

The State Teachers College of Colorado

BULLETIN

The Elementary School



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MAY, 1915

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FELLOWS.

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Florence Heenan, Seventh Grade.
Sue Cary, Sixth Grade.
Grace Filkins, Fifth Grade.
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Ethel May Stevenson, First Grade.
Frances J. Goodale, Kindergarten.
Lucy Newman, Kindergarten.
John E. Kyle, Physical Education.

COLLEGE FACULTY SUPERVISORS.

The following members of the College Faculty aid in the Elementary School work, chiefly in the teaching and supervision of their respective subjects:

Francis Lorenzo Abbott, A. M., Physics.
George A. Barker, M. S., Geography.
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Agnes Holmes, Pd. M., Drawing.
Walter Isaacs, B. S., Drawing and Art.
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Royce Reed Long, A. B., Physical Education.
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Frank W. Shultis, A. M., Arithmetic and Riting.
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BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO

SERIES XV

MAY, 1915

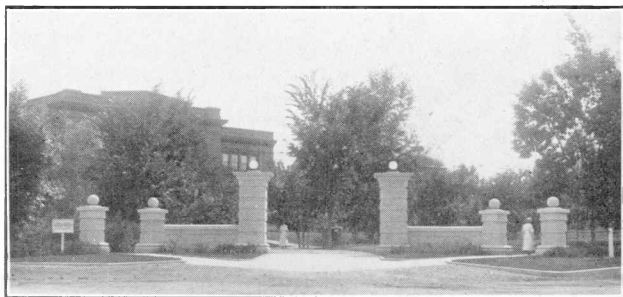
NO. 4

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THE STATE TEACHERS COLLEGE OF COLORADO

A BULLETIN CONCERNING

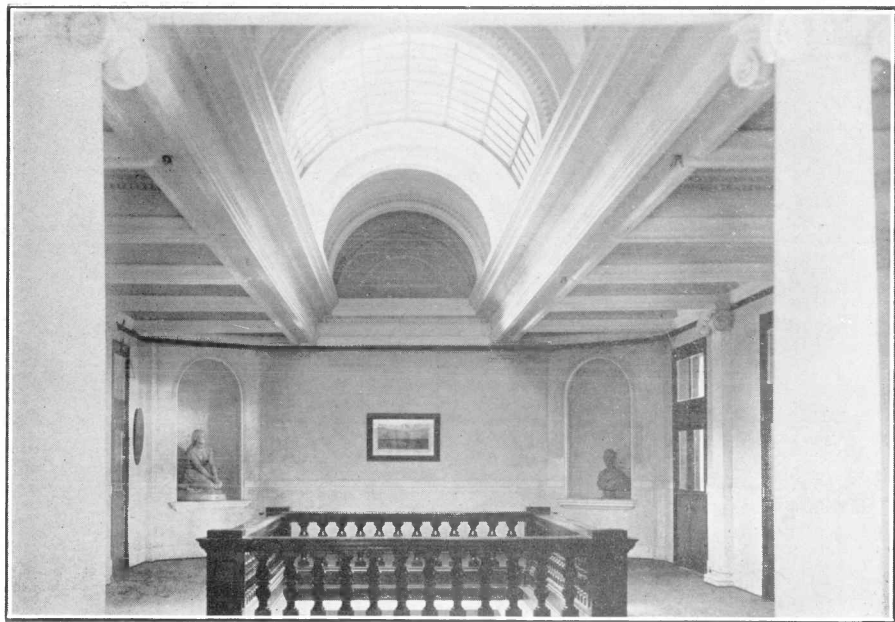
The Elementary School



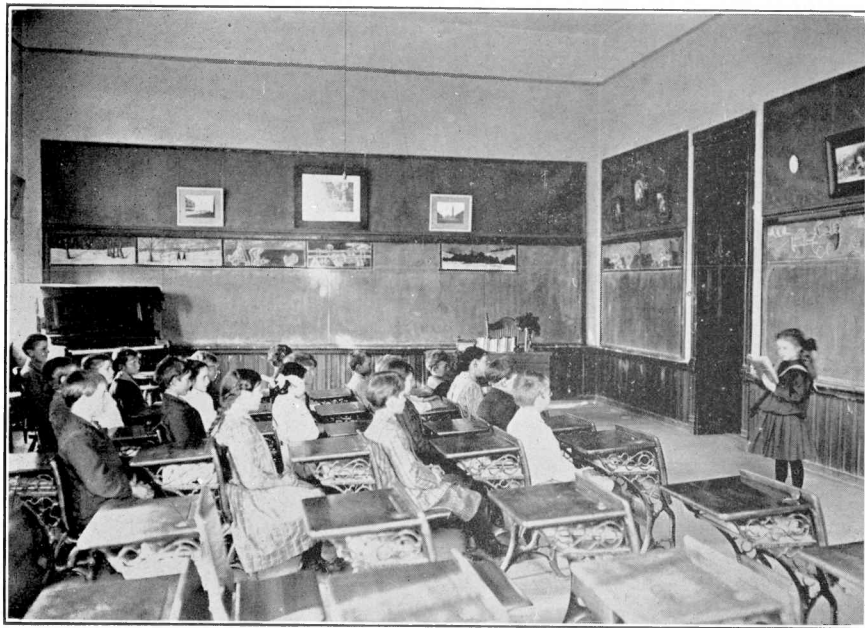
Elementary School Entrance

GREELEY, COLORADO

In all the publications of this institution the spellings recommended by the Simplified Spelling Board are used.



Upper Hall.



