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Colorado State Normal School
Catalogs
1894-98
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Fifth Annual Catalogue of the State Normal
School of Colorado. 1894-1895

Sixth Annual Catalogue of the State Normal
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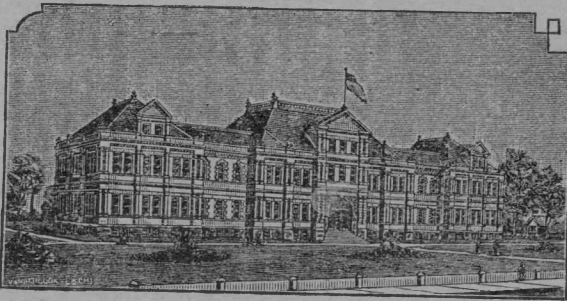
Seventh Annual Catalogue of the State Normal
School of Colorado. 1896-1897

Eighth Annual Catalogue of the State Normal
School of Colorado. 1897-1898

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STATE
NORMAL SCHOOL

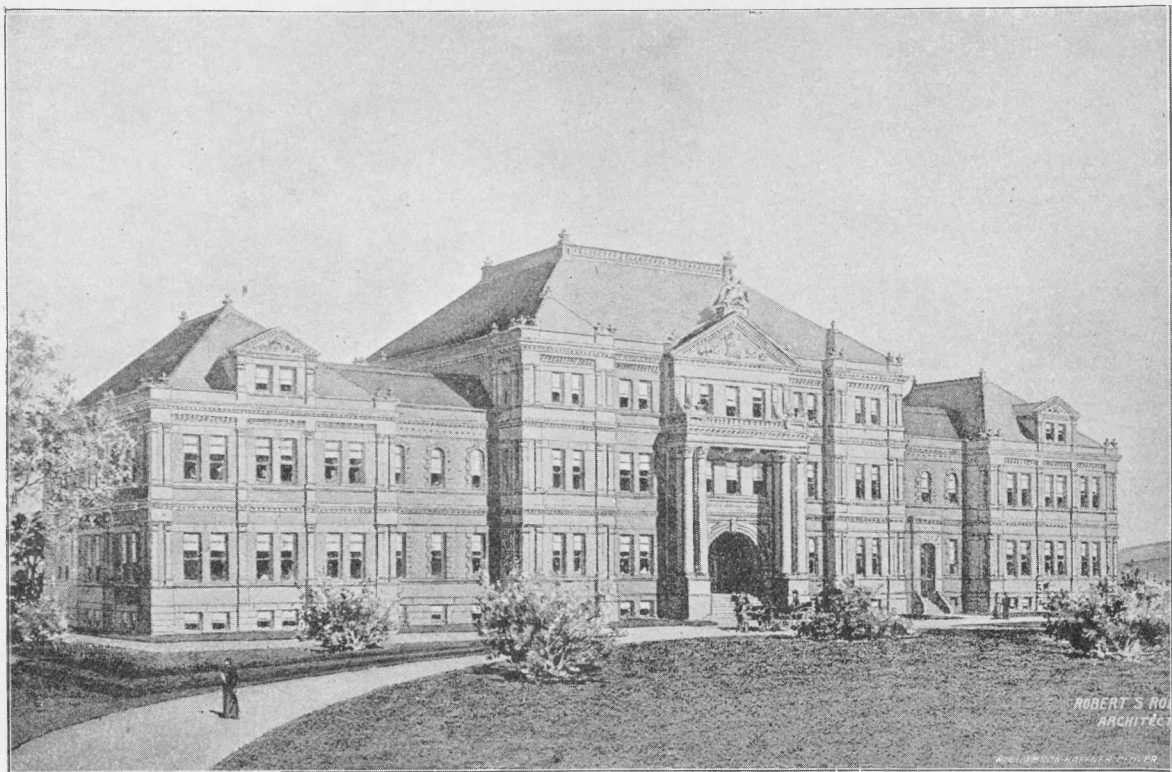


OF

COLORADO.



1894-1895.



NORMAL BUILDING.

FIFTH
ANNUAL CATALOGUE

OF THE

State Normal School

OF

COLORADO.

GREELEY, COLORADO, 1894-1895.

GREELEY:
NORMAL PUBLISHING COMPANY.
1895.

Calendar.

1895-1896.

SEPTEMBER—1895.

S	M	T	W	T	F	S
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OCTOBER—1895.

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NOVEMBER—1895.

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DECEMBER—1895.

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JANUARY—1896.

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FEBRUARY—1896.

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MARCH—1896.

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APRIL—1896.

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MAY—1896.

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JUNE—1896.

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JULY—1896.

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AUGUST—1896.

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Announcements.

1895—1896.

FALL TERM, FIFTEEN WEEKS.

Begins Tuesday, September 10, 1895.
Closes Friday, December 20, 1895.
Vacation two weeks.

WINTER TERM, TWELVE WEEKS.

Begins Tuesday, January 7, 1896.
Closes Friday, March 27, 1896.

SPRING TERM, ELEVEN WEEKS.

Begins Tuesday, March 31, 1896.
Closes Thursday, June 11, 1896.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sabbath Evening, June 7,
1896.
Commencement Concert, Monday Evening, June
8, 1896.
Class Day Exercises, Tuesday, June 9, 1896.
Alumni Anniversary, Wednesday, June 10, 1896.
President's Reception, Wednesday Evening, June
10, 1896.
Commencement, Thursday, June 11, 1896.
Alumni Banquet, Thursday Evening, June 11, 1896.
Kindergarten Commencement, Friday, June 5,
1896.

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1895—1896.

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History of School.

The Colorado State Normal School was established by an act of the Legislature in 1889. The first school year began October 6, 1890, and closed June 4, 1891. Ninety-six students were in attendance the first year. Fourteen students entered the Senior Class, twelve of whom were graduated. The second year closed with 314, the third year with 445, the fourth year, 515, and the present year, 619.

LOCATION.

The Normal School is located at Greeley, in Weld County, on the Union Pacific Railway, fifty-two miles north of Denver. The city is in the valley of the Poudre River, and is one of the richest agricultural portions of the State. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town.

BUILDING.

A splendid building of pressed brick, trimmed with red sandstone, is being built, one wing and center of which is now finished and in use by the school. When finished there will be no finer Normal

school building in the United States, and none more commodious. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated throughout by steam—chiefly by indirect radiation. A thorough system of ventilation is in use, rendering the building healthful and pleasant. It is supplied with water from the city water works.

Normal Department.

The Function of the School.

The function of the Normal School is to make *teachers*. To do this it must not only keep abreast the times, but it must lead the educational van. It must project the future. There must be within it a continual growth in *scholarship, power, culture and influence*; such scholarship, such power, such culture, such influence as will grow strong men and women, equipped for the work of teaching. To this end those who graduate must be scholars and teachers—teachers possessing a high type of character. To make the former there must be strong academic departments; the latter, strong professional training. They must possess a scholarship consisting not in an accumulation of knowledge, but in a trinity of knowledge, power to think and culture. Such a trinity is the result of very careful training. It demands experts as teachers of the various subjects. Such the school has. Each one was selected because of his or her special fitness for the work of the department.

That phase of training with which the professional department has to deal is *power to teach*. To quicken and develop this power, appropriate stimuli and training are necessary. To know the child and how to lead it give rise to the proper stimuli. These stimuli consist in observing the activity of children, in observing expert teachers' work, in reading

professional literature, and in the presence of a living teacher. Training results from a response to the above stimuli. For such a professional training the school is prepared. In short, the function of the school is to promote and elevate the teacher, and by so doing promote and elevate the profession of teaching, which will result in the rise of the general intelligence and culture of the people of the State.

There being no antecedents to fetter the development of the institution, the management has, from the beginning, aimed to make it progressive and formidable in the educational movements of the State and country. It is dominated by the most progressive spirit. It is not a slave to any man, method or philosophy. It seeks to select the best from all and use it in its own investigations and operations. The basis of all work is experiment and research. Nature, books, and a *living* teacher beget a living pupil.

Course of Study.

There are three immediate agencies involved in education: *The teacher, the child and nature*. A classification of the facts, the principles and the laws which are embraced in their "*Inner Connection*" constitutes the science of pedagogics. This "*Inner Connection*" exists among the objects of nature, among the various powers of the mind, and between nature and the mind. That a teacher may understand this *inner law*, he must have a knowledge of nature and mind and their relations. Out of this arises an understanding of the training necessary for his preparation. It suggests a course of study.

The central agency is the child. It is a living, mental, spiritual entity. It has a body, a mind, a soul. The body requires food, exercise and training, that it may grow, strengthen and become skilled—that it may develop. The mind requires knowledge, thinking and training, that it may grow, strengthen and become cultured—that it may develop. The soul requires piety, devotion and worship, that it may grow, strengthen and become spiritual—that it may develop.

A knowledge of body, mind and soul embraces:

1. A knowledge of the body as a whole, its organs, their functions, and the laws which regulate physical growth and development.

2. A knowledge of the mind as a whole, its nature, its powers, their functions, and the laws which regulate mental growth, discipline and culture.

3. A knowledge of the soul, its nature, its powers, and the laws which regulate moral growth and spiritual development.

The teacher must have a keen insight into the triple nature of this reality, the child, that he may work intelligently and efficiently in his profound mission. He should have a keen sense of the interdependence of body, mind and soul. He should recognize the body as a phenomenon of life, and mind as a phenomenon of spirit. Such a preparation as indicated above is the result of the three-fold nature of development. It is training of *the hand*, *the head*, and *the heart*.

In accordance with the above analysis, the following course of study is outlined:

A teacher should know the relation of food to growth, of exercise to health and strength, and of training to physical culture. This implies an understanding of *Physiology*, *Hygiene* and *Gymnastics*.

He should know the relation of nerve, mind and muscle to speech and manual dexterity. This implies a knowledge of *Language*, *Manual Training* and *Physiological Psychology*.

He should know the relation of a child's development to nature, or its surroundings. He should recognize that the mind is quickened through the senses, that there must be action and reaction of the forces without and within the child. He should be able to lead a child to interpret its surroundings. A

child must see the sparkling minerals and flowering plants; it must hear and see the buzzing insects and the singing birds; it must smell the fragrance of the rose that it may know, admire and act. This embraces a knowledge of *Science*.

He should recognize that the deeds, sayings, feelings, thoughts and aspirations of the race and age quicken the intellectual and moral natures, and, while they serve no *particular* end, they belong to culture in its universal character by giving the stage on which the drama of the world's life is revealed. This embraces a knowledge of *History* and *Literature*.

He should know the relation of knowledge, of mental growth, of thinking, to mental power and culture. This implies a knowledge of *Psychology*.

He should know the relation of example, precept and principle to moral growth, of moral action to moral power and righteous living. This implies a knowledge of *Ethics*.

Out of a study of nature, embracing physical geography and astronomy, arises the notion of number and space relations — hence a knowledge of *Mathematics*.

God touches a human soul through the true, the beautiful and the good—the true for the understanding, the good for the will, and the beautiful for the imagination. Through the imagination we have the world of art, having its foundation in the senses, as in color, form and sound. Color is the unit concept of painting, form of sculpture, and sound of music. To some extent these should form a part of every

liberal education; as in modeling and moulding and leading up to work in color. Again, music should have a place in the course of study which aims to prepare teachers. It is the most profound form of expressing the feelings of the depths of the human soul. It inspires us with hope and faith. It lifts us nearer to God. It should have a place in every course of study involving the education of the young and of those preparing to teach. We then include *Art* in our curriculum of study, not as embraced in Literature, but as found in *Drawing* and *Painting*, *Modeling*, *Construction* and *Music*.

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

Making a summary of the above, we have the following:

LANGUAGE.

- | | |
|---------------------|-------------------------|
| 1. English Grammar. | 3. English Composition. |
| 2. Speech. | 4. Rhetoric and Latin. |

SCIENCE.

- | | |
|----------------|---------------------------|
| 1. Physiology. | 4. Botany. |
| 2. Chemistry. | 5. Public School Science. |
| 3. Zoology. | 6. Physics. |
| 7. Geography. | |

MATHEMATICS.

- | | |
|----------------|-----------------|
| 1. Arithmetic. | 3. Geometry. |
| 2. Algebra. | 4. Mensuration. |

HISTORY, LITERATURE AND CIVICS.

1. United States History.
2. General History.
3. Literature.
4. Study of Authors.
5. Civics and Economics.

ART.

1. Writing.
2. Drawing.
3. Kindergarten.
4. Sloyd.
5. Music.
6. Painting.

PROFESSIONAL WORK.

1. *Theoretical Work:*

Psychology.
Science and Art of Education.
History and Philosophy of Education.
School Management.
Methods.
Ethics.

2. *Practical Work:*

Psychology.
Art of Education.
School Management.
Methods.
Observation and Teaching in Model School.
Kindergarten.

Term Schedule.

FRESHMAN.

FALL TERM.

Arithmetic.
Grammar and Language.
Physiology.
History.
Elocution and Delsarte.
Society Work.

WINTER TERM.

Arithmetic—Algebra.
Grammar and Language.
History—Geography.
Elocution and Delsarte.
Society Work.

SPRING TERM.

Algebra.
Grammar and Language.
Geography.
Elocution and Delsarte.
History and Authors.
Society Work.

SOPHOMORE.

FALL TERM.

Algebra (4).* ↙
 Primary Psychology (4). ↗
 Zoology and Botany. — *1/2 year*
 History and English (4).
 Latin (4).
 Elocution and Delsarte (2).
 Society Work.

WINTER TERM.

Algebra—Physiology (4).
 Literature and English (4).
 Zoology—Botany.
 Primary Psychology—Economics (4).
 Latin (4),
 Elocution and Delsarte (2).
 Society Work.

SPRING TERM.

Physiology (4).
 Fiction and English (4).
 Botany and Zoology.
 Economics (4).
 Elocution and Delsarte (2).
 Latin (4).
 Society Work.

* The numbers in parentheses mean number of recitations per week.

Zoology 1/2 *shul*
Brown 1/2
Psychol 1
Latin 1
Latin 1
Sloyd 1

JUNIOR.

FALL TERM.

Geometry (4). *1 1/2*
Psychology (4).
Latin (4).
History and English (3).
Elocution and Delsarte (2).
Drawing and Sloyd.
Society Work.

WINTER TERM.

Geometry (4).
Psychology (4).
Latin (4).
Literature and English (3).
Elocution and Delsarte (2).
Drawing and Sloyd.
Society Work.

SPRING TERM.

Geometry (4).
Psychology (4).
Latin (3).
Rhetoric (3).
Public School Science (3).
Elocution and Delsarte (1).
Drawing and Sloyd.
Society Work.

SENIOR.

FALL TERM.

Physics (4).
Philosophy of Education (4).
Model Practice.
Music (3), and English (2).
Geography (4).
Delsarte (2).
Society Work.

1
Physics
1
1

WINTER TERM.

Physics—Chemistry (4).
Philosophy and History of Education (4).
Model Practice.
Music (3), and English (2).
Geography—History (4).
Delsarte (2).
Society Work.

SPRING TERM.

Chemistry (4).
History of Education (4).
Model Practice.
Music (3), and English (2).
History (4).
Delsarte (2).
Society Work.

POST-GRADUATE COURSE.

FALL TERM.

Pedagogics—Logic (4).
Science—Geology (4).
English (2).
Mathematics—Trigonometry (4).
Latin (3).
Applied Sloyd.

WINTER TERM.

Pedagogics—Ethics (4).
Science—Astronomy (4).
Mathematics—Analytics (4).
English (2).
Latin (3).
Applied Sloyd.

SPRING TERM.

Pedagogics—History of Philosophy (4).
Science—Chemistry (4).
English (2).
Mathematics—Analytics (4).
Latin (3).
Applied Sloyd.

Outline of Work.

A.—Professional Work.

This is an age of specialists. In the professions, in the industries, there is a determined tendency to a differentiation of labor. The underlying stimulus is a more thorough preparation for a more narrow line of work. This stimulus has its potency in the fact that better results follow from such specific training—the greatest product for the least expenditure of energy.

The teaching profession recognizes that special training upon the part of those who are going to teach is imperative. The result is, normal schools have grown up all over the country, whose function is to *make teachers*.

It has been stated elsewhere that the teacher should possess *scholarship, power and skill in teaching, character and influence*. To make scholars is the work of the academic department; character and influence are the result of all the training the individual has had; to develop power and skill in teaching is the work of the Professional Department. This requires a knowledge of the child in its triune nature—physical, mental and moral—a knowledge of *physiology, psychology and ethics*, a knowledge of the *history, science, art and philosophy of education*,



PSYCHOLOGICAL LABORATORY

WILLIAMSON GARDNER BETHES

of school management and observation and practice in the model school.

The following are discussions and general outlines of the work in the professional subjects:

I.—PSYCHOLOGY.

Psychology is the Blackstone of Pedagogics. In so far as teaching is a science and an art it is based upon it. Just as a teacher makes psychology the basis for his educational theory and practice, has he standing among his fellow teachers and in his profession. As a basis for his educational doctrine, he can no longer rely on the old rational psychology. It has had its place in the development of psychological study, and has its place still in the history of this development. It gives a view of mental phenomena from one standpoint only. It has reluctantly made room for other methods than the introspective. Because of the insufficiency of the old psychology to give a broad and scientific view of mental phenomena, it has given place, in a large measure, to the experimental, the observational, and the historic (ontogenetic and phylogenetic) study of the subject. The introspective method is not ignored. Whenever it is available it is used with the other methods in the investigation of a subject.

A.—SUBJECT MATTER.

I.—THE BODY.

1.—*The Nervous System*; its divisions, its minute structure, its development, its function, the nervous

discharge, the reaction, its relation to the muscular system, its relation to the mind, its relations to conduct. 2.—*The Senses*; the eye, the ear, the nose, the tongue and surrounding parts, the skin, the muscles. 3.—*The Muscular System*; muscular actions, movements, motions — impulsive, reflexive, instinctive, deliberate, co-ordination of movements, relation of muscular action, movement and motion to the nervous system, relation of motion, movement and action to thought, relation of action to conduct, relation of motion to certain cerebral areas, etc. 4.—*The Brain*; white and gray matters, fibers and cells, their structure, their function, their growth, their life, their relation to movements, localization of function, sensor centers, motor centers, etc. 5.—*Spinal Cord*; white and gray matters, fibers and cells, their structure, their function, their development and growth, their life, their relation to movements, localization of function, etc. 6.—*Nerves*; their structure, their function, their origin, etc. 7.—*Relation of External World to Body*.

II.—THE MIND.

1.—*Sensation*; its relation to nervous system, the mental element in it, its relation to ideas, its relation to attention. 2.—*Percept*; difference between it and a sensation, what elements in it, its relation to nervous system. 3.—*Concept*; difference between it and a percept, its analysis, its relation to the nervous system. 4.—*Thinking*; comparison of concepts, relation to nervous system, clear, distinct, comprehensive thinking. 5.—*Memory*; retention of concepts, reproduction of them, recognition of them,

relation of memory to nervous system, retention and reproduction physiological. 6.—*Association*; relation of concepts, its relation to nervous system, the elements in it. 7.—*Imagination*; its characteristics, its relations to the nervous system, its method of growth. 8.—*Feeling*; tone of the idea, intensity, extensity, quality, relation to the nervous system, its origin, its growth, relation of feeling to thought. 9.—*Will*; dominant idea, desire, impulse, choice, action. 10.—*Character*; its relation to all these bodily and mental activities. 11.—*Habit*; accommodation.

III.—THE SPIRIT.

1.—*The Graces*; hope, faith, love, inspiration, their relation to mind and the nervous system, their relation to education.

B.—METHODS OF STUDY.

Experimental, observational, introspective, autogenetic and phylogenetic. For experimental work a special laboratory is fitted up. It is supplied with models of the senses, of the brain and its various parts, charts, the prepared brains of animals, and at proper times with living specimens of animals; it is supplied with chemicals for experiments in the senses of taste and smell; apparatus for experiments in temperature, pressure, seeing, hearing, fatigue, etc.; it is well supplied with books of reference—there being many works on the subject of psychology.

I.—EXPERIMENTAL WORK.

1. ON SELF: *a. Sensation*; Seeing, hearing, smell, taste, touch, pressure, temperature, weight, location, movement, motion, resistance, pain, living, etc.; *b. Perception*; percepts, concepts, their relations, qualities, intensities, tones, etc.; *c. Memory*; ear memory, eye memory, touch memory, taste and smell memory, abstract memory, etc.; *d. Imagination*; images of sound, sight, relation, creative and constructive imagination, etc.; *e. Thinking*; the direction of thoughts, intuitive, logical, etc.; *f. Emotions*; anger, love, disgust, beauty, truth, good, patriotism, etc.; *g. Will*; desires, motives, impulses, choices, actions; *h. Spiritual Nature*; hope, faith, love, joy, inspiration, right, wrong, etc.; *i. Defective Sense Organs*; *j. Dreams*; *k. Illusions and Delusions*; *l. Motions in Sleep*; *m. Thinking in Sleep*; *n. What images has the experimenter* of numbers, the alphabet, the past and present and future, the days of the week, of the months of the year, of geometrical lines, etc.?

2. ON OTHERS: Same as under "Self."

3. LOWER ANIMALS: *a. Experiments on the different senses as above, a study of their actions—impulsive, reflexive, instinctive, deliberative, their emotional nature, their habits, etc.*

For observational work there is a Model School and a Kindergarten connected with the Normal. Here experiments are performed and observations made which aid the pupil teachers very materially in the management and teaching of children.

II.—OBSERVATION.

1. OF CHILDREN: *a. Physical characteristics*; complexion, eyes, hair, face, head, mouth, lips, weight, height, sight, voice, respiration, heart beats, hearing, general vitality, playing, walking, sitting, talking, reading, singing, making, writing, drawing, imitating; *b. Intellectual characteristics*; contents of mind, perceptivity, attention, visualization, imagination, thinking, classifying; *c. Aesthetic characteristics*; love of color, form, music and nature, love of books, school, home, study, pictures, etc.; *d. Moral characteristics*; cleanliness, manners, respect for old, truthfulness, humane feelings, decision, justice, self-protection by courage, and by deception; *e. Social characteristics*; place, ownership, playmates, punishment, etc.; *f. Religious characteristics*; idea of God, idea of worship, of hereafter; *g. Habits*; of study, of dress, of truthfulness, etc.; *h. Hereditary tendencies*; of thought, of æsthetics, of will, of body, of movements, etc.; *i. Temperaments*.

2. OF ADULTS: Somewhat as above.

3. OBSERVATION OF LOWER ANIMALS: Manifestations of mind, sensations, ideas, emotions, motions, impulsive, reflexive, instinctive, deliberate, perception of relations, memory, association, dreams, reasoning, conduct, on what is it based, comparison of conduct of lower animal with man, etc.

For ontogenetic and phylogenetic work there is a well selected library. There are histories of civilization, histories of philosophy, histories of literature,

histories of evolution, works on evolution and works bearing directly on the subject.

III.—INFANT AND RACE PSYCHOLOGY.

Analogies of development, differences of development, stages of growth in each, comparisons of the child consciousness with that of the race, child intellect, race intellect, child sentiments, race sentiments, child will, race will, child conscience, race conscience, child tastes, race tastes, child habits, race habits, child religion, race religion, the relation of this subject to biology, to history, to literature, to philosophy, etc.

IV.—INTROSPECTIVE WORK.

For this work the individual seems to be with himself all the time, while in fact, he is all the time a little behind himself. This makes the method of introspection less valuable than if he could be with himself. However, after the individual has learned to introspect his own mental phenomena, valuable facts become apparent as regards the workings of his own mind. While introspectively he can only observe, in a manner, his own mental life, he may by inference arrive at a knowledge of the workings of the minds of others. The experimental method is capable of being applied in the introspective method.

C.—TIME SCHEDULE.

1. SOPHOMORES. 1.—Physiology, with special reference to the nervous and the muscular system, twenty weeks. 2.—Primary psychology, with special reference to qualitative work, twenty weeks.

2. JUNIORS. Advanced psychology worked out as indicated under "Subject Matter" and "Methods of Study," both qualitative and quantitative, thirty-nine weeks, or one year.

3. SENIORS. The application of psychology in their practice. Methodical, applied psychology, twice a week for the entire year.

II.—SCIENCE OF TEACHING.

Science consists in knowing a systematic order of things and their relations, and the laws which regulate them. This is apparent in the science of astronomy, physics, chemistry, biology, mathematics, etc. Equally is this apparent in the science of the mind—psychology. This conception of psychology has given rise to the scientific method in its study. The Science of Teaching grows out of the same conception. It consists of a knowledge of the physical, vital, mental and spiritual phenomena involved in and around the individual, the laws which regulate them, resulting in his harmonious development. Without a science of psychology there can be no science of teaching; just as there can be no science of botany without a science of biology.

OUTLINE OF WORK.

1.—AGENCIES INVOLVED IN EDUCATION.

- a. Child—Being to be educated.
- b. Teacher—Person who directs.
- c. Nature—Earth and its forces.
- d. Man—Civilization.

2.—REQUISITES OF THE TEACHER.

- a. Knowledge of self.
- b. Knowledge of the child.
- c. Knowledge of nature.
- d. A knowledge of the inner relation of self, the child, nature and civilization.

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

- a. *Development of*
 - 1. Body.
 - 2. Mind.
 - 3. Spirit.
- b. *Participation.*
 - 1. Actualization.
 - 2. Transfiguration.
 - 3. Transformation.

4.—REQUISITES TO THE ACCOMPLISHMENT OF THESE ENDS.

- a. *Body must have*
 - 1. Food.
 - 2. Exercise.
 - 3. Training.
- b. *Mind must have*
 - 1. Knowledge.
 - 2. Thought.
 - 3. Training.
- c. *Spirit must actualize*
 - 1. Duty—virtue.
 - 2. Conscience—good.
 - 3. Love—spirituality.

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

- a. Self-activity is fundamental in all development, whether physical, mental or spiritual.
- b. Self-activity results, primarily, from energies acting from without.
- c. All the natures of the child are interdependent.

6.—EDUCATIONAL LAWS.

- a. *The law of the apperceiving and the apperceived.*

Formula—What is to be learned becomes a part of the mental economy through affinity.

- b. *The law of propædeutics.*

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

- c. *The law of concentration.*

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

d. The law of individualism.

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

e. Law of practice.

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

7.—EDUCATIONAL PRINCIPLES.

a. The physical body is quickened through the muscles; is trained through them.

b. The mental nature is quickened through the senses, the intellect and the sensibilities.

c. The spiritual nature is quickened through the senses and conscience.

d. The order of thinking, by a child, is from wholes to parts, thence to classes.

e. The order of learning is thinking, knowing, expressing.

f. To know a thing is to think it into its proper place. It is thought into its proper place by the aid of the known.

g. That which is being learned passes from the unknown to the known, or better known. Hence, the content of a word, a phrase or a sentence is variable.

h. Teaching is causing the human being to act—physically, mentally and morally.

i. Education consists in *development* and *participation*.

III.—ART OF EDUCATION.

1.—ORGANIZATION OF SCHOOL.

a. Parts.

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

b. Functions.

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

c. Harmony.

2.—GOVERNMENT OF SCHOOL.

- a.* Object—Preservation.
- b.* Aim—Discipline.
- c.* End—Freedom.

3.—INSTRUCTION.

a. Processes.

1. Teach—develop.
2. Drill—fix.
3. Test—discover.

b. Results.

1. Knowledge.
2. Discipline.
3. Culture.

IV.—PHILOSOPHY OF EDUCATION.

1.—STAGES OF DEVELOPMENT.

- a. Undeveloped.
- b. Self estrangement.
- c. Generalization.
- d. Actualization.

2.—EDUCATIONAL FORCES.

- a. *Internal.*
 - 1. Evolving.
 - 2. Directive.
 - 3. Volition.
- b. *External.*
 - 1. Earth.
 - 2. Man.
 - 3. Spirit.

2.—NATURES TO BE EDUCATED.

- a. Physical—living.
- b. Mental—cognitive.
- c. Spiritual—volitional and intuitive.

4.—PROCESSES IN EDUCATION.

- a. Enlargement—growth.
- b. Strengthening—exercise.
- c. Skilling—manipulation.

5.—RESULTS.

- a. *Development.*
- b. *Participation.*
 - 1. Actualization.
 - 2. Transfiguration.
 - 3. Transformation.

6.—EDUCATION AS A SCIENCE.

7.—EDUCATION AS AN ART.

8.—SYSTEMS OF EDUCATION.

V.—HISTORY OF PEDAGOGY.

1.—CIVILIZATIONS.

- a. *Oriental.*
 - 1. Egypt.
 - 2. China.
 - 3. India.
 - 4. Persia.
 - 5. Hebrew.
 - 6. Greek.
 - 7. Roman.
- b. *Jewish.*
- c. *Christian.*

2.—EDUCATIONAL SYSTEMS GROWING OUT OF
THESE CIVILIZATIONS.

a. National.

1.—PASSIVE.

- a.* Family (China).
- b.* Caste (India).
- c.*

2.—ACTIVE.

- a.* Military education (Persia).
- b.* Priestly education (Egypt).
- c.* Industrial education (Phœnicia).

3.—INDIVIDUAL.

- a.* Æsthetic education (Greece).
- b.* Practical education (Rome).

b. Theocratic.

c. Humanitarian.

- 1. Monkish education.
- 2. Chivalric education.
- 3. Civic education.
- 4. Church education.
- 5. Free education,
- 6. Ideal education.

VI.—MODEL SCHOOL.

(See Model Department, page 79.)

VII.—KINDERGARTEN.

(See Kindergarten Department, page 137.)

B.—Academic Work.

Since in teaching nothing can take the place of scholarship, it is essential that an institution that aims to prepare for teaching should have a strong *academic department*. Not only is scholarship absolutely necessary in instruction, but it is a strong element in governing. It commands respect. The resultant of the training received is not only knowledge, discipline and culture, but there is a method obtained as to how to teach the various subjects. You can not well separate *how to teach a subject* from *teaching a subject*.

SCIENCE.

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

Science teaching is leading the pupil to be able to interpret his surroundings as a composite of objects, and 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 Providence as an Intelligent and Supreme Ruler of the universe.

This conception of science teaching requires activity upon the part of the pupil. In accordance with this view, the work is done.

The school has well equipped

LABORATORIES.

During the summer of 1895 the entire third floor of the main building, including six rooms and the large hall, will be fitted up in the most approved manner for the new laboratories, recitation rooms, apparatus and collection rooms of the Science department. The laboratory for Physics and Chemistry will have tables and desks with places for individual work by thirty-two students. Each desk will be supplied with porcelain-lined sinks, with water and gas, with a hood for conducting foul gases from the room, and with drawers and individual locks for three divisions of thirty-two each. Adjoining this will be the recitation room, fitted with a teacher's table, with sink and hood, and with arrangements for projection. The laboratory for Zoology and Botany will also have tables for individual work, with specimens and facilities for microscopic and projection work. Around the walls and in the halls cases will be built to contain the herbarium and other natural history collections of the school.

Another room will be fitted up for laboratory work in Physiology.

The laboratories for Psychology, Geography and Sloyd are described under the respective subjects.

The Science work begins in the Freshman year with the study of the

ANATOMY, PHYSIOLOGY AND HYGIENE.

of the human body. The students are taught how to illustrate the subject by the use of specimens and

models, and also by means of simple physical and chemical experiments. These serve also as a general introduction to the other natural sciences, and render it possible to do more advanced work in them later. Sophomores and others in the higher classes who have not had such work will hereafter be given a half year's more advanced course, with special reference to the muscular, nutritive and nervous systems and the special senses, as a preparation for physiological psychology. This will be accompanied by experiments, particularly in heat, sound, light and color, action, movement, motion.

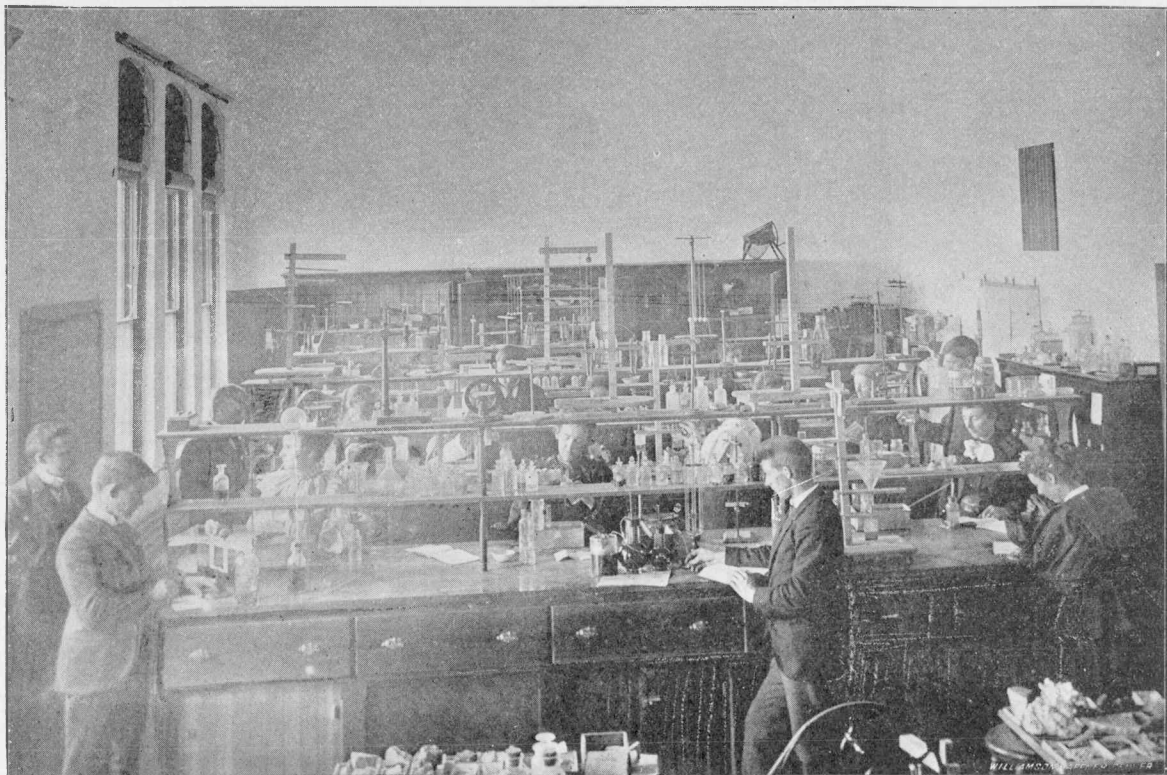
The school is supplied with a full set of French models and a human skeleton to aid in teaching the subject.

PUBLIC SCHOOL SCIENCE.

In the Junior year a term's work is devoted to the consideration of the methods, devices and matter for elementary science teaching in the common schools. Students are taught how to give simple lessons on minerals, plants and animals with such material as may be found anywhere. Frequent excursions for observing and collecting, followed by laboratory study, make the work practical and individual.

PHYSICS.

Physics is studied during the first two terms of the Senior year by the laboratory method. Students here learn to "read nature in the language of experiment." They spend two hours consecutively in the



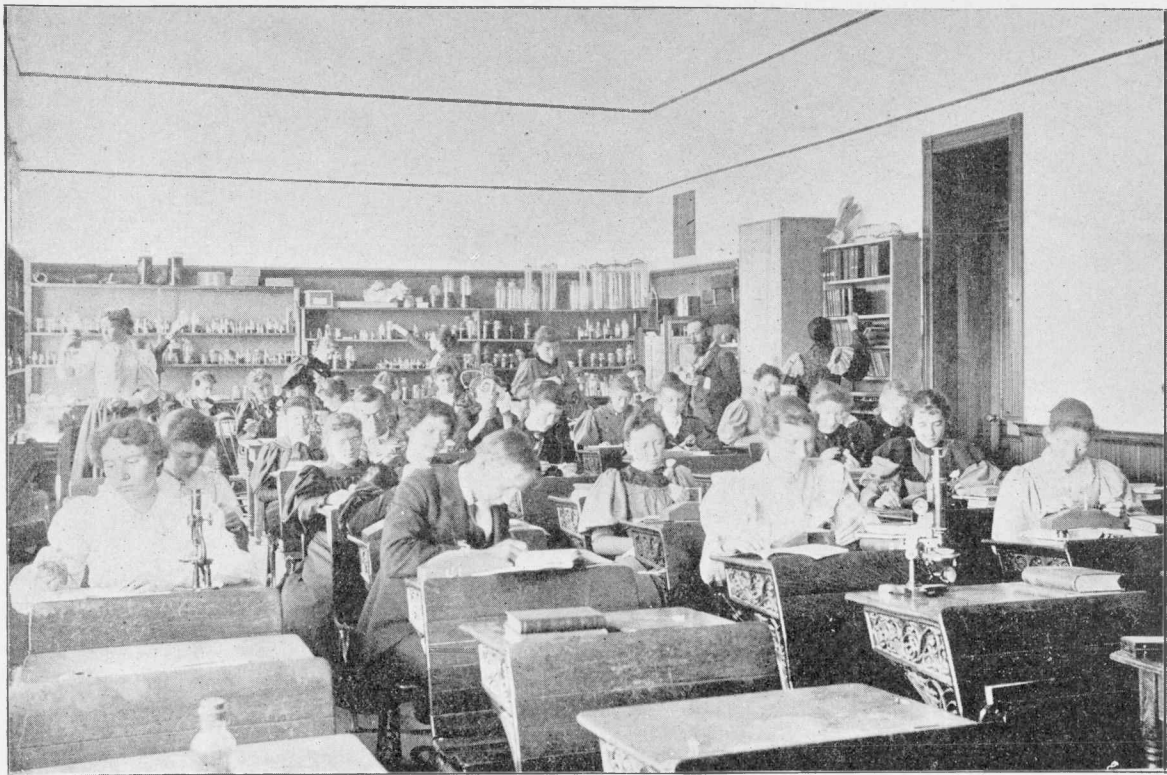
PHYSICAL LABORATORY.

laboratory once a week, performing the experiments themselves, taking notes, making drawings and explaining what they observe. This is followed by reading from reference books and discussions. The school is provided with many valuable pieces of physical apparatus, including a fine air pump, a hydrostatic press, a whirling-table, an Atwood's machine, a delicate Troemner balance, a microtome, a steam engine, a thermopile, a Toepler-Holtz electric machine, a dynamo, a motor, induction coils, galvanometers, batteries, a heliostat with magic lantern slides, a spectroscope, a polariscope, a siren, sonometer, organ pipes, diapasons, etc.

But though good use is made of these, the members of the class are taught to improvise, from such materials as may be gathered anywhere without expense, apparatus which they can take into the public schools and use in performing simple experiments to explain the elementary facts of physics, chemistry, physical geography and physiology and other phenomena of everyday life.

Further, the course in Sloyd for Seniors has been so planned as to include a graded series of wood-working exercises in the making of apparatus to be used in the course of physics and chemistry and in teaching elementary science in the public schools.

For high school graduates who have taken physics, a special class will hereafter be organized for the study of methods and devices rather than the matter of the subject.



BIOLOGICAL LABORATORY.

CHEMISTRY.

Chemistry is pursued during the latter part of the Senior year, the method being the same as in physics. When time allows, the course concludes with some practice in qualitative analysis, especially of drinking waters and minerals.

BIOLOGY.

BOTANY,

Comprehending structural, physiological and systematic.

I.—AS TO METHOD OF STUDY.

1. Objective method—material in hand.
2. Leading pupils to interpret form, structure and habits of plants in their habitats.
3. The order in structural work is—individual, organ, tissues, cells, protoplasm.
4. Having pupils draw plants, parts, tissues and cells.
5. Using matter obtained as a basis for developing language.

II.—AS TO LINES OF WORK.

1. *Research.*
 - a. Plants of vicinity.
 - b. Plants along streams.
 - c. Hill and mountain plants.
 - d. Garden plants.
 - e. Commercial plants.
 - f. Fertilization.

- g.* Adaptation.
- h.* Family work.
- i.* Survival of fittest.

2. *Laboratory.*

- a.* Germination.
- b.* Organs.
- c.* Tissues.
- d.* Cells.
- e.* Protoplasm.
- f.* Conditions of growth.
- g.* Plant forces.

3. *Herbarium.*

- a.* Analysis.
- b.* Preparation.
- c.* Mounting.
- d.* Description.

