta	Denver, Colo.
Templeton, Helene	Sterling, Colo.
Thomas, H. F.	Greeley, Colo.
Thill, Estella L.	Florence, Colo.
Thompson, Anna F.	Denver, Colo.
Thompson, Florence	Greeley, Colo.
Thompson, Laura	Greeley, Colo.
Tidball, Elizabeth	Victor, Colo.
Tierney, Anna A.	Denver, Colo.
Tohill, Enid V.	Monte Vista, Colo.
Tope, Minne E.	Manzanola, Colo.
Townsend, Etha	Victor, Colo.
Tracy, Lillian	Denver, Colo.
Tredway, Jesse M.	Denver, Colo.
Triem, Emma	Winston, Mo.
Tucker, Henry M.	Loveland, Colo.
Tucker, Pearl E.	Greeley, Colo.
Twombly, Della	Ft. Lupton, Colo.
Twomey, Iona	Julesburg, Colo.
Twomey, H. Jane	Julesburg, Colo.
Tyler, Cecilia M.	Buena Vista, Colo.

Ummel, Maude	St. Joseph, Mo.
Umstead, Aura	Rocky Ford, Colo.
Van Atta, Prudence.....	Colorado Springs, Colo.
Van Buren, Arthur	Rariton, Ill.
Van Darpen, Anna	Denver, Colo.
Van Buskirk, Caroline E.....	Alta, Ia.
Van Winkle, Grace I.....	Cope, Colo.
Vincent, Jessie H.	Goodland, Kan.
Van Gorder, Elizabeth	Greeley, Colo.
Wagner, Alice M.	Russel Gulch, Colo.
Wagner, Marguerite G.	Denver, Colo.
Waldron, Mary G.	Leadville, Colo.
Walker, Ethel	Beloit, Kan.
Wallick, Mary	Edgewater, Colo.
Walsh, Delia	Cripple Creek, Colo.
Walsh, Eva	Denver, Colo.
Walsh, Lottie E.	Greeley, Colo.
Walz, Mina M.....	Glenwood Springs, Colo.
Washburn, Elizabeth Z.	Harper, Colo.
Waterman, Verna H.	Ohio City, Colo.
Weaver, Nellie F.	Coon Rapids, Ia.
Weaver, Inez E.	Austin, Colo.
Weber, Anna	Durango, Colo.
Weber, Lina	Sugar City, Colo.
Webster, Ruth	Canon City, Colo.
Weekes, Edna	Denver, Colo.
Wegerer, Berana M.	Marion, Kan.
Welch, Edith C.	Gunnison, Colo.
Wesner, Eleanora M.	Zion City, Ill.
Weist, Mabel B.....	Rocky Ford, Colo.
Welsh, Losia	Clarinda, Ia.
Welsh, Josephine	Windsor, Colo.
Whetsel, Anna L. (Mrs.)	Pueblo, Colo.
Whitehead, Jennie	St. Joseph, Mo.
White, Julia K.	Carbondale, Colo.
White, Lois	Greeley, Colo.
Whitman, Bertha H.	Denver, Colo.
Wilkinson, Olive Fay	Auburn, Neb.
Wilkinson, Nannie D.	Humboldt, Neb.

Williams, Letha	Delta, Colo.
Williams, Sarah	Sterling, Colo.
Wilson, Alice I.	Denver, Colo.
Wilson, Alma	Eaton, Colo.
Wilson, Minnie	Denver, Colo.
Wood, Jean	Cripple Creek, Colo.
Woods, Elizabeth M.	Schuyler, Neb.
Wogan, Arthyrn	Cripple Creek, Colo.
Wolff, Elsa	Cripple Creek, Colo.
Woodring, Helen	Colorado Springs, Colo.
Wright, Edna	Greeley, Colo.
Wren, Lena	Pueblo, Colo.
Wright, Lois	Greeley, Colo.
Wright, Lora	Greeley, Colo.
Wyatt, Clifton	Greeley, Colo.
Yardley, Hattie F.	Greeley, Colo.
Yerion, Cena	Greeley, Colo.
Young, George	Evans, Colo.
Yoder, Albert H.	Sterling, Colo.
Zilar, Bessie B.	La Salle, Colo.
Zingg, Ottway C.	La Salle, Colo.

HIGH SCHOOL DEPARTMENT.