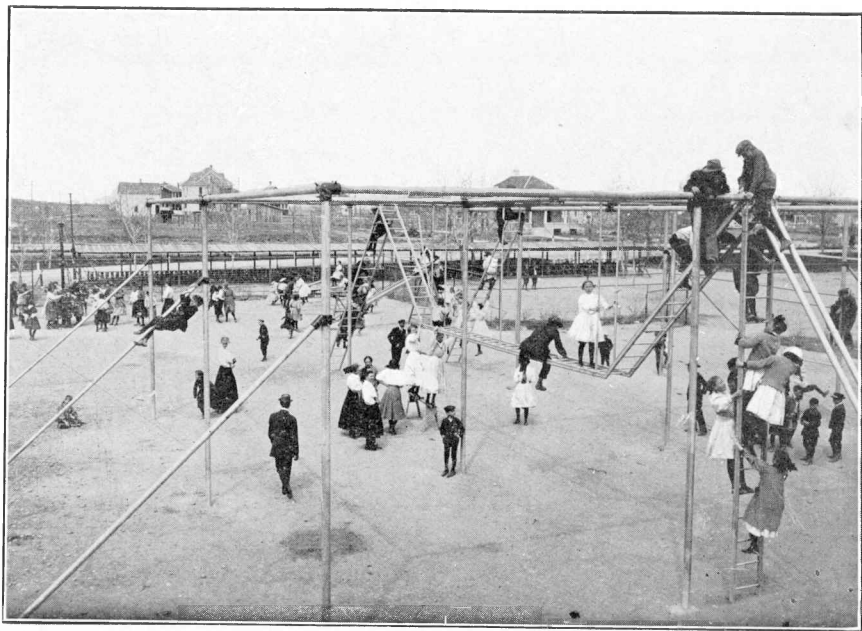
A Reading Lesson.



Dramatizing Fifth Grade Literature.



Scool Garden Exhibit.



Children at Play.



Boys' Band.

What the Elementary School Stands For.

The dominant thought underlying the work of the Elementary School is that education is life rather than merely a preparation for life. It is designed, therefore, that the school shall help the children to live the best lives possible for them at their stage of development by affording suitable environment for growth—physical, intellectual, and social. The child that lives most completely in the present is best prepared to meet the future. The atmosphere of the ideal school is that of a happy, helpful home where each is provided with opportunities suited to his tastes and capacities, and where each in turn contributes to the common good.

Provisions for Physical Welfare.—Among the factors of right living health is of prime importance. The individual who has not a good physical machine is handicapped for the work of life. Hence, care is taken to safeguard health. This is done in many ways. Provision is made for frequent periods of relaxation and exercise. Plays and games are organized upon the campus and the athletic field. An outdoor gymnasium, well-equipped with apparatus, has been provided. Classes in folk dancing and various forms of gymnastics are organized. All such play activities are carefully supervised by teachers, so that bad language, bullying, or other undesirable features are prevented.

The teaching of hygiene in its practical aspects is given a prominent place. Once a year or oftener a careful examination is made of the physical condition of each member of the school, and attention is called to any significant needs.

A Curriculum Adapted to Children.—It is assumed that the healthy, normal interests of children are in the main right and should be further cultivated. Children are interested, for example, in nature. They like to study the animals and plants that come within the range of their observation. The school should keep alive and develop this interest. They like also human life and adventure. This is gratified by properly arranged courses in history, geography, literature, and reading. Building and making are prime necessities of their nature. This fact opens up the way to manual training and other constructive work. Hence the

scool should, in the main, work in harmony with what a child wants to do, always of course, guiding and directing his efforts to higher achievements.

Interest an Incentiv to Effort.—The work in which the child feels a genuin interest is the work into which he enters whole hartedly, and in which he achieves the best results. In-terest as a guide, therefore, does not mean ease, entertainment, nor amusement, much les slovenly work. It is rather the key which unlocks the pupil's highest educational activities and leads to the most strenuus effort.

The Place of the Three Rs.—While emfasis is placed upon the freer forms of scool work, this is not incompatible with the mastery of the essentials of reading, arithmetic, riting and spelling. The best results ar secured in these subjects when they ar used as tools for solving vital problems. For example, mastery of words is most rapid when the reading material is attractiv to the reader. By the careful elimination of much useless matter usually found in our text-books, time can be saved for such subjects as art, literature, nature-study, etc.

Modes of Expression.—To acquire knolege is only a part of education. Knolege is of little value unles it finds expression. Nature has endowd the child with many forms of expression. To neglect these is to dwarf his life. Hence much is made of dramatizing or acting out his reading, history and literature lessons, of constructing varius things, of collecting interesting objects, of good oral and ritten language, of drawing, painting, modeling, weaving, etc. Scool programs, exhibits, and festivals form, in part, opportunities for such activities. Such occasions ar not primarily for the entertainment either of the participants or the spectators, but ar regarded as opportunities for genuin educational work on the part of the child. Here ideas gaind in the clas-room ar tested, enlarged, and imprest more vividly.

Organization.—The organization of the Elementary Scool is similar to that of a public scool. Each grade is in charge of an expert training teacher, who is a college graduate and has receivd special training for this work. These teachers devote their time to the teaching and supervision of their respectiv

grades. The eighth grade training teacher is principal of the building, and the Dean of the Training Department is Superintendent of the Training School, which includes the Elementary School and the High School. The teachers in the College departments also assist in the teaching and supervision. There is, consequently, no other kind of school where the work is so carefully supervised by such well-trained teachers.

The Social Life of the School.—An effort is made to keep the social life of the school on a high plane. Sympathetic and cordial relations between pupils and teachers are fostered. From time to time the children of each grade invite sometimes their parents, sometimes another group of children, to spend an hour with them in their classroom. At noon a room is provided where the children eat their lunches at tables presided over by student teachers. Once a week one grade gives a program for all the other grades at the morning exercises in the Training School Auditorium. Clubs have been organized in the upper grades—one of which, among other things, publishes a newspaper. Such means as these tend to cultivate the amenities of social life and aid the young people to form helpful habits of co-operation.

Admission.—Any child between four and six may enter the kindergarten, and any child six years of age or older may enter the grade to which he is suited. Children coming from other schools should bring their report cards or other statements of work completed. Text-books and library books are furnished by the school. A small fee partially to cover the cost of books and materials used is charged.

Summer School.—There is a growing conviction among the educators of the country in favor of school during a part of the summer vacation. The right kind of work is not inimical to the health and welfare of children. Accordingly, a summer session of the Training School has been organized. Credit is allowed for work done.

ENGLISH.

The work in English consists of two parts: First, the training in correct language habits—oral and written; and, second,

the training in understanding and appreciation of good literature.

From the beginning children are encouraged to express themselves in good, clear sentences. Faulty expressions are noted and correct forms drilled upon. Grammar facts are taught in so far as they help the child to see why the correct form is best. Children are given topics, usually growing out of some of their regular work, to talk on before the class or to write upon. A friendly criticism follows of the good or poor features of the composition, until each comes to recognize and then master the correct forms of expression.