The order of study in

ZOOLOGY

Is somewhat the same as that in botany, considerable attention being paid to structure, function, habit and their evolution. The subject is made practical by a study of the fauna of the vicinity and State—the insects, the fishes, the reptiles, the mammals and the birds. The same methods are pursued in this department as in botany. A considerable number of typical life-forms are dissected and studied in the laboratory, students being required to take notes and make drawings. This is accompanied by discussions and the study of text books and reference books from

the library. The school is supplied with simple and compound microscopes, dissecting instruments and mounting materials; also a number of alcoholic and stuffed specimens and zoological charts.

ENGLISH.

The instruction in the department of literature, history and English has, as its dominant motive, the ethical and aesthetic culture of the pupil; accordingly, spirited talks are given from time to time on the great men and great events of history, and a study of the choicest literature of each period extends throughout the entire course.

The student is thus given that "inward preparedness" which enables him to appreciate the spiritual and artistic elements of the masterpieces of literature. There is added to this a well selected reading course that serves not only to throw light upon the civilization and literature of the period, but aids, as well, the power of expression on the part of the pupil, and encourages a love of the best authors and the choicest thought.

Out of the work herein indicated grows all the forms of expression, supplemented, of course, by the incidental instruction and criticism of the teacher.

The following outline is largely followed:

LANGUAGE.

1.—GRAMMAR AND COMPOSITION.

Study the forms and structure of simple sentences—subject, predicate, complement. Expansion of

words into phrases and clauses. Combination of simple statements into compound and complex sentences. Complex sentence structure; adjective, adverbial and substantive clauses. Short compositions on familiar subjects. Reproduction and amplification of short stories. Development of narrative from an outline. Incidental instruction in the use of capitals and punctuation marks, as well as in the simpler rhetorical principles of expression.

FRESHMAN.

1.—TECHNICAL GRAMMAR.

Derivation, inflection and uses of words. Syntax, synthesis and analysis of sentences. Infinitive and participial constructions. Abbreviated, incomplete or obscure forms of expression.

2.—COMPOSITION.

Capitals and punctuation. Advanced exercises in reproductions, amplifications and developments from narrative poetry and prose. Practice in making outlines and abstracts. Letter-writing. Study of simple rhetorical principles. Sentence structure to secure clearness and emphasis. Simple figures of speech. Study of synonyms. Paraphrase. Writing based upon history.

ENGLISH BASED ON HISTORY AND LITERATURE

SOPHOMORE YEAR.

1. Talks on Grecian history, with readings on the same.

2. Comparison of the mythical age of the Greek race with other races.
 3. Study of Antigone from Sophocles.
 4. Study of Alcestes from Euripides.
 5. Talks and readings in Roman history.
 6. Study of Julius Cæsar.
 7. Readings from Coriolanus.
 8. Study of Merchant of Venice.
 9. Review of magazine articles one day each week.
- Forms of expression. Narration. Description.
The letter. Original story.

JUNIOR YEAR.

1. *Readings and Talks on Mediaeval History.*

1. Study of Chaucer's prologue to the Canterbury Tales, Knight's Tale.
2. Individual work on other stories from Chaucer.

2. *Sixteenth Century Literature.*

1. Readings on environment and literature of the sixteenth century.
2. Analysis of:
 - a. Much Ado About Nothing.
 - b. Romeo and Juliet.
 - c. Midsummer-Night's Dream.
 - d. Antony and Cleopatra.
3. Study of: a. Hamlet. b. Macbeth.
4. Readings from Othello.
5. Forms of expression.
6. Special study of argument and the Oration.
7. Individual study on eulogy and invective, from masterpieces of oratory.

SENIOR YEAR.

1. Readings on the seventeenth century literature and environment.
2. Study of Milton:
 - a. Two books of Paradise Lost.
 - b. Comus.
 - c. Lyeidas and other poems.
3. Comparison of seventeenth and eighteenth century literature by individual work.
4. Readings—the Lake poets.
5. Nineteenth century literature and environment.
6. Readings from Tennyson, Browning and other poets.
7. Lessons given on
Scott,
Victor Hugo,
Dickens,
Thackeray,
Wallace,
Kingsley,
George Eliot,
Mabie,
Curtis, etc.
8. Special form of expression.
9. Comparative criticism.
10. Literary interpretation.

Besides the above work, a course in supplementary reading is made out for each class at the beginning of the year.

LATIN.

In the study of Latin, three objects are kept constantly in view :

1. Careful attention is given to the etymology of English words of Latin origin. Students are encouraged to search for, and note the English derivatives of Latin words, with correspondences and differences in shades of meaning. Thus, by careful comparison of the words of both languages, students will be given such an acquaintance with English words as can by no means be obtained from the study of English alone.

2. A strict observance is made of the idioms of the language. Roman forms of thought are examined in order to make a comparison with the idioms that are peculiarly English. In no way can a student better see the beauty and strength of his own language and be inspired with a proper regard for his mother tongue. A student never knows that his own language contains idiomatic expressions until he has studied some language other than his own.

3. On all suitable occasions, and in the reading of Latin texts, especial care is taken to form an acquaintance with the customs, habits and literature of the Roman people. Roman history is thus brought nearer to the students through the medium of a knowledge of Roman thought and speech. Accuracy of pronunciation, and the mastery of Latin quantity is insisted upon. The systematic study of prosody begins with the reading of Latin verse. The time allotted in the course to this study is five hours per

week, for two years. It is confidently believed that under proper linguistic methods, the time is sufficient to gain a working knowledge of the language; to read such texts as will render students proficient in teaching elementary Latin; to form within them some taste for further study, and secure to them some of the culture and refinement which are the natural concomitants of classical study.

HISTORY.

History, as well as geography, is largely a culture study. As geographical teaching is building up in the pupil's mind vivid notions of the earth as the *home* of the human family, so historic teaching is building vivid concepts of the *deeds* of the human family; not only deeds in reference to time and place, but in relation to each other, and as a great whole, involving all human action. The study of geography and history are very closely related. They are a study of man in his home moving toward his destiny.

That those who are preparing to teach may receive information, power and culture, and be imbued with the right spirit and notion of presenting this great subject to children, the course pursued by them is substantially the same as that which they should teach, only it is more comprehensive.

The work outlined for the school is as follows:

1. A course of juvenile historic readings of different countries, especially the United States and England.

2. A methodic and comprehensive course in United States history.

3. A course in general history, such as will develop the relations of the different races of the human family, such as will show its progress in civilization, and such as will reveal the great law of *inner connection*, which is in and among all things.

The school is well prepared to do this work :

1. It has a rich library of juvenile, historic literature, an excellent library of United States history, and a very creditable selection of general histories.

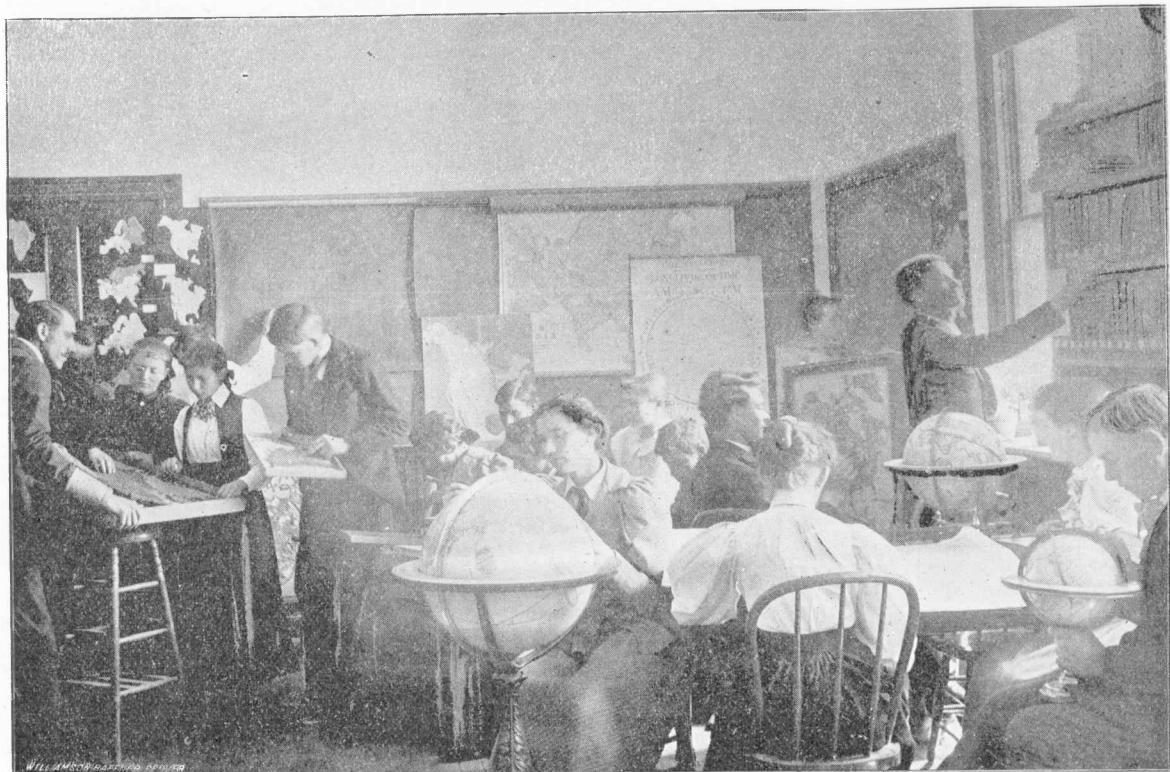
2. It has historical charts, maps and reference books and relics, which add to the interest of the subject.

3. As a rule the laboratory plan is followed, known as the "Seminary Method." The student is put in possession of sufficient material or data by which he can work out the subject in the library. The result is, an accumulation of knowledge, development of power, and culture.

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

GEOGRAPHY.

The first aim in the course is to give a broader and larger view of the subject. The history of geography is studied, the work of Ritter and other great men, ancient and modern, who gave their lives



GEOGRAPHICAL LABORATORY.

to geography. Its relation to history, commerce, political economy and civilization receives much stress.

2. The second aim is to impart an adequate picture of the earth as the home of man; there is no substitute for a broad and accurate knowledge of the science, and prospective teachers should know more of it than is required of grammar grade pupils.

3. Students must become skilled in the language of geography, sketching and moulding, the making and interpreting of maps, as well as in the accurate use of English. These exercises are in daily use.

The school is well supplied with relief maps, wall maps, charts and globes; with stereopticon and other apparatus, and good cabinets in the other departments of science, all of which can be used in geographical work.

There is a well selected library of geographical works in constant circulation; all current geographical information is also at hand, such as the United States geological and geographical surveys, Coast surveys, Consular reports, Smithsonian reports and Geographical magazines. We aim to give all a broad general knowledge of the subject, and help those who wish to make geography a specialty.

Our course of study is built upon the following principles:

1. The elements of all geographical science are found within walking distance of every school house; hence, study the home district first. "Wherever our home is there lie all the materials which we need for the study of the entire globe."—*Ritter*.

2. If these elements are to be used, they must be committed to language; the language of geography consists of

- a. Speech.
- b. Modeling.
- c. Pictures.
- d. Sketches and maps.

3. These symbols must be *only a language; i. e.*, fixing a mental picture of the reality represented instead of fixing attention upon themselves; hence, the imagination must be trained by reading about unseen places and people. This language which is read may be translated by pupil into the language of models, sketches and pictures.

4. All Geography centers in the life and interests of the human race. As Ritter says, "In no way can it (Geography) escape this disintegrating force (*i. e.*, becoming a mere compend of other sciences) unless by holding fast to some central principle of being; and that is the relation of all phenomena and forms of nature to the human race."

GEOGRAPHICAL LABORATORY.

A room adjoining the geography recitation room will hereafter be used exclusively for laboratory work. Facilities are offered for modeling, charting, study of topographical sheets, examination of soils, astronomical and meteorological records and the making of public school apparatus. The room also contains the working library for geography, collections of school and government maps, apparatus and museums of geographic and economic interest.

MATHEMATICS.

ARITHMETIC.

The work in Arithmetic is divided into a Preparatory and an Advanced Course, each thorough and complete in itself, and differing from the other only in the extent to which the varied principles and applications of the science are treated.

The two courses are concentric, the Advanced Course being the larger, embracing more surface, but not on that account a more perfect whole.

A student, by excellence of work, may be promoted from the one to the other, thus gaining time and losing nothing from the entire course.

The training is designed—and this object is never lost sight of—to render the pupil able, first, to understand thoroughly Arithmetic processes, principles and definitions; second, to express correctly, clearly, concisely, logically and artistically, both in language and figures, that which he knows; third, having such mastery of the subject, to impart successfully to others that which he has so well learned. He leaves the work not a repeater of rules, a getter of answers, or a mere solver of problems, but one viewing the science as a beautiful and connected whole.

ALGEBRA.

Two courses in Algebra are prescribed. The first, embracing the subjects usually presented in Elementary Algebra, conducts the student by the easy steps of the inductive method, from Arithmetic notation to the literal notation of Algebra, develops the subject



DELSARTE GROUP.

sufficiently to give him a practical insight into it, affords drill and problems enough to secure ease and accuracy of operation. The second course is supplementary to this, furnishing problems more difficult of solution, the discussion of topics and principles more abstruse, the demonstration of theorems of wider range.

The entire course demanding thoroughness throughout, seeks the increase of thought power rather than mere accuracy of process and result.

GEOMETRY.

This subject, occupying one school year, is arranged in three parts. The first is Inventive Geometry, which aims to train the mind to conceive, the eye to see, the skilled hand to represent by pictorial symbol the subject matter of the science.

This most admirable preparatory training is followed by Plane Geometry, embracing the ground covered by Wentworth or its equivalent.

One term is devoted to Solid Geometry.

The object sought in teaching this branch of science, as well as that of the others of this department, is the development of the power to think—the power of mathematical reasoning.

READING, ELOCUTION AND DELSARTE.

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

From observation and experience we are led to believe that a very large proportion of the reading done by people in general is silent. There is but one element in it, the mental. Hence, *silent reading* is a process of interpretation through written words. Again, some reading is done for the benefit of others. This involves two elements, the mental and physiological. *Oral reading* is a process of interpretation through written words, and an oral expression of the same thought, in the same words. We have another species of reading called dramatic. In it are the same two elements as in oral, but they are intensified. The mental element contains more emotion. The physiological contains movements of the body—acting. Hence, *dramatic reading* is a process of interpretation accompanied by strong emotion and an expression of the same thoughts and emotions through appropriate movements of the body.

Out of the above grows the following outline of work :

I.—INTERPRETATION OF WRITTEN MATTER—
SILENT READING.

1. Develop power of.
2. Develop love for.
3. Develop habit of.

II.—EXPRESSION—ORAL READING.

1. Voice—
 - a. Develop power of.
 - b. Develop control of.
 - c. Train to modulate.

2. Speech—

- a.* Phonics.
- b.* Articulation.
- c.* Pronunciation.
- d.* Grace and ease.

3. Body—DELSARTE—Relaxing—

- a.* Harmonic poise.
- b.* Basis—Attitudes.
- c.* Walking.
- d.* Hand.
- e.* Arm.
- f.* Torso.
- g.* Head.
- h.* Body as a whole—Pantomimes.

The course in this department embraces four terms' work. As to the pedagogical value of this training, there is no question. How valuable it is to have a cultivated mind—cultivated by reading; how necessary to have a sweet, commanding voice; how it charms to hear one whose speech has grace and ease—what an element of government; how it gives firmness and confidence to the entire school to have before it some person who has control of his body. This department aims to give this pedagogical training, so essential to success in teaching. It is not only a strong element in the success of a teacher, but it is essential to success in any profession or occupation. A refined thought is not all. There must be refined expression, refined voice, refined speech, refined action.

That particular training which the students receive in this department, whereby they are put in possession of their bodies, is known as the Delsarte System of light gymnastics. It is the only natural system by which the individual is led to have an unconscious control of himself.

CIVICS.

Realizing the importance of intelligent citizenship and the necessity of clear views of our social and political relations, much stress is laid upon this branch of study. From fifteen to twenty weeks are devoted to a careful study of the subjoined topics: The nature, theory and necessity of government. The rights, obligations, and duties of citizenship. The distinctions among the several forms of government. Republic defined, and the distribution of the powers in our republic. The study of these departments in National, State, County and local government. The relation of the citizen to each grade of government of which he is a subject. The relation of the States to each other and to the General Government. The history of the formation of our government, and the adoption of the Constitution. A careful analysis of the text of the Constitution. Composition of each house of Congress, qualifications for membership, apportionment, mode of selecting, term of office, salary, etc. The officers, committees and rules of each house. The powers and limitations of Congress. The Executive and several departments of State—Treasury, War, Navy, Interior, Post Office,

Attorney-General, State and Agriculture. The subdivisions and duties of each department. The eligibility, nomination and manner of election of President and Vice President. The term of office, salary, power and duties of each. The law of Presidential succession and impeachment. The Constitution of the federal courts—supreme, circuit and district, claims and commissions, with officers of each. Distinction between original and appellate jurisdiction. Distinction between Federal and State courts. Congressional control of territories, districts and other federal lands. Formation of new States. Personal rights guaranteed by the Constitution.

Lectures and lessons on the following topics of the school law of Colorado: The school district, classes, officers, their election and duties. The sources of revenue for the school fund. Composition and duties of the State Board of Land Commissioners and the State Board of Education. Relation of the State and County Superintendents to the schools of the State. The location, purpose and maintenance of the several State schools of higher and professional education. The qualifications and duties of teachers in the public schools of the State; the branches to be taught, text-books, school blanks and reports; and school year, school month, school day and public holidays.

ART.

Science consists in knowing; *art* in doing. The human soul actualizes itself through the body, the chief organs of expression being the *tongue* and *hand*.



CHRESTOMATHEAN GLEE CLUB.

The school has to do with art in *speech* and *music* as expression through the tongue. It has to do with *drawing* and *construction* as expression through the hand.

The three forms of expression in which the hand is trained are *penmanship*, *drawing* and *constructing*. Training the hand is leading it to express readily, in either of the above forms, concepts.

SPEECH.

Art in speech, the most human manifestation of humanity, has to do with the modulation of the voice and the proper pronunciation and use of words in the expression of thought. Skill is developed in this line by having the pupil enter into conversation with the teacher, by having him read literature commensurate with his understanding, and by having him relate what he reads in story form.

VOCAL MUSIC.

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

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



PLANTONIAN GLEE CLUB.

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

3. The refining and elevating influence of good music is almost universally acknowledged. The school room in which singing is a daily exercise is pervaded with an atmosphere of true culture and refinement.

4. The time will soon come when music reading will be efficiently taught in all our schools. We may then reasonably expect the time to follow when all the people can sing and good choir and good congregational singing will be found everywhere.

5. The constantly increasing demand for teachers in the public schools who can teach music as skilfully as they can teach language or number has induced the Colorado State Normal School to place music on an equality with other studies in the course of instruction. It is therefore not optional, but required.

Outline of Course in Music Department—

1. Thorough study of rudiments of music and elementary harmony.

2. Constant practice in sight singing, using both staff and tonic sol-fa notations.

3. Drill in the proper rendering of the best music.

4. Study of the best methods for teaching music in the public schools.

5. Practice in teaching music in training school.

PENMANSHIP.

Art in penmanship has to do with the arrangement of lines to form words. It is drawing words behind which are ideas. Teachers should be trained in exact penmanship, that they may be able to put accurate copies before little children.

DRAWING.

Art in drawing has to do with shape and color. It is using lines behind which are ideas. It may be divided into *perceptive, conceptive and imaginative*.

Perceptive drawing consists in drawing objects which are visible; as, the geometrical solids, plants, leaves, roots, fruits, animals, insects, birds, etc.

Conceptive drawing consists in drawing from the mental concepts or from the mental picture, the object being absent, from specifications and in perspective.

Imaginative drawing consists in such modification and combination of the mental elements as to result in design.

By using color in connection with drawing, the pupil is led up to higher art or painting. Perceptive drawing affords quite an opportunity for color work, as does also conceptive.

Freehand Drawing: The types, sphere, cube, cylinder and triangular prism, and their modifications. The representation of objects in nature and art based on the foregoing forms. Much drawing from objects; unity.

Practice in light, shade, shadow and reflection. Invention, by line and by form. Practice in rapid sketching. Pen and ink drawing. Instruction and practice in blackboard and illustrative work, with special reference to the application of drawing in teaching other subjects. Freehand reproduction of instrumental perspective drawings.

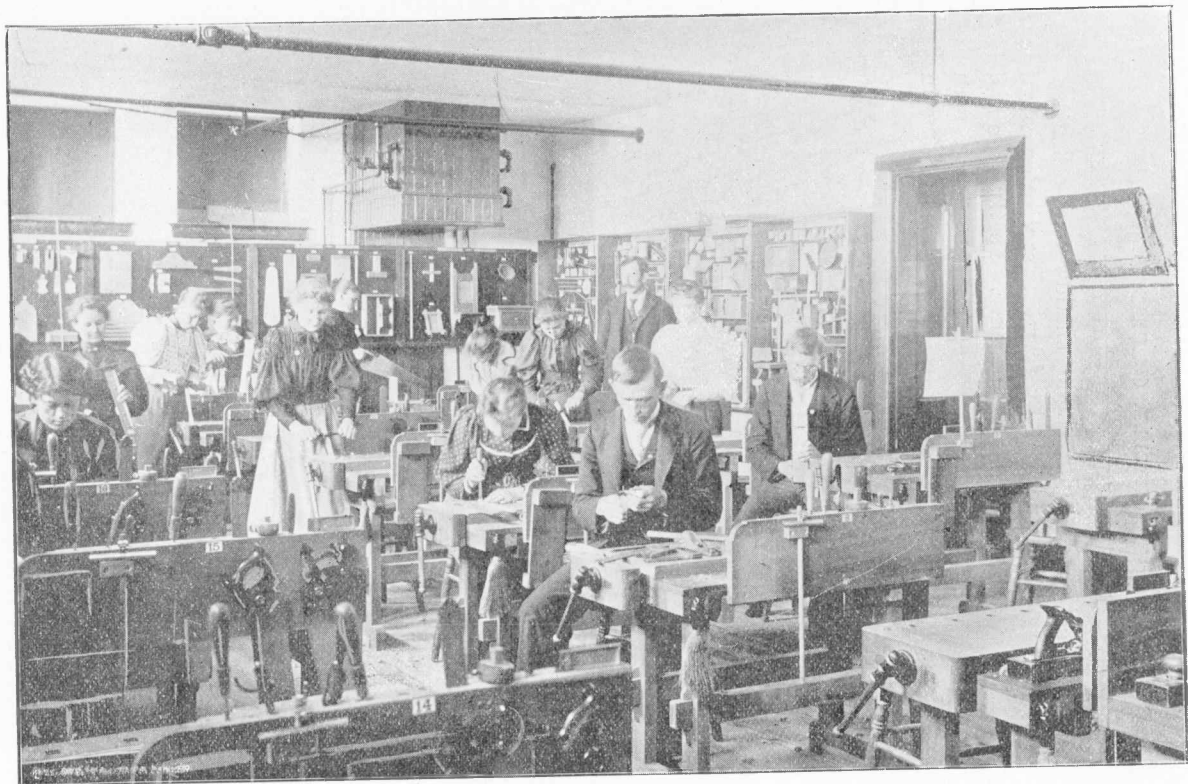
Instrumental Drawing: General principles and practice in parallel, angular and oblique perspective. Mechanical drawing (geometric and industrial) taught in connection with Sloyd.

Methods in Drawing: Talks on methods for primary, grammar and higher grades, and for mixed schools.

SLOYD.

Art in construction has to do with form and joining. It is making something behind which there are ideas.

Sloyd is a system of educative hand work. It has its beginning in the gifts and occupations of the kindergarten. The unit concept of the system is form. The materials used in construction are paper, clay, paraffin, pasteboard, wood, wire, etc. The objects made are real things—useful articles, called models. Mechanical drawing is a prominent feature: The pupil makes a working drawing of the teacher's model. This drawing is his guide in producing another model.



SLOYD LABORATORY.

THICK WOOD SERIES—Junior year.

- | | |
|-----------------------|---------------------|
| 1. Window-stick. | 17. Ruler. |
| 2. Wedge. | 18. Towel-roller. |
| 3. Flower-pin. | 19. Counting-frame. |
| 4. Flower-stick. | 20. Nail-box. |
| 5. Tool-rack. | 21. Pen-tray. |
| 6. Coat-yoke. | 22. Hat-rack. |
| 7. Bread-board. | 23. Picture-frame. |
| 8. Pen-holder. | 24. Cake-spoon. |
| 9. Flower-pot stand. | 25. Picture-frame. |
| 10. Flower-pot stool. | 26. Foot-stool. |
| 11. Bench-hook. | 27. Scoop. |
| 12. Hatchet-handle. | 28. Book-holder. |
| 13. Corner-shelf. | 29. Knife-box. |
| 14. Hammer-handle. | 30. Lap-board. |
| 15. Key-board. | 31. Tray. |
| 16. Paper-knife. | 32. Paper-rack. |

Materials used: pine, poplar, maple, cherry, sycamore and gum, nails, screws, wire, glue, shellac.

Apparatus—To be made by different classes as required by their teachers. Suggestive:

Sub-Senior.

- | | |
|------------------------|---|
| 1. Dissecting needles. | a. Solid: cube, rectangular prism, rectangular pyramid. |
| 2. Blackboard-ruler. | |
| 3. Insect-mounts. | b. Dissected: parallelogram, triangle, circle. |
| 4. Setting frame. | |
| 5. Drawing triangle. | |
| 6. Flower-press. | |
| 7. Mineral tray. | 9. Ruler or T-square. |
| 8. Mensuration blocks. | 10. Student's scrap box. |

Senior.

- | | |
|---|-----------------------|
| 1. Lever and fulcrum. | h. Pendulum. |
| 2. Universal support. | i. Inclined plane. |
| 3. Attachments for uni-
versal support : | 4. Shadow-gauge. |
| a. Pulleys. | 5. Climatometer. |
| b. Plunge battery. | 6. Match-safe. |
| c. Collision balls. | 7. Pen-tray. |
| d. Marble gun. | 8. Test-tube rack. |
| e. Filter. | 9. Crystal-axes. |
| f. Electrolysis tubes. | 10. Test tube-holder. |
| g. Barometer tube. | 11. Liter-box. |
| | 12. Counting frame. |

In the junior year students pursue a course of reading in connection with the subject, and produce one theme each term on such phase of the subject as shall be assigned by the teacher. Lectures are given on tools, growth and structure of wood, history of sloyd, its educational value, etc.

Model Department.

Faculty.

Z. X. SNYDER, Ph. D., President,
Mathematics, Fifth Grade.

EDGAR L. HEWETT, Superintendent,
Training Teacher, History and Literature, Grammar Grades.

E. G. DEXTER, A. M.,
Model Teacher, Elementary Science, Grammar Grades.

LIZZIE KENDEL,
Model Teacher, Mathematics and Language, Grammar Grades.

HELEN C. DRESSER,
Model Teacher, Primary Work, Third and Fourth Grades.

M. NORA BOYLAN,
Model Teacher, Primary Work, First and Second Grades.

ELMA RUFF,
English History and Literature, Seventh Grade.

ROLAND W. GUSS,
Physical Sciences, Eighth Grade.

CREE T. WORK,
Sloyd and Drawing, Grammar Grades.

SARAH B. BARBER,
Reading and Physical Culture, Grammar Grades.

J. R. WHITEMAN,
Vocal Music, Grammar Grades.

Plan of the Model School.

The Model School is intended to be an ideal public school. It is an indispensable adjunct of a teacher's training school. It embraces the common school grades, and in it are illustrated all phases of public school work.

In the Model School the juniors study child nature in connection with their work in experimental psychology, and observe and study ideal methods of teaching all the subjects in all the grades. The seniors carry on original investigations along specific lines of child study, serve as assistants to the model teachers, and finally practice under the direction of the superintendent. They, with the model teachers, meet with the superintendent for regular weekly teachers' meetings as in ordinary graded schools. In the Model School they learn the practical working of schools, the details of school organization and management. They see educational theories and popular methods put to a thorough and unprejudiced test. It is the field for observational and applied psychology, and for practical school methods and management.

There is a Model teacher in charge of each room. In the primary rooms, the Model teachers conduct all the lines of work. In the grammar department, the work is largely specialized. In addition to the Model teacher in charge of each room in the grammar department, certain members of the Normal

faculty conduct classes regularly for the purpose of illustrating expert work in their special lines. The juniors spend one recitation period a week in the Model school in observation and child study. The seniors give five periods a week to work in the Model school; to original investigations in child study; to assisting the Model teachers; to the weekly teachers' meetings, and to the teaching of model lessons, the plans of which must be thoroughly worked out and submitted to the superintendent for approval before being presented to the class. The superintendent has general supervision of the school, directs the observation and practice work and the work in child study, is the training teacher, and has charge of the critic work of the school.

The course of study is so made out as to produce harmonious growth and development. It is based upon the theory of three centers of educative effort, viz: Science, History and Literature, and Art.

I.—SCIENCE WORK.

I.—OBJECT.

The moment a child is born into the world his education begins. It begins in experiences occasioned by contact with nature. Experience results in development. Sense training goes on with the child from birth. It is cultivated by all that he sees, hears, smells, tastes, touches, handles. By use every organ is functioned. Development will be along lines of least resistance. It may be true, symmetrical, harmonious. It may be false, ugly, discordant, owing

to right or wrong direction and stimuli. The great desideratum is character, the highest expression of all activities of the soul. It is the harmonious union of truth, beauty and joy, and the consequent right relation to all things in nature. It is the absolute absorption — assimilation — apperception of these things in the soul. How important then that the child be brought into constant, intelligent and loving contact with nature, the great storehouse of truth, the soul of all beauty and harmony. Science then, should be taught for a many-sided purpose. It has an important utilitarian value. It develops power of observation, exactness of thought, refinement of expression. It stimulates mental activity, cultivates energy and will, and is valuable as a basis for lessons in reading, writing, orthography, oral and written language, drawing, modeling and coloring. It gives insight into nature. It enables the child to interpret and utilize nature for his own development. It places him in happy and harmonious relation to his surroundings. It furnishes him with those experiences which are the foundation of a rightly developed character.

II.—METHOD.

The child must study nature as he finds it, not as it is brought to him or told to him. The flower should be studied in its natural place in nature, in its relation to its surroundings. The animal should be studied at its home, at its work. No kind of science can take the place of field work. The science excursion should be the central, the all important

feature. The object of the excursion is not simply to collect material. A half hour spent in watching birds, insects, clouds, sky and river, will do more to awaken and direct thought than weeks with books.

In Primary grades of the Model School out door science work is carried on every other day during the pleasant weather of spring and fall. The intervening days are spent in sorting and arranging collections, and in talking, writing and reading about subjects studied. In Grammar grades the amount of laboratory work and science reading is increased. One excursion a week furnishes sufficient material for study. In the Primary grades the child is simply brought into intelligent contact with nature. There is no classification of science into its various branches except as the child naturally arranges the subjects brought into his circle of thought, as plant study, animal study, rock study, etc. But gradually the child's mind differentiates these, and they become distinct subjects of thought. He thinks them as geography, botany, zoology, etc., and he is ready to study them more in detail.

The general plan of nature study may then be summed up as follows:

1. Four years of undifferentiated nature study, during which, out-door work is the characteristic feature, with in-door reading, language work, drawing, etc., growing out of it naturally.
2. Four years of more specific science, during which the sciences become differentiated into geography, botany, zoology, physiology, geology, astronomy, meteorology, physics and chemistry, and laboratory

work becomes a characteristic feature with systematic, though less frequent excursions, much reading, writing, talking, independent investigation, classification, etc. No specific text-book is used in any science, except geography.

To this side also belongs mathematics, which represents the formal side of science. The plan of work in mathematics is sufficiently shown in the course of study.

III.—COURSE OF STUDY.

A.—PRIMARY GRADES.

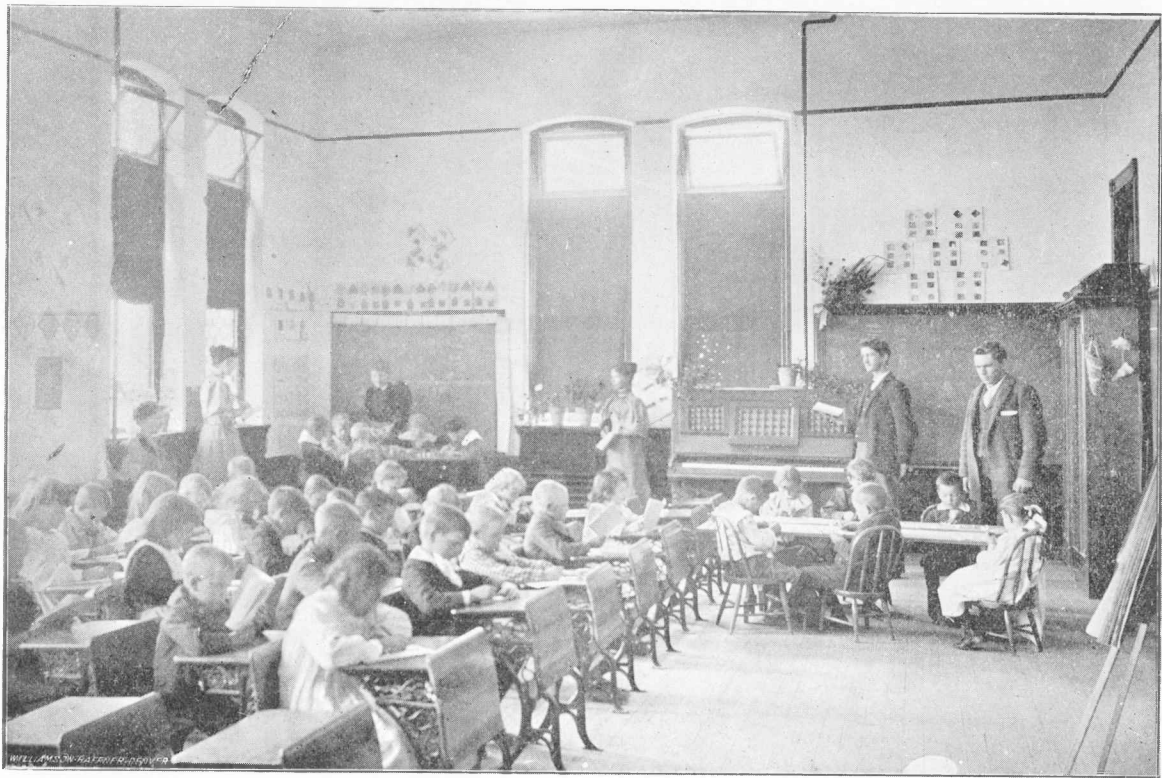
I—Fall.

1. *Field Work.*

a. Excursions to gather and study fall flowers. Water plantain, sun-flower, thistle, golden-rod, asters, etc. Conversational lessons about their color, size, shape, fragrance. Where they grow. Number of parts. Their roots, leaves, stems, blossoms, seeds, as soon as formed. Effect of frost upon them.

b. Excursions to study trees. The tree as a whole. Peculiarities of size, shapes, bark, leaves, seeds, etc. The life that is in any way related to it. Birds, insects, mammals, etc. that are sheltered by it or fed upon it. Effect of frost, wind and rain. Other plants that live upon it.

c. Excursions to observe and gather fruits and seeds. Watch the formation and ripening of seeds and fruits. Observe provisions for their dissemination by winds, water, animals. Notice hooks and claws, wings, sails, etc. in seeds of many uncultivated plants; absence of them in cultivated plants.



MODEL SCHOOL—LOWER PRIMARY.

Observe perfect fruits, imperfect fruits, seeds. Uses to man, to animals, to the plants themselves. Make collections. Set aside one day in October for "Fruit Day."

d. Excursions to observe birds and nests. Hawk, eagle, crow, jay, swallow, blue-bird, black-bird, meadow-lark, shore-lark, finches, warblers, gull, ducks, quail, owl, plover. Color. Resemblance to surroundings. Plumage of male and female. Song or call. Food, beak, claws, habits, nests, habitat, uses. Harmful or not. Collect deserted nests. Study arrangement, structure, material, place, etc. Note disappearance of birds. Make calendar of same.

e. Excursion to observe insects, worms, etc. Ants, bees, wasps, butterflies, moths, beetles, grasshoppers, dragon-flies, house-flies, bugs, earth worms, spiders. Where they live. What they appear to do. Transformations, color, parts, etc. Adaptation of color to surroundings. What they live on. Destructive or helpful. Uses. Preparation for winter. Collect cocoons and chrysalids.

f. Excursions to study mammals. Domestic animals. Horse, cow, pig, sheep. Wild animals. Ground squirrel, gopher, rabbit, weasel, musk-rat, mouse, prairie-dog. Color, covering, uses, habits, habitat, food. Peculiarities of marking, structure, voice, mimicry. Preparation for winter.

g. Excursions to gather and study minerals and rocks. Observe quartz, sand, clay, pebbles, cobblestones, boulders, fossils, etc. Examine color, hardness and other simple physical properties. Observe



MODEL SCHOOL—UPPER PRIMARY.

Bird Day.

sedimentation, stratification, erosion, soils, slopes, banks, streams, ravines, drainage. Make collections and observe "Mineral Day."

h. Excursions to observe clouds, vapors, effects of wind, rain, hail, frost. Preparation everywhere for winter among plants, animals and people. Hibernation of animals. Migration of birds. Falling of seeds and leaves. Death of flowers, grass, insects, etc. Learn of distance, direction, horizon, etc.

2. *Indoor Work.*

a. Language work. Talking, writing and reading about things seen during excursions.

b. Number work exercises growing out of observations on objects studied.

c. Psychomanual work. Drawing, cutting, sewing and modeling of forms of fruits, seeds, leaves, flowers, roots and animals. Making of bags and boxes for seeds and minerals. Sorting and arranging of seeds, minerals and rocks, leaves, roots.

d. Observation work. More careful examination of fruits, seeds, minerals and rocks. Observations on temperature, evaporation, condensation, climate, storms, thunder, lightning, rain. Keep living plants in the school room. Keep fishes, frogs, clams, craw-fish and snails in water with sand in the bottom of vessel. Keep lizards, toads, spiders, grasshoppers, crickets, bugs, beetles, etc., in boxes of sod covered with netting. Keep larvae in boxes covered with netting and watch spinning of cocoons. Pupils must carefully study and attend to the food of all living animals kept in the school.

e. Information lessons. Reading concerning animals, plants, phenomena, particularly of foreign lands.

II.—Winter.

Mostly Indoor Work.

1. Talks and readings about the stars, planets, comets, sun, moon. Learn names of most prominent stars, planets and constellations. Maps of certain constellations, *e. g.*, Orion, Cassiopeia, Draconis, Ursa Major.

2. Weather observations. Temperature, snow, ice, winds, clouds, freezing, thawing, ventilation.

3. Observation of winter condition of plants and animals. Birds that remain over winter. Plants that die completely; those that die down to the root; those that do not die at all. Information lessons. Readings about animals, particularly those of other lands, *e. g.*, lion, tiger, elephant, reindeer, camel, llama, etc.

4. Lessons on how to live.

a. Eating. Proper and improper foods. When to eat. Manner of eating. Simple lessons concerning the stomach, digestive organs, digestive fluids. Effects of alcoholics, narcotics and stimulants of all kinds.

b. Clothing. Different clothing materials and their values. Colors. Necessity for neatness, cleanliness and comfort in dress.

c. Care of body. Cleanliness. Diseases that breed and thrive in filth. Washing and bathing. Care of hair, teeth and nails. Care of eyes and ears.

*III.—Spring.**1. Field Work.*

a. Excursions to watch first signs of returning life in plants. Study buds, arrangement, etc. Watch for first appearance of catkins of willow and cottonwood. Study catkins and determine uses. Study germination of seeds. Examine cotyledons. Gather and study spring flowers. Violet, sand lily, lupine, evening primrose, iris, thermopsis, lilac, wild rose, blossoms of plum, apple, cherry, peach, currant, gooseberry, strawberry. Examine flowerless plants. Toadstool, ferns. Observe May 29 as "Flower Day." See also suggestions for fall work.