ELEVENTH GRADE—82.

Anthony, Hazel	Emerson, Mae
Ashby, Hope	Erickson, Arthur
Backus, Lillian	Finch, Clarence
Baker, Charles	Finch, Callie
Beardsley, Inez	Glover, Nellie
Beattie, Robert	Hamilton, Elsie
Bennett, Nellie	Hatch, Frank
Bischoff, Nellie	Hayden, Mary
Blaisdell, Oscar	Heighton, Charles
Blazer, Esta	Hennes, Elizabeth
Brake, Jane	Hopkins, Mildred
Campbell, Ruth	Horton, Mary
Carrithers, Glessner	Hunter, Sarah
Culver, Betsey	Keefe, Blanche
Dickey, Harley	Kennedy, Lyra
Doke, Harold	Konkel, Mary

Lamb, Florence	Piedalue, Regina
Laughrey, Berenice	Phillips, Zelma
Lewis, Carrie	Pritchard, Henrietta
Ling, Bessie	Probert, Bessie
Lockhart, Mae	Reeves, Frank
Mayhoffer, Frances	Richey, Helen
Moore, Elizabeth	Shambo, Mabel
Morris, Ruth	Snodgrass, Geneva
Motheral, Clare	Steck, Susie
Mott, Irene	Swanson, Lois
Mundy, James	Sweet, Gladys
Musgrove, Mary	Sullivan, Vera
Mulvehill, Rita	Tibbets, Elsie
McCoy, Adelaide	Thompson, Aline
McCullom, Agnes	Thornton, Theresa
McCullom, Merriam	Townsend, Alice
McCunniff, John	Truelson, Norma
McCunniff, Dennis	Tucker, Mary
New, Nellie	Turner, Elmer
Nordstrom, Sylvia	Varvel, Emmett
Noyes, Mary	Wilcox, Eula
Oliver, Bertha	Willson, Anna
Oliver, Elsie	Wilmarth, Alta
Oliver, Ruth	Wood, Mary
Peery, Blanche	Woods, Della

TENTH GRADE—62.

Alden, Lee	Durning, Charles
Baab, Bertha	Eberhardt, Pearl
Bashor, Esta	Emerson, Inez
Bashor, Mary	Hartung, Emil
Bedford, Everett	Hopkins, Helen
Bly, Hazel	Horton, Mary
Boreson, Emma	Hunter, Hugh
Boreson, Martha	Hull, Orlo
Boston, Roy	Jillson, Helen
Bowerman, Austin	Kelley, Myra
Bowland, Edward	Konkel, James
Campbell, Ruth	Kyle, Norma
Collins, Mary	Lay, Edith
Colpitts, Guy	Lee, Arthur
Crone, Harry	Lewis, Ralph
Cross, John	Lloyd, Nathaniel
Davidson, Chief	Lyon, Evelyn
Delling, Minnie	Malm, Carl
Dotson, Edna	McKelvey, Lillian
Dotson, Ruth	Nessler, Estelle

Phelps, Mattie
 Riddle, Ray
 Robb, Grace
 Samson, Ida
 Sanford, Hazel
 Smith, Belva
 Snider, Jesse
 Stewart, Edna
 Svedman, Ellen
 Tague, Harold
 Todd, Maude

Tope, Mary
 Tope, June
 Truelson, Katie
 Waite, Earl
 Watson, Gertrude
 Williams, Fern
 Wright, Zada
 Wyatt, Hilda
 Wyatt, Mabel
 Yerion, Grace
 Zilar, John

NINTH GRADE—59.

Adams, Roy
 Anderson, Fritz
 Anderson, Nellie
 Billings, Gordon
 Bickling, Francena
 Bishop, Ida
 Boreson, Grace
 Bowles, Dotta
 Briscoe, Edwin
 Carle, Mary
 Center, Fred
 Champion, Ernest
 Davis, Charles
 Davidson, Lulu
 DuBois, Karl
 Durning, James
 Easton, Edison
 Eberhardt, Frances
 Erwin, Eva
 Edwards, T. M.
 Evans, Mozelle
 Fagan, Edward
 Forquer, Ellen
 Gates, Frank
 Gilmore, Claude
 Gilmore, Daisy
 Gore, Floy
 Gordon, Carl
 Harris, Earl
 Holmes, Agnes