The approach to the literature study is through the story, the poem, or the drama, the aim being to accustom the children to the best that has been written. Hence, from the kindergarten on, care is taken to furnish stories which appeal to the imagination and feelings and which portray a wide range of experiences and worthy ideals.

Advantage is taken of the strong dramatic instinct of children to have them in all grades compose their own little plays, take the initiative in staging them, and then to act them before their schoolmates and parents. These performances are not given as "shows," but rather to stimulate the imagination, to bring about flexibility of body and voice, and most of all to intensify and vivify the material studied. Children, according to our psychologists, may learn as much through dramatization as through reading books.

READING.

The ultimate purpose of reading is the realization and enjoyment of the various life experiences as found in books. To attain this purpose, only such material is studied as has stood the test of time, and which makes a special appeal to the particular grade where it is used. Nursery rhymes, fable, myth, poem, stories of adventure, biography, travel, romance and drama,—each in turn is used to reveal to the child the life experiences of the race. Every effort is made to make these experiences realistic by the use of pictures, questions, dramatizations, and oral reading. Choice selections are committed to memory.

To attain the ultimate purpose of reading it is necessary to gain a rapid control of the printed page. Practice in word drill, phonics, etc., contribute to this end. These, however, are regarded

merely as tools for getting and expressing the thought. Keen interest in the subject-matter affords the best motiv for mastering mechanical difficulties.

Attention is given to silent as well as oral reading. Pupils are taught how to study. Reports are made of voluntary reading in library or other books. If the habit of reading wholesome books is not carried over into every-day life, the teaching of reading in the school is a failure. Listening to pleasing, distinct, sympathetic reading is one of the keenest pleasures of the home circle; every child should be able to afford his parents this pleasure. Parents can co-operate with the school in encouraging children in this practice and in aiding them in building up a library of their own.

HISTORY.

History has a two-fold aim: First, to assist children to share the experiences of other people and to appreciate their more worthy aspirations; second, to help them in the solution of definite present day civic problems.

The first aim is realized by a study of races and nationalities significant either because their ideals and activities appeal most strongly to the child at certain stages of his development, or because certain of their ideals are especially worthy of being imitated by the present generation. Such work would include the study of great Americans whose worthy aims have made possible such righteous freedom and purity of thought as are now reflected in the life of our country. The values resulting from such study depends upon the extent to which the pupils enter into the life of those people—living over again their deeds, planning their plans, and feeling their emotions.

The second aim demands on the part of the pupils a practical knowledge of present day problems, and the ability to interpret them in the light of past history. To illustrate, each property owner is a tax-payer and helps to support various institutions. The significance of these institutions is made more apparent by a study of their growth. It seems reasonable, therefore, that our boys and girls should give a certain amount of close study to "things as they have been" in relation to "things as they are."

GEOGRAPHY.

Geography brings the children into touch with the industrial and social life of peoples and helps them to understand how these activities are affected by environment. With this in view the subject is begun with the study of the industrial life of Greeley—its farms, beet sugar industry, cattle and sheep industry, lumber yards, stores, and the industrial relation of Greeley to the surrounding country.

After this local study there follows an investigation of the lives and industries of peoples in other parts of the United States and in foreign countries. As each section is introduced, its most significant features are singled out for study. These include the typical industries, commerce, and government, the social life of the people, their customs, recreations and pastimes—all in relation to the climate and location of the country. The travel interest is often the chief guide in this study. Children learn to understand the lives and activities of people, and not merely to recite a long list of names or other isolated facts.

In the upper grades the scope of the work broadens. The children come to see how people are linked to each other through their commercial and industrial relations, and how these in turn are conditioned by the physical features of the countries, such as mineral and agricultural resources, climate, distances from market, facilities for transportation, mountain ranges, etc. These problems are introduced through questions within the range of the pupil's experience.

A great deal of valuable illustrative material is to be found in the geographical and other museums of Teachers' College. The Training School also possesses a wealth of geographical readers. The children have access to several cases of books of this kind.

ARITHMETIC.

The work in arithmetic is based upon the idea of making the subject useful in the child's life. In the lower grades the children are taught to add, multiply, subtract, and divide, through games which arouse their activity in these fundamentals. A mathematical museum and laboratory furnish the apparatus for a great many problems. All the different measures, a set of

scales, different forms of board feet, etc., are found in this laboratory.

In the upper grades the pupil is taught to keep accounts, in connection with which he learns the elements of bookkeeping. Concrete problems are used to teach percentage, mensuration, taxes, etc. For example, banking is taught through a study of one of the banks of Greeley; discount is taken up by working the problems of a grocery store or from a sale in the dry goods store; mensuration is studied by working the problems of such constructions as the digging of ditches, the making of walks, houses, barns, etc. Instead of making imaginary problems, the arithmetic is based upon some real work that is going on in the community. One problem that is taught from the child's own community is apt to teach more than a dozen "if" problems. Special stress is placed upon the fundamentals which are used most in life, such as common fractions, decimals, addition, subtraction, multiplication, and division, common measurements, etc. It is of more account that the child become accurate in the solution of the problems which he is likely to meet in life than to be able to work the old-fashioned mathematical gymnastic problems.

MUSIC.

The aim of the Music Department is to make every girl and boy in the Training School a lover of music. An effort is made to strike a sane balance between extreme emphasis upon technique, and, on the other hand, upon lax standards which bring about haphazard results.

The work is so planned that the child's appreciation of music is stimulated through a carefully arranged series of lessons which take the place of the music period one day each week. These lessons are conducted by the various members of the music faculty who present worthwhile compositions to the class, including such selections as will be heard in the best musical concerts, with any explanations necessary for their fullest appreciation.

The technical work is thoroughly done. The aim being to present the material through melody, singable songs as much as possible, and to avoid the use of uninteresting exercises.

A band is organized for the boys, which proves a wonder-

fully efficient way of holding the interest and enthusiasm of the lads at the time when their voices are changing. An operetta is given each year by the eighth grade, which serves as a climax for the music work in the grades. This and other musical entertainments lead to a growing interest in music.

NATURE-STUDY.

The Nature-Study course aims at keeping alive and directing children's natural interests in animal and plant life. It is devoted, consequently, largely to the first-hand observation and study of objects in the children's immediate environment, and, as far as weather and other conditions permit, is carried on out-of-doors. It varies necessarily from season to season. The work may center about the budding or blossoming of a plant, the appearance in the spring of a certain bird, the maturing of a field crop, or the preparation of trees for winter.