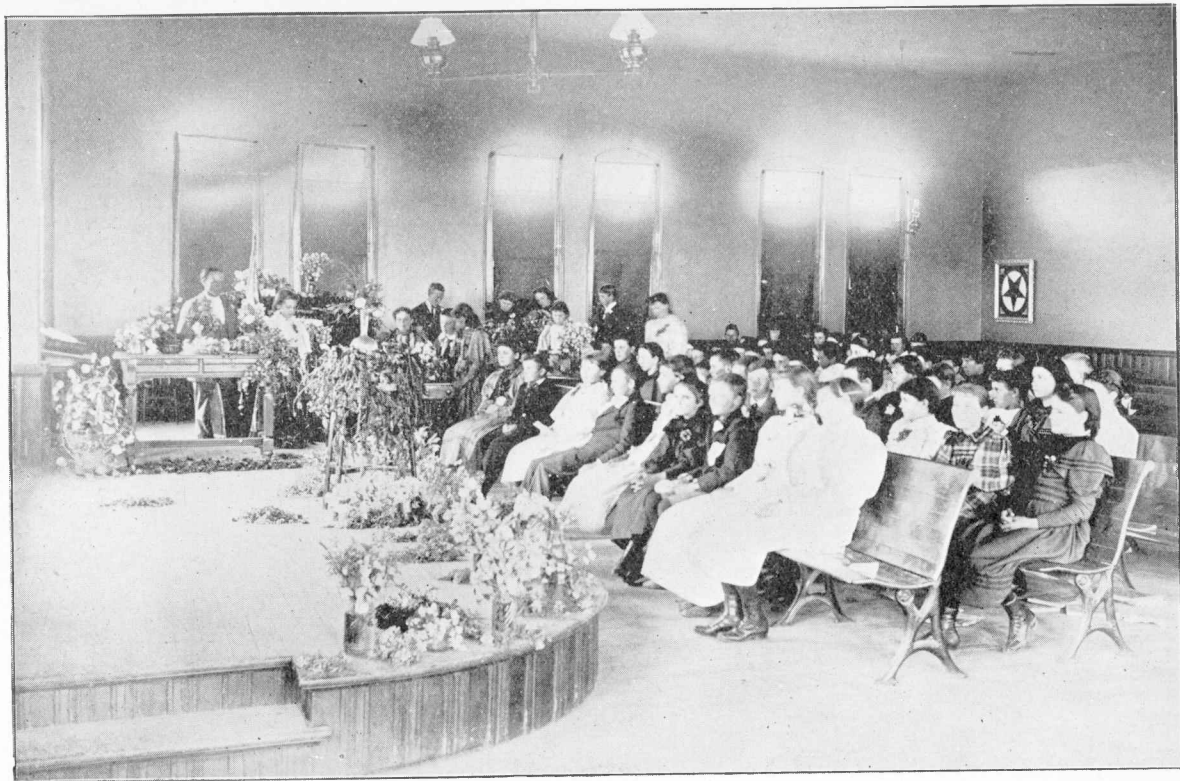
b. Excursions to examine trees. Study their buds, flowers, sap. Watch for formation of fruits. See also suggestions under "b" for fall work. Observe "Arbor Day."

c. Excursions to watch for the return of birds. Keep calendar of their appearance. Watch building of nests, laying of eggs, etc. Set aside one day in April for "Bird Day." See also suggestions under "d" for fall work.

d. Excursions to study insects. Watch for their appearance. Observe transformations, opening of cocoons and chrysalids. See suggestions under "e" for fall work.

e. Excursions to study mammals. Watch for the appearance of those that have hibernated. Keep a calendar of appearance. See suggestions under "f" for fall work.

f. Excursions to gather minerals and rocks. Same as "g" fall term.



MODEL SCHOOL—LOWER GRAMMAR.

Flower Day.

h. Excursions to observe weather, clouds, vapors. Effects of wind, rain, hail and frost, etc.

2. *Indoor Work.*

a. Language. Same as for fall term.

b. Number work. Same as for fall term.

c. Psychomanual work. Same as for fall term.

d. Observation work. Plant seeds in boxes and watch germination. See also suggestions for fall work.

e. Same as fall term.

B.—GRAMMAR GRADES.

Fifth Grade.

1. *Fall.*

a. Zoology. Study of Vertebrates. About thirty lessons on mammals and birds. In field work learn to know mammals and birds by common name. Learn habits, physiological characteristics, etc. In laboratory work examine mounted specimens. Study structure; classification as far as families. Draw, color, read, write.

b. Geography. Three lessons a week, mostly physical. Study of relief forms as seen about home. In field work study drainage, slope, soil, products, rainfall, clouds, frost. In laboratory work, elements of map drawing, sand modeling. Study from text book. Geographical readings.

2. *Winter.*

a. Meteorology. About twenty lessons. Weather observations. Use of barometer and themometer.

Keep meteorological record. Cause of variations of climate. Effects of climate upon people and products.

b. Geography. Fall work continued and extended. Greater amount of laboratory work.

3. *Spring.*

a. Zoology. Study of vertebrates. About thirty lessons upon mammals, birds, reptiles, amphibians and fishes. Same plan as for fall work. All grades observe "Bird Day" in April.

b. Geography. Same as winter term. More field work.

Sixth Grade.

1. *Fall.*

a. Zoology. Study of invertebrates. About thirty lessons on insects, spiders, crustaceans, myriopods and worms. In field work study the animals, as far as possible, in their homes. Look for them on the ground, on leaves, bark, buildings, fences, under boards, bark, rocks, logs, rubbish; in air, water, flowers, fruits, holes; around electric lights. Observe its food, movements, habits, how it protects itself. Make collections. In laboratory work, study with microscope the eyes, wings, legs, parts of body, etc., but without dismembering. Classify as far as orders. Write up excursions. Read, draw, color. Make stretching boards, insect nets, mounting trays.

b. Geography. Three lessons a week. Continue field work. Continue text book work. Map drawing. Pulp work. Supplementary reading. Some political

geography carefully co-ordinated with history work. Use same text book as fifth grade.

2. *Winter.*

a. Astronomy. Twenty lessons. The theories of Ptolemy and Copernicus. Galileo. The telescope. The moon, planets, comets, stars, meteors, constellations. Star maps. The mythology of the heavens.

b. Geography. Continue and extend fall work.

3. *Spring.*

a. Zoology. Study of invertebrates. Thirty lessons on insects, mollusks, radiates. Same plan as for fall term.

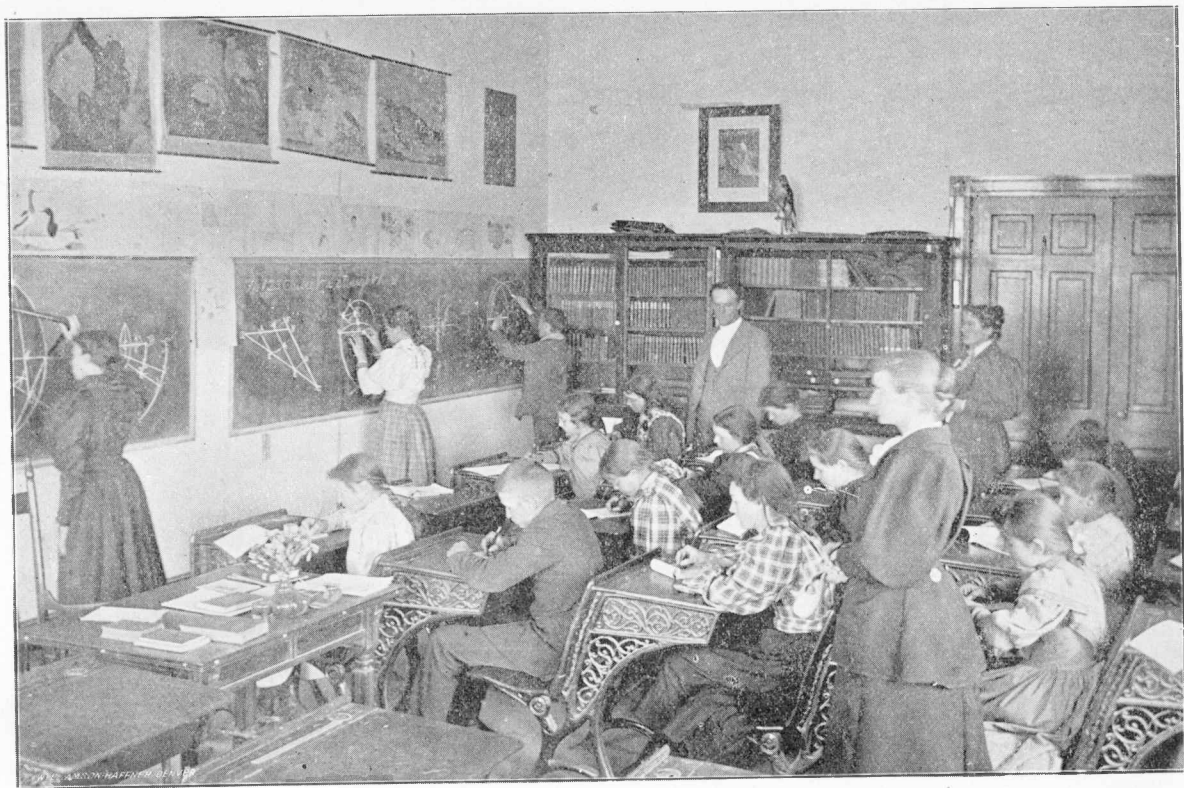
b. Geography. Continue and extend the work of previous term. Finish text book.

Seventh Grade.

1. *Fall.*

a. Botany. Twenty-five lessons. Special study and classification of fruits, roots, stems. In field work, study growing plants. Economic uses, soils, adaptability to climate. In laboratory study plant as a whole. Uses of parts, structure of parts. All grades observe "Fruit Day" in October. Draw, read, write.

b. Geography. Three lessons a week. Physical, political, descriptive. New text book. Map work, outline and relief. Much reading in connection with history.



MODEL SCHOOL—UPPER GRAMMAR.

2. *Winter.*

a. Geology and mineralogy. Thirty lessons. Crystalline and uncrystalline rocks. Physical properties. Stratified and unstratified. Historical geology. Geological ages. Fossils. Determination of fifty common minerals and rocks.

b. Geography. Continue same line as in fall.

3. *Spring.*

a. Botany. Twenty-five lessons. Special study of germination, flowers, leaves. In field work study forms of inflorescence, sprouting of plants. Monocotyledonous and dicotyledonous plants. Classes of leaves. In laboratory work, examine flowers with microscope, classify, study uses, soils, etc. Draw, read and write.

b. Geography. Continue same as previous term.

Eighth Grade.

1. *Fall.*

a. Physics and Chemistry. Thirty lessons. Mostly laboratory work. Properties of Matter. Forces, physical, chemical. Experiments. Making of apparatus.

b. Geography. Three lessons a week. Physical and commercial. Making of charts illustrating winds, currents, rain-fall, distribution of vegetable and animal life, distribution of races, routes of travel, centers of commerce. The distribution and exchange of the world's products. Much reading.

2. *Winter.*

a. Meteorology and astronomy. Twenty-five lessons. More detailed investigation of climatic and astronomical laws. Making of apparatus. Systematic observation and record.

b. Geography. Same as previous term.

3. *Spring.*

a. Physiology. Twenty-five lessons. The human body. Motor system, digestive system, circulatory system, respiratory system, nervous system. Special attention to effects of alcoholics and narcotics.

b. Geography. Work of previous term concluded.

II.—HISTORY AND LITERATURE.

I.—OBJECT.

More stress should be laid during the early years of childhood upon forming the mind than upon furnishing it. Information is the lowest motive in the teaching of history and literature. Very early in life the influence of other people begins to shape the disposition. The emotional nature begins to develop. The child is inspired by the deeds of men. The chief object of history and literature in the course is to furnish proper moral stimulus. Moral ideas grow out of intercourse with people, either real or imaginary. To attempt to inculcate a moral precept in the mind of a child without giving it a basis in human action, is like trying to teach a child to see

the relations of numbers by use of abstract symbols at a stage when he is able to calculate with objects only. Moral ideas must be based upon concrete actions. The deeds and expressions of great historic characters are object lessons by which the disposition of the child may be trained.

It is important then that the child may be early brought into constant, intelligent and sympathetic intercourse with the great characters of history and fiction. Actual human intercourse is subject to the close limitations of time and place. Hence, the necessity of enlarging this by means of the historic and the ideal. In every grade there should be much reading along the lines of biography, mythology, legend, fiction.

History and literature are taught from the beginning in first grade through the entire course. They stimulate the moral sentiments, inculcate truth, generosity, courage, patriotism, kindness, sympathy. They induce correct moral judgments. They refine and cultivate expression. Finally, if there be complete assimilation—apperception of the great truths thus brought into the child's circle of thought, these elements are transformed into mental and moral fiber and find their ultimate expression in conscious character.

II.—METHOD.

As in the science work, so is it in history and literature—the child must be led into the rich fields by the teacher. At first, the realms of fancy are nearest the eager soul of the child. Myth and fairy tale and

fable make up the world of fancy in which the child's thoughts naturally float. Here his interest centers, and, consequently, we find here the proper subject matter for his earliest steps in reading. Mastery of the abstract symbols of thought comes easy and naturally to the child when its interest is keenly aroused.

Fairy tales, fables, folklore and myths are used in first and second grades to the immediate end that the child may find on entering school that material which keenly arouses his interest. The school is brought nearest the home life of the child. The stories are first told by the teacher, and, as rapidly as possible, the child is induced to gather the thought of the story from the page for himself. Within a very few weeks the child will read easily and naturally the simplest of the tales from beginning to end, and, owing to the fact that the fairy tale or fable never loses its charm with the child, it will be read over and over with increasing pleasure. The child is at once made a lover of books.

In third and fourth grades the same line of reading is continued, with the addition of stories from real life. Old Testament stories, legendary tales, as those of the Greek heroes, biographical stories and stories that extend the child's intercourse with people in foreign lands, and to the occupations, industries, travels and adventures of men are now plentifully used. By the time fourth grade has been finished, the child has the foundation laid for the specific study of geography and a more extended course in real history.

In fifth and sixth grades, more biographical stories, pioneer history stories, stories of heroic deeds and great events in the history of nations are read; also a considerable amount of fiction and poetry. In seventh grade the study of chronological history is taken up. English history and literature are studied at length. The writings of Chaucer, Shakespeare, Tennyson and Scott are largely used. In eighth grade, American history and literature are studied in detail. The writings of Longfellow, Lowell, Whittier, Bryant, Irving and Holmes are freely used.

Language, the formal side of history and literature is taught in connection with these branches up to the grammar grades. In fifth grade, conversational German is begun and carried through four grades, including German reading in seventh and eighth grades. Latin is begun in seventh grade and continued through the eighth. Latin vocabulary, pronunciation, easy reading; some grammar.

III.—COURSE.

FIRST AND SECOND GRADES.

Æsops Fables, Grimm's Fairy Tales, Scudder's Fables and Folk Stories, Classic Tales, told by teacher and read by pupils as soon as possible. First and Second readers.

THIRD AND FOURTH GRADES.

Robinson Crusoe, Andersen's Fairy Tales, Hawthorne's Wonder Book, Grandfather's Stories, Old Testament Stories, Hawthorne's Biographical Stories,

Legends of Norseland, Tales of Troy, King of the Golden River, Tanglewood Tales, Ten Boys Who Lived on the Road from Long Ago to Now, Black Beauty, Second and Third readers, Supplementary readers. Special study of Robinson Crusoe in third and Biographical Stories in fourth grade.

FIFTH AND SIXTH GRADES.

Stories of American history, Noble Deeds of Our Fathers, Grandfather's Chair, Pilgrims and Puritans, stories of heroic deeds, Greek Heroes, stories of Columbus, Cortez, Pizarro, De Soto, Marquette, LaSalle, Hiawatha, Courtship of Miles Standish. Stories of English, French, German, Roman and Greek history. Selections from Longfellow, Whittier and Tennyson. Fourth reader.

SEVENTH AND EIGHTH GRADES.

English history; early, middle and modern England, stories from Shakespeare, pictures from English literature, Ivanhoe, historical novels, leading facts of American history, the War of Independence, Washington and His Country, Wolfe and Montcalm, Braddock's Defeat, Parton's Biographies, Evangeline, Marmion, The Alhambra, Vision of Sir Launfal. Other selections from Lowell, Longfellow, Bryant, Tennyson, Scott, Whittier and Holmes. Fifth reader. Readings on government, citizenship and political history.

III.—ART.

Art has to do with the education of the motor activities. It comprehends the education of the hand, voice and, in fact, the entire body. It has for its basis, action. In the model school it embraces a course in psychomanual training, a course in music and a course in physical culture.

PSYCHOMANUAL TRAINING.

I.—OBJECT AND SCOPE.

Psychomanual training embraces those general educational subjects in which the hand is a prominent agent in altering or arranging material so as to express the concepts of the mind. The prime object of such training is disciplinary; incidentally, the work has a practical value. The aim is not so much the obtaining of perfect material results or the training of the hand to accurate automatic action as it is to reach definite mental results by a system of progressive exercises and intelligently directed efforts. Hence, psychomanual training, although apparently in its material products utilitarian, is in its highest and best results, formative. It includes, in our curriculum, sloyd, drawing and writing.

II.—COURSE.

A.—*SLOYD*.

This begins with the gifts and occupations in the kindergarten, and is continued as follows in public schools.

PRIMARY GRADES.

Lines of work.—Sewing, weaving, folding, cutting, modeling.

First and Second Grades.

One lesson in each line weekly, *e. g.*, Monday, weaving; Tuesday, folding; Wednesday, cutting; Thursday, sewing; Friday, molding.

Third and Fourth Grades.

Sewing, twice; folding, dropped. Monday, sewing; Tuesday, weaving; Wednesday, cutting; Thursday, sewing; Friday, molding.

1.—SEWING.

Material—Outline embroidery cards, perforated sewing cards, perforating cushions, perforating needles, kindergarten needles, kindergarten thread, cloth, sewing needles, sewing thread, thimbles, scissors.

a. Card Sewing.

Carried through first and second grades. Geometrical designs, number designs, animal designs, plant designs, historical designs.

b. Needle Work.

Begun in first grade and carried through eight grades.

Course in needle work not ready for announcement.

2.—WEAVING.

Material—Mats and strips, weaving needles.

Designs—

- | | | | |
|---|--|----|--|
| 1 | { 1 up, 1 down.
1 down, 1 up. | 6 | { 3 up, 3 down.
3 down, 3 up. |
| 2 | { 2 up, 2 down.
2 down, 2 up. | 7 | { 1 up, 3 down.
1 down, 3 up. |
| 3 | { 2 up, 1 down.
2 down, 1 up. | 8 | { 1 up, 1 down, 3 up,
3 down.
1 down, 1 up, 3
down, 3 up. |
| 4 | { 2 up, 2 down, 1 up,
1 down.
2 down, 2 up, 1
down, 1 up. | 9 | { 3 up, 1 down, 1 up,
1 down.
3 down, 1 up, 1
down, 1 up. |
| 5 | { 1 down, 1 up, 1
down, 2 up.
1 up, 1 down, 1 up,
2 down. | 10 | { 2 up, 3 down.
2 down, 3 up. |

Many other designs. Original designs particularly in third and fourth grades.

4.—PAPER FOLDING AND MOUNTING.

Material—Square sheet of paper, mounting cards.

Design—

a. Geometrical—Twelve folds embraced in folding fundamental forms.

1. Oblong—book.
2. Four squares—window.
3. Triangle—shawl.
4. Triangle—shawl.
5. Pentagon—ship.
6. Hexagon—slipper case.

7. Pentagon—envelope.
8. Square sealed envelope.
9. Pentagon—ship.
10. Hexagon—needle case.
11. Pentagon—envelope.
12. Square—sealed envelope—4 squares on back.

b. Forms of Beauty. Can not give minute descriptions.

c. Forms of Life—

1. King's crown.
2. Queen's crown.
3. Salt cellar.
4. Pepper box.
5. Cup and saucer.
6. Dress.
7. Sail boat.
8. Double canoe.
9. Wind mill.
10. Neck-tie.
11. Vase.
12. Glove case.
13. Chicken.
14. Pig

3.—CUTTING AND MOUNTING.

Material—Mounting cards, mucilage, scissors, square sheet of paper ruled in eight triangles, one of which is dotted with a net-work design for guide in cutting.

Designs—Commence with perpendicular cut, proceed to its opposite—horizontal, then to the mediation of both—the oblique. Unfold and mount on mounting cards.

Perpendicular cuts, 1-7.

Horizontal cuts, 8-9.

Perpendicular cuts, 10-28.

Oblique cuts, 29-50.

Oblique and perpendicular cuts, 51-64.

Oblique and horizontal cuts, 65-88.

Perpendicular, horizontal and oblique cuts, 89.

Free-hand cutting—

Geometrical designs.

Animal designs,

Plant designs,

Historical designs,

} To illustrate stories.

5.—CLAY MODELING.

Free-hand drawing of the models precedes the making of them. Lessons alternate.

The Sphere.

Forms based on sphere—

- a. Apple.
- b. Peach.
- c. Ball.
- d. String of beads.
- e. Cluster of grapes.
- f. Tea-pot.
- g. All animal forms of this shape.

The Cube.

Both solid, and made by small balls of clay, at corners, holding toothpicks, which form edges.

Forms based on cube—

- a. Box, with lid.
- b. Basket.
- c. Ink stand.
- d. Pile of books.

The Cylinder—Solid and Hollow.

Forms based on cylinder—

- a. Drum.
- b. Water pot.
- c. Muff.
- d. Bottle.
- e. Fruit jar.
- f. Jug.
- g. Flower pot (certain kind).
- h. Pump, with trough.
- i. Cheese.
- j. Cap.
- k. Waste basket.
- l. Straight tumbler.

Hemisphere.

Developed as a *half* sphere.

Forms based on hemisphere—

- a. Hat.
- b. Fruit dish.
- c. Half apple or peach.
- d. Home of Eskimo.
- e. Ant hill.

Square Prism.

Developed from cube.

Forms based on Square prism—

- a. Oblong basket.
- b. Book.
- c. Chest.
- d. Bottle.
- e. Carpenter's plane.

Triangular Prism.

Both Right-angled, and Equilateral Triangular prisms.

Forms based on prisms—

- a. Roof of house or barn.
- b. Open book.

Ellipsoid

Forms based on ellipsoid—

- a. Potato.
- b. Melon.
- c. Lemon.
- d. Banana.
- e. Plum.
- f. Cucumber.

Half-Ellipsoid.

Developed from ellipsoid.

Forms based on half-ellipsoid—

- a. Turtle.
- b. Pods of peas.
- c. Baking dish.

Oblate Spheroid.

Forms based on oblate spheroid.

- a. Turnip.
- b. Tomato.
- c. Door knob.

Ovoid.

Forms based on ovoid.

- a. Pear.
- b. Strawberry.
- c. Some flowers, as clover.
- d. Some animals, as body of stork, duck, etc.
- e. Spoon (half ovoid.)

Cone.

Forms based on cone.

- a. Top.
- b. Shell.
- c. Parsnip.
- d. Radish.

Truncated Cone.

Forms based on truncated cone.

- a. Flower pot.
- b. Tumbler.
- c. Basket.

*Square Pyramid.**Equilateral Triangular Pyramid.**Miscellaneous Forms.*

GRAMMAR GRADES.

Lines of work — Sewing, cardboard work, wood work.

Fifth Grade.

Two and one-half lessons per week ; that is, the work alternates with free-hand drawing. Lessons forty-five minutes in length. Course of twenty models in cardboard.

Materials and tools—Drawing paper, pencil, rule, compasses, scissors and glue.

Pupils do geometric drawing, making patterns of models before making the models.

Models of cardboard series:

- | | |
|-------------------|-----------------------|
| 1. Penwiper. | 12. Easel. |
| 2. Tack box. | 13. Handkerchief box. |
| 3. Pin tray. | 14. Collar box. |
| 4. Hairpin box. | 15. Specimen box (for |
| 5. Hair receiver. | minerals, etc.) |
| 6. Button box. | 16. Cuff box. |
| 7. Whisk holder. | 17. Toothpick holder. |
| 8. Match box. | 18. Pen rack. |
| 9. Picture frame. | 19. Music roll. |
| 10. Card tray. | 20. Hat frame. |
| 11. Comb case. | |

Sixth Grade.

Same amount of time as for fifth grade. Twenty models in wood.

Materials — Wood (thin poplar and pine,) nails, glue, miscellaneous.

Tools—The knife, the characteristic and fundamental tool, is used in all of the twenty models. Sandpaper in all except 12, 3 and 4. Gimlet in models 4, 7, 11, 15 and 20. Saw in 10, 11, 15, 16 and 20. File in 9, 10, 11, 12, 14, 16 and 20. Hammer and nails in 11, 13, 14, 16, 17, 19 and 20. Glue in 7, 11, 15, 19 and 20.

Pupils make working drawings of two views from teacher's model, and with his assistance.

Models of whittling series:

- | | |
|----------------------|-------------------|
| 1. Window stick. | 11. Pen rest. |
| 2. Flower label. | 12. Silk winder. |
| 3. Flower stick. | 13. Tack box. |
| 4. Key tag. | 14. Egg stand. |
| 5. Flower pin. | 15. Match box. |
| 6. Letter opener. | 16. Whisk holder. |
| 7. Pencil sharpener. | 17. Easel. |
| 8. Key board. | 18. Flower stool. |
| 9. Paper knife. | 19. Pencil box. |
| 10. Thread winder. | 20. Spool rack. |

Seventh Grade.

Time, same as before.

Twenty-four models in wood.

Materials—Thin pine, poplar, oak and maple wood; nails, glue, screws, etc.

Tools—Knife, plane, hammer, auger, file, spokeshave, etc.

Pupils make working drawing of two or more views from the teacher's model, and follow them in reproducing the object.

Models of thin wood series.

- | | |
|----------------------|----------------------------|
| 1. Flower label. | 13. Picture frame. |
| 2. Thread winder. | 14. Triangular tray. |
| 3. Fish line winder. | 15. Pentagonal mat. |
| 4. Table mat. | 16. Egg stand. |
| 5. Right triangle. | 17. Pen rack. |
| 6. Key tag. | 18. Key board. |
| 7. Silk winder. | 19. Rake. |
| 8. Cutting board. | 20. Paper knife. |
| 9. Butter spade. | 21. Match box. |
| 10. Letter opener. | 22. Tooth brush stand. |
| 11. Bracket Shelf. | 23. Comb and brush holder. |
| 12. Corner shelf. | 24. Picture frame. |

Eighth Grade.

Time—Three forty-five minute lessons per week.

Eighteen models in wood, with supplemental work in apparatus making.

Materials—Pine, poplar, cherry, sycamore, maple and gum wood.

Tools, same as before, with gauge, smoothing plane, carving tools, whetstone, drawing-knife, etc.

Working drawings as before.

Models of thick wood series.

- | | |
|-------------------|---------------------|
| 1. Window stick. | 10. Flower stool. |
| 2. Wedge. | 11. Bench hook. |
| 3. Flower pin. | 12. Hatchet handle. |
| 4. Flower stick. | 13. Corner shelf. |
| 5. Tool rack. | 14. Hammer handle. |
| 6. Coat yoke. | 15. Key board. |
| 7. Cutting board. | 16. Paper knife. |
| 8. Pen holder. | 17. Ruler. |
| 9. Flower stand. | 18. Towel roller. |

Apparatus, such as rulers, insect mounts, specimen trays, sand moulding boards, etc., made in connection with work in other subjects during the year.

REMARKS.

The cost of materials in the primary grades is from forty to fifty cents per year per pupil, with permanent equipment, such as scissors, etc., to the amount of \$3 per grade of thirty or forty pupils. In the fifth and sixth grades, about fifty to sixty cents per pupil per year, with tools to the amount of \$20 per grade. In the seventh and eighth grades a well equipped laboratory is necessary, costing for furnishings from \$350 to \$500. Materials in these grades cost from \$1 to \$1.50 per pupil per year.

The work is done by the regular teachers in the primary grades, and by a special teacher in the grammar grades, although that of the fifth and sixth grades is designed to be done in the ordinary school room, and may be conducted by the regular teacher, provided she has had some training along this line.

B.—DRAWING.

1. *Freehand.*

1. Type forms. Sphere, cube, cylinder, triangular prism.
2. Applications of type forms.
3. Combinations of type forms.
4. Sketching; landscape, flowers, animals.
5. Illustrations in science and mathematics.
6. Illustrations in language and history.

2. *Instrumental.*

1. Working drawings of sloyd models.
2. Apparatus used in class work.

C.—PENMANSHIP.

Muscular movement taught from first grade up. Ideographic movement drills in primary. Copy writing. Blackboard practice. Drills adapted to either vertical or slant writing. The pupil is given the greatest possible liberty in the formation of an individual *style* of writing.

MUSIC.

1. *Object and Scope.* Music must be used as a means to an end, and that end the same for which all study is given. Unless music can be so taught as to serve as a valuable aid in physical, mental and moral culture of the pupil, it has no place in the common schools. That it can be so taught is proven conclusively by the experience of a multitude of successful teachers.

2. *Method.* Some persons argue that music is the expression of emotion, and that laborious efforts at note reading interfere with the play of the emotions, and hinder the real work of learning to sing. Teachers who follow this plan get good results.

Other people say, "Such results are very pleasing, but they do not represent intelligent independence on the part of the pupils. Appeal to the intellect, and

through its development reach equally musical results with the added advantage which ability to read at sight gives."

Our plan recognizes the fact that both these statements are true in the main, and is carried out with the idea of making use of all the good of both plans.

The Tonic Sol Fa system is used as the basis of our work, and its notation and books are used throughout the first six years work. Books from the "National" and "Normal" courses are used in the seventh and eighth years.

Course. First and Second Years.—Work consists of rote songs, hand and finger signs, exercises in melody and rhythm from the board, modulator and time chart, together with the writing of songs and exercises from dictation.

Third and Fourth Years.—All work begun in first and second years continued. Less time given to rote songs and more to written work. In addition to this, Book Two (parts one and two combined), of Seward & Unseld's Tonic Sol Fa School Series is completed.

Fifth and Sixth Years' Work.—Rote work discontinued, writing from dictation taking its place. Seward & Unseld's Tonic Sol Fa music reader completed.

Seventh and Eighth Years' Work. Staff notation, using Mosses' Independent and Holt's third readers.

This is a very brief outline of the music course in our school. In addition to the above, voice training

with the very first lesson is given and sight reading from the second year forms a part of each lesson.

PHYSICAL CULTURE.

1. *Object and Scope.*—To educate mind and body in harmony, thereby promoting the well-being of the child by securing better conditions for study, and the building of a more symmetrical life.

2. *Method.*—Work adapted to the public schools and formulated upon the Delsartean principles of freedom, strength and expression.

Morals and manners taught in connection with physical training.

COURSE.

FIRST GRADE.

First Series—Sitting Positions.—Hand clapping and stretching. Arm raising. Shoulder raising. Neck bending. Chest stretching and shoulder leveling. Waist, back and hip bending. Leg and foot movement. Breathing.

Second Series—Standing Positions.—Handshaking. Shoulder and arm stretching. Head rolling. Chest pushing. Waist twisting. Running. Lung strengthening.

Third Series—Feather movements.

SECOND GRADE.

First Series—Sitting Positions.—Hand closing and opening combined with arm twisting. Arm

upward side circling. Shoulder touching. Neck twisting. Body twisting. Foot stretching. Breathing.

Second Series—Standing Positions.—Arm swinging at angles. Horizontal arm circling. Shoulder raising. Arm folding and bowing. Stepping positions.

Third Series.—Feather movements.

THIRD GRADE.

First Series—Sitting Positions.—Arm extending and bending. Shoulder rotating. Head erecting. Chest widening and deepening. Knee bending. Feet crossing. Breathing.

Second Series.—Relaxing exercises. Poising postures.

Third Series.—Right angle arm swinging. Pendulum head swinging. Complex movements. Swaying and forward folding. Waist twisting. Feather movements. Breathing.

FOURTH GRADE.

First Series—Sitting Positions.—Arm bending and chest pushing. Arm pulling sideways. Arm pulling backwards. Chest lifting. Waist and leg stretching. Breathing.

Second Series.—Manual of arms. Complex movements. Breathing.

Third Series.—Hip and shoulder movements. Cross charging. Rising and sinking. Feather movements. Breathing.

FIFTH GRADE.

First Series—Sitting Positions.—Arm swinging and posture. Arm circling and posture. Shoulder leveling and chest pushing. Opposition of head and body. Foot movements. Breathing.

Second Series—Standing Positions.—Upper arm raising. Arm folding backward. Backward bending. Knee bending. Complex action. Suspension. Backward cross step. Arm extension to right and left. Framing profile. Waist twisting. Breathing.

Third Series—Standing Positions.—Hand slapping. Facings. Backward arm floating. Breathing.

SIXTH GRADE.

First Series—Sitting Positions.—Arm bending, swinging and twisting. Shoulder pulling. Arm extending and circling. Chest expansion. Head and back bending. Swimming motion. Foot movements. Breathing.

Second Series—Standing Positions.—Military salute. Arm circling. Bowing. Steadiness of poise. Leg swinging. Stamping. Breathing.

Third Series.—Gesture and expression.

SEVENTH AND EIGHTH GRADES.

First Series—Relaxing Exercises.—Complex action. Opposition of hand and foot. Opposition swing. Stepping and heel raising. Four count placing. Breathing.

Second Series—Complex Exercise.—Abdominal exercise. Leg elasticity. Knee bending and arm

floating. Looking and bending backward. Mercury poise. Breathing.

Third Series—Feather Movements.—Harmonic poise. Breathing.

CONDENSED COURSE OF STUDY.

PRIMARY DEPARTMENT.

FIRST YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation.*—Fairy tales, fables, folk stories, told by teacher.
2. *Reading.*—Simplest of stories from black-board. First Reader.
3. *Written Work.*—Thoughts about stories read.

II.—LANGUAGE.

1. *Conversation.*—Talks about familiar objects; as animals, plants, etc.
2. *Spelling.*—Words selected from reading exercises and other sources.
3. *Phonics.*—Elementary sounds; marks for long and short vowels.
4. *Written Work.*—Sentences copied from black-board and reader; use of capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place.*—Direction developed; position developed.
2. *Animals.*—Domestic—parts, color, shape, size, actions.

3. *Plants*.—The plant as a whole—color, shape, size, parts, where found, use, etc.

4. *Color*.—Red, yellow, blue, orange, green, purple.

5. *Minerals*.—Gathering stones, sand, pebbles, etc.

IV.—MATHEMATICS.

1. *Number*.—Development of numbers from 1 to 10 inclusive; all the additive, subtractive, multiplicative and divisive facts discovered by the pupils and thoroughly learned. No combination exceeding 10; comparison of numbers below 10; the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ developed; some simple exercises involving these fractions; problems made by pupils.

1. *First work done with objects.*

2. *Follow the object work by picture or illustrated work.*

3. *Follow the above with exercises independent of objects.*

2. *Form*.—Sphere, cylinder, cube, hemisphere, prisms; circle, square, oblong, right-angled triangle, semi-circle, edge-line, corner-point.

The children to have these forms in their hands.

3. *Size*.—Development of terms; as long, short, thick, thin; large, small; inch, foot, yard; pint, quart, gallon.

The children to have these measures.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling with Clay*.—Sphere, cylinder, cube, hemisphere, prism, fruits, vegetables, etc.

2. *Cutting and Folding*.—Circle, square, oblong, right-angled triangle, semi-circle.

3. *Weaving*.—Slat weaving, geometrical designs; pattern and original designs.

4. *Sewing*.—Perforating, embroidering. Needle work begun.

5. *Drawing*.—Geometrical forms, designs, sketching, expressing thoughts.

6. *Writing*.—Movement drills, words and sentences.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Simplest Delsarte movements.

2. *Singing*.—Rote songs, hand and finger signs, melody, rhythm.

SECOND YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation*.—Fairy tales, fables, folk stories, talks with teacher.

2. *Reading*.—Many tales read by children. First and Second readers.

3. *Written Work*.—Accounts of stories read.

II.—LANGUAGE.

1. *Conversation*.—Talks about natural objects and stories. Stories told by teacher and pupil.

2. *Spelling*.—All words found in reading lessons and in other exercises. Oral and written spelling.

3. *Phonics*.—Spelling by sound. Diacritical marks for all vowels.

4. *Written Work*.—Description of objects talked about; sentence writing; capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place*.—Cardinal points developed; direction of objects in room; map of school room.

2. *Animals*.—Birds, insects, mammals; their color, sounds, movements, size, uses; a study of their parts and their uses.

3. *Plants*.—Garden and field plants; their color, size, parts and their uses; the flower and fruit.

4. *Color*.—Tints and shades; color of leaves, fruits, animals, etc.

5. *Minerals*.—Gathering specimens; sand, soil, sandstone, iron, silver, gold, tin, lead.

IV.—MATHEMATICS.

1. *Numbers*.—Development of numbers from 11 to 30 inclusive; combinations and separations and comparisons; writing numbers by 10's; $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{6}$, $\frac{3}{5}$, $\frac{1}{8}$, $\frac{1}{10}$, etc., developed; pupils make and solve practical problems; some operations with fractions.

1. *Use objects whenever necessary to lead up to the number concept.*

2. *Considerable illustrated work should be done.*

2. *Form*.—Ellipsoid, ovoid, triangular prism, cone, pyramid, ellipse, triangles, and natural objects based upon them.

1. *The forms are in the hands of the children.*

3. *Size and Weight*.—Rod, square inch, square foot, square yard, ounce, pound, developed objectively.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling with Clay*.—Ellipsoid, ovoid, prism, cone, pyramid, fruits and other objects.

2. *Cutting and Folding*.—Ellipse, ovals, triangles, folding paper so as to represent utensils.

3. *Weaving*.—Slat weaving; geometrical designs, original designs.

4. *Sewing*.—Card sewing; needle work.

5. *Drawing*.—Ellipse, oval, triangles, designs, leaves, fruits, insects; coloring of same, and sketching.

6. *Writing*.—Movement drills for hand and arm; copy writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Continuation of Delsarte drills.

2. *Singing*.—Continuation of Tonic Sol Fa system.

THIRD YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation*.—Talks about characters in tales and in real life.

2. *Reading*.—Fairy tales, stories of real life, Robinson Crusoe, Second and Third readers, Old Testament stories.

3. *Written Work*.—Reproduction of stories. Biographical sketches.

II.—LANGUAGE.

1. *Practice*.—Oral description of natural objects, story telling.
2. *Spelling*.—All the words of readers, with words suggested by other subjects.
3. *Phonics*.—Spelling by sound. Diacritical marks for all vowels and consonants. Articulation exercises.
4. *Written Work*.—Description of natural objects. Reproduction of historic and geographical reading and stories. Animal and plant stories. Letter writing. Capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place and Direction*.—North-east, north-west, south-east, south-west. Development of geographic concepts, as hill, mountain, valley, plain, river, lake, ocean, drainage, climate, forest, force, town, city. Read geographical and nature stories, Seven Little Sisters, Aunt Martha's Corner Cupboard.
2. *Animals*.—A study of the animals of the community—how they live or subsist; their habits, uses. Read animal stories.
3. *Plants*.—Continuation of the study of plants and their parts. Plant seeds in school room in boxes—watch them grow. Collect pods and seeds, leaves, etc.
4. *Matter*.—Animal, vegetable, inert, solid, liquid, gas, motion, falling bodies, running water, moving air or winds.

IV.—MATHEMATICS.

1. *Number*.—Numbers from 30 up. Combinations, separations, comparisons of the same. Combi-

nations, separations and comparisons of fractions. Decimal fractions developed objectively. Percentage measurements. Examples made and solved by pupils.

2. *Form*.—Review of forms already studied; study of natural forms based upon them.

3. *Size and Value*.—Review of linear measure, dry measure, U. S. money, liquid measure.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling*.—Modeling in clay the fruits and vegetables. Modeling of original designs. Modeling in wax.

2. *Cutting*.—Free-hand cutting. Geometrical designs. Animal designs.

3. *Weaving*.—Numerous patterns and original designs.

4. *Sewing*.—Needle work.

5. *Drawing*.—Drawing of solids and surfaces already learned. Drawing of fruits and vegetables and coloring the same.