Hunter, Eugene
 Jenkins, Charles
 Laughrey, Beulah
 Lloyd, Mamie
 Malm, Esther
 Martin, Rebecca
 Martin, Olive
 Miller, Ernest
 Mosier, Ruth
 Nicholas, Clifford
 Nicholas, Ora
 Offerlee, Molly
 Parsons, Maude
 Pattee, Isabelle
 Peterson, Grace
 Ringle, Helen
 Robinson, Inez
 Shultz, Juanita
 Spencer, Clarke
 Statler, Stewart
 Stewart, Hazel
 Svedman, Lillie
 Swanson, Mae
 Teghtmeyer, Velma
 Tell, Sylvia
 Waite, Rosa
 Weiss, Rosa
 Wickline, Walden
 Williams, Charles

GRAMMAR DEPARTMENT.

EIGHTH GRADE—35.

Adams, George	Kindred, Roy
Adams, Ruth	Knous, Miriam
Anderson, Ellen	Knous, Mildred
Anderson, Dagmar	Kyle, Edna
Asling, Harvey	Lofgren, Hattie
Bruckner, Fred	Martin, Anna
Bruckner, Johannah	Miller, Burt
Camp, Greeley	Mundy, Emery
Carlson, Albin	Newman, Charles
Dedrick, Helene	Pfleiderer, Anna
Edwards, Lizzie	Riekemann, Mattie
Elmer, Catherine	Riekemann, Willie
Elliott, John	Stephens, Dorothy
Fairchild, Lola	Swart, Katherine
Howard, Elmer	Sweet, Marian
Inman, Mamie	Tell, Lorette
Johnson, Shirley	Van Sickle, Hazel
Kidder, Jay	

SEVENTH GRADE—24.

Anderson, Albert	Hopkins, Esther
Balch, Wilbur	Houghton, Genette
Becker, Edgar	Howard, Helen
Benton, Elbert	Kirk, Ole
Billings, Ada	Martin, Marie
Bons, Barbara	Mundy, Edwin
Calvin, Clyde	Nagel, Helen
Evans, Lucille	Newman, Esther
Farr, Ruth	Riekemann, Ida
Galland, Mamie	Stephens, Alan
Gill, Richard	Stephens, Edith
Hakanson, Stella	Snider, Claude

SIXTH GRADE—25.

Adams, Donald	Ericson, Ruth
Adams, Mary	Foley, Ruth
Anderson, Lucien	Hakanson, Ruby
Bickling, Marietta	Kiest, Ernest
Bracewell, Harold	Kimbley, Orville
Brainard, Omer	Meacham, Ruth
Calvin, Bert	Neeland, Mary
Erdbrugger, Elsie	Ovesen, Esther

Probert, Florence
 Prunty, Iona
 Ringle, Harold
 Shattuck, Mary
 Spencer, Ada

Stodghill, Gilbert
 Waite, Clarence
 Walker, Madge
 Williams, Phillip

FIFTH GRADE—24.

Anderson, Carl
 Anderson, George
 Anderson, Lillie
 Bly, Lucius
 Calvin, Elizabeth
 Calvin, Maggie
 Carlson, Anna
 Crawford, Kenneth
 Dedrick, Walter
 Hill, Hazel
 Karn, Winifred
 Kimbley, Ona

Loewus, Sidney
 Lowe, Florence
 Markus, Mary
 Miller, Katherine
 Pleiderer, August
 Riebe, Ella
 Ringle, Margaret
 Stodghill, Corinne
 Sweet, Mildred
 Tegtman, Eddie
 Tegtman, Ernest
 Town, George

PRIMARY DEPARTMENT.

FOURTH GRADE—32.

Anderson, Blanche
 Anderson, Henry
 Bennett, Ada
 Bickling, McKinley
 Boyd, Albert
 Bracewell, Helen
 Brainard, Boyd
 Bruckner, Clara
 Bruckner, Grace
 Calvin, Van
 Carlson, Tillie
 Courtney, Ocie
 Davis, Ralph
 Deelux, Neill
 Foley, Irene
 Hatch, Orville

Hays, Robert
 Howard, June
 Hughes, Clara
 Kirk, John
 Lawrence, Roy
 Lawrence, Willie
 Lofgren, Mable
 McAfee, Ida
 McClelland, Alvin
 Milligan, Clara
 Probert, Richard
 Prunty, Leuty
 Riekemann, Elsie
 Tegtman, Frank
 Twist, Paul
 Walker, Charles

THIRD GRADE—23.