The school garden provides a large opportunity for nature-study. The children prepare the soil, plant the seeds, cultivate and water the growing plants, and harvest the products. In the fall a very creditable exhibit is made of the garden materials. Parents are asked further to carry on this work by having their children make gardens of their own at home. In connection with the garden work, many nature-study topics are taught, such as the germination of seeds.

The College campus affords another magnificent opportunity for nature-study. With its wealth of trees, shrubs, and flowers, it is sufficient in itself to furnish enough material for a good nature-study course. Wild life, however, is not neglected. Children are taken out on excursions and encouraged to make observations when in the country or on their way to and from school. The adaptation of prairie plants to their environment is studied.

The museums of the College supplement the nature-study materials available in their natural setting. This is particularly true of a large collection of birds and stuffed animals in the biological museum. Some experimental work is done in the raising of crops, including dry land products.

VOCATIONAL WORK AND INDUSTRIAL ARTS.

While the elementary school is not designed to give a trade education, yet it helps to prepare the young people for practical kinds of work by developing their constructive abilities, arousing appreciation of the skill needed in making things, and respect for the dignity of labor. With this end in view, wood-work, book-binding, printing, experimental physics, gardening, sewing, cooking, typewriting, and some training in keeping accounts are introduced.

In the lower grades the constructive work is closely related to other studies such as history, nature study, etc. In the four upper grades a systematic course in wood-work is given, the children being allowed in the main to choose what they make, within the limits of their ability, and of reasonable cost. The work is done under the supervision of an expert mechanic, whose business it is to see that every pupil has the form of work which will be best for his development. An hour a day is given to this work. Among things made are toy steam engines, home furniture, airships, wagons, sleds, traps, stilts, wheel-barrows, boats, etc. Besides the work in the manual training shop, the pupils may elect work in the physical laboratory in the making of simple apparatus designed to illustrate principles of physics comprehensible by children of these grades.

Cooking and sewing are offered in the four upper grades. The purpose of this work is to stimulate interest in home activities and to create a desire to assume some responsibilities in the home. The emphasis is placed on the practical side—theory being brought in only incidentally. Real projects are undertaken. In sewing, garments are made which will be worn by the girls. Some articles for home decoration are also made. The designs are worked out in the art class, thus making both sewing and art live, worthwhile subjects. In cooking, the girls are taught to prepare simple meals. Some time is spent in the study of food values, and special attention is given to teaching the girls economy of time and strength as well as of money.

The boys in the four upper grades are given an opportunity to take a course in camp cookery. This work is done out of doors. The boys make their own camp stove and prepare such

meals as ar practical for the boys when camping out in the summer.

ART.

Education in art includes appreciation as wel as expresion of the beautiful. This is facilitated by an understanding of the applications of the principles of art to our surroundings.

In the lower grades the children work out simple decorations for the varius articles made, such as Indian costumes, clay bowls, portofolios, wall paper borders, etc. Also much time is spent in illustrating stories and in drawing objects seen in nature walks, in the garden, the greenhouse, and the poultry yard. The results of this work sho an increase in the child's power of observation and also in the accuracy of his drawings.

In the upper grades good workmanship as wel as pleasing combinations of color and line ar expected. Attention is given to drawing from models, flowers, fruit, etc. Portfolios in heavy linen ar decorated in oil or water color; window curtains ar stenciled, aprons and dresses embroiderd in original designs, and rugs and curtains ar woven. All such exercises giv opportunities for the aplication of original design in art work. Children who sho a special aptitude for this work ar given special opportunities to develop their artistic ability.

The children ar taut to enjoy and appreciate a large number of good pictures as wel as other forms of art. Exhibits of the best work done in the scool, statuary and copies of famous paintings about the rooms and halls, collections of good pictures of individual pupils,—all foster enjoyment of the beautiful. Our attractiv campus is also an important art asset.

THE TRAINING SCOOOL LIBRARY.

The Juvenil Library in the Training Scool is an attractiv place to our pupils. The children's interests both at home and in the scool ar consulted in the selection of new books. Effort is made to supply the best books possible to satisfy the interest stimulated in the clas room in literature, history, geografy, nature-study, and story-telling. For this reason we hav collected an excellent series of geografigal, industrial and historical readers. We hav also a generus supply of good literature,

such as numerous versions of the King Arthur stories, of the Iliad and Odyssey, of Robin Hood, of myths, legends, fairy and folk-lore.

Attention is given to encouraging home reading and providing literature, arousing and enlarging interests which carry over into the home, for example, books on insects for the young collectors; on telegraphy, electricity and wireless for the home experimenter; on birds and life in the open for the budding naturalist or boy scout; and wholesome tales of heroism, adventure, and romance for the adolescent.

The reading room is well patronized at recess and noon on stormy days. At the end of the day the number of even the primary children lingering to talk over and choose books for home reading is surprisingly large. As fast as possible books asked for by the pupils are added to the library, or some book similar in its appeal is substituted.

In addition to a love for good books and the acquisition of the reading habit, the children are also acquiring library habits of promptness and responsibility, and a knowledge of books and authors and library arrangement that will be of benefit later.

KINDERGARTEN.

It is the object of the Kindergarten to use what the child brings from the home—to take his experiences, enlarge upon them, and help him to express them in various materials. On the other hand the kindergarten is a preparation for the school. When he enters the grades, the kindergarten child is much more independent and ready to take up the work. His hands being trained to serve him, he is able to take up the different materials and manipulate them; he can model with clay, draw, cut, sew, build, paint a little, do cardboard construction, and some woodwork. He is trained to play and work with the other children; he has learned self-control, to play fairly, to co-operate with groups, to consider the rights of others, to express himself without any feeling of embarrassment, and at the same time to give the other children their chance to express themselves. He has learned to solve problems that arise in his play and work. He is able to plan work for himself and to originate and adapt games and stories for himself and other children. He has also

gained a broad general knowledge of the things about him and an interest that urges him to learn more. He knows something of the **what**, the **how**, and the **whence** of the things that contribute to the needs of his daily life, and of the people who minister to his happiness. For example, if he makes a ginger-bred man, he knows that the flour is bought from the grocer, that the miller made the flour from the wheat, that the farmer grew the wheat and took it to the miller, and that the farmer took a great deal of time in preparing the soil and planting, growing, and harvesting the grain, and that the rain and the sunshine were necessary to growth. He has found that he can help in the care of plants and animals. He has gained a more intimate knowledge and a love of the different phases of nature surrounding him. Thus he is eager and ready to find out more and to tell what he knows.