6. *Writing*.—Movement drills. Black-board writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Continuation of Delsarte exercises.

2. *Singing*.—Rote songs. Use of modulation. Continuation of previous work.

FOURTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Biographical stories, Wonder book, story of the Iliad, stories of heroic deeds. Third reader.
2. *Written Work*.—Accounts of historic characters. Original stories.

II.—LANGUAGE.

1. *Oral Practice*.—Conversational exercises on different subjects, as digestion, respiration, exercise, circulation, intemperance, occupations, natural objects.
2. *Spelling*.—All words in readers; words used in other exercises.
3. *Phonics*.—Spelling by sounds. Articular exercises.
4. *Written Work*.—Reproduction of oral exercises and of geographical stories. Letter writing, notes and receipts.

III.—PRIMARY SCIENCE.

1. *Animals*.—Insects, snail, clam, mussel, oyster, human body.
2. *Plants*.—How they grow. Collecting and preparing them. Making collections of the different parts.
3. *Matter and Force*.—Simple experiments in physics and chemistry.
4. *Geography*.—Study of the globe as a whole—shape, size, surface, life, society. Geographical reading. Each and All; Brooks and Brook Basins.

IV.—MATHEMATICS.

1. *Number*.—Fixing in the mind all the additive, subtractive, multiplicative and divisive facts of numbers to 144. Comparison of numbers; writing numbers; exercises in parts of numbers; all operations in fractions, common and decimal; denominate numbers; percentage, all cases; interest; square and cubic measure; square root by inspection of small numbers; mensuration; practical problems.

1. *The subject so taught that the child understands every step.*

2. *Form*.—Geometric views. Development of the surface of solids—starting with a unit, and, by the principle of symmetry, developing a design. Patterns for the development of surface, and simple inventions in geometry.

V. PSYCHOMANUAL TRAINING.

1. *Modeling*.—Fruits and vegetables. Original designs in paraffin.

2. *Carving*.—Free-hand carving in wax and alabaster. Type form. Geometrical designs. Fruit and vegetable designs.

3. *Cutting*.—Free-hand cutting. Geometrical designs, animal designs, plant designs, historical designs.

4. *Weaving*.—Numerous and complicated designs, original and pattern.

5. *Drawing*.—Geometrical patterns; taking a unit and from it making designs by the law of symmetry; drawing various objects and coloring them; conceptive drawing of objects.

6. *Writing*.—Movement exercises, copy writing, paper and black-board.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Continuation of Delsarte system.
2. *Singing*.—Continuation of Tonic Sol Fa system.

GRAMMAR DEPARTMENT.

FIFTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—American history stories; stories of Cortez, Pizarro, De Soto, Columbus; English history stories; Greek Heroes; Hiawatha; poems from Tennyson, Longfellow, Whittier. Fourth Reader.
2. *Written Work*.—Reproductions, sketches, abstracts, imaginative stories.

II.—LANGUAGE.

1. *Oral Practice*.—Conversation; some topical work in recitation; descriptions, stories.
2. *Spelling*.—All words of the readers and words occurring in other subjects.
3. *Written Work*.—Reproductions of what they have read; capitals, punctuation, sentencing and paragraphing; dictations for the purpose of punctuation; writing meaning of reading lessons; description of science excursions; letter writing, invitations orders, receipts; literary society.
4. *Conversational German*.

III.—SCIENCE.

1. *Zoology*.—Vertebrates; mammals and birds; field and laboratory work; reptiles, amphibians and fishes.

2. *Meteorology*.—Weather observations; climate; use of barometer and thermometer; meteorological record.

3. *Geography*.—Field and laboratory work; mostly physical and commercial geography; relief, drainage, soil, products, industries, etc.; map drawing, sand modeling; Fry's Elementary Geography.

IV.—MATHEMATICS.

1. *Arithmetic*.—Same as in fourth year, only extended; pupils make problems and solve; analytic work; exercises to develop accuracy and quickness; general arithmetic.

2. *Form*.—Work in fourth year extended; problems with lines, angles and surfaces; some geometrical work, especially in mensuration.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Course in paste-board sloyd; sewing, needle work.

2. *Drawing*.—Course in free-hand; instrumental, drawing of sloyd models.

3. *Penmanship*.—Course in muscular movement writing, vertical and slant.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Work of previous years extended.

2. *Music*.—Tonic Sol Fa; music reader; voice culture.

SIXTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Stories of our country; Pilgrims and Puritans; courtship of Miles Standish; stories from German, French, Roman and Norse history; poems.

2. *Written Work*.—Stories from real life; abstracts; biographical sketches; essays. Fourth Reader.

II.—LANGUAGE.

1. *Oral Practice*.—Topical recitation; conversation on current topics; descriptions; proper use of particular words; literary society; reciting, reading, debating.

2. *Spelling*.—All words occurring in reading and other exercises.

3. *Written Work*.—Oral exercises reproduced in writing; reproduction of what they have read; punctuation, capitalization, paragraphing, essay writing; business forms.

4. *German*.—Conversation and First German Reader.

III.—SCIENCE.

1. *Zoology*.—Invertebrates; insects, spiders, crustaceans, myriapods, worms, mollusks, etc.; field and laboratory work; collections.

2. *Astronomy*.—Moon, planets, comets, stars, meteors, constellations; star maps; historical astronomy.

3. *Geography*.—Largely physical and commercial; some political; map drawing, pulp work; geographical reading; Frye's Elementary Geography.

IV.—MATHEMATICS.

1. *Arithmetic*.—An extension of work of previous year, with applications of percentage; more general arithmetic.

2. *Form*.—Various exercises with lines, angles, surfaces and solids; more geometrical work.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Whittling course in wood; sewing, needle work.

2. *Drawing*.—Further development of course in free-hand; instrumental, drawing of sloyd models.

3. *Penmanship*.—Extension of course in muscular movement writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Extension of course in Delsarte.

2. *Music*.—Extension of Tonic Sol Fa course; voice culture.

SEVENTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Course in English History and Literature; early England; middle England; modern England; historical novels; stories from Shakespeare; writings of Chaucer, Shakespeare, Scott and Tennyson.

2. *Written Work*.—Reviews, sketches, stories; pictures from lives of people.

II.—LANGUAGE.

1. *Oral Exercises*.—Conversational exercises; use of words that are difficult of construction for children; literary society work.

2. *Spelling*.—Words selected from readers and other exercises.

3. *Written Work*.—Work of previous years extended; essay writing.

4. *German*.—Conversation and Second German Reader.

5. *Latin*.—Learning of Latin vocabulary and pronunciation; reading and writing easy sentences.

III.—SCIENCE.

1. *Botany*.—Study of fruits, flowers, roots, stems; uses, structure; germination; field and laboratory work.

2. *Geology and Mineralogy*.—Physical properties; stratified and unstratified rocks; fossils; geological ages; identification of common minerals and rocks; soils, etc.

3. *Geography*.—Physical, political, commercial and descriptive geography; outline and relief work; Trotter's Geography.

IV.—MATHEMATICS.

1. *Arithmetic*.—Course covering nearly all subjects of practical arithmetic.

2. *Geometry*.—An extensive course in inventional geometry—some demonstrative.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Thin wood course; sewing, needle work.
2. *Drawing*.—Extension of course in free-hand; instrumental drawing; working drawings of sloyd models; coloring.
3. *Penmanship*.—Extension of course in muscular movement writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Extension of delarte course.
2. *Music*.—Staff system begun.

EIGHTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Course in American history and literature; the War of Independence, Washington and his country; Wolfe and Montcalm; Braddock's Defeat; Evangeline; Vision of Sir Launfal; historical novels; works of Irving, Lowell, Longfellow, Whittier, Holmes.
2. *Written Work*.—Writing of reviews, abstracts, themes, imaginative stories, stories of real life.

II.—LANGUAGE.

1. *Oral*.—Discussion; debating.
2. *Spelling*.—All words occurring in books and exercises used.
3. *Written Work*.—Course in composition.
4. *German*.—Conversation; German reading and writing.
5. *Latin*.—Easy Latin reading; translation, Latin to English and English to Latin.

6. *Etymology*.—Much word analysis, growing out of the Latin and German exercises.

7. *English Grammar*.—Analysis of sentences, parts of speech, etc.

III.—SCIENCE.

1. *Physics and Chemistry*.—Properties of matter; forces; experiments; making of apparatus.

2. *Meteorology and Astronomy*.—Investigation of climatic and astronomical laws; systematic observation and record.

3. *Physiology*.—Lesson, the human body; digestive, motor, circulatory, respiratory and nervous systems; effects of alcoholics and narcotics.

4. *Geography*.—Physical and Commercial Geography; Trotter's Geography; Frye's Complete Geography; supplementary readings.

IV.—MATHEMATICS.

1. *Arithmetic*.—A full course in practical arithmetic.

2. *Algebra*.—An elementary course in general arithmetic.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Course in thick wood; sewing, needle work.

2. *Drawing*.—Extended course in free-hand and instrumental drawing; water colors and crayon.

3. *Penmanship*.—Course extended.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Course extended.

2. *Music*.—Staff system extended.

Kindergarten
Department.

Object.

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

In the evolution of public education it is becoming apparent that the kindergarten school is to serve as the transition from home education to primary school proper. It serves to initiate the child into the long established primary school, just as industrial education initiates it into civil society.

The school law makes it a part of the educational system of the State. Hence, there is a demand for teachers who have had such training as will enable them intelligently to conduct kindergarten schools. To the end of furnishing well-equipped teachers, the Normal School has increased the efficiency of its Kindergarten Department.

Faculty.

Z. X. SNYDER, Ph. D., President,
Psychology, History of Pedagogy, Philosophy of Education.

LAURA E. TEFFT, Superintendent,
*History and Philosophy of the Kindergarten, Mutter und
Kose Lieder, Theory and Practice of Gifts and Occupa-
tions, Songs and Games, Theory of Kindergarten Prac-
tice, Garden Work, Story Telling, Supervision of Prac-
tice Work.*

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

SARAH B. BARBER,
*Physical Culture, Delsarte, Swedish and Emersonian
Gymnastics.*

J. R. WHITEMAN,
Music—Vocal and Instrumental, Tonic Sol-Fa System.

ROLAND W. GUSS, A. M., M. E.,
Physical Science.

A. E. BEARDSLEY, M. S.,
Natural Sciences.

ELMA RUFF, M. E.,
English Literature.

Scope of Work.

PSYCHOLOGY.

See under Psychology in Normal Department.

HISTORY OF PEDAGOGY.

See under Professional Work, Normal Department.

PHILOSOPHY OF EDUCATION.

See under Professional Work, Normal Department.

SCIENCES.

See under Academic Work, Normal Department.

PHYSICAL CULTURE.

Delsarte system of natural expression.

Studies.—Harmonic poise; laws of gesture; facial expression; typical emotions and their natural manifestations; mechanics of speech; vocal culture and modulation and respiration.

Æsthetic Gymnastics.—Harmonious development of entire body and the attainment of an easy and graceful deportment.

Ling Gymnastics.—Introductory exercises; heaving movements; arch flexions; balances; heel elevations, etc.

SLOYD.

1. Paper and pasteboard sloyd; clay and paraffine; thin wood work; thick wood work.
2. *Lectures*.—Wood structure; history of sloyd, its educational value; sloyd in relation to gifts and occupations.

HISTORY AND PHILOSOPHY OF THE
KINDERGARTEN.

1. The origin and growth of the Kindergarten idea in Europe and America.
2. The study of Froebel on the spirit of his time. (*Zeitgeist*).
3. The special characteristics of his philosophy.
4. His relations to other philosophers and educators.
5. Careful study of his works.

MUTTER UND KOSE LIEDER.

1. Froebel's philosophy of child culture as embodied in the mother play songs.
2. The child in its threefold nature—physical growth, moral training and mental development.
3. The reflex action of body, mind and soul.
4. The mother the most important factor in child life.
5. The significance of family life.
6. The child's relation to the social body.

THEORY AND PRACTICE OF THE GIFTS AND
OCCUPATIONS.

1. *The theory and practical application* to all steps of mental development.

2. *Schools of Work:*

GIFTS.	OCCUPATIONS.
1. Six balls.	Perforating.
2. Sphere, cylinder, cube.	Drawn Work.
3.)	Sewing.
4.)	Drawing.
5.) Building blocks.	Interlacing.
6.)	Intertwining.
7. Tablets.	Weaving.
8. Connected slat.	Cutting.
9. Slat interlacing.	Folding.
10. Sticks.	Peas Work.
11. Rings.	Sand.
12. Thread.	Clay.
13. The point.	

SONGS AND GAMES.

Believing the movement and finger plays to be one of the most important features of kindergarten life, especial emphasis will be laid on this subject.

The physical expression of all movement games will be carefully studied under Miss Barber's supervision, that with the inner thought and meaning may come grace of movement and perfect bodily control.

THEORY OF KINDERGARTEN PRACTICE.

1. Adaptation of science lessons for children of kindergarten age.
2. Programme work.
3. Practical questions in kindergarten management.
4. Group work with the children.

GARDEN WORK.

A garden for the culture of flowers and vegetables will be a part of the kindergarten life. In it will be places for animal pets.

Gardening with children.

The care of plant and animal life.

The garden as a basis for science work with the children.

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

REMARKS.

1. Graduates of good high schools or their equivalent, will be admitted to the Kindergarten department without examination.

2. It is expected that the applicant has the natural qualifications to live with, love, lead and inspire little children.

3. After the entrance of such applicant, it will require two years to complete the course.

4. Persons not having high school training or its equivalent, may enter the Normal and prepare for entrance to the Kindergarten.

5. Upon finishing the Kindergarten course in the State Normal School, a diploma is given licensing the holder to teach in the public Kindergarten schools of the State without further examination in anything.

Miscellaneous.

Miscellaneous.

GOVERNMENT.

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

Discipline consists in transforming objective authority into subjective authority.

The *object* of school government is to preserve the thing governed; the *aim* is to develop the power of self-control in the students; the *end* is to make the pupils willing subjects of their higher motives and obedient servants to the laws of man and of God. This conception of government put into execution is the only kind capable of developing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render discipline unnecessary. Activity is the principle of development. Self-government makes him strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. Thus bringing the student's regulative powers into use—his self-acting—there is an abiding tendency to self-government remaining. This is nothing more than training the will. If, in the *government* of a school, no effort is made to develop the will, no other opportunity so potent presents itself. The aim should be to build up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who can not conform to such training, and who can not have a respectful bearing toward the

school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw.

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

DISCIPLINE—MORAL AND SPIRITUAL INFLUENCE.

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

TRAINED TEACHERS.

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

THE STANDARD OF THE SCHOOL.

It is the purpose of the trustees and faculty of the COLORADO STATE NORMAL SCHOOL to maintain a high standard of scholarship and professional training. Those who are graduated shall be thoroughly prepared and worthy of all for which their diplomas stand. It shall be the policy of the school to protect those who employ our graduates by making them "worthy of their hire;" because, in so doing, we also protect them (the graduates), and the children whom they teach.

DIPLOMA.

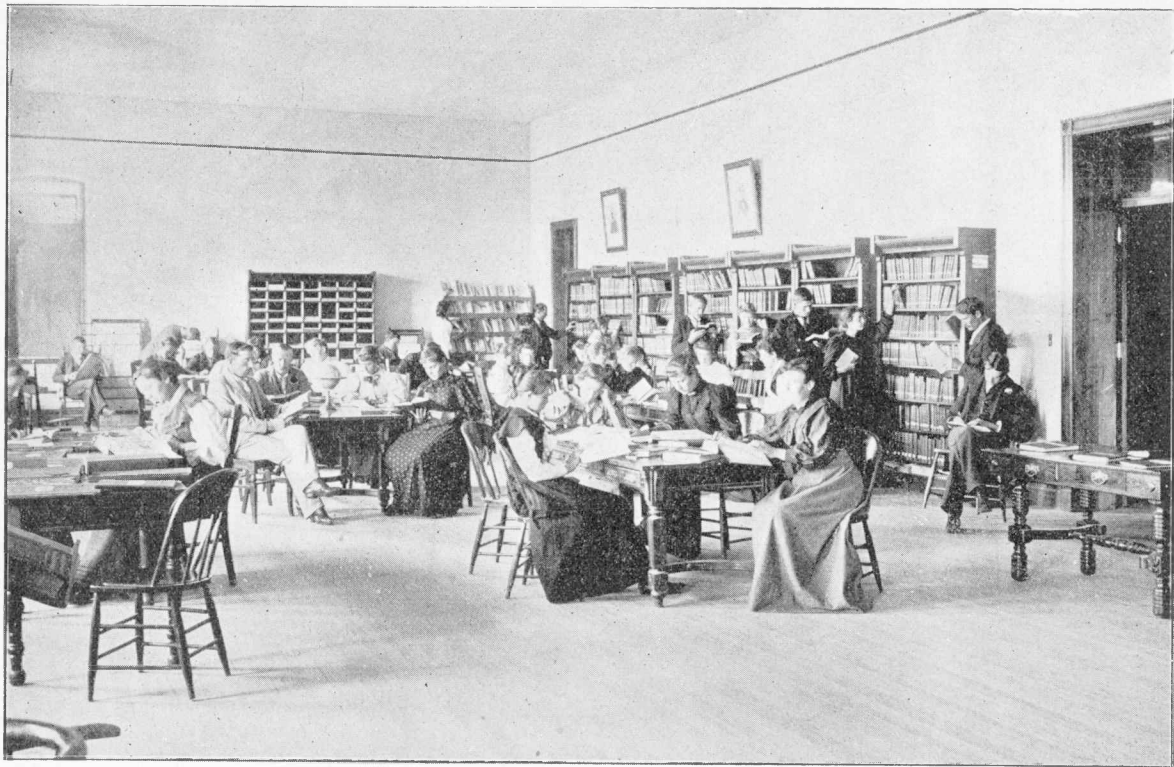
Any person who completes the required course of study, and who possesses skill in the art of teaching, and who is of good moral character, will receive a diploma which, according to law, is a life certificate to teach in the State of Colorado; and, in addition, he will have conferred upon him by the Trustees and Faculty of the Institution the degree of Bachelor of Pedagogy. Graduates of the Kindergarten Department will receive a diploma to teach in the State.

LIBRARY AND READING ROOM.

"The true university is a collection of books."—THOMAS CARLYLE.

"Reading makes a full man."—BACON.

For the delight and improvement of students and faculty the institution has connected with it an excellent Library and Reading Room. As a means of education this feature of a school is indispensable.



LITERARY LABORATORY.

It is a fountain of *knowledge*, a source of *discipline*, and a means of *culture*. The room is fitted up to serve the purpose of a "literary laboratory;" including reference books and works of a general nature, as history, biography, literature, fiction, poetry and science, there are about four thousand volumes.

Among the reference books are: The Encyclopædia Britannica, American, Johnson's, People's, Young People's, and a number of smaller cyclopædias; Lippincott's Biographical and Geographical Gazetteers; Universal Biographical Cyclopædia; Webster's International Unabridged Dictionaries; Appleton's International Scientific Series, and several fine Cyclopædias of History; Reclus' Earth and its inhabitants.

In addition to the above there is a pedagogical library. It contains works on philosophy, history of philosophy, science and art of education, philosophy of education, history of education, psychology, school management, methods, and general pedagogics.

The Reading Room contains an assortment of the ripest, richest and freshest magazines and educational journals published. Among them are the following:

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| American Youth. | Am. School Board Journal. |
| Athenæum. | Art Education. |
| Atlantic Monthly. | Book News. |
| Art Amateur. | Babyland. |
| Arena. | Books. |
| Am. Journal of Psychology. | Botanical Gazette. |
| American Teacher. | Bulletin of the Tory Botanical Club. |
| American Naturalist. | Brain. |
| Auk. | Contemporary Review. |
| Am. Mathematical Journal. | Colorado School Journal. |
| American Agriculturist. | |

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| Century. | Kindergarten News. |
| Chautauquan. | Kindergarten Magazine. |
| Critic. | Literary Digest. |
| Current Literature. | Literary World. |
| Current History. | Ladies' Home Journal. |
| Cosmopolitan. | Mind. |
| Child Garden. | Magazine of Art. |
| Colorado Woman. | Monist. |
| Eclectic. | Music. |
| Education. | Monthly Bulletin. |
| Educational Review. | Nineteenth Century. |
| Educat'l Journal (Canada). | North American Review. |
| Educational Foundations. | New York School Journal. |
| Forum. | Nature. |
| Fornightly Review. | New England Magazine. |
| Forest and Stream. | Northwestern Journal of
Education. |
| Florida Journal. | National Geographic Mono-
graphs. |
| Good Housekeeping. | Nation. |
| Great Divide. | Outing. |
| Garden and Forest. | Overland Monthly. |
| Harper's Monthly. | Ornithologist. |
| Harper's Weekly. | Observer. |
| Harper's Bazar. | Outlook. |
| Harper's Round Table. | Our Times. |
| Historia. | Popular Science Monthly. |
| Independent. | Public Opinion. |
| Illustrated American. | Popular Educator. |
| International Journal of
Microscopy. | Pansy. |
| Journal of Am. Folk Lore. | Public School Journal. |
| Johns Hopkins University
Studies | Political Science Quarterly. |
| Journal of Education (New
England). | Pedagogical Seminary. |
| Journal of Pedagogy. | Pacific Educational Journal. |
| Journal of Geology. | Psychological Review. |
| Journal of Education (Lon-
don). | Philosophical Review. |
| | Popular Science News. |
| | Primary Education. |

Review of Reviews.
 Reader.
 Sports Afield.
 Scribner.
 St. Nicholas.
 Scientific American.
 Scientific American (Supplement).
 Scientific American (Building Edition).
 Sun and Shade.
 School Review.
 School Bulletin.
 School Education.
 Science.
 Southern School Journal.
 Teachers' Institute.
 Teachers' World.

Virginia School Journal.
 Werner's Voice Magazine.
 Youths' Companion.
 Yale Review.

NEWSPAPERS.

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

ORGANIZATIONS.

LITERARY SOCIETIES.

Connected with the school are two literary societies, the Platonian and the Chrestomathean. Here is afforded opportunity for students to "*actualize themselves.*" Here is attained a confidence in one's self, a confidence of body and mind, and in expression. In short, there is attained a mastery over self.

These societies are quite an element in the life of the school. Much interest is manifested by the members. Interesting features are the public entertainments given each term. Every student is expected to join one or the other.

ATHLETIC ASSOCIATION.

“*A sound mind in a sound body.*”—JUVENAL.

There is an athletic association in which is manifested considerable interest. Its object is two-fold; recreation, or enjoyment; and physical training.

The plays consist of *Foot Ball, Lawn Tennis, Croquet, Alley Ball, Tug of War, Base Ball, Delsarte Calisthenics.*

All teachers and students in the school are members of the athletic association. The membership fee is fifty cents per year, if paid in advance, or twenty-five cents per term.

THE CRUCIBLE COMPANY.

THE CRUCIBLE was started the fall of '92. It is a monthly magazine conducted entirely by the students. It contains articles in literature, science, art, and pedagogy, beside school news in general and of the Normal especially. It has a circulation of about 800.

The staff for the school year ending June, 1895, is as follows:

Editor-in-Chief—E. R. Snyder, senior.

Literary Editors—Myrna Woodruff, senior; Earnest Williams, junior.

Editor Teachers' Column—Annetta B. Canning, senior.

Athletic Editor—H. L. Dowell, sophomore.

Exchange Editor—Louis Molnar, senior.

Alumni Editor—Maude Freeman, alumna.

Kindergarten Editor—Ruth M. Clark, senior.

Note Editor—C. E. Sydner, senior.

Business Manager—E. A. Miller, senior.

Advertiser—Abner Downey, senior.

Circulators—C. T. Marsh, senior; J. C. Hoover, freshman.

ATHENIAN CLUB.

During the early part of the school year the students organized a debating club, to which they gave the name, "Athenian." The motto is "Live;" the emblem, "The Parthenon." The membership includes the members of the school and the alumni.

THE SAPPHO CLUB.

During the past winter, about twenty of the young women of the Junior Class organized a debating society, known as the Sappho Club. Its prime object is to cultivate the habit of speaking in public with ease and grace; and also, to promote and foster an interest in the pertinent questions of the day; in short, to afford a means of broader culture and more general information.

CHRISTIAN UNION.

Realizing the necessity for religious culture in the school and believing much good would come of Christian association, a number of those interested organized themselves into a union early in 1892. The membership has averaged nearly one hundred each year and has represented the religious thought of the school. Meetings are held every Sabbath afternoon.

THE SOCIAL THIRTY.

The social side of education has not, until the present year, been systematically cared for. But, during the fall term, clubs of ten in each of the three higher classes, consisting of an equal number of young men and women, were formed. These thirty constitute a social organization of great vigor. Several successful socials have been held. The club promises in future to be an important factor in the life of the school.

ALUMNI ASSOCIATION.

The Alumni Association is the strong organization for influence connected with the school. There are now over one hundred members. This means, one hundred centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

PEDAGOGICAL CLUB.

This is a faculty organization. It meets every two weeks during the year. At each meeting there is a technical paper read and discussed, upon some educational subject. During the past year, papers on the following subjects were read and discussed: *Nerve Centers, Reflex Action, Automatic and Voluntary Action, Habit, Physiological Association, Apperception, The Child and The Race, Instruction, The Law of Weber, Child Study.*

MUSEUM.

A museum is an indispensable adjunct to an educational institution. In this age of science teachers of public schools must have a working knowledge of the subject, as well as skill in presenting it. While outdoor work is first as a means in giving a knowledge and cultivating a sentiment for nature, yet, collections are valuable in giving a view of nature in small compass, if they are properly arranged. The school has a fair working museum. There is no special room under lock and key set apart for storing specimens, but the cases are built in the laboratories where the specimens are to be used. About two hundred linear feet of casing ten feet high, and from ten to thirty inches deep, line the walls of the various laboratories. In them are found most of the birds of Colorado and many from other states; many insects from this and other states; plants of Colorado and surrounding states; a great variety of liquid specimens; a number of mammals, fossils, etc.

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

DIRECTIONS.

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

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

For any information you want, address the Secretary or President.

Trains leave Denver for Greeley at 3:10 a. m. and 3:45 p. m. They arrive here from the north at 5:00 a. m. and 4:30 p. m., and from Fort Collins at 1 p. m.

Although a student may enter at any time, yet it is best to be here at the opening.

SESSIONS OF SCHOOL.

There is one session a day, commencing at 8:30 a. m. and closing at 12:30 p. m. Study hours are from 3 to 5 and from 7 to 10. Students are expected to conform to these as far as is reasonable. A pupil is more liable to contract habits of study who has a time to study and a time to exercise.

EXPENSES.

To all persons sixteen years old or over, who declare their intention to teach in the public schools of the State of Colorado, the school is free.

Persons attending who do not so declare their intention, pay tuition at the following rates per term:

Fall term, \$7.50; Winter term, \$6.50; Spring term, \$6.00.

Students can board in private families from \$3.50 to \$5.00 per week.

Self-boarding costs from \$2.00 to \$3.00 per week.

A fee of one dollar fifty cents per term is charged each student for the use of text books. Also a reading room fee of fifty cents a term is charged each student for the use of periodicals, magazines and other papers, making two dollars per term.

All students are required on entering the school to pay a laboratory fee of one dollar each.

A fee of one dollar is charged all Normal students who work in the sloyd laboratory.

ADMISSION.

1. All who enter must give evidence of good moral character.

2. The applicant must have completed the common school course—grammar school, to enter the freshman.

3. On entering, the applicant will be placed in such class or classes as his attainments and ability warrant.

4. The Senior year is almost exclusively professional; hence, no one can be graduated who has not taken, at least, one year.

5. Graduates of high schools in the State of Colorado who have completed the high school course

as adopted by the State Teachers' Association, will be admitted to the junior class without examination.

6. Graduates from high schools of other states having equivalent courses to those of Colorado, will be admitted without examination to junior class.

7. In general the applicant is given credit for all he knows when he enters.

8. All persons wishing to enter higher than junior class will be required to pass an examination.

9. A two years' course in German or French will be accepted as equivalent to two years in Latin—fitness determined by examination.

10. Graduates of good high schools will be admitted to the junior department of the Kindergarten without examination.

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. Anyone 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 model school. The work is done by experts.

COSTUMES.

All members of the Senior Class provide themselves with the College gown and Normal cap.

Gowns may be purchased ready made at prices ranging from \$4.00 to \$14.50. The price of the caps range from \$1.60 to \$2.50. The color of both gown and cap is black. For information regarding the same, address Ida M. Hamilton, Greeley, Colo.

TEXT BOOKS.

Arithmetic—Numbers Applied, Wentworth and White.

Algebra—Wentworth, Sensenig.

Geometry—Wentworth, Hill.

History—Myer's General, Sheldon's and Montgomery's United States.

Civics—Macy.

School Management—Compayre, White.

Psychology—Baker, Dewey, Lindner, Herbart, Tracy, Sanford.

History of Education—Compayre, Williams.

Philosophy of Education—Rosenkranz, Herbart.

Rhetoric—Genung.

Latin—Collar and Daniell, Kelsey's and Harper's Cæsar.

Physical Geography—Eclectic, Appleton.

Political Geography—Potter, Niles, Frye, Guyot.

Grammar—Whitney.

Music—Tonic Sol-Fa.

Physics—Gage, Shaw.

Geology—Winchell, Le Conte.

Botany—Bessey, Gray and Coulter, Spalding.

Chemistry—Shepard, Phenix.

Physiology—Walker and Martin.

Composition—Lockwood, Chittenden.

Zoology—Colton, Packard.

Literature—Shaw.

Latin Grammar—Allen & Greenough.

Catalogue of
Students.



SENIOR CLASS.

Catalogue of Students.

1894-95.

Normal Department.

SENIORS.—32.

Allen, Mame C.	Greeley,	Colorado
Brown, Rebecca	De Lancey,	Pennsylvania
Clark, Ruth M.	Denver,	Colorado
Coleman, Mary B.	Wetmore,	"
Canning, Annetta B.	Aspen,	"
Downey, Abner	Ava,	Ohio
Dobbins, Nettie M.	Longmont,	Colorado
Freeman, Maude L.	Greeley,	"
Felton, Mark A.	Boulder,	"
Gale, Grace M.	Greeley,	"
Goddard, Susan	Castle Rock,	"
Hadley, Laurie	Eagle,	"
Hubbard, Nettie L.	Denver,	"
Huecker, Lydia	Denver,	"
King, Mrs. L. C.	Denver,	"
Lines, Locelia	Platteville,	"
McCoy, Maude M.	Longmont,	"
McClave, Blanche M.	Platteville,	"
Molnar, Louis	Lucerne,	"
Miller, Edwin A.	Timnath,	"
Marsh, C. T.	Brasher,	New York
Neumann, Emma	Denver,	Colorado
Phillips, Stella	Bijou Basin,	"



JUNIOR CLASS.

Peck, Vera M.	Denver,	Colorado
Price, J. M.	Glenwood Springs,	"
Snyder, E. R.	Scottsdale,	Pennsylvania
Sydner, Cecil E.	Las Animas,	Colorado
Stanton, Kate	Boulder,	"
Stratton, Ella E.	Salida,	"
Uhri, Sophia	Garnett,	"
Wyman, Ree	Greeley,	"
Woodruff, Myrna	Greeley,	"

JUNIORS.—78.

Abbott, Frank	Greeley,	Colorado
Aldrich, Florence	West Cliffe,	"
Ault, C. B.	Steubenville,	Ohio
Agnew, Minnie, L.	Rifle,	Colorado
Boyd, Sela	Greeley,	"
Berger, Florence	Greeley,	"
Bell, John	Huntsville,	Texas
Bliss, Lillian	Greeley,	Colorado
Camp, Archie	Greeley,	"
Creath, Clara	Greensburg,	Indiana
Cameron, Agnes	Canon City,	Colorado
Carlson, Geo. A.	Evans,	"
Covert, Nellie	Florence,	Kansas
Collom, Mattie	Golden,	Colorado
Currier, Virginia	Greeley,	"
Downey, Elijah	Ava,	Ohio
Davis, Z. O.	Stantontown,	"
Ditty, Mollie	Lynchburg,	"
Elliott, J. V.	Idaho Springs,	Colorado
Ellis, Carrie E.	Evans,	"

Graham, Kate	Montrose,	Colorado
Green, W. E.	Greeley,	"
Goodwin, Cora	Boulder,	"
Griffiths, Mary	Greeley,	"
Hamilton, Mrs. Ida M.	Greeley,	"
Howard, Florence	Greeley,	"
Hollingshead, C. A.	La Junta,	"
Hanks, Alberta	Salida,	"
Hagman, Mary	Boulder,	"
Howard, Wellington	Greeley,	"
Hair, Anna	Peabody,	Kansas
Howard, Jennellia	La Junta,	Colorado
James, Annie	Manitou,	"
Jackson, Mabel	Greeley,	"
Jameson, Grace	Golden,	"
Kendel, Elizabeth	Greeley,	"
Kendel, Juanita	Greeley,	"
Lee, Zoe	Valley View,	Texas
Levy, Cora	Denver,	Colorado
Marsh, C. W.	Greeley,	"
Marsh, Frank S.	Greeley,	"
Millice, Medora	Longmont,	"
Mathews, Minnie V.	Montrose,	"
McCreery, Emma	Marion Centre,	Pennsyl'a
Norton, Nell	Greeley,	Colorado
Newman, Winifred	Greeley,	"
Price, Mrs. J. M.	Glenwood Springs,	"
Probst, Emma A.	Denver,	"
Paul, Isabel	Denver,	"
Probst, Rose	Denver,	"
Phillips, Lucie	Longmont,	"
Patton, Mabel	Denver,	"

Park, Robert	Evans,	Colorado
Proffitt, Olla A.	Saguache,	"
Pleak, Lena	Greeley,	"
Probert, Hattie	Erie,	"
Rickel, Maude	Fort Morgan,	"
Ransom, Amy T.	Longmont,	"
Richards, Sarah H.	Milwaukee,	Wisconsin
Ross, Jessie	Kansas City,	Kansas
Smith, Luna	Greeley,	Colorado
Stevenson, Audrey	Greeley,	"
Sullivan, Mattie	Longmont,	"
Sanborn, Grace	Greeley,	"
Sydner, Mary	Las Animas,	"
Sanborn, Mabel	Greeley,	"
Shank, Cora	Canon City,	"
Trobitz, C. T.	Greeley,	"
Towner, Cora S.	Cheyenne,	Wyoming
Wilson, Bessie	Longmont,	Colorado
Witter, Stella	Greeley,	"
Williams, Pearl	Yuma,	"
Welch, Fred	Greeley,	"
Williams, V. L.	Yuma,	"
Wilt, M. A.	Colorado Springs,	"
Wheeler, Gertrude	Golden,	"
Work, C. M.	Le Roy,	"
Young, Florence M.	Colorado Springs,	"

SOPHOMORES.—105.

Adams, Helen	Denver,	Colorado
Arnold, Romola C.	Rifle,	"
Barron, Nellie	Golden,	"



SOPHOMORE CLASS.

Benson, Miss Frank V.	Loveland,	Colorado
Berry, Anna	Fort Collins,	"
Buffington, Lulu	Kokomo,	"
Brown, Thirza	Sargent,	"
Buzzell, Hattie	Greeley,	"
Berger, Edna	Greeley,	"
Briggs, Ruth	Hepburn,	Iowa
Briggs, Jennie	Hepburn,	"
Baker, S. C.	Stillman Valley,	Illinois
Baird, Lillie G.	Loveland,	Colorado
Byerly, Arda	Eaton,	"
Baker, Etta M.	Boulder,	"
Brown, Robert	De Lancey,	Pennsylvania
Carlson, John	Evans,	Colorado
Churchill, Belle S.	Greeley,	"
Collom, Anna	Golden,	"
Dowell, Harry L.	Allison,	Missouri
De Vinney, Ethel	La Salle,	Colorado
Drumm, Katherine E.	Boulder,	"
Davis, Stella	Golden,	"
De Weese, Luella	Canon City,	"
English, Elbert G.	Greeley,	"
Farnsworth, Mary	Denver,	"
Fennel, Anna	Greeley,	"
Flint, Harriet	Chicago,	Illinois
Freeman, M. R.	Greeley,	Colorado
Girardot, Gussie	Clemmons,	"
Goodwin, L. I.	Greeley,	"
Giles, Nora	Louisville,	"
Gibson, Nettie M.	Foster,	Iowa
Holaday, Minnie M.	Ridgway,	Colorado
Holliday, Maude M.	Fairplay,	"

Howard, Ethel.....	Greeley,	Colorado
Hamlin, Cora.....	Greeley,	"
Harrington, Kate.....	Lake City,	"
Hagman, Lou A.....	Boulder,	"
Hall, Thomas W.....	Greeley,	"
Hetrick, Grace.....	Denver,	"
Hamilton, Jessie M.....	Saguache,	"
Hickman, Mabel.....	Las Animas,	"
Hickman, Verda.....	Las Animas,	"
Horne, Ethel M.....	Greeley,	"
Heath, Edith.....	Greeley,	"
Jones, Cora.....	Denver,	"
Jordan, Benjamin.....	Nobleville,	Ohio
Kennedy, Howard.....	New Windsor,	Colorado
Kimbrel, Minnie.....	Calhan,	"
Kendel, Arthur.....	Greeley,	"
Kern, Rosalie.....	Claremont,	"
Kerlee, O. R.....	Gardner,	"
Large, Lillian.....	Longmont,	"
Luther, Grace.....	Greeley,	"
Lovelady, Mary.....	Greeley,	"
Lucas, Lulu B.....	Evans,	"
McKelvy, Katy.....	New Windsor,	"
McKelvy, Eva.....	New Windsor,	"
McCoy, Gertrude.....	Longmont,	"
Macy, Rebie.....	Greeley,	"
Matthews, Virginia.....	Denver,	"
Mills, Mabel.....	Denver,	"
McDonald, R. A.....	Phoenix,	Arizona
McNee, Jennie.....	Greeley,	Colorado
McKinley, Hattie.....	Idaho Springs,	"
Mayne, Fannie.....	Greeley,	"

Manifold, W. H.	Shannon City,	Iowa
Morgan, Margaret	Canon City,	Colorado
McNee, Lizzie	Blairsburg,	Iowa
Mead, Mildred	Greeley,	Colorado
McLeod, Carrie	Canon City,	"
Nelson, Selma E.	Longmont,	"
Newell, Agnes	Wray,	"
Newby, Cora	Highland Lake,	"
Orr, Erma J.	Greeley,	"
Owen, Gertrude	Chicago,	Illinois
Oliver, Jennie	Riverdale,	Kansas
Proffitt, S. Oscar	Saguache,	Colorado
Patterson, May	Greeley,	"
Ricker, Josephine	Denver,	"
Roseman, Salem J.	Greeley,	"
Ridgeway, Arthur	Wray,	"
Robinson, Armina	Evans,	"
Sisson, Bertha	Eckley,	"
Stevens, Sadie	Boulder,	"
Silcott, Nora	Fort Collins,	"
Stevenson, Mildred	Greeley,	"
Stevenson, Elsie	Greeley,	"
Searing, Helen	Greeley,	"
Strohl, Olivia	Greeley,	"
Swan, Rosa E.	Greeley,	"
Schnabel, Anna E.	Highlands,	"
Stebbins, Helen H.	Denver,	"
Thomas, Rosanna	Aspen,	"
Taylor, Nellie A.	Sheridan,	Wyoming
Vinton, Marion	Loveland,	Colorado
Wyman, May	Greeley,	"
Williams, Ella	Springhill,	Missouri



FRESHMAN CLASS.

Wilkinson, Bessie	Greeley,	Colorado
Whitman, Bertha	Greeley,	"
Wells, Carol	Longmont,	"
Waite, Vesta M.	Highland Lake,	"
Wintz, Claudia	Colorado Springs,	"
York, Florence M.	Denver,	"

FRESHMEN.—148.