Adams, Elizabeth
 Adams, Willie

Ashby, Evalyn
 Barger, Virgil

Barry, Leta
 Calvin, Leuria
 Evans, Basil
 Fitz, Josh.
 Foley, Irene
 Gale, Jessie
 Hill, Arthur
 Hughes, Bennett
 Kyle, Ray
 Lawrence, Carl

Markus, Katie
 Moore, Novelyn
 Prunty, Lloyd
 Sanford, Brainerd
 Shattuck, Flora
 Smyzer, Sharon
 Stapleton, Blanche
 Talbert, Flossie
 Talbert, John

SECOND GRADE—30.

Anderson, Clayton
 Barker, Chester
 Bruckner, John
 Bullock, Philip
 Bickling, Elsie
 Catherwood, Carmileta
 Dotson, George
 Ernesti, Virginius
 Galland, Charlie
 Hays, Helen
 Hakanson, Melvin
 Ketcham, Gladys
 Martin, Alice
 Miller, Alex.
 Miller, Fred.

Mott, Frank
 Murry, Evalyn
 Petty, George
 Preston, Harold
 Riebe, Otto
 Ringle, Arthur
 Stephens, Jennie
 Stevens, Horace
 Smiser, Marvin
 Thompson, Clyde
 Thompson, Earle
 Whitaker, Lois
 Wood, Finis
 Zingg, Ruth
 Zingg, Robert

FIRST GRADE—29.

Adams, Howard
 Bernard, Charles
 Bly, Helen
 Bowley, Roland
 Boyd, Esther
 Crippen, Howard
 Ecker, John
 Hotchins, Eric
 Hotchins, Loren
 Kindred, Jacob
 Kortney, Clifford
 Lawrence, Alfred
 Lawrence, Hannah
 Mawhinney, Lucetta
 Markus, Emma

Martin, Earle
 Miller, Mary
 Mott, Irving
 Murry, Agnes
 Reed, Nellie
 Riebe, Fred
 Ross, Myrle
 Thompson, Beulah
 Tope, Ted.
 Walker, Mildred
 Williams, Teddie
 Williams, Marian
 Wood, Samuel
 Wynegar, George

KINDERGARTEN—57.

Baab, William	Marshall, Byron
Beardsley, Alma	Memford, Grove
Buman, Paul	Miller, Warren
Bush, Walter	Milligan, Mary
Card, Elizabeth	Moore, Margaret
Clayton, Genevieve	Murchison, Vail
Cornin, Dorothy	Myers, Leon
Davis, John C.	Neill, Mildred
Dedrick, Mary Francis	Nims, Eleanor
Gill, Mabel	O'Donnell, Juanita
Hall, Mabel	O'Donnell, Wanda
Heuring, Katherine	Onstine, Daniel
Hill, James	Patterson, Russell
Houtchens, Samuel	Paulson, George
Hughes, Margaret	Pogue, Peggy
Jacobs, John T.	Pollock, Bethel
James, George	Probert, Beatrice
Jenkins, Donald	Purcell, Margaret
Jennings, Margaret	Sims, James
Johnson, Nels E.	Smith, Anona
Johnson, Coil	Snouffler, Neal
Lawrence, Alice	Stevens, Ethel
Lawrence, Arthur	Stone, Charles Jordan
Lyon, Richard	Sturgeon, Ruth
McAfee, Avis	Sufphin, Nughbert
McCarthy, Ernest	Thompson, Loree
McKelvey, Paul	Ward, Mary Alice
Mawhinney, Edwin	Whitaker, Iris
Mallonee, Clair	

SUMMARY OF ATTENDANCE

NORMAL DEPARTMENT.

Students 1908-09	675
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TRAINING SCHOOL.

High School Department:

Eleventh Grade	82	
Tenth Grade	62	
Ninth Grade	59	
	—	203

Grammar Department:

Eighth Grade	35	
Seventh Grade	24	
Sixth Grade	25	
Fifth Grade	24	
	—	108

Primary Department:

Fourth Grade	32	
Third Grade	23	
Second Grade	30	
First Grade	29	
	—	114

Kindergarten		57
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