Fall Term.—Garden work: gathering seeds for spring, popcorn for popping, pumpkins for making jack-o-lanterns, and vegetables and flowers for an exhibit for the parents.

Free work: drawing, cutting, building with large blocks, modeling with clay, decorating for Thanksgiving.

Winter Term.—Preparations for Christmas: making presents for parents, decorating kindergarten room and Christmas tree.

Wood-work: making doll house, furniture, and toys.

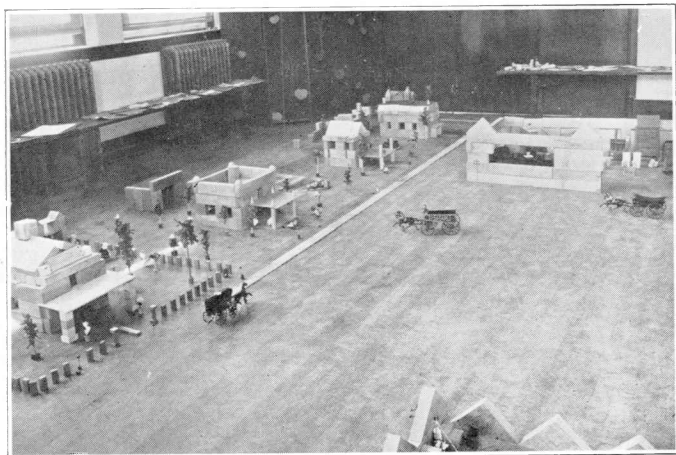
Sewing: carpenter's aprons, curtains, bed clothes for doll house, and doll clothes.

Weaving: rugs for doll house, and hammocks.

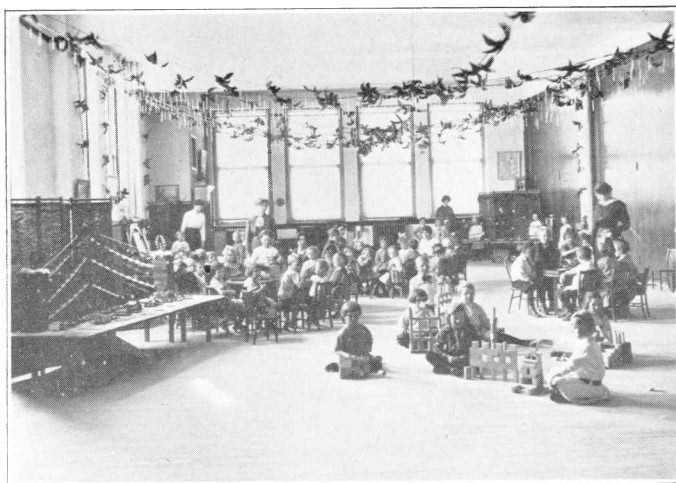
Spring Term.—Gardening: making garden tools, preparing soil, planting seeds, and caring for plants.

Care of Animal Life: putting eggs in incubator, taking chickens off when hatched, feeding and watering them, making troughs and coops for them, and making bird houses.

Occupations: making Easter decorations, modeling, drawing, cutting, and painting flowers, trees, birds, chickens and butterflies.



A City Street in the Kindergarten.



History Dramatization—First Grade.

GRADE 1.

Arithmetic.—The first year's work gives experience with many activities involving number games which necessitate score keeping, playing store, measuring the garden, making things of various kinds. Drill in number combinations up to ten, in writing numbers to fifty, and in counting by twos, fives, and tens.

Reading.—Many books of simple rymes and folk stories lead to easy and fluent reading. Among the readers are, Riverside Primer and First Reader, Free and Treadwell Primer and First Reader, Summer's Primer, Hiawatha Primer, Edson-Laing First Reader, Elson First Reader, Circus Reader, Sunbonnet Reader, Overall Boys, Beacon First Reader, Little Red Riding Hood, Seven Little Kids, Bow-wow and Mew-mew.

Drill in phonics and spelling—sounds of the long and short vowels; the more common consonants, diphthongs and blends. Practice in studying out new words in their reading lessons.

History and English.—Fall Term.: Community life in its simple form; the making and furnishing of a tent; gathering of provisions. Story and construction work, reading and arithmetic center about these topics. Study of conditions under which they live.

Winter Term: Eskimo Life. Making of a snow igloo, sleds, skeys. The oral language work centers about these topics.

Spring Term: The boyhood of Longfellow's Hiawatha. Dramatizations of the story include the making and the decoration of costumes, bows and arrows, clay bowls, baskets, and tepees. This is the culmination of the English, the Fine and Industrial Arts, and dramatic expression of the year.

Art.—Telling of stories by means of pictures. The sweeping in of landscapes and backgrounds and blending of colors with full brushes form basis of color work; making of borders and trimmings, such as those on Indian blankets, baskets, and bowls; much blackboard drawing; study of pictures.

Writing.—Blackboard writing for first part of year; large sheets of paper, with soft pencils follow. Stress upon use of larger muscles. The writing of letters and stories is finally attained.

Music.—Musical taste, the emotional reaction purport by the composer rather than the knoledge of musical tools is the aim of **the work.** Wel chosen vocal and instrumental selections cultivate appreciation. Varius rote songs and rythmic exercises afford opportunity for expression. An effort is made to develop sweet tones, and sympathetic singing. More specific ear and tone work is given as needed, thru games and by dril on difficult frases.

GRADE 2.

Arithmetic.—Activities of children involving counting and making change ar utilized to giv practis with numbers, e. g., playing store with toy money, dominoes, bean bag games, ring tos, Bingo, etc.; addition and subtraction facts to 20; counting by 2's, 3's, 4's, 5's, 10'c to 50 as a basis for multiplacation. Measurement of inch, foot, yard, pint, quart, gallon, etc.; fractions, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{6}$, $\frac{1}{3}$, of objects and groups of objects; ritten work in addition and subtraction.

Reading.—In addition to printed leaflets prepared from the childrens' reproductions of stories told to them, and other clas work, the folloing books ar used: The Story of Two Kittens; Reynard the Fox; The Circus Reader; The Tree Dwellers; The Cave Men; Children of the Cliff; Lodrix, the Little Lake Dweller; **Aesop's Fables**, Vol. 2; Fairy Tales, (Shaw); Child-Lore Dramatic Reader; Fifty Famous Fables (McMurry); the second reader of the Free and Treadwell, Riverside, Summers, Beacon, Edson-Laing, Elson and other series.