Anderson, Maude	Fort Morgan,	Colorado
Adams, Pearl	Greeley,	"
Anderson, Anna C.	Kokomo,	"
Austin, A. H.	Central City,	"
Brockmann, Anna	Bijou Basin,	"
Bernard, Blanche	Florence,	"
Buffington, Edna	Kokomo,	"
Brennan, Kate	Lawson,	"
Beetham, Susie	Greeley,	"
Bryant, Lloyd	Greeley,	"
Brockmann, Therese	Bijou Basin,	"
Brockmann, Hannah	Bijou Basin,	"
Brush, Harry	Rocky Ford,	"
Brown, Artie	Lupton,	"
Bashor, Chas. E.	Platteville,	"
Bashor, Harry C.	Platteville,	"
Brooks, Carrie I.	Elizabeth,	"
Brewington, Kate	Cheyenne,	Wyoming
Boles, Alma	Clarinda,	Iowa
Brooks, Laurie	La Crosse,	Kansas
Bidwell, J.	Orchard,	Colorado
Currier, Louise	Greeley,	"
Cronkhite, Theodora	Denver,	"

Cooke, Amos	Greeley,	Colorado
Chambers, Chas. D.	Denver,	"
Coston, S. A.	Wray,	"
Cochran, Sadie	Hygiene,	"
Coulson, Nora	Durango,	"
Clark, Alberta	Denver,	"
Clark, Edna M.	Greeley,	"
Clark, Eleanor S.	Greeley,	"
Congdon, Grace H.	Evans,	"
Clark, Eva	Denver,	"
Chase, Herbert	Amherst,	"
Coover, J. E.	Longmont,	"
Coover, Mrs. J. E.	Longmont,	"
Durkee, Nettie	Greeley,	"
DeVinney, Sadie	La Salle,	"
Duncalf, Mina	Lawson,	"
Downey, E. J.	Mound City,	Missouri
Ellis, Clara M.	Saguache,	Colorado
Freeman, Edwin	Greeley,	"
Forbess, Delia	Hygiene,	"
Felmlee, Lois	Greeley,	"
Fortune, Jessie	Alma,	"
Fowler, Porter G.	New Windsor,	"
Fuller, Florence I.	Elizabeth,	"
Galucia, Alice	Greeley,	"
Gates, Anna	Greeley,	"
Giers, H. E.	La Salle,	"
Grubb, Frank	Eaton,	"
Grubb, Harry	Eaton,	"
Hoover, J. C.	Glenwood Springs,	"
Higby, Olive	Eastonville,	"
Hickman, Icie	Greeley,	"

Harrington, Alice	Lake City,	Colorado
Harsh, Wint	Greeley,	"
Hosman, Chas	Greeley,	"
Huffman, Inva	Evans,	"
Hadley, Lola	Eagle,	"
Harding, W. J	Fort Collins,	"
Henderson, M. E	Greeley,	"
Hawes, Miss Frank A	Erie,	Kansas
Harrison, Mattie E	Richland,	Indiana
Jessup, Arthur	Greeley,	Colorado
Jones, Lulu M	Platteville,	"
Kimball, Effie	Greeley,	"
Kimbrel, Geo	St. Mary's,	"
King, Mollie	Eaton,	"
Kern, Lulu	Claremont,	"
Kimbrel, Cora	St. Mary's,	"
Kinney, B. L	Greeley,	"
Lair, Clara	Eaton,	"
Lucas, Everett	Greeley,	"
Lory, Charlie	New Windsor,	"
Logan, Maude	Clarksburg,	Indiana
Lovelady, Willie T	Greeley,	Colorado
Liptrap, William A	Ramah,	"
Lowe, Alice E	Fort Morgan,	"
Manful, Anna	Brighton,	"
Mattox, Myrtie	Greeley,	"
Moore, Anna	Greeley,	"
McCain, A. C	Evans,	"
Mumper, Elizabeth	Greeley,	"
Miller, Josie	Amethyst,	"
Mayfield, Lillie M	Denver,	"
McCurdy, A. W	Lebanon,	Oregon

Mills, Bert A	Gering,	Nebraska
Mattox, Clarence	Greeley,	Colorado
Miller, Ethel	Eckley,	"
Mansfield, Agnes	Greeley,	"
Noel, Maude	La Salle,	"
Newman, Stella	Greeley,	"
New, Rose	Greeley,	"
Nauman, Walter	Greeley,	"
Nauman, Lura	Greeley,	"
Nau, Katherine M	Pueblo,	"
Polak, Herman	New York City,	New York
Pollock, Rose	Greeley,	Colorado
Patterson, Herbert	Greeley,	"
Parker, D. H.	Holyoke,	"
Putnam, Jennie F	Greeley,	"
Rodgers, Nellie	Longmont,	"
Riggs, Ella	Greeley,	"
Riggs, W. D.	Greeley,	"
Rantschler, Anna	Pueblo,	"
Shannon, Mattie	Sterling,	"
Stone, Emma C.	Greeley,	"
Scanlon, Marie	New Britain,	Connecticut
Schlosser, Agnes	Jaqua,	Kansas
Stone, John	Greeley,	Colorado
Shoemaker, Mattie	Denver,	"
Stokely, Minnie A.	Abilene,	Kansas
Smith, Dollie	Greeley,	Colorado
Smith, Mabel	Greeley,	"
Shone, Anna	Greeley,	"
Smith, Nellie R	Gunnison,	"
Starkey, Virginia	Yuma,	"
Shonerd, Nell	Pinneo,	"

Steck, Bell	Akron,	Colorado
Scriven, Dee M.	Towner,	"
Scriven, Chas. M.	Towner,	"
Thomas, William	Lucerne,	"
Turner, Chas.	Kokomo,	"
Turner, Dan.	Kokomo,	"
Thomas, Rose	Greeley,	"
Van Osdall, Grace	Greeley,	"
Vigar, Matilda.	Greeley,	"
Vigar, Geo.	Greeley,	"
Van Arsdale, Louise	Buena Vista,	"
Vose, Mabel E.	Greeley,	"
Vose, Warren W.	Greeley,	"
Williams, Mabel	Greeley,	"
Warner, Augusta	Kokomo,	"
Weber, Clyde.	Greeley,	"
Wyatt, Ella	Greeley,	"
Wood, Anna.	Eaton,	"
Wintersteen, Clay	Manhattan,	"
Weaver, Mary	Carbondale,	"
Welch, Guy	Greeley,	"
Wyott, Eddie.	Greeley,	"
Wilcox, Mabel.	Lake Wellington,	"
Wood, Maude	Greeley,	"
Williams, Curtis	Greeley,	"
Walker, Ola M.	Denver,	"
Wearin, F. A.	Greeley,	"
Yoder, Ida M.	Phillips,	Wyoming
Zimmerman, Geo	Holyoke,	Colorado

Model Department.

UPPER GRAMMAR GRADES.

Allen, Alice	Matton, Bennie
Allen, George	Nicholas, George
Atwood, Clyde	O'Donnell, Mary
Aul, Minnie	O'Donnell, Thomas
Brownell, George	Peck, Lottie
Cobb, Fred	Reno, Fred
Comer, Charley	Rugh, Blair
Chapellow, Effie	Rugh, Stella
Dale, John	Shane, Hattie
Dundas, Walter	Smith, Mabel
Gibson, Mildred	Smith, Ida
Hart, Wilbert	Snyder, Laura
Hart, Elsie	Swan, John
Hart, Edith	Swan, Charlie
Harrington, Grace	Swan, Fred
Hilton, Warren	Thomas, Myra
Hitt, John	Welch, Harry
James, James	Welch, Hattie
Jessup, Ada	Williams, Charley
Jessup, Leona	Williams, Annie
Jones, Frank	Wilson, Grace
Kelley, Edith	Wolfe, Jesse
Kelley, David	Wolfenden, Anna
Kidder, Clarence	Woodard, Will
Lavelle, Mary	Woodard, Bert
	Woodbury, May

LOWER GRAMMAR GRADES.

Adams, Lewis	Jones, Leonard
Baker, Myrtle	Jones, Merle
Baldwin, Edwin	Kimball, Elsie
Baldwin, Fred.	Lavelle, Bridget
Beardsley, Earl	Maloney, David
Brown, Jennie	McCreery, Mary
Buckley, Emma	McDonald, Ida
Churchill, Flossie	Moore, George
Clark, Abby	Moore, Howard
Clark, Ernest	Newman, Ruth
Comer, Edith	Oney, Roscoe
Cooke, Helen	Ott, Jacob
Currier, Mary	Patterson, Lillie
Dale, Dora	Reid, Donald
Elliott, Eugene	Rogers, William
Evans, George	Rugh, Fannie
Felmlee, Ada	Sisson, Charley
Foster, George	Sisson, Irvin
Foster, Lennie	Sullivan, Irene
Freeman, Carrie	Towner, Albert
Gale, Fred	Wallace, Fuller
Gregg, Mark	Wilkinson, Fred.
Groth, Florence	Williams, Maud
Hale, Dollie	Williams, Snow
Hart, Jesse	Winejar, Charles

UPPER PRIMARY GRADES.

Adams, Roxie	McCreery, Paul
Arthur, Mary	Munce, Ida
Bailey, Wilder	Newman, Willie
Beardsley, Eugene	Ott, Lydia
Beckley, Hattie	Query, Lizzie
Brown, Mabel	Reid, Albert
Churchill, Van	Rogers, Addie
Cobb, May	Rogers, Nellie
Currier, Hazel	Rogers, Stella
Currier, Warren	Roseman, Emma
Dale, George	Rugh, Dukie
Edmunds, Jessie	Rugh, Nora
Evans, Dottie	Schaller, Lena
Evans, Ethel	Smith, Bud
Foster, Bessie	Snyder, Tyndall
Freeman, Hattie	Stevenson, Onslow
Gregg, Clarence	Sturdevant, Harry
Hart, Arthur	Tiernan, Marie
Jessup, Lorin	Trowsell, Archie
Jones, Ralph	Van Osdall, Stanley
Kimball, Carrie	Wilkinson, Mabel
Lavelle, Julia	Wilson, Jesse
Mabee, Alice	York, Alice
	McCreery, Donald

LOWER PRIMARY GRADES.

Allen, Fred	Gross, Allen
Baker, Earle	Gross, George
Baldwin, Myrtle	Hale, Bert
Brown, Walter	Kidder, Earl
Brown, David	Kimball, Kittie
Cobb, Ruth	McCreery, Deane
Corner, Robert	McCreery, Edith
Churchill, Isabelle	Neill, Lloyd
Currier, Farnsworth	Ott, Mary
Currier, Julia	Ott, Benny
Davis, Dennis	Patterson, Willie
Drake, Willie	Pitts, Joe
Duncan, Vere	Pitts, Jessie
Evans, Laurie	Query, Walter
Evans, Clara	Query, Ray
Felmlee, Walter	Reiker, Henry
Finch, Lester	Rogers, Roy
Finch, Myrtle	Rogers, Jessie
Flint, Myrtle	Statler, Margaret
Foster, Mabel	Stevens, Dannie
Freeman, Harmon	Trowslee, Willie
Freeman, Emma	Wilson, Grace
Woodbury, George	

Kindergarten.

FOURTH GRADE.

Wolff, Mabel	Beardsley, Edith
McClanahan, Stella	Wright, Lois
McDonald, Alfred	Jacobs, Georgie
Miller, Joe	Hamnett, Granville
Scott, Norma	Norcross, Joe
Moore, Susie	Meeker, Felix Waldo
Goodrich, Rosalie	Beetham, Harry
Goodrich, Pearl	Morris, Eulah

THIRD GRADE.

Smith, Isabelle	Williams, Jesse
Rankin, Walter	Jones, Leta
Fezer, Marion	Borden, Rachel
McCreary, Mildred	Darling, Albert
Nusbaum, Elsie	Sanborn, Paul
Haugen, Annie	Haynes, Dorothy
Haugen, Ida	Cooke, Lucille
	Taylor, Neil

SECOND GRADE.

Canfield, John	Yost, Rena
Camp, David	Horne, Louis
Wheeler, Kathleen	Farr, Carl
Houghton, Vera	Swanson, Harry
Hill, Herbert	Watson, Margie
Wyatt, Hilda	Morris, Gertrude
Paine, Velma	Pitts, Ollie
Aldrich, Arthur	Beardsley, Triez

FIRST GRADE.

Wilson, John	Scott, Franklin
Wolff, Joe	Moshier, Clare
Hill, Maude	Goodrich, Ward
Moore, Georgie	Freeman, Horace
Garrigues, Grace	Bolan, Harold
Harris, Edith	Hart, Helen
Gibson, Alice	Taylor, Alice
	Fiske, Eugene

Summary.

ENROLLMENT.

FALL TERM.

Females	350	
Males	183	
	533	
Total		533

WINTER TERM.

Females	316	
Males	173	
	489	
Total		489

SPRING TERM.

Females	299	
Males	169	
	468	
Total		468
Grand total for the three terms		1490

ATTENDANCE.

NORMAL DEPARTMENT.

SENIORS.

Females	24	
Males	8	
	32	
Total		32

JUNIORS.		
Females	59	
Males	19	
Total		78

SOPHOMORES.		
Females	87	
Males	18	
Total		105

FRESHMEN.		
Females	82	
Males	66	
Total		148
Total in Normal Department.....		363

MODEL DEPARTMENT.

First Primary	45	
Second Primary	48	
First Grammar	50	
Second Grammar	50	
Total in Model School		193

KINDERGARTEN DEPARTMENT.

First Grade	15	
Second Grade	16	
Third Grade	15	
Fourth Grade	16	
Total in Kindergarten.....		62
Grand total for year		618

Items of Interest.

STATES REPRESENTED.

Colorado	Florida
New York	Iowa
Missouri	Arizona
Ohio	Massachusetts
Connecticut	Wyoming
Kansas	Indiana
Illinois	Kentucky
Texas	Utah
Oregon	Wisconsin
Nebraska	Alabama
Pennsylvania	

COUNTIES REPRESENTED.

Boulder	Kiowa
Weld	Otero
Garfield	Huerfano
Elbert	Morgan
Arapahoe	La Plata
Ouray	Bent
Park	Pueblo
Montrose	Mineral
El Paso	Douglas
Larimer	Eagle
Phillips	Gunnison

COUNTIES REPRESENTED—Continued.

Kit Carson	Yuma
Washington	Clear Creek
Pitkin	Summit
Custer	Saguache
Fremont	Jefferson
Logan	Chaffee
	Gilpin

Total number of graduates	118
Number in school having taught	102
Number of High School graduates	62
Number of College and Normal graduates	12
Average age of Senior class	24 $\frac{5}{8}$
Average age of school	20

Alumni.

OFFICERS.

MISS HELEN DRESSER, '93, *President*.
 JAY LEROY STOCKTON, '92, *Vice President*.
 B. B. WHEELER, '93, *Secretary*.
 MISS CARRIE E. FASHBAUGH, '91, *Treasurer*.

TRUSTEES.

W. F. BYBEE, '91, for 1 year.
 FANNIE ROBINSON, '92, for 2 years.
 JOHN R. WHITEMAN, '91, for 3 years.
 MABEL MCFIE, '92, for 4 years.
 HERBERT G. HEATH, '93, for 5 years.

DIRECTORY.

CLASS OF 1891.

Berryman, Eliza E.....	Denver,	Colorado
Bliss, Clara S.....	Greeley,	"
Bybee, W. F.....	Boulder,	"
Evans, Bessie B.....	Denver,	"
Fashbaugh, Carrie E.....	Evans,	"
Hardcastle, Amy B.....	Denver,	"
John, Grant B.....	New Windsor,	"
Lincoln, Genevra.....	Greeley,	"
Montgomery, Jessie.....	Denver,	"
McNair, Agnes.....	Denver,	"
Spencer, F. Clarence.....	Polk,	Ohio
Whiteman, John R.....	Greeley,	Colorado

CLASS OF 1892.

Craig, Mrs. Edna C.....	Greeley,	Colorado
Dresser, Helen C.....	Greeley,	"
Jones, Edith Helen.....	Denver,	"
Jones, Winifred.....	Denver,	"
Lynch, Andrew R.....	La Junta,	"
Meek, Idela.....	Table Rock,	"
Moore, Mamie F.....	Denver,	"
Miller, J. A.....	St. Louis,	Missouri
Mumper, Anna T.....	Greeley,	Colorado
McFie, Vina.....	Evans,	"
McFie, Mabel.....	Evans,	"
McClelland, Robert A.....	College Springs,	Iowa
Putnam, Kate.....	South Denver,	Colorado
Robinson, Fannie F.....	Denver,	"
Smith, May L.....	Hillsboro,	"
Wilson, Elma A.....	Salida,	"

CLASS OF 1893.

Bybee, Carrie S.....	Boulder,	Colorado
MacNitt, E. Alice.....	Longmont,	"
Varney, Julia A.....	Idaho Springs,	"
Struble, Lizzie.....	Greeley,	"
Pearce, Stella.....	Aspen,	"
Jacobs, Mary Fay.....	Greeley,	"
McClain, Minnie E.....	Fort Collins,	"
Hewett, Edgar L.....	Greeley,	"
Hewett, Cora W.....	Greeley,	"
Johnson, Hattie L.....	Ogden,	Utah
Heath, Herbert G.....	Greeley,	Colorado
Knight, Lizzie M.....	Evans,	"

Seed, Stella H.....	Lincoln,	Nebraska
Dace, Mary.....	Denver,	Colorado
Marsh, Mary B.....	Canon City,	"
Thomas, Cora M.....	Greeley,	"
Walter, Clara B.....	E. Fairfield,	Ohio
Nixon, Alice M.....	Greeley,	Colorado
Priest, Lee	Aspen,	"
Wheeler, B. B.....	North Denver,	"
Houston, George M.....	Otis,	"
Stockton, J. Leroy.....	Greeley,	"
Dunn, Rosalie M.....	St. Louis,	Missouri

CLASS OF 1894.

Gardiner, Julia.....	Denver,	Colorado
Rank, Margaret.....	Central City,	"
Catherwood, Grace A.....	Blair,	Nebraska
Durkee, Alice.....	Greeley,	Colorado
Day, Nellie.....	Central City,	"
Wright, Lulu.....	Greeley,	"
Lewis, Lottie.....	Central City,	"
Welch, Irene.....	Greeley,	"
Work, Ella.....	Grand Junction,	"
Robinson, Anna.....	Evans,	"
Turner, Flora B.....	Arvada,	"
Burnett, Ruth.....	Burlington,	"
Cordes, Carrie.....	Greeley,	"
Peters, Anna.....	Trinidad,	"
Severance, Dora.....	Timnath,	"
Woods, James.....	Castle Rock,	"
Lynch, John.....	Durango,	"
Wright, Nana.....	Greeley,	"

Shumway, William.....	Denver,	Colorado
Delbridge, Eloise.....	Trinidad,	"
Creager, Katie.....	Albuquerque,	N. M.
Clark, Charles.....	Greeley,	Colorado
Work, Anna.....	Grand Junction,	"
Merrill, Louise A.....	Sterling,	"
Coffey, Gillian.....	Denver,	"
Melvin, Pearl.....	Florence,	"
Freeman, Maude.....	Greeley,	"
Gass, Maude.....	Denver,	"
Williams, Nellie.....	Castle Rock,	"
Nauman, Minnie.....	Greeley,	"
Messinger, Edna.....	Central City,	"
McGhee, May.....	Colorado Springs,	"
Trehearne, Beatrice.....	Denver,	"
Yard, Jessie.....	Canon City,	"
Bond, Dell.....	Denison,	Iowa

CLASS OF 1895.

Clark, Ruth M.....	Denver,	Colorado
Newman, Emma.....	Denver,	"
Snyder, E. R.....	Bald Mountain,	"
Allen, Mame C.....	Greeley,	"
Gale, Grace M.....	Greeley,	"
Price, J. M.....	New Windsor,	"
Hubbard, Nettie L.....	Durango,	"
Lines, Celia.....	Platteville,	"
Hadley, Laurie.....	Red Cliff,	"
Coleman, Mary B.....	Florence,	"
Stratton, Ella E.....	Salida,	"
Uhri, Sophia.....	Monte Vista,	"

Dobbins, Nettie M.....	Longmont,	Colorado
Brown, Rebecca.....	Du Bois,	Pennsylvania
King, Mrs. L. C.....	Denver,	Colorado
Downey, Abner.....	Ava,	Ohio
Molnar, Louis.....	Eaton,	Colorado
Sydner, Cecil E.....	Las Animas,	"
McClave, Blanche M.....	Platteville,	"
Phillips, Stella	Colorado Springs,	"
McCoy, Maude M.....	Longmont,	"
Stanton, Kate M.....	Boulder,	"
Huecker, Lydia E	Denver,	"
Miller, Edwin	Timnath,	"
Felton, Mark A.....	Boulder,	"
Canning, Annetta.....	Aspen,	"
Peck, Vera M.....	Denver,	"
Goddard, Susan	Castle Rock,	"
Marsh, C. T.....	Buffalo Falls,	New York
Wyman, Ree	Greeley,	Colorado
Woodruff, Myrna	Greeley,	"
Freeman, Maude.....	Greeley,	"

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Total.....	118

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STATE
NORMAL SCHOOL



OF

COLORADO.

“

1895-1896.



ROBERT S. ROY
ARCHITECT

NORMAL BUILDING.



HALL VIEW.



Sixth Annual Cat-
alogue of the State
Normal School of
Colorado · · · · ·
Greeley, Colo. 1895-
1896 · · · · ·



NORMAL PUBLISHING COMPANY,
GREELEY.
1896.

CALENDAR.

1896-1897.

SEPTEMBER—1896.							MARCH—1897.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
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13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
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OCTOBER—1896.							APRIL—1897.						
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NOVEMBER—1896.							MAY—1897.						
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DECEMBER—1896.							JUNE—1897.						
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13	14	15	16	17	18	19	13	14	15	16	17	18	19
20	21	22	23	24	25	26	20	21	22	23	24	25	26
27	28	29	30	31	---	---	27	28	29	30	---	---	---
JANUARY—1897.							JULY—1897.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
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10	11	12	13	14	15	16	11	12	13	14	15	16	17
17	18	19	20	21	22	23	18	19	20	21	22	23	24
24	25	26	27	28	29	30	25	26	27	28	29	30	31
31	---	---	---	---	---	---	---	---	---	---	---	---	---
FEBRUARY—1897.							AUGUST—1897.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
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7	8	9	10	11	12	13	1	2	3	4	5	6	7
14	15	16	17	18	19	20	8	9	10	11	12	13	14
21	22	23	24	25	26	27	15	16	17	18	19	20	21
28	---	---	---	---	---	---	22	23	24	25	26	27	28
---	---	---	---	---	---	---	29	30	31	---	---	---	---

ANNOUNCEMENTS.

1896-1897.

FALL TERM, SIXTEEN WEEKS.

Begins Tuesday, September 1, 1896.

Closes Friday, December 18, 1896.

Vacation two weeks.

WINTER TERM, ELEVEN WEEKS.

Begins Tuesday, January 5, 1897.

Closes Friday, March 19, 1897.

SPRING TERM, ELEVEN WEEKS.

Begins Tuesday, March 22, 1897.

Closes Thursday, June 3, 1897.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sabbath Evening, May 30,
1897.

Commencement Concert, Monday Evening, May
31, 1897.

Class Day Exercises, Tuesday, June 1, 1897.

Alumni Anniversary, Wednesday, June 2, 1897.

President's Reception, Wednesday Evening, June
2, 1897.

Commencement, Thursday, June 3, 1897.

Alumni Banquet, Thursday Evening, June 3,
1897.

Kindergarten Commencement, Friday, May 28,
1897.

BOARD OF TRUSTEES.

HON. J. W. McCREERY	Greeley	
Term expires 1897.		
HON. T. C. CLAYTON	Grand Junction	
Term expires 1897.		
MRS. A. G. RHOADS	Denver	
Term expires 1899.		
HON. H. H. GRAFTON	Manitou	
Term expires 1899.		
DR. R. W. CORWIN	Pueblo	
Term expires 1901.		
HON. N. B. COY	Denver	
Term expires 1901.		
MRS. A. J. PEAVEY, State Superintendent of Public Instruction	Denver	
Term expires 1897.		

OFFICERS.

J. W. McCREERY	President	
A. J. PARK	Secretary	
C. H. WHEELER	Treasurer	

STANDING COMMITTEES.

Finance:

N. B. COY. T. C. CLAYTON. MRS. A. G. RHOADS.

Instruction and Course of Study:

H. H. GRAFTON. N. B. COY. J. W. MCCREERY.

Kindergarten and Model School:

MRS. A. G. RHOADS. MRS. A. J. PEAVEY.
DR. R. W. CORWIN.

Library:

DR. R. W. CORWIN. MRS. A. J. PEAVEY.
H. H. GRAFTON.

Executive and Building:

T. C. CLAYTON. H. H. GRAFTON.
J. W. MCCREERY.

FACULTY.

1896-1897.

Z. X. SNYDER, Ph. D., President,
History and Science of Education.

JAMES H. HAYS, A. M., Vice President,
Latin.

ELMA RUFF, M. E., Preceptress,
History, Literature and English.

ROLAND W. GUSS, M. E., A. M.,
Physical Sciences.

MARY D. REID,
Mathematics.

N. M. FENNEMAN, A. B.,
Geography and Economics.

A. E. BEARDSLEY, M. S.,
Biology.

SARAH B. BARBER,
Elocution and Delsarte.

C. T. WORK, M. E.,
Sloyd and Drawing.

J. S. YOUNG, A. M.,
United States History and Grammar.

E. G. DEXTER, A. M.,
Psychology and Model School Science.

J. R. WHITEMAN,
Vocal Music.

LIZZIE H. KENDEL,
Arithmetic and Grammar.

EDGAR L. HEWETT, Ped. B.,
Superintendent Model School.

HELEN DRESSER, Ped. B.,
Assistant in Model.

M. NORA BOYLAN,
Assistant in Model.

ANNA MILLIGAN, A. B.,
Assistant in Model.

LAURA E. TEFFT,
Superintendent Kindergarten.

JOSEPH DANIELS.
Librarian.

A. L. EVANS,
Landscape Gardener.

BENJAMIN STEPHENS,
Engineer.

ALFRED RAPP,
Janitor.

FACULTY COMMITTEES.

Executive:

JAMES H. HAYS. ELMA RUFF. LAURA E. TEFFT.
E. L. HEWETT.

Athletic:

SARAH B. BARBER. C. T. WORK. J. S. YOUNG.
E. G. DEXTER.

Social:

ELMA RUFF. MARY D. REID. JAMES H. HAYS.

Mentor:

N. M. FENNEMAN. ELMA RUFF. E. L. HEWETT.

Society:

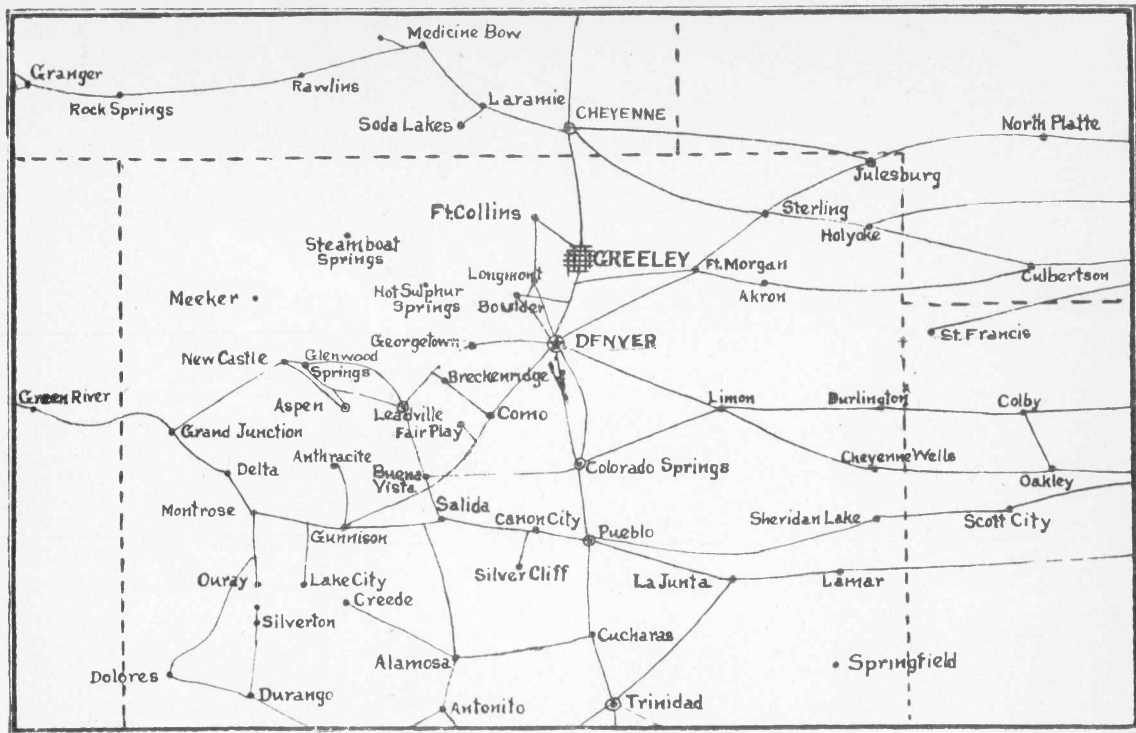
R. W. GUSS. C. T. WORK. ELMA RUFF.

Visitors:

MARY D. REID. A. E. BEARDSLEY. R. W. GUSS.

Correspondence:

J. S. YOUNG. ANNA A. MILLIGAN. M. NORA BOYLAN.



GREELEY AND VICINITY

HISTORY OF SCHOOL.

The Colorado State Normal School was established by an act of the Legislature in 1889. The first school year began October 6, 1890, and closed June 4, 1891. Ninety-six students were in attendance the first year. Fourteen students entered the Senior Class, twelve of whom were graduated. The second year closed with 314, the third year with 445, the fourth year, 515, the fifth year, 619, and the present year, 656.

LOCATION.

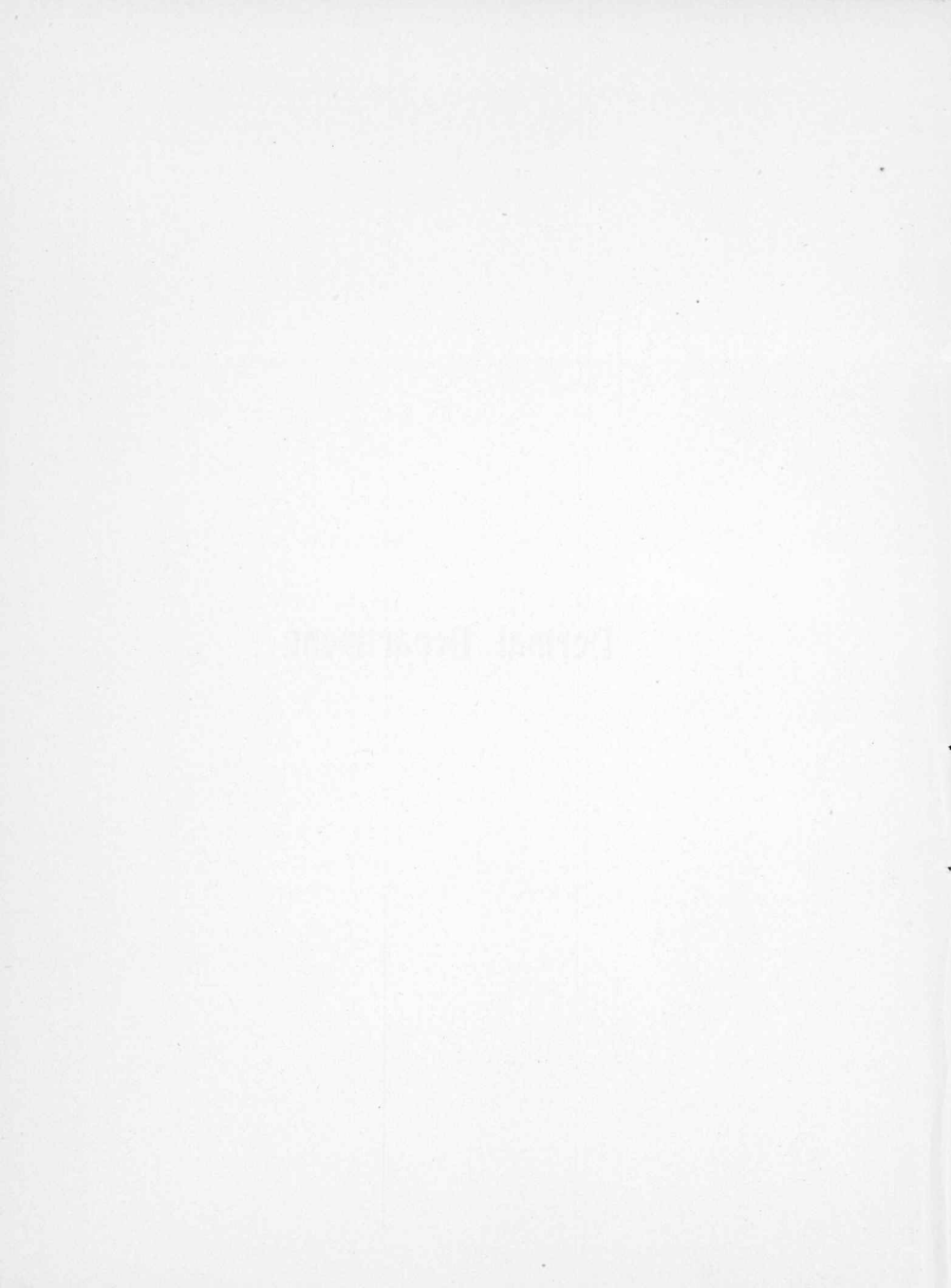
The Normal School is located at Greeley, in Weld County, on the Union Pacific Railway, fifty-two miles north of Denver. The city is in the valley of the Poudre River, and is one of the richest agricultural portions of the State. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town.

BUILDING.

A splendid building of pressed brick, trimmed with red sandstone, is being built, one wing and center of which is now finished and in use by the

school. When finished there will be no finer Normal school building in the United States, and none more commodious. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated throughout by steam—chiefly by indirect radiation. A thorough system of ventilation is in use, rendering the building healthful and pleasant. It is supplied with water from the city water works.

Normal Department.



THE FUNCTION OF THE SCHOOL.

The function of the Normal School is to make *teachers*. To do this it must not only keep abreast the times, but it must lead the educational van. It must project the future. There must be within it a continual growth in *scholarship, power, culture* and *influence*; such scholarship, such power, such culture, such influence as will grow strong men and women, equipped for the work of teaching. To this end those who graduate must be scholars and teachers—teachers possessing a high type of character. To make the former there must be strong academic departments; the latter, strong professional training. They must possess a scholarship consisting not in an accumulation of knowledge, but in a trinity of knowledge, power to think and culture. Such a trinity is the result of very careful training. It demands experts as teachers of the various subjects. Such the school has. Each one was selected because of his or her special fitness for the work of the department.

That phase of training with which the professional department has to deal is *power to teach*. To quicken and develop this power, appropriate stimuli and training are necessary. To know the child and how to lead it give rise to the proper stimuli. These

stimuli consist in observing the activity of children, in observing expert teachers' work, in reading professional literature, and in the presence of a living teacher. Training results from a response to the above stimuli. For such a professional training the school is prepared. In short, the function of the school is to promote and elevate the teacher, and by so doing promote and elevate the profession of teaching, which will result in the rise of the general intelligence and culture of the people of the State.

There being no antecedents to fetter the development of the institution, the management has, from the beginning, aimed to make it progressive and formidable in the educational movements of the State and country. It is dominated by the most progressive spirit. It is not a slave to any man, method or philosophy. It seeks to select the best from all and use it in its own investigations and operations. The basis of all work is experiment and research. Nature, books, and a *living* teacher beget a living pupil.

COURSE OF STUDY.

There are four immediate agencies involved in education: *The teacher, the child, nature and man.* A classification of the facts, the principles and the laws which are embraced in their "*Inner Connection*" constitutes the science of pedagogics. This "*Inner Connection*" exists among the objects of nature, among the various processes of the mind among people, and between nature and mind. That a teacher may understand this *inner law*, he must have a knowledge of nature, mind, people and their relations. Out of it arises an understanding of the training necessary for his preparation. It suggests a course of study.

The central agency is the child, it is a living, mental spiritual entity. It has a body, a mind, a soul. The body requires food, exercise and training, that it may grow, strengthen and become skilled—that it may develop. The mind requires knowledge, thinking and training, that it may grow, strengthen and become cultured—that it may develop. The soul requires piety, devotion and worship, that it may grow, strengthen and become spiritual—that it may develop.

A knowledge of body, mind and soul embraces:

1. A knowledge of the body as a whole, its organs, their functions, and the laws which regulate physical growth and development.

2. A knowledge of the mind as a whole, its nature, its powers, their functions, and the laws which regulate mental growth, discipline and culture.

3. A knowledge of the soul, its nature, its powers, and the laws which regulate moral growth and spiritual development.

The teacher must have a keen insight into the triple nature of this reality—the child, that he may work intelligently and efficiently in his profound mission. He should have a keen sense of the interdependence of body, mind and soul. He should recognize the body as a phenomenon of life, and mind as a phenomenon of spirit. Such a preparation as indicated above is the result of the three-fold nature of development. It is training of *the hand*, *the head* and *the heart*.

In accordance with the above analysis, the following course of study is outlined:

A teacher should know the relation of food to growth, of exercise to health and strength, and of training to physical culture. This implies an understanding of *Physiology*, *Hygiene* and *Gymnastics*.

He should know the relation of nerve, mind and muscle to speech and manual dexterity. This implies a knowledge of *Language*, *Manual Training* and *Physiological Psychology*.

He should know the relation of a child's development to nature, or its surroundings. He should recognize that the mind is quickened through the senses, that there must be action and reaction of the

forces without and within the child. He should be able to lead a child to interpret its surroundings. A child must see the sparkling minerals and flowering plants ; it must hear and see the buzzing insects and the singing birds ; it must smell the fragrance of the rose that it may know, admire and act. This embraces a knowledge of *Science*.

He should recognize that the deeds, sayings, feelings, thoughts and aspirations of the race and age quicken the intellectual and moral natures, and, while they serve no *particular* end, they belong to culture in its universal character by giving the stage on which the drama of the world's life is revealed. This embraces a knowledge of *History* and *Literature*.

He should know the relation of knowledge, of mental growth, of thinking, to mental power and culture. This implies a knowledge of *Psychology*.

He should know the relation of example, precept and principle to moral growth, of moral action to moral power and righteous living. This implies a knowledge of *Ethics*.

Out of a study of nature, embracing physical geography and astronomy, arises the notion of number and space relations—hence a knowledge of *Mathematics*.

God touches a human soul through the true, the beautiful and the good—the true for the understanding, the good for the will, and the beautiful for the imagination. Through the imagination we have the

world of art, having its foundation in the senses, as in color, form and sound. Color is the unit concept of painting, form of sculpture, and sound of music. To some extent these should form a part of every liberal education ; as in modeling and moulding and leading up to work in color. Again, music should have a place in the course of study which aims to prepare teachers. It is the most profound form of expressing the feelings of the depths of the human soul. It inspires us with hope and faith. It lifts us nearer to God. It should have a place in every course of study involving the education of the young and of those preparing to teach. We then include *Art* in our curriculum of study, not as embraced in Literature, but as found in *Drawing* and *Painting*, *Modeling*, *Construction* and *Music*.

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

Making a summary of the above, we have the following:

LANGUAGE.

- | | |
|---------------------|-------------------------|
| 1. English Grammar. | 3. English Composition. |
| 2. Speech. | 4. Rhetoric and Latin. |

SCIENCE.

- | | |
|----------------|---------------|
| 1. Physiology. | 4. Botany. |
| 2. Chemistry. | 5. Physics. |
| 3. Zoology. | 6. Geography. |

 MATHEMATICS.

- | | |
|----------------|-----------------|
| 1. Arithmetic. | 3. Geometry. |
| 2. Algebra. | 4. Mensuration. |

HISTORY. LITERATURE AND CIVICS.

- | | |
|---------------------------|----------------------|
| 1. United States History. | 3. Literature. |
| 2. General History. | 4. Study of Authors. |
| 5. Civics and Economics. | |

ART.

- | | |
|------------------|--------------|
| 1. Writing. | 4. Sloyd. |
| 2. Drawing. | 5. Music. |
| 3. Kindergarten. | 6. Painting. |

PROFESSIONAL WORK.

1. *Theoretical Work:*

Psychology.
 Science and Art of Education.
 History and Philosophy of Education.
 Pedagogy.
 Methods.
 Ethics.