Language—Emfasis upon oral language; retelling of stories used to help children to form habits of expressing themselvs in clear, connected, correct English; insistence on clear seeing and thinking as a means for vivid telling; picture study occasions excellent language practis; drils on words often misused—see, saw; did, done; come, came; hav, had, has; sit, sat; memorizing of many good poems. Practis in spelling and riting on the blackboard or on large sheets of paper with large pencils; use of capitals for days of week, names of month, names of clasmates, child's own name, beginning of a sentence or line of poetry, use of period after abbreviations, initials and sentence.

Music—Rythmic movements exprest in clapping, beating the drum, walking, varius hand movements, and folk dancing, the singing of many lullabies and other songs which children love, such as Pussy Willow, The Wind, Nevin's Woodpecker.

Nature-Study.—Scool gardening; cultivation of potted plants in scool room; observation of plants in greenhouse; study of domestic fowls in poultry yard; observation of birds, trees, insects, flowers, on campus.

Construction Work and History.—Study of shepherd life centering around the Aryan boy in story, song, play, and industrial activity; study of woolen and cotton cloth; simple weaving of rugs; making of tools, clay dishes, sheperd costumes, etc.

Fysical Training.—Playground games, folk dancing and correctiv exercises.

GRADE 3

Arithmetic.—Work in addition and subtraction continued; the simple combinations memorized; reading and riting numbers up to 100,000; multiplication tables ar developept with concrete material such as sticks and cubes, followd by drills, flash cards and games to make automatic tables. These as soon as lernd ar applied in problems concrete and abstract. Arithmetical processes ar utilized in playing store, computing cost of Thanksgiving or Christmas dinners, drawing plots for gardens and estimating value of products, computing amount of ingredients for making pumpkin pies, etc.

Reading.—A variety of material is used to gain facility in reading and a taste for good literature. Among the books used ar: The Tale of Bunny Cottontail; Merry Animal Tales; Grimm's Fairy Tales. Book of Nature Myths; Hero Folk of Ancient Britain; Robinson Crusoe; In the Animal World; The Dutch Twins; Viking Tales; Third Book of the Art Literature, Children's Dramatic Reader, Edson-Laing, and the Free and Treadwell series. After becoming interested in a reader, children ar encouraged to finish it at home. Fonics and Spelling ar closely associated with the reading.

History.—Simple type of community life in an erly German village is studied as an illustration of simple modes of satisfying

needs for food, clothing, and shelter. This also illustrates division of lands and labor; the use of materials, and the development of trade. Attention is given to the houses, furniture, and clothing used by the people.

Literature and Composition.—Literature is chosen to lead to an appreciation of the Viking type of life. Norse and Germanic tales, including the Siegfried story, predominate. Stories are told by the teacher, reproduced in oral or written form, and frequently dramatized, and also illustrated by drawings, freehand cutting, and clay modeling. Simple grammar facts are taught in connection with the writing of paragraphs.

Story-Telling.—Story-telling is prominent in the work of the grade, as a means of helping the child to live in the experiences described. It is used in connection with all content subjects such as literature, geography, history, nature-study, etc. Reproductions of the story afford good training in the use of language.

Geography and Nature Study.—These studies are closely connected. They center about the industrial life of the community, e. g. planting, cultivation, and harvesting of garden and farm products; care of domestic animals; wild life as the friends or enemies of man—prairie dog, rabbit, birds, bees, butterflies, etc.; study of the grocery store, lumber yard, flour mill, source and kinds of building materials, etc.

Physical Education.—This consists of games of various kinds, and folk dancing. Fifteen minutes of daily practice is given to this out-of-doors when weather permits.

Music.—Rote singing still forms a prominent feature of the work. Many songs are taught in connection with which training in voice and rhythm are given. Now thinking of musical intervals becomes necessary. Reading of simple songs from blackboard and books is taken up, and the value of signatures, of notes and rests, etc., is dwelt upon incidentally.

Art.—The Art work includes clay modeling of bowls, tiles, vegetables, and animals; cardboard work in booklets and boxes; the making of mats, baskets, etc., from raffia; and water color

work, including simple landscapes. The children also work out decorative scenes for borders for their rooms.

GRADE 4.

Arithmetic.—Reading numbers to 1,000,000; multiplication by numbers of two and more figures; division of numbers by two and three figures, tables of measure, simple fractional processes; addition of mixed numbers having fractional endings $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{6}$.

Reading.—Elson Primary School Reader, Book Four; Free and Treadwell, Book Four; Graded Classics, Book Four; Plutarch's Tales, Greeks; Plutarch's Tales, Romans; Four Old Greeks; Children's Classics in Dramatic Form; Kipling Reader; Alice in Wonderland; Water Babies; Docas, The Indian Boy; American Life and Adventure; Stories from American History; Seven Little Sisters; Each and All; Fifty Famous Stories; Robert Louis Stevenson Reader; Approved Selections for Fourth Year.

Literature.—Stories of the boyhood of Achilles; Greek myths and legends—Philemon and Baucis, Prometheus, Clytie, Daphne, Phaeton, and Golden Fleece.

Selections for memorizing: September; The Bluebird; Orphan Annie; The Raggedy Man; The Night Wind; The Wind and the Moon; The Birds of Killingworth; The Corn Song.

Composition.—Reproduction of stories, paragraphs and dramatizations; original stories; accounts of personal experiences; of things collected, of books read, and of home duties; keeping simple accounts, keeping a diary; drill in punctuation.

Spelling.—Lists of words selected from children's errors; lists based on scientific investigation of the vocabulary of the fourth grade children; simple rules for spelling.

Writing.—Each child's papers are graded by the Ayers' scale and are kept on file.

Geography, Home.—Geography of Greeley.: Irrigation, potato industry, sugar beet industry, cattle and sheep industries, relation of country and city, relation of city to the rest of the United States.

Geography, Foreign.—The Arab; the Eskimo and Lapp; the African and Filipino; the Chinese and Japanese; the Indian of the Northwest, of the Southwest, of the prairies, of the Eastern woodlands; the foreigner in Weld County.

Nature-Study.—Acquaintance with the trees of the campus and home, close observation of the elm and spruce; landscape design; gardening; animal life of the locality; grasshopper, crickets, katydids, butterflies, moths, skippers, dragonflies.

Music.—Introduction of sharps and flats; unequally divided beats; interval work; pitch names and scale tones in all keys; dictation exercises; sight reading. Work is based on The New Education Music Course. Lessons interpreting to the children the best vocal and instrumental selections suited to them.

Art.—Drawing from Nature forms in full and foreshortened views; pose drawings from animals, birds and children in mass; illustrative work illustrating games, stories, and holiday events; designs for book covers, calendars, invitations, holiday cards, menu cards, clay modeling. Color and hues of color.

GRADE 5.

Arithmetic.—This grade aims at giving the children a working knowledge of the simpler application of arithmetic, including the use of common and decimal fractions, to problems of everyday life. The course includes drills, games, and contests to secure accuracy and speed in the four fundamental processes; finding the area of rectangles and triangles; keeping personal accounts; solving practical problems in manual training, domestic science, etc.; systematic work in common and decimal fractions.

Literature.—This course is a strong feature of this grade. The following are taught chiefly in story form: 1. Beowulf and other stories with similar themes, such as St. George and the Dragon, Perseus, Theseus, The Griffin and the Minor Canon; heroes of peace, such as Father Damien. 2. King Arthur stories including Parsifal and Lohengrin. 3. The Song of Roland and others suggested by its episodes, such as David and Goliath, Fitz-James

and Roderick Dhu, Jonathan and David, etc. 4. Stories told in connection with other studies and special days; for example, William Tell, The Lorelei, The Watch on the Rhine, Thorwaldsen and the Lion of Lucerne, Landing of the Pilgrims, Tennyson's Blow Trumpet, The Nativity Story, etc.

Grammar and Composition.—As the needs of the class arise, correctiv exercises are introduced for faulty expressions, such as the "run-on" construction. In this connection the use of the subject, predicate, noun, verb, pronoun, adjective, and adverb is learned. Composition is based upon the literature and history material.

Reading.—The material is chosen for its literary value and because of its appeal to children of this age. Books and selections: Heidi; Joan of Arc; Fanciful Tales; Little Lame Prince; King Arthur and His Knights; Robin Hood; The Lady of Shalott; Riverside Fifth Reader; Edson-Laing Fifth Reader; Free and Treadwell Fifth Reader.

History—European background of American History. 1. Charlemagne—life in feudal times in the castle, manor, village and town; the monastery; religious beliefs; pilgrimages. 2. Crusades—Mahomet; Peter the Hermit; The First Crusade; The Second Crusade; The Third Crusade—Richard the Lion-Heart, Saladin, Frederick Barbarossa; the results of the Crusades in Europe. 3. Marco Polo; Prince Henry the Navigator; Columbus; Magellan.

Geography.—The study of Europe in this grade centers about the industries, the commerce, and the descriptive aspect of the countries studied. Locational geography is given considerable attention. Physical features and climate are noted as influencing industry and the life of the people.

Nature-Study.—Recognition of trees and shrubs on the campus; making a school garden by groups of pupils; studies of birds and insects as the friends and foes of plant life about us.

Manual Arts.—Pupils choose the articles they wish to make. Pedestals, book-shelves, traps, sleds, etc., are made.

Cooking and Sewing.—The cooking includes the making of

simple and wholesome dishes, attention being given to the nutritive values of foods, and the changes resulting from the cooking of them. In sewing, the girls make their caps and aprons used in the cooking class and other simple articles, and learn the essentials of beginning sewing.

Art.—Clay modeling of tiles, bowls, animals, etc.; pictorial drawing of objects, such as models, flowers, fruits, vegetables; design in connection with all constructive work in making paper baskets, boxes, blotter-pads, note-book covers, receipt books, pill cases, table covers, etc.

Writing and Spelling.—The Palmer System is used in teaching writing. Spelling is taught by the most approved methods.

GRADE 6

Arithmetic.—A thorough review is given of the fundamental facts and operations of the preceding year's work for the purpose of gaining speed and accuracy. The work in common fractions is continued. Special emphasis is placed on the study of decimals. Percentage is introduced in its simpler forms. Practical problems are drawn from various sources—store, blacksmith shop, milk route, creamery, farm, etc. The pupils come to realize that the rules of arithmetic are tools for solving important everyday problems.

Literature and Composition.—The literature consists in the main of the study of Hector and Achilles, The Odyssey and the Aeneid. The more picturesque parts are told, the children also reading selections from the books. Oral and written reproductions and dramatizations follow. Special stress is placed upon correct and clear oral expression. Sentence structure, paragraph building, parts of speech, etc., are taught. Every grammar fact which will help the children to speak correctly is considered in relation to its use.

Reading.—King of Golden River, Water Babies, Black Beauty, Swiss Family Robinson, A Little Brother to the Bear, Wood Folk at School, Emergencies, Town and City, A Dog of Flanders, Gulliver's Travels, The Blue Bird, Four American Inventors, Approved Selections for Memorizing, Riverside Reader.

History.—The work in history takes up the study of the early exploration and settlement of North America. The most interesting aspects of the lives of the pioneers are considered. The characters around whom the material is grouped are Cortez, De Soto, Drake, Raleigh, Smith, Standish, Hudson, LaSalle, Marquette, Champlain, Boone, Clark, Coronado, Lewis and Clark, Fremont, Kit Carson, Horace Greeley, N. C. Meeker.

Geography.—A detailed study is made of North America with special attention to the United States. An intensive study is made of the leading industries in each section. For example, in connection with the Western section a thorough study is made of lumbering, including such topics as kinds of lumber, method of lumbering, districts where obtained, means of transportation to the saw mill, the life of the lumberman, the forest ranger, forest reservations, etc. The effects of the physical features—mountains, rivers, lakes, etc.—upon the life and industries of the people are considered. The entire work on the continent is summed up by having the children make a large solid map out of doors.

Sewing and Cooking.—Sewing in this grade calls for accuracy in measuring; the learning of the different stitches and their application; the use of commercial patterns. Many of the articles are planned under the direction of the art instructor. Some of the articles made are: laundry bag, dresser scarf, cushion top, slip-over night dress, long-sleeved apron, kimono, work bag, guest towel, pin cushion, window curtains.