2. *Practical Work:*

Psychology.
 Art of Education.
 School Management.
 Methods.
 Observation and Teaching in Model School.
 Kindergarten.

TERM SCHEDULE.

FRESHMAN.

FALL TERM.

Arithmetic.
Grammar and Language.
Physiology.
History.
Elocution and Delsarte.
Society Work.

WINTER TERM.

Arithmetic—Algebra.
Grammar and Language.
History—Geography.
Elocution and Delsarte.
Society Work.

SPRING TERM.

Algebra.
Grammar and Language.
Geography.
Elocution and Delsarte.
History and Authors.
Society Work.

SOPHOMORE.

FALL TERM.

Algebra (4).*

Primary Psychology (4).

Zoology and Botany.

History and English (4).

Latin (4).

Elocution and Delsarte (2).

Society Work.

WINTER TERM.

Algebra—Physiology (4).

Literature and English (4).

Zoology—Botany.

Primary Psychology—Economics (4).

Latin (4).

Elocution and Delsarte (2).

Society Work.

SPRING TERM.

Physiology (4).

Fiction and English (4).

Botany and Zoology.

Economics (4).

Elocution and Delsarte (2).

Latin (4).

Society Work.

*The numbers in parentheses mean number of recitations per week.

JUNIOR.

FALL TERM.

Geometry (4).
Psychology (4).
Latin (4).
History and English (3).
Elocution and Delsarte (2).
Drawing and Sloyd.
Society Work.

WINTER TERM.

Geometry (4).
Psychology (4).
Latin (4).
Literature and English (3).
Elocution and Delsarte (2).
Drawing and Sloyd.
Society Work.

SPRING TERM.

Geometry (4).
Psychology (4).
Latin (3).
Rhetoric (3).
Physics (3).
Elocution and Delsarte (1).
Drawing and Sloyd.
Society Work.

SENIOR.

FALL TERM.

Physics (4).
Philosophy of Education (4).
Model Practice.
Music (3), and English (2).
Geography (4).
Delsarte (2).
Society Work.

WINTER TERM.

Physics—Chemistry (4).
Philosophy and History of Education (4).
Model Practice.
Music (3), and English (2).
Geography—History (4).
Delsarte (2).
Society Work.

SPRING TERM.

Chemistry (4).
History of Education (4).
Model Practice.
Music (3), and English (2).
History (4).
Delsarte (2).
Society Work.

POST-GRADUATE COURSE.

FALL TERM.

Pedagogics—School Systems (4).

Science—Geology (4).

English (2).

Mathematics—Trigonometry (4).

Latin (3).

Applied Sloyd.

WINTER TERM.

Pedagogics—Advanced Child Study (4).

Science—Astronomy (4).

Mathematics—Analytics (4).

English (2).

Latin (3).

Applied Sloyd.

SPRING TERM.

Pedagogics—History of Philosophy (4).

Science—Chemistry (4).

English (2).

Mathematics—Analytics (4).

Latin (3).

Applied Sloyd.

OUTLINE OF WORK.

A.—PROFESSIONAL WORK.

This is an age of specialists. In the professions, in the industries, there is a determined tendency to a differentiation of labor. The underlying stimulus is a more thorough preparation for a more narrow line of work. This stimulus has its potency in the fact that better results follow from such specific training—the greatest product for the least expenditure of energy.

The teaching profession recognizes that special training upon the part of those who are going to teach is imperative. The result is, normal schools have grown up all over the country, whose function is to *make teachers*.

It has been stated elsewhere that the teacher should possess *scholarship, power and skill in teaching, character and influence*. To make scholars is the work of the academic department; character and influence are the result of all the training the individual has had; to develop power and skill in teaching is the work of the Professional Department. This requires a knowledge of the child in its triune nature—physical, mental and moral—a knowledge of *physiology, psychology* and *ethics*, a knowledge of



PSYCHOLOGICAL LABORATORY.

the *history, science, art and philosophy of education, of school management and observation and practice in the model school.*

The following are discussions and general outlines of the work in the professional subjects:

I.—PSYCHOLOGY.

Psychology is the Blackstone of Pedagogics. In so far as teaching is a science and an art it is based upon it. Just as a teacher makes psychology the basis for his educational theory and practice, has he standing among his fellow teachers and in his profession. As a basis for his educational doctrine, he can no longer rely on the old rational psychology. It has had its place in the development of psychological study, and has its place still in the history of this development. It gives a view of mental phenomena from one standpoint only. It has reluctantly made room for other methods than the introspective. Because of this insufficiency of the old psychology to give a broad and scientific view of mental phenomena, it has given place, in a large measure, to the experimental, the observational, and the historic (ontogenetic and phylogenetic) study of the subject. The introspective method is not ignored. Whenever it is available it is used with the other methods in the investigation of a subject.

A.—SUBJECT MATTER.

I.—THE BODY.

1.—*The Nervous System*; its divisions, its minute structure, its development, its function, the nervous discharge, the reaction, its relation to the muscular system, its relation to the mind, its relation to conduct. 2.—*The Senses*; the eye, the ear, the nose, the tongue and surrounding parts, the skin, the muscles. 3.—*The Muscular System*; muscular actions, movements, motions — impulsive, reflexive, instinctive, deliberate, co-ordination of movements, relation of muscular action, movement and motion to the nervous system, relation of motion, movement and action to thought, relation of action to conduct, relation of motion to certain cerebral areas, etc. 4.—*The Brain*; white and gray matters, fibers and cells, their structure, their function, their growth, their life, their relation to movements, localization of functions, sensor centers, motor centers, etc. 5.—*Spinal Cord*; white and gray matters, fibers and cells, their structure, their function, their development and growth, their life, their relation to movements, localization of function, etc. 6.—*Nerves*; their structure, their function, their origin, etc. 7.—*Relation of External World to Body*.

II.—THE MIND.

1.—*Sensation*; its relation to nervous system, the mental element in it, its relation to ideas, its relation

to attention. 2.—*Percept*; difference between it and a sensation, what elements in it, its relation to nervous system. 3.—*Concept*; difference between it and a percept, its analysis, its relation to the nervous system. 4.—*Thinking*; comparison of concepts, relation to nervous system, clear, distinct, comprehensive thinking. 5.—*Memory*; retention of concepts, reproduction of them, recognition of them, relation of memory to nervous system, retention and reproduction physiological. 6.—*Association*; relation of concepts, its relation to nervous system, the elements in it. 7.—*Imagination*; its characteristics, its relations to the nervous system, its method of growth. 8.—*Feeling*; tone of the idea, intensity, extensity, quality, relation to the nervous system, its origin, its growth, relation of feeling to thought. 9.—*Will*; dominant idea, desire, impulse, choice, action. 10.—*Character*; its relation to all these bodily and mental activities. 11.—*Habit*; accommodation.

III.—THE SPIRIT.

1.—*The Graces*; hope, faith, love, inspiration, their relation to mind and the nervous system, their relation to education.

B.—METHODS OF STUDY.

Experimental, observational, introspective, ontogenetic and phylogenetic. For experimental work a special laboratory is fitted up. It is supplied with

models of the senses, of the brain and its various parts, charts, the prepared brains of animals, and at proper times with living specimens of animals; it is supplied with chemicals for experiments in the senses of taste and smell; apparatus for experiments in temperature, pressure, seeing, hearing, fatigue, etc.; it is well supplied with books of reference—there being many works on the subject of psychology.

I.—EXPERIMENTAL WORK.

1. ON SELF: *a. Sensation*; Seeing, hearing, smell, taste, touch, pressure, temperature, weight, location, movement, motion, resistance, pain, living, etc.; *b. Perception*; percepts, concepts, their relations, qualities, intensities, tones, etc.; *c. Memory*; ear memory, eye memory, touch memory, taste and smell memory, abstract memory, etc; *d. Imagination*; images of sound, sight, relation, creative and constructive imagination, etc.; *e. Thinking*; the direction of thoughts, intuitive, logical, etc.; *f. Emotions*; anger, love, disgust, beauty, truth, good, patriotism, etc.; *g. Will*; desires, motives, impulses, choices, actions; *h. Spiritual Nature*; hope, faith, love, joy, inspiration, right, wrong, etc.; *i. Defective Sense Organs*; *j. Dreams*; *k. Illusions and Delusions*; *l. Motions in Sleep*; *m. Thinking in Sleep*; *n. What images has the experimenter* of numbers, the alphabet, the past and present and future, the days of the week, of the months of the year, of geometrical lines, etc.?

2. ON OTHERS: Same as under "Self."

3. LOWER ANIMALS: *a.* Experiments on the different senses as above, a study of their actions—impulsive, reflective, instinctive, deliberative, their emotional nature, their habits, etc.

For observational work there is a Model School and a Kindergarten connected with the Normal. Here experiments are performed and observations made which aid the pupil teachers very materially in the management and teaching of children.

II.—OBSERVATION.

1. OF CHILDREN: *a. Physical characteristics;* complexion, eyes, hair, face, head, mouth, lips, weight, height, sight, voice, respiration, heart beats, hearing, general vitality, playing, walking, sitting, talking, reading, singing, making, writing, drawing, imitating; *b. Intellectual characteristics;* contents of mind, perceptivity, attention, visualization, imagination, thinking, classifying; *c. Aesthetic characteristics;* love of color, form, music and nature, love of books, school, home, study, pictures, etc.; *d. Moral characteristics;* cleanliness, manners, respect for old, truthfulness, humane feelings, decision, justice, self-protection by courage, and by deception; *e. Social characteristics;* place, ownership, playmates, punishment, etc; *f. Religious characteristics;* idea of God, idea of worship, of hereafter; *g. Habits;* of study, of dress, of truthfulness, etc; *h. Hereditary tendencies;*

of thought, of æsthetics, of will, of body, of movements, etc.; *i. Temperaments.*

2. OF ADULTS: Somewhat as above.

3. OBSERVATION OF LOWER ANIMALS: Manifestations of mind, sensations, ideas, emotions, motions—impulsive, reflexive, instinctive, deliberate, perception of relations, memory, association, dreams, reasoning, conduct, on what is it based, comparison of conduct of lower animal with man, etc.

For ontogenetic and phylogenetic work there is a well selected library. There are histories of civilization, histories of philosophy, histories of literature, histories of evolution, works on evolution and works bearing directly on the subject.

III.—INFANT AND RACE PSYCHOLOGY.

Analogies of development, differences of development, stages of growth in each, comparisons of the child consciousness with that of the race, child intellect, race intellect, child sentiments, race sentiments, child will, race will, child conscience, race conscience, child tastes, race tastes, child habits, race habits, child religion, race religion, the relation of this subject to biology, to history, to literature, to philosophy, etc.

IV.—INTROSPECTIVE WORK.

For this work the individual seems to be with himself all the time, while, in fact, he is all the time a little behind himself. This makes the method of

introspection less valuable than if he could be with himself. However, after the individual has learned to introspect his own mental phenomena, valuable facts become apparent as regards the workings of his own mind. While introspectively he can only observe, in a manner, his own mental life, he may by inference arrive at a knowledge of the workings of the minds of others. The experimental method is capable of being applied in the introspective method.

C.—TIME SCHEDULE.

1. SOPHOMORES. 1.—Physiology, with special reference to the nervous and the muscular system, twenty weeks. 2.—Primary psychology, with special reference to qualitative work, twenty weeks.

2. JUNIORS. Advanced psychology worked out as indicated under "Subject Matter" and "Methods of Study," both qualitative and quantitative, thirty-nine weeks, or one year.

3. SENIORS. The application of psychology in their practice. Methodical, applied psychology, twice a week for the entire year.

II.—SCIENCE OF TEACHING.

Science consists in knowing a systematic order of things and their relations, and the laws which regulate them. This is apparent in the science of astronomy, physics, chemistry, biology, mathematics, etc. Equally is this apparent in the science of the mind—

psychology. This conception of psychology has given rise to the scientific method in its study. The Science of Teaching grows out of the same conception. It consists of a knowledge of the physical, vital, mental and spiritual phenomena involved in and around the individual, the laws which regulate them, resulting in his harmonious development. Without a science of psychology there can be no science of teaching; just as there can be no science of botany without a science of biology.

OUTLINE OF WORK.

1.—AGENCIES INVOLVED IN EDUCATION.

- a.* Child—Being to be educated.
- b.* Teacher—Person who directs.
- c.* Nature—Earth and its forces.
- d.* Man—Civilization.

2.—REQUISITES OF THE TEACHER.

- a.* Knowledge of self.
- b.* Knowledge of the child.
- c.* Knowledge of nature.
- d.* A knowledge of the inner relation of self, the child, nature and civilization.

3. -ENDS TO BE REACHED IN THE EDUCATION OF
THE CHILD.

a. Development of

1. Body.
2. Mind.
3. Spirit.

b. Participation.

1. Actualization.
2. Transfiguration.
3. Transformation.

4.—REQUISITES TO THE ACCOMPLISHMENT OF
THESE ENDS.

a. Body must have

1. Food.
2. Exercise.
3. Training.

b. Mind must have

1. Knowledge.
2. Thought.
3. Training.

c. Spirit must actualize

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

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

- a.* Self-activity is fundamental in all development, whether physical, mental or spiritual.
- b.* Self-activity results, primarily, from energies acting from without.
- c.* All the natures of the child are interdependent.

6.—EDUCATIONAL LAWS.

a. The law of the apperceiving and the apperceived.

Formula—What is to be learned becomes a part of the mental economy through affinity.

b. The law of propædeutics.

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

c. The law of concentration.

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

d. The law of individualism.

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

e. Law of practice.

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

f. Law of interest.

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

7.—EDUCATIONAL PRINCIPLES.

a. The physical body is quickened through the muscles; is trained through them.

b. The mental nature is quickened through the senses, the intellect and the sensibilities.

c. The spiritual nature is quickened through the senses and conscience.

d. The order of thinking, by a child, is from wholes to parts, thence to classes.

e. The order of learning is thinking, knowing, expressing.

f. To know a thing is to think it into its proper place. It is thought into its proper place by the aid of the known.

g. That which is being learned passes from the unknown to the known, or better known. Hence, the content of a word, a phrase or a sentence is variable.

h. Teaching is causing the human being to act—physically, mentally and morally.

i. Education consists in *development* and *participation*.

III.—ART OF EDUCATION.

1.—ORGANIZATION OF SCHOOL.

a. Parts.

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

b. Functions.

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

c. Harmony.

2.—GOVERNMENT OF SCHOOL.

- a.* Object—Preservation.
- b.* Aim—Discipline.
- c.* End—Freedom.

3.—INSTRUCTION.

a. Processes.

1. Teach—develop.
2. Drill—fix.
3. Test—discover.

b. Results.

1. Knowledge.
2. Discipline.
Culture.

IV.—PHILOSOPHY OF EDUCATION.

1.—STAGES OF DEVELOPMENT.

- a.* Undeveloped.
- b.* Self estrangement.
- c.* Generalization.
- d.* Actualization.

2.—EDUCATIONAL FORCES.

- a.* *Internal.*
 1. Evolving.
 2. Directive.
 3. Volition.
- b.* *External.*
 1. Earth.
 2. Man.
 3. Spirit.

3.—NATURES TO BE EDUCATED.

- a.* Physical—living.
- b.* Mental—cognitive.
- c.* Spiritual—volitional and intuitive.

4.—PROCESSES IN EDUCATION.

- a.* Enlargement—growth.
- b.* Strengthening—exercise.
- c.* Skilling—manipulation.

5.—RESULTS.

a. Development.

b. Participation.

1. Actualization.
2. Transfiguration.
3. Transformation.

6.—EDUCATION AS A SCIENCE.

7.—EDUCATION AS AN ART.

8.—SYSTEMS OF EDUCATION.

V.—HISTORY OF PEDAGOGY.

1.—CIVILIZATIONS.

a. Oriental.

1. Egypt.
2. China.
3. India.
4. Persia.
5. Hebrew.
6. Greek.
7. Roman.

b. Jewish.

c. Christian.

2.—EDUCATIONAL SYSTEMS GROWING OUT OF
THESE CIVILIZATIONS.

a. National.

1.—PASSIVE.

- a. Family (China).*
- b. Caste (India).*
- c.*

2.—ACTIVE.

- a. Military education (Persia).*
- b. Priestly education (Egypt).*
- c. Industrial education (Phœnicia).*

3.—INDIVIDUAL.

- a. Æsthetic education (Greece).*
- b. Practical education (Rome).*

b. Theocratic.

c. Humanitarian.

- 1. Monkish education.
- 2. Chivalric education.
- 3. Civic education.
- 4. Church education.
- 5. Free education.
- 6. Ideal education.

VI.—MODEL SCHOOL.

(See Model Department.)

VII.—KINDERGARTEN.

(See Kindergarten Department.)

B.—ACADEMIC WORK.

Since in teaching nothing can take the place of scholarship, it is essential that an institution that aims to prepare for teaching should have a strong *academic department*. Not only is scholarship absolutely necessary in instruction, but it is a strong element in governing. It commands respect. The resultant of the training received is not only knowledge, discipline and culture, but there is a method obtained as to how to teach the various subjects. You can not well separate *how to teach a subject* from *teaching a subject*.

SCIENCE.

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

Science teaching is leading the pupil to be able to interpret his surroundings as a composite of objects, and 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 Providence as an Intelligent and Supreme Ruler of the universe.

This conception of science teaching requires activity upon the part of the pupil. In accordance with this view, the work is done.

The school has well equipped

LABORATORIES.

The entire third story of the main building, except one room used at present for part of the work in English is now devoted to the departments of physical and biological science. The laboratory *for Zoology and Botany*, over the library, is the largest and contains ten tables, each large enough for six students. These are supplied with drawers, small aquaria and facilities for microscopic work and dissections. Around the walls are larger aquaria, blackboards and cabinets containing the natural history collections and a department library. Especially noticeable are the herbarium cabinet and the fine cases for insects.

Adjoining the laboratory at the west end is the recitation room for biology and at the east end is the recitation room and laboratory *for human physiology*. This is supplied with demonstration table, anatomical

models, charts and apparatus to illustrate the physics and chemistry of the human body.

Across the corridor is the *physical laboratory* and recitation room. It is fitted with substantial, cherry-topped tables for individual work by about thirty students at once, and has also a large demonstration table for the instructor's use, with sink and water, drawers and closets. This room and two others used by the instructors in biology and geography are equipped with facilities for solar projection work.

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

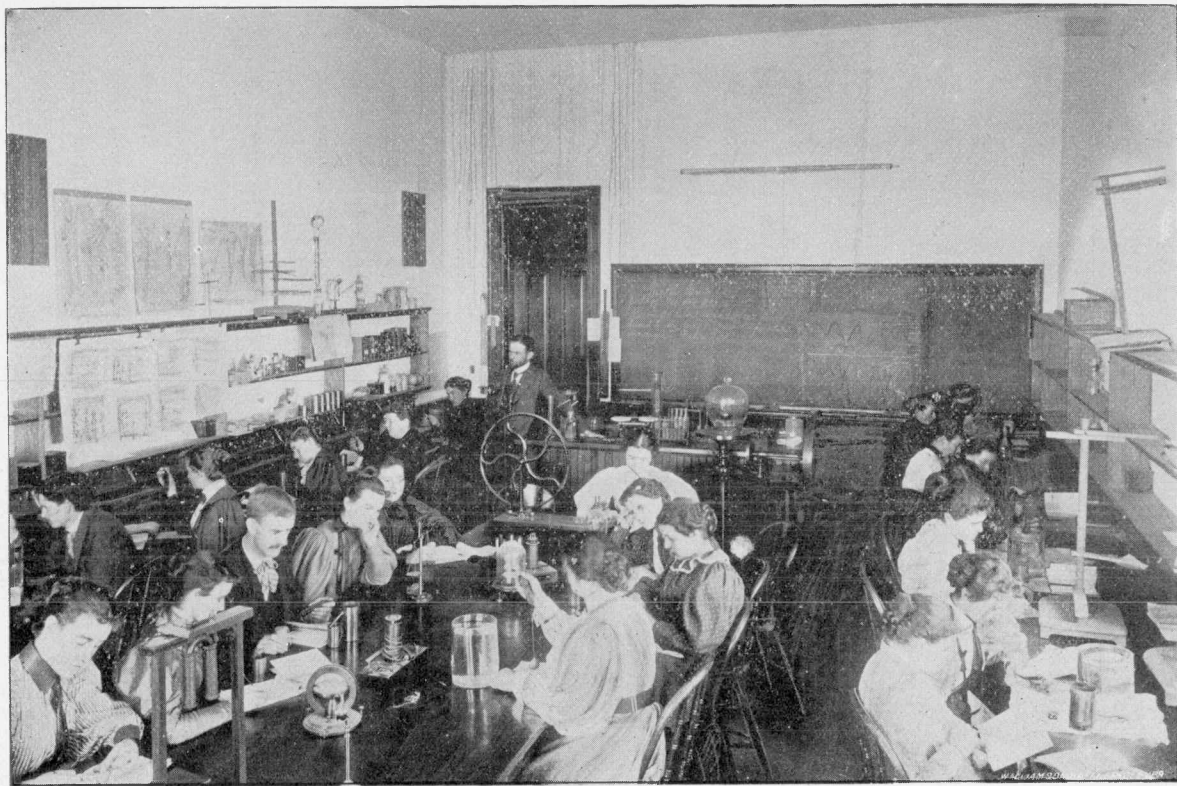
the remaining side has blackboards, bulletin board and key board.

Handsome cases all about the walls of the large corridor on this floor are also used for the larger apparatus of the department of physics and physiology and for museum collections in natural history. A gas machine is to be provided to furnish gas for laboratory use.

The new geographical laboratory on the second floor is also fitted out with handsome work tables and cupboards for library and collections. New cases and much apparatus have been added to the psychological laboratory and a small laboratory has been fitted up in the model school.

ANATOMY, PHYSIOLOGY AND HYGIENE

Of the human body. The students are taught how to illustrate the subject by the use of specimens and models, and also by means of simple physical and chemical experiments, with school-made apparatus. These serve also as a general introduction to the other natural sciences, and render it possible to do more advanced work in them later. Stress is laid upon the conception of the human body as a transformer of energy, and an effort made to find a rational basis for hygienic rules. Sophomores and others in the higher classes who have not had such work will hereafter be given a half year's more



PHYSICAL LABORATORY.

advanced course, with special reference to the muscular, nutritive and nervous systems and the special senses, as a preparation for physiological psychology. This will be accompanied by experiments, particularly in heat, sound, light and color, action, movement, motion.

The school is supplied with charts, full set of French models and a human skeleton to aid in teaching the subject; also with facilities for microscopic projection of tissue-sections, etc.

PHYSICS.

Physics is studied during the last term of the Junior year and the first half of the Senior year by the laboratory method. Students here learn to "read nature in the language of experiment." They spend two hours consecutively in the laboratory once a week, performing the experiments themselves, taking notes, making drawings and explaining what they observe. This is followed by reading from reference books and discussions.

Special attention is given to the application of physical principles in the explanation of common inventions and everyday phenomena. Illustrations of the law of the conservation of energy are everywhere sought for.

The school is provided with many valuable pieces of physical apparatus, including a fine air pump, a

hydrostatic press, a whirling-table, an Atwood's machine, a delicate Troemner balance, a microtome, a steam engine, a thermopile, a Toepler-Holtz electric machine, a dynamo, a motor, induction coils, galvanometers, batteries, a heliostat with magic lantern slides, a spectroscope, a polariscope, a siren, sonometer, organ pipes, diapasons, etc.

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

Following are some of the pieces of

SCHOOL-MADE APPARATUS

which pupils are taught to construct:

Barometer,	Plunge Battery,
Pressure-Gauge,	Boyle's Law Apparatus,
Hydrostatic Press,	Capillary Tubes,
Lifting Pump,	Spirit Lamp,
Force Pump,	Unequal Expansion Appa- ratus,
Siphon,	Conductometer,
Model of Respiratory Organs,	Air Thermometer, Etc.
Magnetic Needle,	

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

Further the course in Sloyd for Seniors has been so planned as to include a graded series of wood-working exercises in the making of apparatus to be used in the course of physics and chemistry and in teaching elementary science in the public schools. (*See Sloyd.*)

High school graduates who have taken physics are organized into a special class in the Fall term of the Senior year, for the study of methods and devices rather than the matter of the subject.

CHEMISTRY.

Chemistry is pursued during the latter part of the Senior year, the method being the same as in physics, Particular attention is given to the chemistry of common life, including such topics as foods, cooking and cleaning, sanitation, fermentation and the chemistry of plants, animals, the air, soils, etc. When time allows, the course concludes with some practice in qualitative analysis, especially of drinking waters and minerals.



CHEMICAL LABORATORY.

WILLIAMSON & BARNES, N.Y.

BIOLOGY.

BOTANY.

Comprehending structural, physiological and systematic.

I.—AS TO METHOD OF STUDY.

1. Objective method—material in hand.
2. Leading pupils to interpret form, structure and habits of plants in their habitats.
3. The order in structural work is—individual, organ, tissues, cells, protoplasm.
4. Having pupils draw plants, parts, tissues and cells.
5. Using matter obtained as a basis for developing language.

II.—AS TO LINES OF WORK.

1. *Research.*

- a.* Plants of vicinity.
- b.* Plants along streams.
- c.* Hill and mountain plants.
- d.* Garden plants.
- e.* Commercial plants.
- f.* Fertilization.
- g.* Adaptation.
- h.* Family work.
- i.* Survival of fittest.



BIOLOGICAL LABORATORY.

2. *Laboratory.*

- a. Germination.
- b. Organs.
- c. Tissues.
- d. Cells.
- e. Protoplasm.
- f. Conditions of growth.
- g. Plant forces.

3. *Herbarium.*

- a. Analysis.
- b. Preparation.
- c. Mounting.
- d. Description.

The order of study in

ZOOLOGY

Is somewhat the same as that in botany, considerable attention being paid to structure, function, habit and their evolution. The subject is made practical by a study of the fauna of the vicinity and State—the insects, the fishes, the reptiles, the mammals and the birds. The same methods are pursued in this department as in botany. A considerable number of typical life-forms are dissected and studied in the laboratory, students being required to take notes and make drawings. This is accompanied by discussions and

the study of text-books and reference books from the library. The school is supplied with simple and compound microscopes, dissecting instruments and mounting materials; also a number of alcoholic and stuffed specimens and zoological charts.

ENGLISH.

The instruction in the department of literature, history and English has, as its dominant motive, the ethical and æsthetic culture of the pupil; accordingly, spirited talks are given from time to time on the great men and great events of history, and a study of the choicest literature of each period extends throughout the entire course.

The student is thus given that "inward preparedness" which enables him to appreciate the spiritual and artistic elements of the masterpieces of literature. There is added to this a well selected reading course that serves not only to throw light upon the civilization and literature of the period, but aids, as well, the power of expression on the part of the pupil, and encourages a love of the best authors and the choicest thought.

Out of the work herein indicated grows all the forms of expression, supplemented, of course, by the incidental instruction and criticism of the teacher.

The following outline is largely followed:

LANGUAGE.

1.—GRAMMAR AND COMPOSITION.

Study the forms and structure of simple sentences—subject, predicate, complement. Expansion of words into phrases and clauses. Combination of simple statements into compound and complex sentences. Complex sentence structure; adjective, adverbial and substantive clauses. Short compositions on familiar subjects. Reproduction and amplification of short stories. Development of narrative from an outline. Incidental instruction in the use of capitals and punctuation marks, as well as in the simpler rhetorical principles of expression.

FRESHMAN.

1.—TECHNICAL GRAMMAR.

Derivation, inflection and use of words. Syntax, synthesis and analysis of sentences. Infinitive and participle constructions. Abbreviated, incomplete or obscure forms of expression.

2.—COMPOSITION.

Capitals and punctuation. Advanced exercises in reproductions, amplifications and developments from narrative poetry and prose. Practice in making outlines and abstracts. Letter-writing. Study of simple rhetorical principles. Sentence structure to

secure clearness and emphasis. Simple figures of speech. Study of synonyms. Paraphrase. Writing based upon history.

ENGLISH BASED ON HISTORY AND LITERATURE.

SOPHOMORE YEAR.

1. Talks on Grecian history, with readings on the same.
 2. Comparison of the mythical age of the Greek race with other races.
 3. Study of Antigone from Sophocles.
 4. Study of Alcestes from Euripides.
 5. Talks and readings in Roman history.
 6. Study of Julius Cæsar.
 7. Readings from Coriolanus.
 8. Study of Merchant of Venice.
 9. Review of magazine articles one day each week.
- Forms of expression. Narration. Description. The letter. Original story.

JUNIOR YEAR.

1. *Readings and Talks on Mediæval History.*
 1. Study of Chaucer's prologue to the Canterbury Tales, Knight's Tale.
 2. Individual work on other stories from Chaucer.
2. *Sixteenth Century Literature.*
 1. Readings on environment and literature of the sixteenth century.

2. Analysis of :
 - a.* Much Ado About Nothing.
 - b.* Romeo and Juliet.
 - c.* Midsummer-Night's Dream.
 - d.* Antony and Cleopatra.
3. Study of: *a.* Hamlet. *b.* Macbeth.
4. Readings from Othello.
5. Forms of expression.
6. Special study of argument and the Oration.
7. Individual study on eulogy and invective, from masterpieces of oratory.

SENIOR YEAR.

1. Readings on the seventeenth century literature and environment.
2. Study of Milton :
 - a.* Two books of Paradise Lost.
 - b.* Comus.
 - c.* Lyeidas and other poems.
3. Comparison of seventeenth and eighteenth century literature by individual work.
4. Readings—the Lake poets.
5. Nineteenth century literature and environment.
6. Readings from Tennyson, Browning and other poets.
7. Lessons given on
Scott,
Victor Hugo,
Dickens,

Thackeray,
Wallace,
Kingsley,
George Eliot,
Mabie,
Curtis, etc.

8. Special form of expression.
9. Comparative criticism.
10. Literary interpretation.

Besides the above work, a course in supplementary reading is made out for each class at the beginning of the year.

LATIN.

In the study of Latin, three objects are kept constantly in view :

1. Careful attention is given to the etymology of English words of Latin origin. Students are encouraged to search for, and note the English derivatives of Latin words, with correspondences and differences in shades of meaning. Thus, by careful comparison of the words of both languages, students will be given such an acquaintance with English words as can by no means be obtained from the study of English alone.

2. A strict observance is made of the idioms of the language. Roman forms of thought are examined in order to make a comparison with the idioms that are peculiarly English. In no way can a student

better see the beauty and strength of his own language and be inspired with a proper regard for his mother tongue. A student never knows that his own language contains idiomatic expressions until he has studied some language other than his own.

3. On all suitable occasions, and in the reading of Latin texts, especial care is taken to form an acquaintance with the customs, habits and literature of the Roman people. Roman history is thus brought nearer to the students through the medium of a knowledge of Roman thought and speech. Accuracy of pronunciation, and the mastery of Latin quantity is insisted upon. The systematic study of prosody begins with the reading of Latin verse. The time allotted in the course to this study is five hours per week for two years. It is confidently believed that under proper linguistic methods, the time is sufficient to gain a working knowledge of the language; to read such texts as will render students proficient in teaching elementary Latin; to form within them some taste for further study, and secure to them some of the culture and refinement which are the natural concomitants of classical study.

HISTORY.

History, as well as geography, is largely a culture study. As geographical teaching is building up in the pupil's mind vivid notions of the earth as the *home* of the human family, so historic teaching is

building vivid concepts of the *deeds* of the human family; not only deeds in reference to time and place, but in relation to each other, and as a great whole, involving all human action. The study of geography and history are very closely related. They are a study of man in his home moving toward his destiny.

That those who are preparing to teach may receive information, power and culture, and be imbued with the right spirit and notion of presenting this great subject to children, the course pursued by them is substantially the same as that which they should teach, only it is more comprehensive.

The work outlined for the school is as follows:

1. A course of juvenile historic readings of different countries, especially the United States and England.

2. A methodic and comprehensive course in United States history.

3. A course in general history, such as will develop the relations of the different races of the human family, such as will show its progress in civilization, and such as will reveal the great law of *inner connection*, which is in and among all things.

The school is well prepared to do this work:

1. It has a rich library of juvenile, historic literature, an excellent library of United States history, and a very creditable selection of general histories.

2. It has historical charts, maps and reference books and relics, which add to the interest of the subject.

3. As a rule the laboratory plan is followed, known as the "Seminary Method." The student is put in possession of sufficient material or data by which he can work out the subject in the library. The result is, an accumulation of knowledge, development of power, and culture.

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

GEOGRAPHY.

This department occupies two rooms, a class room and a laboratory. Two half years are given to geography, beside the term devoted to public school science, which has been occupied mainly with the forms of land and water, studied from a geological standpoint.

The course aims to make not only students of geography, but *teachers*. To be the latter requires: 1. A broader and deeper knowledge of the subject than the prospective teacher expects to teach. 2. The skill necessary to sketch and model readily, and to be master of good methods. 3. That kind of training which enables the student to recognize, in his own neighborhood, the elements and forces of the whole world. Ritter says: "Wherever our home is, there



GEOGRAPHICAL LABORATORY.

lie all the materials which we need for the study of the entire globe."

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

We practice *daily observations* of climatic elements, both for immediate results and as preparation for advanced work. These observations include: Thermometer readings, barometer readings, direction and velocity of wind, clouds, rain or snow, sun's noon altitude, place and time of sun's rising or setting.

Field work is also given, to enable pupils to examine any locality from a geographical standpoint. The same work is the basis of primary geography teaching.

The *laboratory* furnishes the opportunity to study the most faithful representations of nature, as government maps and charts, photographs and accurate models of actual and typical forms in Nature. Work and study upon such materials accompany text-book study and reading, and have produced marked results.

We have all the customary *apparatus*, as terrestrial globes, celestial globe, black globe, tellurian,

solar lantern, wall maps, relief maps, thermometers, barometers, hygrometers, rain gauge, and a number of home-made pieces. Lantern views, photographs and models have become an important feature of our equipment.

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

Cabinet specimens are rapidly accumulating, including already a collection of woods, well begun by the Class of '96; agricultural products and nuts, by the same class, and an interesting mineral cabinet. Contributions from students and all friends of the school are always welcome.

MATHEMATICS.

ARITHMETIC.

The work in arithmetic is divided into a preparatory and an advanced course, each thorough and complete in itself, and differing from the other only in the extent to which the varied principles and applications of the science are treated.

The two courses are concentric, the advanced course being the larger, embracing more surface, but not on that account a more perfect whole.

A student, by excellence of work, may be promoted from the one to the other, thus gaining time and losing nothing from the entire course.

The training is designed—and this object is never lost sight of—to render the pupil able, first, to understand thoroughly arithmetic processes, principles and definitions; second, to express correctly, clearly, concisely, logically and artistically, both in language and figures, that which he knows; third, having such mastery of the subject, to impart successfully to others that which he has so well learned. He leaves the work not a repeater of rules, a getter of answers, or a mere solver of problems, but one viewing the science as a beautiful and connected whole.

ALGEBRA.

Two courses in algebra are prescribed. The first, embracing the subjects usually presented in elementary algebra, conducts the student by the easy steps of the inductive method, from arithmetic notation to the literal notation of algebra, develops the subject sufficiently to give him a practical insight into it, affords drill and problems enough to secure ease and accuracy of operation. The second course is supplementary to this, furnishing problems more difficult of solution, the discussion of topics and principles more abstruse, the demonstration of theorems of wider range.

The entire course demanding thoroughness throughout, seeks the increase of thought power rather than mere accuracy of process and result.



DELSARTE GROUP.

GEOMETRY.

This subject, occupying one school year, is arranged in three parts. The first is inventive geometry, which aims to train the mind to conceive, the eye to see, the skilled hand to represent by pictorial symbol, the subject matter of the science.

This most admirable preparatory training is followed by plane geometry, embracing the ground covered by Wentworth or its equivalent.

One term is devoted to solid geometry.

The object sought in teaching this branch of science, as well as that of the others of this department, is the development of the power to think—the power of mathematical reasoning.

READING, ELOCUTION AND DELSARTE.

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

From observation and experience we are led to believe that a very large proportion of the reading done by people in general is silent. There is but one element in it, the mental. Hence, *silent reading* is a process of interpretation through written words. Again, some reading is done for the benefit of others. This involves two elements, the mental and

physiological. *Oral reading* is a process of interpretation through written words, and an oral expression of the same thought, in the same words. We have another species of reading, called dramatic. In it are the same two elements as in oral, but they are intensified. The mental element contains more emotion. The physiological contains movements of the body—acting. Hence, *dramatic reading* is a process of interpretation accompanied by strong emotion and an expression of the same thoughts and emotions through appropriate movements of the body.

Out of the above grows the following outline of work:

I.—INTERPRETATION OF WRITTEN MATTER—
SILENT READING.

1. Develop power of.
2. Develop love for.
3. Develop habit of.

II.—EXPRESSION—ORAL READING.

1. Voice—
 - a. Develop power of.
 - b. Develop control of.
 - c. Train to modulate.
2. Speech.
 - a. Phonics.
 - b. Articulation.
 - c. Pronunciation.
 - d. Grace and ease.

3. Body—DELSARTE—Relaxing.

- a.* Harmonic poise.
- b.* Basis—Attitudes.
- c.* Walking.
- d.* Hand.
- e.* Arm.
- f.* Torso.
- g.* Head.
- h.* Body as a whole—Pantomimes.

The course in this department embraces four terms' work. As to the pedagogical value of this training, there is no question. How valuable it is to have a cultivated mind—cultivated by reading; how necessary to have a sweet, commanding voice; how it charms to hear one whose speech has grace and ease—what an element of government; how it gives firmness and confidence to the entire school to have before it some person who has control of his body. This department aims to give this pedagogical training, so essential to success in teaching. It is not only a strong element in the success of a teacher, but it is essential to success in any profession or occupation. A refined thought is not all. There must be refined expression, refined voice, refined speech, refined action.

That particular training which the students receive in this department, whereby they are put in possession of their bodies, is known as the Delsarte

system of light gymnastics. It is the only natural system by which the individual is led to have an unconscious control of himself.

CIVICS.

Realizing the importance of intelligent citizenship and the necessity of clear views of our social and political relations, much stress is laid upon this branch of study. From fifteen to twenty weeks are devoted to a careful study of the subjoined topics: The nature, theory and necessity of government. The rights, obligations and duties of citizenship. The distinctions among the several forms of government. Republic defined, and the distribution of the powers in our republic. The study of these departments in National, state, county and local government. The relation of the citizen to each grade of government of which he is a subject. The relation of the states to each other and to the General Government. The history of the formation of our government, and the adoption of the Constitution. A careful analysis of the text of the Constitution. Composition of each house of Congress, qualifications for membership, apportionment, mode of selecting, term of office, salary, etc. The officers, committees and rules of each house. The powers and limitations of Congress. The Executive and several departments of State—Treasury, War, Navy, Interior, Post Office, Attorney-General, State and Agriculture. The

subdivisions and duties of each department. The eligibility, nomination and manner of election of President and Vice-President. The term of office, salary, power and duties of each. The law of Presidential succession and impeachment. The constitution of the Federal courts—supreme, circuit and district, claims and commissions, with officers of each. Distinction between original and appellate jurisdiction. Distinction between Federal and State courts. Congressional control of territories, districts and other federal lands. Formation of new states. Personal rights guaranteed by the Constitution.

Lectures and lessons on the following topics of the school law of Colorado: The school district, classes, officers, their election and duties. The sources of revenue for the school fund. Composition and duties of the State Board of Land Commissioners and the State Board of Education. Relation of the State and county superintendents to the schools of the State. The location, purpose and maintenance of the several State schools of higher and professional education. The qualifications and duties of teachers in the public schools of the State; the branches to be taught, text-books, school blanks and reports; and school year, school month, school day and public holidays.

ART.

Science consists in knowing; *art* in doing. The human soul actualizes itself through the body, the

chief organs of expression being the *tongue* and *hand*. The school has to do with art in *speech* and *music* as expression through the tongue. It has to do with *drawing* and *construction* as expression through the hand.

The three forms of expression in which the hand is trained are *penmanship*, *drawing* and *constructing*. Training the hand is leading it to express readily, in either of the above forms, concepts.

SPEECH.

Art in speech, the most human manifestation of humanity, has to do with the modulation of the voice and the proper pronunciation and use of words in the expression of thought. Skill is developed in this line by having the pupil enter into conversation with the teacher, by having him read literature commensurate with his understanding, and by having him relate what he reads in story form.

VOCAL MUSIC.

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

1. As a means of physical culture, its usefulness has been shown by many afflicted with throat and

lung diseases who have entirely recovered through judicious singing.

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

3. The refining and elevating influence of good music is almost universally acknowledged. The school room in which singing is a daily exercise is pervaded with an atmosphere of true culture and refinement.

4. The time will soon come when music reading will be efficiently taught in all our schools. We may then reasonably expect the time to follow when all the people can sing and good choir and good congregational singing will be found everywhere.

5. The constantly increasing demand for teachers in the public schools who can teach music as skillfully as they can teach language or number has induced the Colorado State Normal School to place music on an equality with other studies in the course of instruction. It is therefore not optional, but required.

Outline of Course in Music Department:

1. Thorough study of rudiments of music and elementary harmony.

2. Constant practice in sight singing, using both staff and tonic sol-fa notations

3. Drill in the proper rendering of the best music.

4. Study of the best methods for teaching music in the public schools.

5. Practice in teaching music in training school.

PENMANSHIP.

Art in penmanship has to do with the arrangement of lines to form words. It is drawing words behind which are ideas. Teachers should be trained in exact penmanship, that they may be able to put accurate copies before little children.

DRAWING.

Art in drawing has to do with shape and color. It is using lines behind which are ideas. It may be divided into *perceptive, conceptive and imaginative*.

Perceptive drawing consists in drawing objects which are visible; as, the geometrical solids, plants, leaves, roots, fruits, animals, insects, birds, etc.

Conceptive drawing consists in drawing from the mental concepts or from the mental picture, the object being absent, from specifications and in perspective.

Imaginative drawing consists in such modification and combination of the mental elements as to result in design.

By using color in connection with drawing, the pupil is led up to higher art or painting. Perceptive drawing affords quite an opportunity for color work, as does also conceptive.

Freehand drawing: The types, sphere, cube, cylinder and triangular prism, and their modifications. The representation of objects in nature and art based on the foregoing forms. Much drawing from objects; unity.

Practice in light, shade, shadow and reflection. Invention, by line and by form. Practice in rapid sketching. Pen and ink drawing. Instruction and practice in blackboard and illustrative work, with special reference to the application of drawing in teaching other subjects. Freehand reproduction of instrumental perspective drawings.

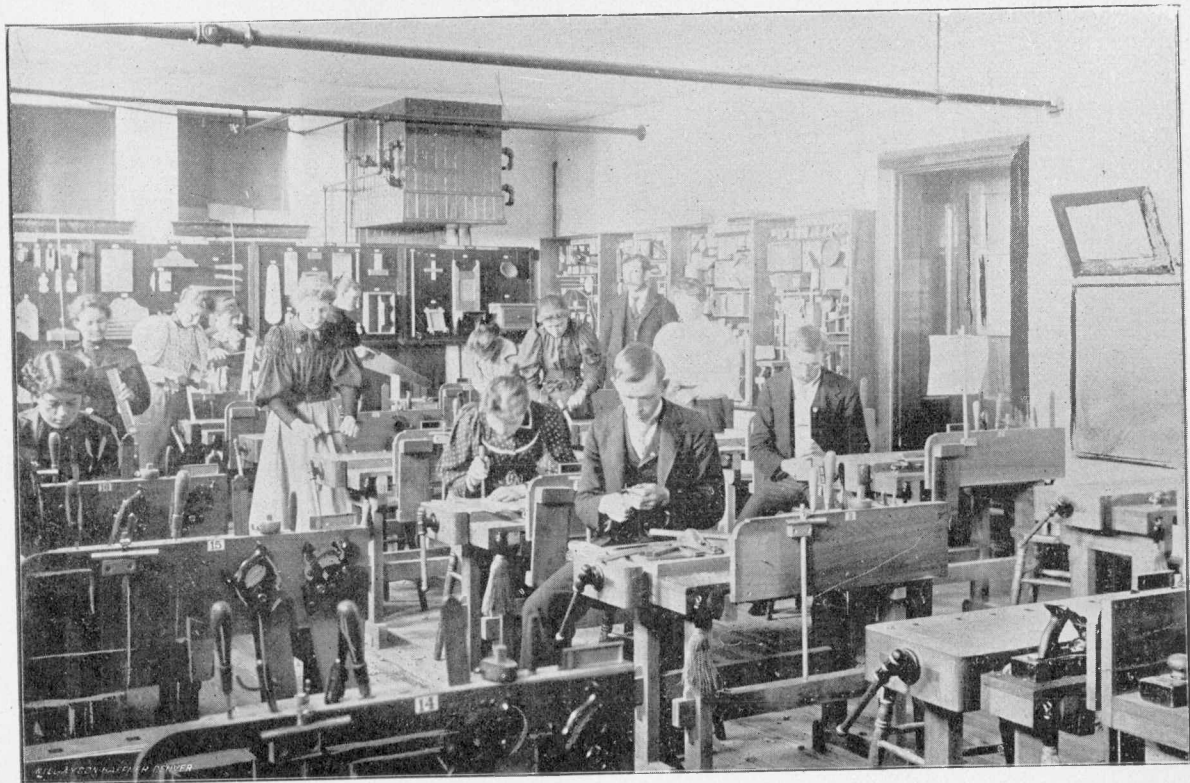
Instrumental drawing: General principles and practice in parallel, angular and oblique perspective. Mechanical drawing (geometric and industrial) taught in connection with Sloyd.

Methods in drawing: Talks on methods for primary, grammar and higher grades, and for mixed schools.

SLOYD.

Art in construction has to do with form and joining. It is making something behind which there are ideas.

Sloyd is a system of educative hand-work. It has its beginning in the gifts and occupations of the kindergarten. The unit concept of the system is form. The materials used in construction are paper, clay, paraffin, pasteboard, wood, wire, etc. The objects



SLOYD LABORATORY.

made are real things—useful articles, called models. Mechanical drawing is a prominent feature: The pupil makes a working drawing of the teacher's model. This drawing is his guide in producing another model.

THICK WOOD SERIES.

JUNIOR YEAR.

- | | |
|-----------------------|---------------------|
| 1. Window-stick. | 17. Ruler. |
| 2. Wedge. | 18. Towel-roller. |
| 3. Flower-pin. | 19. Counting-frame. |
| 4. Flower-stick. | 20. Nail-box. |
| 5. Tool-rack. | 21. Pen-tray. |
| 6. Coat-yoke. | 22. Hat-rack. |
| 7. Bread-board. | 23. Picture-frame. |
| 8. Pen-holder. | 24. Cake-spoon. |
| 9. Flower-pot stand. | 25. Picture-frame. |
| 10. Flower-pot stool. | 26. Foot-stool. |
| 11. Bench-hook. | 27. Scoop. |
| 12. Hatchet-handle. | 28. Book-holder. |
| 13. Corner-shelf. | 29. Knife-box. |
| 14. Hammer-handle. | 30. Lap-board. |
| 15. Key-board. | 31. Tray. |
| 16. Paper-knife. | 32. Paper-rack. |

Materials used: Pine, poplar, maple, cherry, sycamore and gum, nails, screws, wire, glue, shellac.

Apparatus.—To be made by different classes as required by their teachers. Suggestive:

SUB-SENIOR.

- | | |
|------------------------|--|
| 1. Dissecting needles. | 8. Mensuration blocks. |
| 2. Blackboard-ruler. | <i>a.</i> Solid: cube, rectangular prism, rectangular pyramid. |
| 3. Insect-mounts. | <i>b.</i> Dissected: parallelogram, triangle, circle. |
| 4. Setting frame. | 9. Ruler or T-square. |
| 5. Drawing triangle. | 10. Student's scrap box. |
| 6. Flower-press. | |
| 7. Mineral tray. | |

SENIOR.

- | | |
|---------------------------------------|---------------------------|
| 1. Lever and fulcrum. | <i>h.</i> Pendulum. |
| 2. Universal support. | <i>i.</i> Inclined plane. |
| 3. Attachments for universal support. | 4. Shadow-gauge. |
| <i>a.</i> Pulleys. | 5. Climatometer. |
| <i>b.</i> Plunge battery. | 6. Match-safe. |
| <i>c.</i> Collision balls. | 7. Pen-tray. |
| <i>d.</i> Marble gun. | 8. Test-tube rack. |
| <i>e.</i> Filter. | 9. Crystal-axes. |
| <i>f.</i> Electrolysis tubes. | 10. Test tube-holder. |
| <i>g.</i> Barometer tube. | 11. Liter-box. |
| | 12. Counting frame. |

In the Junior year students pursue a course of reading in connection with the subject, and produce one theme each term on such phase of the subject as shall be assigned by the teacher. Lectures are given on tools, growth and structure of wood, history of sloyd, its educational value, etc.

Model Department.

FACULTY.

Z. X. SNYDER, Ph. D., President,
Mathematics, Fifth Grade.

EDGAR L. HEWETT, Superintendent,
Training Teacher, History and Literature, Grammar Grades.

E. G. DEXTER, A. M.,
Model Teacher, Elementary Science, Grammar Grades.

ANNA A. MILLIGAN, A. B.,
Model Teacher, Mathematics and Language, Grammar Grades.

HELEN C. DRESSER, PED. B.,
Model Teacher, Primary Work, Third and Fourth Grades.

M. NORA BOYLAN,
Model Teacher, Primary Work, First and Second Grades.

ELMA RUFF, E. M.,
English History and Literature, Seventh Grade.

ROLAND W. GUSS, A. M.,
Physical Sciences, Eighth Grade.

CREE T. WORK, E. M.,
Stoyd and Drawing, Grammar Grades.

SARAH B. BARBER,
Reading and Physical Culture, Grammar Grades.

J. R. WHITEMAN,
Vocal Music, Grammar Grades.

PLAN OF THE MODEL SCHOOL.

The Model School is intended to be an ideal public school. It is an indispensable adjunct of a teacher's training school. It embraces the common school grades, and in it are illustrated all phases of public school work.

In the Model School the juniors study child nature in connection with their work in experimental psychology, and observe and study ideal methods of teaching all the subjects in all the grades. The seniors carry on original investigations along specific lines of child study, serve as assistants to the model teachers, and finally practice under the direction of the superintendent. They, with the model teachers, meet with the superintendent for regular weekly teachers' meetings as in ordinary graded schools. In the Model School they learn the practical working of schools, the details of school organization and management. They see educational theories and popular methods put to a thorough and unprejudiced test. It is the field for observational and applied psychology, and for practical school methods and management.

There is a model teacher in charge of each room. In the primary rooms, the model teachers conduct all the lines of work. In the grammar department,

the work is largely specialized. In addition to the model teacher in charge of each room in the grammar department, certain members of the Normal faculty conduct classes regularly for the purpose of illustrating expert work in their special lines. The juniors spend one recitation period a week in the model school in observation and child study. The seniors give five periods a week to work in the model school; to original investigations in child study; to assisting the model teachers; to the weekly teachers' meetings, and to the teaching of model lessons, the plans of which must be thoroughly worked out and submitted to the superintendent for approval before being presented to the class. The superintendent has general supervision of the school, directs the observation and practice work and the work in child study, is the training teacher, and has charge of the critic work of the school.

The course of study is so made out as to produce harmonious growth and development. It is based upon the theory of three centers of educative effort, viz: Science, History and Literature, and Art.

I.—SCIENCE WORK.

I.—OBJECT.

The moment a child is born into the world his education begins. It begins in experiences occasioned by contact with nature. Experience results in

development. Sense training goes on with the child from birth. It is cultivated by all that he sees, hears, smells, tastes, touches, handles. By use every organ is functioned. Development will be along lines of least resistance. It may be true, symmetrical, harmonious. It may be false, ugly, discordant, owing to right or wrong direction and stimuli. The great desideratum is character, the highest expression of all activities of the soul. It is the harmonious union of truth, beauty and joy, and the consequent right relation to all things in nature. It is the absolute absorption—assimilation—apperception of these things in the soul. How important, then, that the child be brought into constant, intelligent and loving contact with nature, the great storehouse of truth, the soul of all beauty and harmony. Science, then, should be taught for a many-sided purpose. It has an important utilitarian value. It develops power of observation, exactness of thought, refinement of expression. It stimulates mental activity, cultivates energy and will, and is valuable as a basis for lessons in reading, writing, orthography, oral and written language, drawing, modeling and coloring. It gives insight into nature. It enables the child to interpret and utilize nature for his own development. It places him in happy and harmonious relation to his surroundings. It furnishes him with those experiences which are the foundation of a rightly developed character.

II.—METHOD.

The child must study nature as he finds it, not as it is brought to him or told to him. The flower should be studied in its natural place in nature, in its relation to its surroundings. The animal should be studied at its home, at its work. No kind of science can take the place of field work. The science excursion should be the central, the all important feature. The object of the excursion is not simply to collect material. A half hour spent in watching birds, insects, clouds, sky and river, will do more to awaken and direct thought than weeks with books.

In primary grades of the model school out-door science work is carried on every other day during the pleasant weather of spring and fall. The intervening days are spent in sorting and arranging collections, and in talking, writing and reading about subjects studied. In grammar grades the amount of laboratory work and science reading is increased. One excursion a week furnishes sufficient material for study. In the primary grades the child is simply brought into intelligent contact with nature. There is no classification of science into its various branches except as the child naturally arranges the subjects brought into his circle of thought, as plant study, animal study, rock study, etc. But gradually the child's mind differentiates these, and they become distinct subjects of thought. He thinks them as geography, botany, zoology, etc., and he is ready to study them more in detail.

The general plan of nature study may then be summed up as follows:

1. Four years of undifferentiated nature study, during which out-door work is the characteristic feature, with in-door reading, language work, drawing, etc., growing out of it naturally.

2. Four years of more specific science, during which the sciences become differentiated into geography, botany, zoology, physiology, geology, astronomy, meteorology, physics and chemistry, and laboratory work becomes a characteristic feature with systematic, though less frequent excursions, much reading, writing, talking, independent investigation, classification, etc. No specific text-book is used in any science, except geography.

To this side also belongs mathematics, which represents the formal side of science. The plan of work in mathematics is sufficiently shown in the course of study.

III.—COURSE OF STUDY.

A.—PRIMARY GRADES.

I.—Fall.

1. Field Work.

a. Excursions to gather and study fall flowers. Water plantain, sun-flower, thistle, golden rod, asters, etc. Conversational lessons about their color, size, shape, fragrance. Where they grow. Number of parts. Their roots, leaves, stems, blossoms, seeds, as soon as formed. Effect of frost upon them.



MODEL SCHOOL—LOWER PRIMARY.

b. Excursions to study trees. The tree as a whole. Peculiarities of size, shapes, bark, leaves, seeds, etc. The life that is in any way related to it. Birds, insects, mammals, etc., that are sheltered by it or fed upon it. Effect of frost, wind and rain. Other plants that live upon it.

c. Excursions to observe and gather fruits and seeds. Watch the formation and ripening of seeds and fruits. Observe provisions for their dissemination by winds, water, animals. Notice hooks and claws, wings, sails, etc., in seeds of many uncultivated plants; absence of them in cultivated plants. Observe perfect fruits, imperfect fruits, seeds. Uses to man, to animals, to the plants themselves. Make collection. Set aside one day in October for "Fruit Day."

d. Excursions to observe birds and nests. Hawk, eagle, crow, jay, swallow, blue-bird, black-bird, meadow-lark, shore-lark, finches, warblers, gull, ducks, quail, owl, plover. Color. Resemblance to surroundings. Plumage of male and female. Song or call. Food, beak, claws, habits, nests, habitat, uses. Harmful or not. Collect deserted nests. Study arrangement, structure, material, place, etc. Note disappearance of birds. Make calendar of same.

e. Excursions to observe insects, worms, etc. Ants, bees, wasps, butterflies, moths, beetles, grasshoppers, dragon-flies, house-flies, bugs, earth worms, spiders. Where they live. What they appear to do.



MODEL SCHOOL—UPPER PRIMARY. BIRD DAY.

Transformations, color, parts, etc. Adaptation of color to surroundings. What they live on. Destructive or helpful. Uses. Preparation for winter. Collect cocoons and chrysalids.

f. Excursions to study mammals. Domestic animals. Horse, cow, pig, sheep. Wild animals. Ground squirrel, gopher, rabbit, weasel, musk-rat, mouse, prairie-dog. Color, covering, uses, habits, habitat, food. Peculiarities of marking, structure, voice, mimicry. Preparation for winter.

g. Excursions to gather and study minerals and rocks. Observe quartz, sand, clay, pebbles, cobblestones, boulders, fossils, etc. Examine color, hardness and other simple physical properties. Observe sedimentation, stratification, erosion, soils, slopes, banks, streams, ravines, drainage. Make collections and observe "Mineral Day."

h. Excursions to observe clouds, vapors, effects of wind, rain, hail, frost. Preparation everywhere for winter among plants, animals and people. Hibernation of animals. Migration of birds. Falling of seeds and leaves. Death of flowers, grass, insects, etc. Learn of distance, direction, horizon, etc.

2. *Indoor Work.*

a. Language work. Talking, writing and reading about things seen during excursions.

b. Number work exercises growing out of observations on objects studied.

c. Psychomaneual work. Drawing, cutting, sewing and modeling of forms of fruits, seeds, leaves, flowers, roots and animals. Making of bags and boxes for seeds and minerals. Sorting and arranging of seeds, minerals and rocks, leaves, roots.

d. Observation work. More careful examination of fruits, seeds, minerals and rocks. Observations on temperature, evaporation, condensation, climate, storms, thunder, lightning, rain. Keep living plants in the school room. Keep fishes, frogs, clams, crawfish and snails in water, with sand in the bottom of vessel. Keep lizards, toads, spiders, grasshoppers, crickets, bugs, beetles, etc., in boxes of sod covered with netting. Keep larvae in boxes covered with netting and watch spinning of cocoons. Pupils must carefully study and attend to the food of all living animals kept in the school.

e. Information lessons. Reading concerning animals, plants, phenomena, particularly of foreign lands.

II.—Winter.

Mostly Indoor Work.

1. Talks and readings about the stars, planets, comets, sun, moon. Learn names of most prominent stars, planets and constellations. Maps of certain constellations, *e. g.*, Orion, Cassiopeia, Draconis, Ursa Major.

2. Weather observations. Temperature, snow, ice, winds, clouds, freezing, thawing, ventilation.

3. Observation of winter condition of plants and animals. Birds that remain over winter. Plants that die completely; those that die down to the root; those that do not die at all. Information lessons. Readings about animals, particularly those of other lands, *e. g.*, lion, tiger, elephant, reindeer, camel, llama, etc.

4. Lessons on how to live.

a. Eating. Proper and improper foods. When to eat. Manner of eating. Simple lessons concerning the stomach, digestive organs, digestive fluids. Effects of alcoholics, narcotics and stimulants of all kinds.

b. Clothing. Different clothing materials and their values. Colors. Necessity for neatness, cleanliness and comfort in dress.

c. Care of body. Cleanliness. Diseases that breed and thrive in filth. Washing and bathing. Care of hair, teeth and nails. Care of eyes and ears.

III.—SPRING.

1. *Field Work.*

a. Excursions to watch first signs of returning life in plants. Study buds, arrangement, etc. Watch for first appearance of catkins of willow and cottonwood. Study catkins and determine uses. Study germination of seeds. Examine cotyledons. Gather and study spring flowers. Violet, sand lily, lupine, evening primrose, iris, thermopsis, lilac, wild rose, blossoms of plum, apple, cherry, peach, currant,

gooseberry, strawberry. Examine flowerless plants. Toadstool, ferns. Observe May 29 as "Flower Day." See also suggestions for fall work.

b. Excursions to examine trees. Study their buds, flowers, sap. Watch for formation of fruits. See also suggestions under "*b*" for fall work. Observe "Arbor Day."

c. Excursions to watch for the return of birds. Keep calendar of their appearance. Watch building of nests, laying of eggs, etc. Set aside one day in April for "Bird Day." See also suggestions under "*d*" for fall work.

d. Excursions to study insects. Watch for their appearance. Observe transformations, opening of cocoons and chrysalids. See suggestions under "*e*" for fall work.

e. Excursions to study mammals. Watch for the appearance of those that have hibernated. Keep a calendar of appearance. See suggestions under "*f*" for fall work.

f. Excursions to gather minerals and rocks. Same as "*g*" fall term.

h. Excursions to observe weather, clouds, vapors. Effects of wind, rain, hail and frost, etc.

2. *Indoor Work.*

a. Language. Same as for fall term.

b. Number Work. Same as for fall term.

c. Psychomanual work. Same as for fall term.

d. Observation work. Plant seeds in boxes and watch germination. See also suggestions for fall work.

e. Same as fall term.

B.—GRAMMAR GRADES.

Fifth Grade.

1. *Fall.*

a. Zoology. Study of vertebrates. About thirty lessons on mammals and birds. In field work learn to know mammals and birds by common name. Learn habits, physiological characteristics, etc. In laboratory work examine mounted specimens. Study structure; classification as far as families. Draw, color, read, write.

b. Geography. Three lessons a week, mostly physical. Study of relief forms as seen about home. In field work study drainage, slope, soil, products, rainfall, clouds, frost. In laboratory work, elements of map drawing, sand modeling. Study from text book. Geographical readings.

2. *Winter.*

a. Meteorology. About twenty lessons. Weather observations. Use of barometer and thermometer. Keep meteorological record. Cause of variations of climate. Effects of climate upon people and products.

b. Geography. Fall work continued and extended. Greater amount of laboratory work.



MODEL SCHOOL—LOWER GRAMMAR. FLOWER DAY.

3. *Spring.*

a. Zoology. Study of vertebrates. About thirty lessons upon mammals, birds, reptiles, amphibians and fishes. Same plan as for fall work. All grades observe "Bird Day" in April.

b. Geography. Same as winter term. More field work.

Sixth Grade.

1. *Fall.*

a. Zoology. Study of invertebrates. About thirty lessons on insects, spiders, crustaceans, myriopods and worms. In field work study the animals, as far as possible, in their homes. Look for them on the ground, on leaves, bark, buildings, fences, under boards, bark, rocks, logs, rubbish; in air, water, flowers, fruits, holes; around electric lights. Observe their food, movements, habits, how they protect themselves. Make collections. In laboratory work, study with microscope the eyes, wings, legs, parts of body, etc., but without dismembering. Classify as far as orders. Write up excursions. Read, draw, color. Make stretching boards, insect nets, mounting trays.

b. Geography. Three lessons a week. Continue field work. Continue text-book work. Map drawing. Pulp work. Supplementary reading. Some political geography carefully co-ordinated with history work. Use same text-book as fifth grade.



MODEL SCHOOL—UPPER GRAMMAR.

2. *Winter.*

a. Astronomy. Twenty lessons. The theories of Ptolemy and Copernicus. Galileo. The telescope. The moon, planets, comets, stars, meteors, constellations. Star maps. The mythology of the heavens.

b. Geography. Continue and extend fall work.

3. *Spring.*

a. Zoology. Study of invertebrates. Thirty lessons on insects, mollusks, radiates. Same plan as for fall term.

b. Geography. Continue and extend the work of previous term. Finish text-book.

Seventh Grade.

1. *Fall.*

a. Botany. Twenty-five lessons. Special study and classification of fruits, roots, stems. In field work, study growing plants. Economic uses, soils, adaptability to climate. In laboratory, study plant as a whole. Uses of parts, structure of parts. All grades observe "Fruit Day" in October. Draw, read, write.

b. Geography. Three lessons a week. Physical, political, descriptive. New text-book. Map work, outline and relief. Much reading in connection with history.

2. *Winter.*

a. Geology and mineralogy. Thirty lessons. Crystalline and uncrystalline rocks. Physical properties.

Stratified and unstratified. Historical geology. Geological ages. Fossils. Determination of fifty common minerals and rocks.

b. Geography. Continue same line as in fall.

3. *Spring.*

a. Botany. Twenty-five lessons. Special study of germination, flowers, leaves. In field work study forms of inflorescence, sprouting of plants. Monocotyledonous and dicotyledonous plants. Classes of leaves. In laboratory work, examine flowers with microscope, classify, study uses, soils, etc. Draw, read and write.

b. Geography. Continue same as previous term.

Eighth Grade.

1. *Fall.*

a. Physics and chemistry. Thirty lessons. Mostly laboratory work. Properties of matter. Forces, physical, chemical. Experiments. Making of apparatus.

b. Geography. Three lessons a week. Physical and commercial. Making of charts illustrating winds, currents, rainfall, distribution of vegetable and animal life, distribution of races, routes of travel, centers of commerce. The distribution and exchange of the world's products. Much reading.

2. *Winter.*

a. Meteorology and astronomy. Twenty-five lessons. More detailed investigation of climatic and

astronomical laws. Making of apparatus. Systematic observation and record.

b. Geography. Same as previous term.

3. *Spring.*

a. Physiology. Twenty-five lessons. The human body. Motor system, digestive system, circulatory system, respiratory system, nervous system. Special attention to effects of alcoholics and narcotics.

b. Geography. Work of previous term concluded.

II.—HISTORY AND LITERATURE.

I.—OBJECT.

More stress should be laid during the early years of childhood upon forming the mind than upon furnishing it. Information is the lowest motive in the teaching of history and literature. Very early in life the influence of other people begins to shape the disposition. The emotional nature begins to develop. The child is inspired by the deeds of men. The chief object of history and literature in the course is to furnish proper moral stimulus. Moral ideas grow out of intercourse with people, either real or imaginary. To attempt to inculcate a moral precept in the mind of a child without giving it a basis in human action, is like trying to teach a child to see the relations of numbers by use of abstract symbols at a stage when he is able to calculate with objects

only. Moral ideas must be based upon concrete actions. The deeds and expressions of great historic characters are object lessons by which the disposition of the child may be trained.

It is important then that the child may be early brought into constant, intelligent and sympathetic intercourse with the great characters of history and fiction. Actual human intercourse is subject to the close limitations of time and place. Hence, the necessity of enlarging this by means of the historic and the ideal. In every grade there should be much reading along the lines of biography, mythology, legend, fiction.

History and literature are taught from the beginning in first grade through the entire course. They stimulate the moral sentiments, inculcate truth, generosity, courage, patriotism, kindness, sympathy. They induce correct moral judgments. They refine and cultivate expression. Finally, if there be complete assimilation—apperception of the great truths thus brought into the child's circle of thought, these elements are transformed into mental and moral fiber and find their ultimate expression in conscious character.

II.—METHOD.

As in the science work, so is it in history and literature—the child must be led into the rich fields by the teacher. At first, the realms of fancy are nearest the eager soul of the child. Myth and fairy tale and

fable make up the world of fancy in which the child's thoughts naturally float. Here his interest centers, and, consequently, we find here the proper subject matter for his earliest steps in reading. Mastery of the abstract symbols of thought comes easy and naturally to the child when its interest is keenly aroused.

Fairy tales, fables, folklore and myths are used in first and second grades, to the immediate end that the child may find on entering school that material which keenly arouses his interest. The school is brought nearest the home life of the child. The stories are first told by the teacher, and, as rapidly as possible, the child is induced to gather the thought of the story from the page for himself. Within a very few weeks the child will read easily and naturally the simplest of the tales from beginning to end, and, owing to the fact that the fairy tale or fable never loses its charm with the child, it will be read over and over with increasing pleasure. The child is at once made a lover of books.

In third and fourth grades the same line of reading is continued, with the addition of stories from real life. Old Testament stories, legendary tales, as those of the Greek heroes, biographical stories and stories that extend the child's intercourse with people in foreign lands, and to the occupations, industries, travels and adventures of men are now plentifully used. By the time fourth grade has been finished,

the child has the foundation laid for the specific study of geography and a more extended course in real history.

In fifth and sixth grades, more biographical stories, pioneer history stories, stories of heroic deeds and great events in the history of nations are read; also a considerable amount of fiction and poetry. In seventh grade the study of chronological history is taken up. English history and literature are studied at length. The writings of Chaucer, Shakespeare, Tennyson and Scott are largely used. In eighth grade, American history and literature are studied in detail. The writings of Longfellow, Lowell, Whittier, Bryant, Irving and Holmes are freely used.

Language, the formal side of history and literature, is taught in connection with these branches up to the grammar grades. In fifth grade, conversational German is begun and carried through four grades, including German reading in seventh and eighth grades. Latin is begun in seventh grade and continued through the eighth. Latin vocabulary, pronunciation, easy reading; some grammar.

III.—COURSE.

FIRST AND SECOND GRADES.

Æsops Fables, Grimm's Fairy Tales, Scudder's Fables and Folk Stories, Classic Tales, told by teacher and read by pupils as soon as possible. First and Second Readers.

THIRD AND FOURTH GRADES.

Robinson Crusoe, Andersen's Fairy Tales, Hawthorne's Wonder Book, Grandfather's Stories, Old Testament Stories, Hawthorne's Biographical Stories, Legends of Norseland, Tales of Troy, King of the Golden River, Tanglewood Tales, Ten Boys Who Lived on the Road from Long Ago to Now, Black Beauty, Second and Third Readers, Supplementary Readers. Special study of Robinson Crusoe in third and Biographical Stories in fourth grade.

FIFTH AND SIXTH GRADES.

Stories of American history, Noble Deeds of Our Fathers, Grandfather's Chair, Pilgrims and Puritans, Stories of Heroic Deeds, Greek Heroes, Stories of Columbus, Cortez, Pizarro, De Soto, Marquette, LaSalle, Hiawatha, Courtship of Miles Standish, Stories of English, French, German, Roman and Greek history. Selections from Longfellow, Whittier and Tennyson. Fourth Reader.

SEVENTH AND EIGHTH GRADES.

English history; early, middle and modern England, stories from Shakespeare, pictures from English literature, Ivanhoe, historical novels, leading facts of American history, the War of Independence, Washington and His Country, Wolfe and Montcalm, Braddock's Defeat, Parton's Biographies, Evangeline, Marmion, The Alhambra, Vision of Sir Launfal.

Other selections from Lowell, Longfellow, Bryant, Tennyson, Scott, Whittier and Holmes. Fifth Reader. Readings on government, citizenship and political history.

III.—ART.

Art has to do with the education of the motor activities. It comprehends the education of the hand, voice and, in fact, the entire body. It has for its basis, action. In the model school it embraces a course in psychomanual training, a course in music and a course in physical culture.

PSYCHOMANUAL TRAINING.

I.—OBJECT AND SCOPE.

Psychomanual training embraces those general educational subjects in which the hand is a prominent agent in altering or arranging material so as to express the concepts of the mind. The prime object of such training is disciplinary; incidentally, the work has a practical value. The aim is not so much the obtaining of perfect material results or the training of the hand to accurate automatic action as it is to reach definite mental results by a system of progressive exercises and intelligently directed efforts. Hence, psychomanual training, although apparently in its material products utilitarian, is in its highest and best results, formative. It includes, in our curriculum, sloyd, drawing and writing.

II.—COURSE.

A.—SLOYD.

This begins with the gifts and occupations in the kindergarten, and is continued as follows in public schools.

PRIMARY GRADES.

Lines of work.—Sewing, weaving, folding, cutting, modeling.

First and Second Grades.

One lesson in each line weekly, *e. g.*, Monday, weaving; Tuesday, folding; Wednesday, cutting; Thursday, sewing; Friday, molding.

Third and Fourth Grades.

Sewing, twice; folding, dropped. Monday, sewing; Tuesday, weaving; Wednesday, cutting; Thursday, sewing; Friday, molding.

1.—SEWING.

Material—Outline embroidery cards, perforated sewing cards, perforating cushions, perforating needles, kindergarten needles, kindergarten thread, cloth, sewing needles, sewing thread, thimbles, scissors.

a. Card Sewing.

Carried through first and second grades. Geometrical designs, number designs, animal designs, plant designs, historical designs.

b. Needle Work.

Begun in first grade and carried through eight grades.

Course in needle work not ready for announcement.

2.—*WEAVING.*

Material—Mats and strips, weaving needles.

Designs—

- | | | | |
|------|---------------------|-------|---------------------|
| 1. { | 1 up, 1 down. | 6. { | 3 up, 3 down. |
| | 1 down, 1 up. | | 3 down, 3 up. |
| 2. { | 2 up, 2 down. | 7. { | 1 up, 3 down. |
| | 2 down, 2 up. | | 1 down, 3 up. |
| 3. { | 2 up, 1 down. | 8. { | 1 up, 1 down, 3 up, |
| | 2 down, 1 up. | | 3 down. |
| 4. { | 2 up, 2 down, 1 up, | | 1 down, 1 up, 3 |
| | 1 down. | | down, 3 up. |
| 5. { | 2 down, 2 up, 1 | 9. { | 3 up, 1 down, 1 up, |
| | down, 1 up. | | 1 down. |
| 5. { | 1 down, 1 up, 1 | 10. { | 3 down, 1 up, 1 |
| | down, 2 up. | | down, 1 up. |
| | 1 up, 1 down, 1 up, | | 2 up, 3 down. |
| | 2 down. | | 2 down, 3 up. |

Many other designs. Original designs particularly in third and fourth grades.

3.—*PAPER FOLDING AND MOUNTING.*

Material—Square sheet of paper, mounting cards.

Design—

- a.* Geometrical—Twelve folds embraced in folding fundamental forms.

1. Oblong—book.
 2. Four squares—window.
 3. Triangle—shawl.
 4. Triangle—shawl.
 5. Pentagon—ship.
 6. Hexagon—slipper case.
 7. Pentagon—envelope.
 8. Square sealed envelope.
 9. Pentagon—ship.
 10. Hexagon—needle case.
 11. Pentagon—envelope.
 12. Square—sealed envelope—4 squares
on back.
- b.* Forms of Beauty. Can not give minute descriptions.
- c.* Forms of Life—
1. King's crown.
 2. Queen's crown.
 3. Salt cellar.
 4. Pepper box.
 5. Cup and saucer.
 6. Dress.
 7. Sail boat.
 8. Double canoe.
 9. Wind mill.
 10. Neck-tie.
 11. Vase.
 12. Glove case.
 13. Chicken.
 14. Pig.

4.—*CUTTING AND MOUNTING.*

Material—Mounting cards, mucilage, scissors, square sheet of paper ruled in eight triangles, one of which is dotted with a net-work design for guide in cutting.

Designs—Commence with perpendicular cut, proceed to its opposite—horizontal, then to the mediation of both—the oblique. Unfold and mount on mounting cards.

Perpendicular cuts, 1-7.

Horizontal cuts, 8-9.

Perpendicular cuts, 10-28.

Oblique cuts, 29-50.

Oblique and perpendicular cuts, 51-64.

Oblique and horizontal cuts, 65-88.

Perpendicular, horizontal and oblique cuts, 89.

Freehand cutting—

Geometrical designs.

Animal designs,

Plant designs,

Historical designs,

} To illustrate stories.

5.—*CLAY MODELING.*

Freehand drawing of the models precedes the making of them. Lessons alternate.

The Sphere.

Forms based on sphere—

- a. Apple.
- b. Peach.
- c. Ball.
- d. String of beads.
- e. Cluster of grapes.
- f. Tea-pot.
- g. All animal forms of this shape.

The Cube.

Both solid, and made by small balls of clay, at corners, holding toothpicks, which form edges.

Forms based on cube—

- a. Box, with lid.
- b. Basket.
- c. Ink stand.
- d. Pile of books.

The Cylinder—Solid and Hollow.

Forms based on cylinder—

- a. Drum.
- b. Water pot.
- c. Muff.
- d. Bottle.
- e. Fruit jar.
- f. Jug.
- g. Flower pot (certain kind).
- h. Pump, with trough.

- i.* Cheese.
- j.* Cap.
- k.* Waste basket.
- l.* Straight tumbler.

Hemisphere.

Developed as a *half* sphere.

Forms based on hemisphere—

- a.* Hat.
- b.* Fruit dish.
- c.* Half apple or peach.
- d.* Home of Eskimo.
- e.* Ant hill.

Square Prism.

Developed from cube.

Forms based on square prism—

- a.* Oblong basket.
- b.* Book.
- c.* Chest.
- d.* Bottle.
- e.* Carpenter's plane.

Triangular Prism.

Both right-angled and equilateral triangular prisms.

Forms based on prisms—

- a.* Roof of house or barn.
- b.* Open book.

Ellipsoid.

Forms based on ellipsoid—

- a.* Potato.
- b.* Melon.
- c.* Lemon.
- d.* Banana.
- e.* Plum.
- f.* Cucumber.

Half-Ellipsoid.

Developed from ellipsoid.

Forms based on half-ellipsoid—

- a.* Turtle.
- b.* Pods of peas.
- c.* Baking dish.

Oblate Spheroid.

Forms based on oblate spheroid—

- a.* Turnip.
- b.* Tomato.
- c.* Door knob.

Ovoid.

Forms based on ovoid—

- a.* Pear.
- b.* Strawberry.
- c.* Some flowers, as clover.
- d.* Some animals, as body of stork, duck, etc.
- e.* Spoon (half ovoid).

Cone.

Forms based on cone—

- a.* Top.
- b.* Shell.
- c.* Parsnip.
- d.* Radish.

Truncated Cone.

Forms based on truncated cone—

- a.* Flower pot.
- b.* Tumbler.
- c.* Basket.

*Square Pyramid.**Equilateral Triangular Pyramid.**Miscellaneous Forms.*

GRAMMAR GRADES.

Lines of work—Sewing, cardboard work, wood work.

Fifth Grade.

Two and one-half lessons per week; that is, the work alternates with freehand drawing. Lessons forty-five minutes in length. Course of twenty models in cardboard.

Materials and tools—Drawing paper, pencil, rule, compasses, scissors and glue.

Pupils do geometric drawing, making patterns of models before making the models.

Models of cardboard series—

- | | |
|-------------------|--|
| 1. Penwiper. | 12. Easel. |
| 2. Tack box. | 13. Handkerchief box. |
| 3. Pin tray. | 14. Collar box. |
| 4. Hairpin box. | 15. Specimen box (for min-
erals, etc.) |
| 5. Hair receiver. | 16. Cuff box. |
| 6. Button box. | 17. Toothpick holder. |
| 7. Whisk holder. | 18. Pen rack. |
| 8. Match box. | 19. Music roll. |
| 9. Picture frame. | 20. Hat frame. |
| 10. Card tray. | |
| 11. Comb case. | |

Sixth Grade.

Same amount of time as for fifth grade. Twenty models in wood.

Materials—Wood (thin poplar and pine), nails, glue, miscellaneous.

Tools—The knife, the characteristic and fundamental tool, is used in all of the twenty models. Sandpaper in all except 12, 3 and 4. Gimlet in models 4, 7, 11, 15 and 20. Saw in 10, 11, 15, 16 and 20. File in 9, 10, 11, 12, 14, 16 and 20. Hammer and nails in 11, 13, 14, 16, 17, 19 and 20. Glue in 7, 11, 15, 19 and 20.

Pupils make working drawings of two views from teacher's model, and with his assistance.

Models of whittling series—

- | | |
|----------------------|-------------------|
| 1. Window stick. | 11. Pen rest. |
| 2. Flower label. | 12. Silk winder. |
| 3. Flower stick. | 13. Tack box. |
| 4. Key tag. | 14. Egg stand. |
| 5. Flower pin. | 15. Match box. |
| 6. Letter opener. | 16. Whisk holder. |
| 7. Pencil sharpener. | 17. Easel. |
| 8. Key Board. | 18. Flower stool. |
| 9. Paper knife. | 19. Pencil box. |
| 10. Thread winder. | 20. Spool rack. |

Seventh Grade.

Time, same as before.

Twenty-four models in wood.

Materials—Thin pine, poplar, oak and maple wood; nails, glue, screws, etc.

Tools—Knife, saw, plane, hammer, auger, file, spokeshave, etc.

Pupils make working drawing of two or more views from the teacher's model, and follow them in reproducing the object.

Models of thin wood series—

- | | |
|----------------------|----------------------|
| 1. Flower label. | 8. Cutting board. |
| 2. Thread winder. | 9. Butter spade. |
| 3. Fish line winder. | 10. Letter opener. |
| 4. Table mat. | 11. Bracket shelf. |
| 5. Right triangle. | 12. Corner shelf. |
| 6. Key tag. | 13. Picture frame. |
| 7. Silk winder. | 14. Triangular tray. |

- | | |
|---------------------|----------------------------|
| 15. Pentagonal mat. | 20. Paper knife. |
| 16. Egg stand. | 21. Match box. |
| 17. Pen rack. | 22. Tooth brush stand. |
| 18. Key board. | 23. Comb and brush holder. |
| 19. Rake. | 24. Picture frame. |

Eighth Grade.