The cooking consists in part of theory and in part of laboratory work. The theory deals with the composition of the food which is prepared the following day in the laboratory. Vegetables, meats, breads, etc., are cooked.

Spelling.—The material includes: (1) words taken from the regular studies; (2) words commonly misspelled. Oral and written work is required. Helpful rules are learned, and the proper use of the dictionary is taught.

Writing.—Emphasis upon legibility and speed. Effort is made to fix habit of correct position, movement, and letter formation. Every two weeks specimens of pupils' writing are collected and measured by the Ayers' scale. These are filed for future comparison.

Art.—The work in this grade consists in part of the drawing of nature forms, leaves, flowers, and fruits. Pictures are studied by the children as illustrating effective modes of representation—fore-shortening, proportion, etc. Construction and decorative drawing are also prominent features of the work, e. g., planning, making, and decorating portfolios, book-covers, clay models. Lettering and stenciling are emphasized.

Music.—Attention is given to proper breathing, correct tone production, tone recognition, and clear enunciation. The class should be able to write any key signature correctly as far as five sharps or five flats. Various rhythms and expression marks are studied in relation to the meaning of the songs. Two-part and three-part work is emphasized.

Nature-Study.—This consists of school gardening, including experimental work with soil and the raising of plants; observation of trees, shrubs, and flowers on the campus; study of birds, insects, and other animals. Some choice is allowed in the work undertaken.

Manual Training.—The children make a variety of objects in wood, including meat boards, camp stools, book-racks, pedestals, sleds, tie-racks, towel-racks, pigeon houses, tool chests, etc. Attention is given to the use of tools.

GRADE 7.

Literature.—Appreciation is sought through study in part of books related to Scottish border life—Old English Ballads, Lay of the Last Minstrel, etc., also by such material as *Ivanhoe*, *Tales of a Wayside Inn*, *Collections of Nature Tales* by John Burroughs, *Ernest Seton Thompson*, and *Enos Mills*.

Composition and Grammar.—Life interests of the children are utilized in gaining clearness in oral and written expression. The editing of a small newspaper by the pupils is one incentive for mastering correct grammar. The aim in grammar is to make correct usage a habit.

Reading.—Much reading is done in connection with the literature studied. The *Riverside Reader*, and a few plays, *William*

Tell (McMurry) and Julius Caesar, are also used to get fluency and expressiveness.

Spelling and Writing.—The study of correct spelling receives much emphasis. Words commonly used are selected for drill. Systematic practice in penmanship is given daily.

History.—After a review of the earlier periods of Colonial History, the new study of the year centers upon (a) How the Colonies got their independence; (b) How the United States became self-supporting, took its place among the nations, and acquired new territory.

Geography.—Study of South America in its relation to the United States; review of Europe in terms of our present day problems; study of Asia, Africa, Australia, and the islands of the sea. The approach in all cases is made through problems significant to the pupils.

Nature-Study.—This work aims to give to the pupils an intelligent understanding of the forms of nature around them. School-gardening, and also the study of birds and butterflies as interesting in themselves and in relation to plant life around them.

Music.—Stress is placed on the ability to read music. Appreciation is fostered by singing songs and by listening to good musical selections, both vocal and instrumental.

Sewing and Cooking.—The sewing course teaches pupils to make garments which are suitable in regard to material, color, and design, with due regard to artistic finish and good workmanship. The cooking deals with the preparation and serving of simple breakfasts and lunches, with special relation to the school lunch—its nutrition, and appetizing and hygienic ways of putting it up.

Art.—This work aims to help the children to a keener appreciation of beauty in their surroundings. Attention is given to the principles underlying artistic construction, with special reference to clay modeling, design, and perspective. The application of design in constructive work is especially stressed in making objects of use in home or school.

Manual Training and Physics.—This includes making of skees, sleds, work benches, engines, etc., also experiments in the physics laboratory upon electric stoves, toasters, etc.

GRADE 8.

Arithmetic.—Arithmetic in this grade takes up a review of percentage leading up to interest, banking, taxes, etc. Much attention is devoted to a study of practical mensuration. Some big problem, such as the construction of a house, is taken up and the children get most of their problems from this.

English.—Everyday conversation of the pupils is used as the starting point for instruction in grammar facts. Speech errors are corrected by the application of the rules of grammar. Practice in correct usage is provided for in both oral and written exercises. The pupil has training in expressing himself clearly, and in writing letters and compositions in correct English. For literature such books as *The Deerslayer*, *The Man Without a Country*, *Undine*, *The Snow Image*, *The Merchant of Venice*, etc., are studied in class. Reading of library books is fostered, some children reading as many as thirty books during the year. Spelling and writing are continued.

Civics and History.—The history and political growth of the United States are studied. The different features of city, state, and national government are taken up. The city of Greeley and State of Colorado serve as models to the children. The aim is to make the children more appreciative and more interested in their home governments. A reading course in history in which the children read from ten to thirty books is a feature of the work.

Hygiene.—The principles of health and care of the body are taught. Special stress is put upon action. The children are graded on the way they keep their nails, teeth, hair, handkerchiefs, etc.

Nature-Study and Gardening.—A plot is reserved for the eighth grade in the school garden. Here they learn how to grow the plants and vegetables that thrive best in Colorado. They also become familiar with the birds, flowers, bugs, stones, and animals of their state and neighborhood.

Cooking and Sewing.—In these branches the girls spend an hour each day. This being the fourth year of such work, a girl who finishes the eighth grade, if she has been in the Training School for the four years, should know a great deal about these practical things.

Art.—Designing is emphasized. Raffia and reeds are used for making work baskets, mats and collar boxes. Cardboard and linen are worked up into portfolios for holding music or magazines, lamp shades, candy or sewing boxes. Clay is modeled into tiles, bowls, candle-sticks, etc. The principles of perspective are applied in object drawing. Color is studied in painting landscapes of simple composition.

Manual Training.—The boys, and girls if they wish to elect it, have an hour per day of manual training or physics. In the school the time is devoted to work in wood. In the physics, the boys work with machinery, make such articles as electric toasters, steam engines that will run, etc. All the boys made very good electric toasters this year. The cost was thirty cents, and the toaster was equal to those sold in the shops.

Typewriting.—This has been added to the work in the eighth grade this year. Nine children have elected it. They spend an hour per day at the machine. They are taught the latest system of touch typewriting on the latest model of typewriter.



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