Time—Three forty-five minute lessons per week.

Eighteen models in wood, with supplemental work in apparatus making.

Materials.—Pine, poplar, cherry, sycamore, maple and gum wood.

Tools, same as before, with gauge, smoothing plane, carving tools, whetstone, drawing-knife, etc.

Working drawings as before.

Models of thick wood series—

- | | |
|-------------------|---------------------|
| 1. Window stick. | 10. Flower stool. |
| 2. Wedge. | 11. Bench hook. |
| 3. Flower pin. | 12. Hatchet handle. |
| 4. Flower stick. | 13. Corner shelf. |
| 5. Tool rack. | 14. Hammer handle. |
| 6. Coat yoke. | 15. Key board. |
| 7. Cutting board. | 16. Paper knife. |
| 8. Pen holder. | 17. Ruler. |
| 9. Flower stand. | 18. Towel roller. |

Apparatus, such as rulers, insect mounts, specimen trays, sand moulding boards, etc., made in connection with work in other subjects during the year.

REMARKS.

The cost of materials in the primary grades is from forty to fifty cents per year per pupil, with permanent equipment, such as scissors, etc., to the amount of \$3 per grade of thirty or forty pupils. In the fifth and sixth grades, about fifty to sixty cents per pupil per year, with tools to the amount of \$20 per grade. In the seventh and eighth grades a well equipped laboratory is necessary, costing for furnishings from \$350 to \$500. Materials in these grades cost from \$1 to \$1.50 per pupil per year.

The work is done by the regular teachers in the primary grades, and by a special teacher in the grammar grades, although that of the fifth and sixth grades is designed to be done in the ordinary school room, and may be conducted by the regular teacher, provided she has had some training along this line.

*B.—DRAWING.**1. Freehand.*

1. Type forms. Sphere, cube, cylinder, triangular prism.
2. Applications of type forms.
3. Combinations of type forms.
4. Sketching; landscape, flowers, animals.
5. Illustrations in science and mathematics.
6. Illustrations in language and history.

2. Instrumental.

1. Working drawings of sloyd models.
2. Apparatus used in class work.

C.—PENMANSHIP.

Muscular movement taught from first grade up. Ideographic movement drills in primary. Copy writing. Blackboard practice. Drills adapted to either vertical or slant writing. The pupil is given the greatest possible liberty in the formation of an individual *style* of writing.

MUSIC.

1. *Object and Scope.* Music must be used as a means to an end, and that end the same for which all study is given. Unless music can be so taught as to serve as a valuable aid in physical, mental and moral culture of the pupil, it has no place in the common schools. That it can be so taught is proven conclusively by the experience of a multitude of successful teachers.

2. *Method.* Some persons argue that music is the expression of emotion, and that laborious efforts at note reading interfere with the play of the emotions and hinder the real work of learning to sing. Teachers who follow this plan get good results.

Other people say, "Such results are very pleasing, but they do not represent intelligent independence on the part of the pupils. Appeal to the intellect, and through its development reach equally musical results with the added advantage which ability to read at sight gives."

Our plan recognizes the fact that both these statements are true in the main, and is carried out with the idea of making use of all the good of both plans.

The Tonic Sol-Fa system is used as the basis of our work, and its notation and books are used throughout the first six years work. Books from the "National" and "Normal" courses are used in the seventh and eighth years.

Course. First and Second Years.—Work consists of rote songs, hand and finger signs, exercises in melody and rhythm from the board, modulator and time chart, together with the writing of songs and exercises from dictation.

Third and Fourth Years.—All work begun in first and second years continued. Less time given to rote songs and more to written work. In addition to this, Book Two (parts one and two combined), of Seward & Unseld's Tonic Sol-Fa School Series is completed.

Fifth and Sixth Years' Work.—Rote work discontinued, writing from dictation taking its place. Seward & Unseld's Tonic Sol-Fa Music Reader completed.

Seventh and Eighth Years' Work.—Staff notation, using Mosses' Independent and Holt's Third Readers.

This is a very brief outline of the music course in our school. In addition to the above, voice training with the very first lesson is given, and sight reading from the second year forms a part of each lesson.

PHYSICAL CULTURE.

1. *Object and Scope.*—To educate mind and body in harmony, thereby promoting the well-being of the child by securing better conditions for study, and the building of a more symmetrical life.

2. *Method.*—Work adapted to the public schools and formulated upon the Delsartean principles of freedom, strength and expression.

Morals and manners taught in connection with physical training.

COURSE.

FIRST GRADE.

First Series—Sitting Positions.—Hand clapping and stretching. Arm raising. Shoulder raising. Neck bending. Chest stretching and shoulder leveling. Waist, back and hip bending. Leg and foot movement. Breathing.

Second Series—Standing Positions.—Handshaking. Shoulder and arm stretching. Head rolling. Chest pushing. Waist twisting. Running. Lung strengthening.

Third Series.—Feather movements.

SECOND GRADE.

First Series—Sitting Positions.—Hand closing and opening, combined with arm twisting. Arm upward side circling. Shoulder touching. Neck twisting. Body twisting. Foot stretching. Breathing.

Second Series—Standing Positions.—Arm swinging at angles. Horizontal arm circling. Shoulder raising. Arm folding and bowing. Stepping positions.

Third Series.—Feather movements.

THIRD GRADE.

First Series—Sitting Positions.—Arm extending and bending. Shoulder rotating. Head erecting. Chest widening and deepening. Knee bending. Feet crossing. Breathing.

Second Series.—Relaxing exercises. Poising postures.

Third Series.—Right angle arm swinging. Pendulum head swing. Complex movements. Swaying and forward folding. Waist twisting. Feather movements. Breathing.

FOURTH GRADE.

First Series—Sitting Positions.—Arm bending and chest pushing. Arm pulling sideways. Arm pulling backwards. Chest lifting. Waist and leg stretching. Breathing.

Second Series.—Manual of arms. Complex movements. Breathing.

Third Series.—Hip and shoulder movements. Cross charging. Rising and sinking. Feather movements. Breathing.

FIFTH GRADE.

First Series—Sitting Positions.—Arm swinging and posture. Arm circling and posture. Shoulder leveling and chest pushing. Opposition of head and body. Foot movements. Breathing.

Second Series—Standing Positions.—Upper arm raising. Arm folding backward. Backward bending. Knee bending. Complex action. Suspension. Backward cross step. Arm extension to right and left. Framing profile. Waist twisting. Breathing.

Third Series—Standing Positions.—Hand slapping. Facings. Backward arm floating. Breathing.

SIXTH GRADE.

First Series—Sitting Positions.—Arm bending, swinging and twisting. Shoulder pulling. Arm extending and circling. Chest expansion. Head and back bending. Swimming motion. Foot movements. Breathing.

Second Series—Standing Positions.—Military salute. Arm circling. Bowing. Steadiness of poise. Leg swinging. Stamping. Breathing.

Third Series.—Gesture and expression.

SEVENTH AND EIGHTH GRADES.

First Series—Relaxing Exercises.—Complex action. Opposition of hand and foot. Opposition swing. Stepping and heel raising. Four count placing. Breathing.

Second Series—Complex Exercise.—Abdominal exercise. Leg elasticity. Knee bending and arm floating. Looking and bending backward. Mercury poise. Breathing.

Third Series—Feather Movements.—Harmonic poise. Breathing.

CONDENSED COURSE OF STUDY.

PRIMARY DEPARTMENT.

FIRST YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation.*—Fairy tales, fables, folk stories, told by teacher.
2. *Reading.*—Simplest of stories from black-board. First Reader.
3. *Written Work.*—Thoughts about stories read.

II.—LANGUAGE.

1. *Conversation.*—Talks about familiar objects; as animals, plants, etc.
2. *Spelling.*—Words selected from reading exercises and other sources.
3. *Phonics.*—Elementary sounds; marks for long and short vowels.
4. *Written Work.*—Sentences copied from black-board and reader; use of capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place*.—Direction developed ; position developed.
2. *Animals*.—Domestic—parts, color, shape, size, actions.
3. *Plants*.—The plant as a whole—color, shape, size, parts, where found, use, etc.
4. *Color*.—Red, yellow, blue, orange, green, purple.
5. *Minerals*.—Gathering stone, sand, pebbles, etc.

IV.—MATHEMATICS.

1. *Number*.—Development of numbers from 1 to 10 inclusive; all the additive, subtractive, multiplicative and divisive facts discovered by the pupils and thoroughly learned. No combination exceeding 10; comparison of numbers below 10; the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ developed; some simple exercises involving these fractions; problems made by pupils.

1. *First work done with objects.*
2. *Follow the object work by picture or illustrated work.*
3. *Follow the above with exercises independent of objects.*

2. *Form*.—Sphere, cylinder, cube, hemisphere, prisms; circle, square, oblong, right-angled triangle, semi-circle, edge-line, corner point.

The children to have these forms in their hands.

3. *Size*.—Development of terms; as long, short, thick, thin; large, small; inch, foot, yard; pint, quart, gallon.

The children to have these measures.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling with Clay*.—Sphere, cylinder, cube, hemisphere, prism, fruits, vegetables, etc.

2. *Cutting and Folding*.—Circle, square, oblong, right-angled triangle, semi-circle.

3. *Weaving*.—Slat weaving, geometrical designs; pattern and original designs.

4. *Sewing*.—Perforating, embroidering. Needle work begun.

5. *Drawing*.—Geometrical forms, designs, sketching, expressing thoughts.

6. *Writing*.—Movement, drills, words and sentences.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Simplest Delsarte movements.

2. *Singing*.—Rote songs, hand and finger signs, melody, rhythm.

SECOND YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation*.—Fairy tales, fables, folk stories, talks with teacher.

2. *Reading*.—Many tales read by children. First and Second Readers.

3. *Written Work*.—Accounts of stories read.

II.—LANGUAGE.

1. *Conversation*.—Talks about natural objects and stories. Stories told by teacher and pupil.
2. *Spelling*.—All words found in reading lessons and in other exercises. Oral and written spelling.
3. *Phonics*.—Spelling by sound. Diacritical marks for all vowels.
4. *Written Work*.—Description of objects talked about; sentence writing; capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place*.—Cardinal points developed; direction of objects in room; map of school room.
2. *Animals*.—Birds, insects, mammals; their color, sounds, movements, size, uses; a study of their parts and their uses.
3. *Plants*.—Garden and field plants; their color, size, parts and their uses; the flower and fruit.
4. *Color*.—Tints and shades; color of leaves, fruits, animals, etc.
5. *Minerals*.—Gathering specimens; sand, soil, sandstone, iron, silver, gold, tin, lead.

IV.—MATHEMATICS.

1. *Numbers*.—Development of numbers from 11 to 30 inclusive; combinations and separations and comparisons; writing numbers by 10's; $\frac{2}{4}$, $\frac{2}{3}$, $\frac{1}{2}$, $\frac{2}{5}$, $\frac{1}{5}$, $\frac{1}{10}$, etc., developed; pupils make and solve practical problems; some operations with fractions.

1. *Use objects whenever necessary to lead up to the number concept.*

2. *Considerable illustrated work should be done.*

2. *Form.*—Ellipsoid, ovoid, triangular prism, cone, pyramid, ellipse, triangles, and natural objects based upon them.

1. *The forms are in the hands of the children.*

3. *Size and Weight.*—Rod, square inch, square foot, square yard, ounce, pound, developed objectively.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling with Clay.*—Ellipsoid, ovoid, prism, cone, pyramid, fruits and other objects.

2. *Cutting and Folding.*—Ellipse, ovals, triangles, folding paper so as to represent utensils.

3. *Weaving.*—Slat weaving; geometrical designs, original designs.

4. *Sewing.*—Card sewing; needle work.

5. *Drawing.*—Ellipse, oval, triangles, designs, leaves, fruits, insects; coloring of same, and sketching.

6. *Writing.*—Movement drills for hand and arm; copy writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics.*—Continuation of Delsarte drills.

2. *Singing.*—Continuation of Tonic Sol-Fa system.

THIRD YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation*.—Talks about characters in tales and in real life.

2. *Reading*.—Fairy tales, stories of real life, Robinson Crusoe, Second and Third Readers, Old Testament stories.

3. *Written Work*.—Reproduction of stories. Biographical sketches.

II.—LANGUAGE.

1. *Practice*.—Oral description of natural objects, story telling.

2. *Spelling*.—All the words of readers, with words suggested by other subjects.

3. *Phonics*.—Spelling by sound. Diacritical marks for all vowels and consonants. Articulation exercises.

4. *Written Work*.—Description of natural objects. Reproduction of historic and geographical reading and stories. Animal and plant stories. Letter writing. Capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place and Direction*.—North-east, north-west, south-east, south-west. Development of geographic concepts, as hill, mountain, valley, plain, river, lake, ocean, drainage, climate, forest, force, town, city. Read geographical and nature stories, Seven Little Sisters, Aunt Martha's Corner Cupboard.

• 2. *Animals*.—A study of the animals of the community—how they live or subsist; their habits, uses. Read animal stories.

3. *Plants*.—Continuation of the study of plants and their parts. Plant seeds in school room in boxes—watch them grow. Collect pods and seeds, leaves, etc.

4. *Matter*.—Animal, vegetable, inert, solid, liquid, gas, motion, falling bodies, running water, moving air or winds.

IV.—MATHEMATICS.

1. *Number*.—Numbers from 30 up. Combinations, separations, comparisons of the same. Combinations, separations and comparisons of fractions. Decimal fractions developed objectively. Percentage measurements. Examples made and solved by pupils.

2. *Form*.—Review of forms already studied; study of natural forms based upon them.

3. *Size and Value*.—Review of linear measure, dry measure, U. S. money, liquid measure.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling*.—Modeling in clay the fruits and vegetables. Modeling of original designs. Modeling in wax.

2. *Cutting*.—Freehand cutting. Geometrical designs. Animal designs.

3. *Weaving*.—Numerous patterns and original designs.

4. *Sewing*.—Needle work.

5. *Drawing*.—Drawing of solids and surfaces already learned. Drawing of fruits and vegetables, and coloring the same.

6. *Writing*.—Movement drills. Black-board writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Continuation of Delsarte exercises.

2. *Singing*.—Rote songs. Use of modulation. Continuation of previous work.

FOURTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Biographical stories, Wonder Book, Story of the Iliad, stories of heroic deeds. Third Reader.

2. *Written Work*.—Accounts of historic characters. Original stories.

II.—LANGUAGE.

1. *Oral Practice*.—Conversational exercises on different subjects, as digestion, respiration, exercise, circulation, intemperance, occupations, natural objects.

2. *Spelling*.—All words in readers; words used in other exercises.

3. *Phonics*.—Spelling by sounds. Articulate exercises.

4. *Written Work*.—Reproduction of oral exercises and of geographical stories. Letter writing, notes and receipts.

III.—PRIMARY SCIENCE.

1. *Animals*.—Insects, snail, clam, mussel, oyster, human body.

2. *Plants*.—How they grow. Collecting and preparing them. Making collections of the different parts.

3. *Matter and Force*.—Simple experiments in physics and chemistry.

4. *Geography*.—Study of the globe as a whole—shape, size, surface, life, society. Geographical reading. Each and All; Brooks and Brook Basins,

IV.—MATHEMATICS.

1. *Number*.—Fixing in the mind all the additive, subtractive, multiplicative and divisive facts of numbers to 144. Comparison of numbers; writing numbers; exercises in parts of numbers; all operations in fractions, common and decimal; denominate numbers; percentage, all cases; interest; square and cubic measure; square root by inspection of small numbers; mensuration; practical problems.

1. *The subject so taught that the child understands every step.*

2. *Form*.—Geometric views. Development of the surface of solids—starting with a unit, and, by the principle of symmetry, developing a design.

Patterns for the development of surface, and simple inventions in geometry.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling*.—Fruits and vegetables. Original designs in paraffin.

2. *Carving*.—Freehand carving in wax and alabaster. Type form. Geometrical designs. Fruit and vegetable designs.

3. *Cutting*.—Freehand cutting. Geometrical designs, animal designs, plant designs, historical designs.

4. *Weaving*.—Numerous and complicated designs, original and pattern.

5. *Drawing*.—Geometrical patterns; taking a unit and from it making designs by the law of symmetry; drawing various objects and coloring them; conceptive drawing of objects.

6. *Writing*.—Movement exercises, copy writing, paper and black-board.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Continuation of Delsarte system.

2. *Singing*.—Continuation of Tonic Sol-Fa system.

GRAMMAR DEPARTMENT.

FIFTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—American history stories; stories of Cortez, Pizarro, De Soto, Columbus; English history stories; Greek Heroes; Hiawatha; poems from Tennyson, Longfellow, Whittier. Fourth Reader.

2. *Written Work*.—Reproductions, sketches, abstracts, imaginative stories.

II.—LANGUAGE.

1. *Oral Practice*.—Conversation; some topical work in recitation; descriptions, stories.

2. *Spelling*.—All words of the readers and words occurring in other subjects.

3. *Written Work*.—Reproductions of what they have read; capitals, punctuation, sentencing and paragraphing; dictations for the purpose of punctuation; writing meaning of reading lessons; description of science excursions; letter writing, invitations, orders, receipts; literary society.

4. *Conversational German*.

III.—SCIENCE.

1. *Zoology*.—Vertebrates; mammals and birds; field and laboratory work; reptiles, amphibians and fishes.

2. *Meteorology*.—Weather observations; climate; use of barometer and thermometer; meteorological record.

3. *Geography*.—Field and laboratory work; mostly physical and commercial geography; relief, drainage, soil, products, industries, etc.; map drawing, sand modeling; Frye's Elementary Geography.

IV.—MATHEMATICS.

1. *Arithmetic*.—Same as in fourth year, only extended; pupils make problems and solve; analytic

work; exercises to develop accuracy and quickness; general arithmetic.

2. *Form.*—Work in fourth year extended; problems with lines, angles and surfaces; some geometrical work, especially in mensuration.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd.*—Course in pasteboard sloyd; sewing, needle work.

2. *Drawing.*—Course in freehand; instrumental, drawing of sloyd models.

3. *Penmanship.*—Course in muscular movement writing, vertical and slant.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte.*—Work of previous years extended.

2. *Music.*—Tonic Sol-Fa; music reader; voice culture.

SIXTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading.*—Stories of our country; Pilgrims and Puritans; courtship of Miles Standish; stories from German, French, Roman and Norse history; poems.

2. *Written Work.*—Stories from real life; abstracts; biographical sketches; essays. Fourth Reader.

II.—LANGUAGE.

1. *Oral Practice.*—Topical recitation; conversation on current topics; descriptions; proper use of

particular words; literary society; reciting, reading, debating.

2. *Spelling*.—All words occurring in reading and other exercises.

3. *Written Work*.—Oral exercises reproduced in writing; reproduction of what they have read; punctuation, capitalization, paragraphing, essay writing; business forms.

4. *German*.—Conversation and First German Reader.

III.—SCIENCE.

1. *Zoology*.—Invertebrates; insects, spiders, crustaceans, myriapods, worms, mollusks, etc.; field and laboratory work; collections.

2. *Astronomy*.—Moon, planets, comets, stars, meteors, constellations; star maps; historical astronomy.

3. *Geography*.—Largely physical and commercial; some political; map drawing, pulp work; geographical reading; Fry's Elementary Geography.

IV.—MATHEMATICS.

1. *Arithmetic*.—An extension of work of previous year, with applications of percentage; more general arithmetic.

2. *Form*.—Various exercises with lines, angles, surfaces and solids; more geometrical work.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Whittling course in wood; sewing, needle work.

2. *Drawing*.—Further development of course in freehand; instrumental, drawing of sloyd models.

3. *Penmanship*.—Extension of course in muscular movement writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Extension of course in Delsarte.

2. *Music*.—Extension of Tonic Sol-Fa course; voice culture.

SEVENTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Course in English History and Literature; Early England; Middle England; Modern England; historical novels; stories from Shakespeare; writings of Chaucer, Shakespeare, Scott and Tennyson.

2. *Written Work*.—Reviews, sketches, stories; pictures from lives of people.

II.—LANGUAGE.

1. *Oral Exercises*.—Conversational exercises; use of words that are difficult of construction for children; literary society work.

2. *Spelling*.—Words selected from readers and other exercises.

3. *Written Work*.—Work of previous years extended; essay writing.

4. *German*.—Conversation and Second German Reader.

5. *Latin*.—Learning of Latin vocabulary and pronunciation; reading and writing easy sentences.

III.—SCIENCE.

1. *Botany*.—Study of fruits, flowers, roots, stems; uses, structure; germination; field and laboratory work.

2. *Geology and Mineralogy*.—Physical properties; stratified and unstratified rocks; fossils; geological ages; identification of common minerals and rocks; soils, etc.

3. *Geography*.—Physical, political, commercial and descriptive geography; outline and relief work; Trotter's Geography.

IV.—MATHEMATICS.

1. *Arithmetic*.—Course covering nearly all subjects of practical arithmetic.

2. *Geometry*.—An extensive course in involutional geometry—some demonstrative.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Thin wood course; sewing, needle work.

2. *Drawing*.—Extension of course in freehand; instrumental drawing; working drawings of sloyd models; coloring.

3. *Penmanship*.—Extension of course in muscular movement writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Extension of Delsarte course.
2. *Music*.—Staff system begun.

EIGHTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Course in American history and literature; the War of Independence, Washington and his country; Wolfe and Montcalm; Braddock's Defeat; Evangeline; Vision of Sir Launfal; historical novels; works of Irving, Lowell, Longfellow, Whittier, Holmes.

2. *Written Work*.—Writing of reviews, abstracts, themes, imaginative stories, stories of real life.

II.—LANGUAGE.

1. *Oral*.—Discussion; debating.
2. *Spelling*.—All words occurring in books and exercises used.
3. *Written Work*.—Course in composition.
4. *German*.—Conversation; German reading and writing.
5. *Latin*.—Easy Latin reading; translation, Latin to English and English to Latin.
6. *Etymology*.—Much word analysis, growing out of the Latin and German exercises.
7. *English Grammar*.—Analysis of sentences, parts of speech, etc.

III.—SCIENCE.

1. *Physics and Chemistry*.—Properties of matter; forces; experiments; making of apparatus.

2. *Meteorology and Astronomy*.—Investigation of climatic and astronomical laws; systematic observation and record.

3. *Physiology*.—Lesson, the human body; digestive, motor, circulatory, respiratory and nervous systems; effects of alcoholics and narcotics.

4. *Geography*.—Physical and Commercial Geography; Trotter's Geography; Frye's Complete Geography; supplementary readings.

IV.—MATHEMATICS.

1. *Arithmetic*.—A full course in practical arithmetic.

2. *Algebra*.—An elementary course in general arithmetic.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Course in thick wood; sewing, needle work.

2. *Drawing*.—Extended course in freehand and instrumental drawing; water colors and crayon.

3. *Penmanship*.—Course extended.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Course extended.

2. *Music*.—Staff system extended.

Kindergarten Department.



KINDERGARTEN STORY.

OBJECT.

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

In the evolution of public education it is becoming apparent that the kindergarten school is to serve as the transition from home education to primary school proper. It serves to initiate the child into the long established primary school, just as industrial education initiates it into civil society.

The school law makes it a part of the educational system of the State. Hence, there is a demand for teachers who have had such training as will enable them intelligently to conduct kindergarten schools. To the end of furnishing well-equipped teachers, the Normal School has increased the efficiency of its Kindergarten Department.

FACULTY.

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

LAURA E. TEFFT, Superintendent,
*History and Philosophy of the Kindergarten, Mutter und
Kose Lieder, Theory and Practice of Gifts and Occupa-
tions, Songs and Games, Theory of Kindergarten
Practice, Garden Work, Story Telling,
Supervision of Practice Work.*

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

SARAH B. BARBER,
*Physical Culture, Delsarte, Swedish and Emersonian
Gymnastics.*

J. R. WHITEMAN,
Music—Vocal and Instrumental, Tonic Sol-Fa System.

ROLAND W. GUSS, A. M., M. E.,
Physical Science.

A. E. BEARDSLEY, M. S.,
Natural Sciences.

ELMA RUFF, M. E.,
English Literature.

E. G. DEXTER, A. M.,
Psychology.

SCOPE OF WORK.

PSYCHOLOGY.

(See under Psychology, Normal Department.)

HISTORY OF PEDAGOGY.

(See under Professional Work, Normal Department.)

PHILOSOPHY OF EDUCATION.

(See under Professional Work, Normal Department.)

SCIENCES.

(See under Academic Work, Normal Department.)

PHYSICAL CULTURE.

Delsarte system of natural expression.

Studies.—Harmonic poise; laws of gesture; facial expression; typical emotions and their natural manifestations; mechanics of speech; vocal culture and modulation and respiration.

Æsthetic Gymnastics.—Harmonious development of entire body and the attainment of an easy and graceful deportment.

Ling Gymnastics.—Introductory exercises; heaving movements; arch flexions; balances; heel elevations, etc.

SLOYD.

1. Paper and pasteboard sloyd; clay and paraffine; thin wood work; thick wood work.

2. *Lectures*.—Wood structure; history of sloyd, its educational value; sloyd in relation to gifts and occupations.

HISTORY AND PHILOSOPHY OF THE
KINDERGARTEN.

1. The origin and growth of the Kindergarten idea in Europe and America.

2. The study of Froebel on the spirit of his time. (*Zeitgeist*.)

3. The special characteristics of his philosophy.

4. His relations to other philosophers and educators.

5. Careful study of his works.

MUTTER UND KOSE LIEDER.

1. Froebel's philosophy of child culture as embodied in the mother play songs.

2. The child in its threefold nature—physical growth, moral training and mental development.

3. The reflex action of body, mind and soul.

4. The mother the most important factor in child life.

5. The significance of family life.

6. The child's relation to the social body.

THEORY AND PRACTICE OF THE GIFTS AND
OCCUPATIONS.

1. *The theory and practical application to all steps of mental development.*

2. *Schools of Work:*

GIFTS.	OCCUPATIONS.
1. Six balls.	Perforating.
2. Sphere, cylinder, cube.	Drawn work.
3.)	Sewing.
4.) Building blocks.	Drawing.
5.)	Interlacing.
6.)	Intertwining.
7. Tablets.	Weaving.
8. Connected slat.	Cutting.
9. Slat interlacing.	Folding.
10. Sticks.	Peas work.
11. Rings.	Sand.
12. Thread.	Clay.
13. The point.	

SONGS AND GAMES.

Believing the movement and finger plays to be one of the most important features of kindergarten life, especial emphasis will be laid on this subject.

The physical expression of all movement games will be carefully studied under Miss Barber's supervision, that with the inner thought and meaning may come grace of movement and perfect bodily control.

THEORY OF KINDERGARTEN PRACTICE.

1. Adaptation of science lessons for children of kindergarten age.
2. Programme work.
3. Practical questions in kindergarten management.
4. Group work with the children.

GARDEN WORK.

A garden for the culture of flowers and vegetables will be a part of the kindergarten life. In it will be places for animal pets.

Gardening with children.

The care of plant and animal life.

The garden as a basis for science work with the children.

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

MOTHERS' CLUBS.

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

Frequent requests have been made of the superintendent of our kindergarten department for suggestions and plans of work in regard to mothers' clubs. These have led us to attempt to do some work in this

line by correspondence. It is proposed to furnish clubs that may desire it with such subjects for discussion and study as are relative to child study. All this may be arranged by correspondence.

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

REMARKS.

1. Graduates of good high schools, or their equivalent, will be admitted to the Kindergarten Department without examination.

2. It is expected that the applicant has the natural qualifications to live with, love, lead and inspire little children.

3. After the entrance of such applicant, it will require two years to complete the course.

4. Persons not having high school training, or its equivalent, may enter the Normal and prepare for entrance to the Kindergarten.

5. Upon finishing the Kindergarten course in the State Normal School a diploma is given, licensing the holder to teach in the public kindergarten and primary schools of the State without further examination in anything.

Music Department.

INSTRUMENTAL MUSIC.

The instrumental music is not connected in any official or financial way with the State Normal School.

Many of the Normal students want to take instrumental music and this insertion is to inform them of the opportunities they have in connection with their other work.

He who is able and has the opportunity should avail himself of it.

I.—FACULTY.

KARL H. K. BRENDL,
Piano.

FRITZ C. B. BRENDL,
Piano and Organ.

J. R. WHITEMAN,
Violin.

II.—COURSE OF WORK.

FIRST YEAR.

PIANO.

Preparatory exercises, oral.

Practice in major and minor scales (easy forms).

La Alphabet studies op. 17, Couppey.

Duvernoy op. 120-176.

Studies op. 500-501, Sidus.
Little preludes and fugues, Bach.
Studies op. 84, Loeschorn.
Easy classical selections.

SECOND YEAR.

Oral technical exercises continued.
Loeschorn op. 65-66, Heller op. 47, Krause op.
2, Czerney op. 299.
Mozart Sonatas, Mendelssohn's Songs without
Words.
Bach's Inventions, Cramer's Etudes, Biehl
Octave Studies.

THIRD YEAR.

Mertke Technical Studies.
Selections from Czerney op. 740, Gradus Clem-
enti Moscheles op. 70.
Sonatas, Clementi, Beethoven.
Studies, Chopin, Well-Tempered Clavier, Bach.
Studies, Liszt, Bulow, Octave Studies, Kullak.
Jadassohn's Harmony.
Mathew's History of Music.
A careful selection of pieces throughout the entire
course from the best composers of the old and modern
schools.

ORGAN.

Pedal studies, Becker.
Trios op. 20, Richter.
Fuguetten op. 123, Rheinberger.
Selections, Bibl, Merkel, Piutti, Pepperitz.

Preludes and Sonatas, Mendelssohn.

Fugues, arrangements from Well-Tempered Clavier, Bach, etc.

III.—REMARKS.

Instruction is according to the method of the Royal Conservatory at Leipzig.

Special attention is given to technic and expression. Teachers' course is a specialty.

Terms, \$1.00, \$2.00 and \$3.00 per lesson of one hour's duration, to be divided into two periods.

First Period.—Lesson forty-five minutes.

Second Period.—Rehearsal, fifteen minutes, to occur day opposite in week from lesson given.

Special prices to Normal students.—\$1.00 per lesson.

Missed Lessons.—All lessons missed must be paid for same as if taken, except when due notice and reasonable excuse is given (as in case of sickness).

Pupils must procure music and books at their own expense.

Pupils without an instrument can rent of dealers in Greeley, or arrangements can be made with the department for practice at reasonable rates.

All pupils sufficiently advanced are expected to take part in the recitals.

Upon leaving, pupils receive a testimonial, in which the time they have passed in the department, the diligence with which they have studied, and the progress they have made are faithfully stated.

Pupils attending Musical Department during the year 1895-'96:

Achison, Nellie	-----Greeley,	Colorado
Adams, Gale	-----Greeley,	"
Adams, Mrs. S. E.	-----Greeley,	"
Allen, Alice	-----Greeley,	"
Allen, Mame C.	-----Greeley,	"
Brush, Ruth	-----Greeley,	"
Buzzell, Hattie	-----Greeley,	"
Currier, Louise W.	-----Greeley,	"
Delbridge, Wychie	-----Greeley,	"
Denio, Hugh	-----Eaton,	"
Dolan, Alice	-----Leadville,	"
Dresser, Helen	-----Greeley,	"
Eaton, Mrs. A. J.	-----Eaton,	"
Fezer, Ethelwin	-----Greeley,	"
Francisco, Mrs.	-----Greeley,	"
Gale, Grace	-----Greeley,	"
Gale, Kate Norcross	-----Greeley,	"
Gillis, Grace	-----Eaton,	"
Goodan, Blanche	-----Eaton,	"
Goodan, Maude	-----Eaton,	"
Hawes, Mary	-----Greeley,	"
Henderson, Alice	-----Greeley,	"
Hogarty, Dot	-----Greeley,	"
Horne, Ethel M.	-----Greeley,	"
Howard, Sadie	-----Greeley,	"
Johnson, Minnie	-----Leadville,	"
Levey, Cora	-----Denver,	"

McLeon, Mary	-----	Greeley,	Colorado
Miller, Lillian	-----	Greeley,	“
Mumper, Miss	-----	Greeley,	“
Oppy, Miss	-----	Eaton,	“
Orr, Emma	-----	Greeley,	“
Packard, Miss	-----	Eaton,	“
Pitz, M. Josie	-----	Greeley,	“
Reynolds, Alice	-----	Greeley,	“
Ridgeway, Arthur	-----	Greeley,	“
Scott, Jennie	-----	Greeley,	“
Scott, Lucy	-----	Greeley,	“
Smith, Corrie Ettella	-----	Greeley,	“
Smith, Hilda Irene	-----	Greeley,	“
Snyder, Laura C.	-----	Greeley,	“
Tuckerman, Louis	-----	Greeley,	“
Witters, Stella	-----	Greeley,	“

Miscellaneous.

MISCELLANEOUS.

GOVERNMENT.

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

Discipline consists in transforming objective authority into subjective authority.

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

to build up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who cannot conform to such training, and who cannot have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw.

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

DISCIPLINE—MORAL AND SPIRITUAL INFLUENCE.

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

TRAINED TEACHERS.

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

THE STANDARD OF THE SCHOOL.

It is the purpose of the trustees and faculty of the Colorado State Normal School to maintain a high standard of scholarship and professional training. Those who are graduated shall be thoroughly prepared and worthy of all for which their diplomas stand. It shall be the policy of the school to protect those who employ our graduates by making them "worthy of their hire;" because, in so doing, we also protect them (the graduates), and the children whom they teach.

DIPLOMA.

Any person who completes the required course of study, and who possesses skill in the art of teaching, and who is of good moral character, will receive a diploma which, according to law, is a life certificate to teach in the State of Colorado; and, in addition, he will have conferred upon him by the Trustees and Faculty of the Institution the degree of Bachelor of Pedagogy. Graduates of the Kindergarten Department will receive a diploma to teach in the State.



LITERARY LABORATORY.

LIBRARY AND READING ROOM.

"*The true university is a collection of books.*"—THOMAS CARLYLE.

"*Reading makes a full man.*"—BACON.

For the delight and improvement of students and faculty the institution has connected with it an excellent Library and Reading Room. As a means of education this feature of a school is indispensable. It is a fountain of *knowledge*, a source of *discipline*, and a means of *culture*. The room is fitted up to serve the purpose of a "literary laboratory;" including reference books and works of a general nature, as history, biography, literature, fiction, poetry and science, there are about five thousand volumes.

Among the reference books are: The Encyclopædia Britannica, American, Johnson's, People's, Young People's, and a number of smaller cyclopædias; Lippincott's Biographical and Geographical Gazetteers; Universal Biographical Cyclopædia; Webster's International Unabridged Dictionaries; Appleton's International Scientific Series, and several fine Cyclopædias of History; Reclus' Earth and Its Inhabitants; Century Dictionary; Standard Dictionary; Encyclopædic Dictionary; Dictionary of Woods.

In addition to the above there is a pedagogical library. It contains works on philosophy, history of philosophy, science and art of education, philosophy of education, history of education, psychology, school management, methods, and general pedagogics.

The Reading Room contains an assortment of the ripest, richest and freshest magazines and educational journals published. Among them are the following:

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| American Youth. | Educational Foundations. |
| Athenæum. | Forum. |
| Atlantic Monthly. | Fortnightly Review. |
| Art Amateur. | Forest and Stream. |
| Arena. | Florida Journal. |
| Am. Journal of Psychology. | Good Housekeeping. |
| American Teacher. | Great Divide. |
| American Naturalist. | Garden and Forest. |
| Auk. | Harper's Monthly. |
| Am. Mathematical Journal. | Harper's Weekly. |
| American Agriculturist. | Harper's Bazar. |
| Am. School Board Journal. | Harper's Round Table. |
| Art Education. | Historia. |
| Book News. | Independent. |
| Babyland. | Illustrated American. |
| Books. | International Journal of Mi- |
| Botanical Gazette. | croscopy. |
| Bulletin of the Tory Botan- | Journal of Am. Folk Lore. |
| ical Club. | Johns Hopkins University |
| Brain. | Studies. |
| Contemporary Review. | Journal of Education (New |
| Colorado School Journal. | England). |
| Century. | Journal of Pedagogy. |
| Chautauquan. | Journal of Geology. |
| Critic. | Journal of Education (Lon- |
| Current Literature. | don). |
| Current History. | Kindergarten News. |
| Cosmopolitan. | Kindergarten Magazine. |
| Child Garden. | Literary Digest. |
| Colorado Woman. | Literary World. |
| Eclectic. | Ladies' Home Journal. |
| Education. | Mind. |
| Educational Review. | Magazine of Art. |
| Educat'l Journal (Canada). | Monist. |

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|------------------------------------|---|
| Music. | St. Nicholas. |
| Monthly Bulletin. | Scientific American. |
| Nineteenth Century. | Scientific American (Supplement). |
| North American Review. | Scientific American (Building Edition). |
| New York School Journal. | Sun and Shade. |
| Nature. | School Review. |
| New England Magazine. | School Bulletin. |
| Northwestern Journal of Education. | School Education. |
| National Geographic Monographs. | Science. |
| Nation. | Southern School Journal. |
| Outing. | Teachers' Institute. |
| Overland Monthly. | Teachers' World. |
| Ornithologist. | The New World. |
| Observer. | Virginia School Journal. |
| Outlook. | Werner's Voice Magazine. |
| Our Times. | Youth's Companion. |
| Popular Science Monthly. | Yale Review. |
| Public Opinion. | |
| Popular Educator. | NEWSPAPERS. |
| Pansy. | Weekly Inter-Ocean. |
| Public School Journal. | Pittsburg Weekly Dispatch |
| Political Science Quarterly. | New York World. |
| Pedagogical Seminary. | Republic. |
| Pacific Educational Journal. | Denver Daily News. |
| Psychological Review. | Denver Evening Post. |
| Philosophical Review. | Canon City Record. |
| Popular Science News. | Ft. Morgan Times. |
| Primary Education. | Ft. Collins Courier. |
| Review of Reviews | Greeley Sun. |
| Reader. | Greeley Times. |
| Sports Afield. | Greeley Herald. |
| Scribner. | |

THE LIBRARY CLASS.

Some work was done during the year of an irregular nature—such lessons as care of books, selection of

reading matter for school, repairing books, binding books, making magazine binders and portfolios, classifying and accessioning books, etc.

It is planned for the coming year to give instruction regularly to those who may choose it in the above lines, together with any other work belonging to running a library.

To assist those who go out to teach in the way of building up school libraries and in creating interest in them, it is intended to establish a model school library for the study of devices in furnishings, pictures and simple school room equipment. We already have about four hundred volumes of a juvenile nature in this model library.

PEDAGOGICAL MUSEUM.

I.—OBJECT.

1. It assists teachers and those preparing to teach by giving them an opportunity to examine textbooks, supplementary books, charts, apparatus, devices, school work, etc.
2. They learn where to get this material and at what price.
3. In short, they become acquainted with the implements of education.
4. It will give them an idea of the work done in the different schools of the country.

II.—MUSEUM.

It contains publications donated by authors and publishers; school apparatus; charts; devices, school supplies in general; and work done by the different schools of the country.

III.—MANAGEMENT.

Whatever is donated to the museum is kept in cases and is not used by the institution. It is simply open to inspection by teachers, those preparing to teach and by visiting teachers. As an evidence of good faith, anything placed in the museum is subject to the order of the person or house placing it.

IV.—DONORS.

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

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



CRESTMATHEAN GLEE CLUB.

ORGANIZATIONS.

LITERARY SOCIETIES.

Connected with the school are three literary societies, the Platonian, the Chrestomathean and the Clionian. Here is afforded opportunity for students to "*actualize themselves.*" Here is attained a confidence in one's self, a confidence of body and mind, and in expression. In short, there is attained a mastery over self.

These societies are quite an element in the life of the school. Much interest is manifested by the members. Interesting features are the public entertainments given each term. Every student is expected to join one of these. The initiation fee is one dollar. The term dues are twenty-five cents.

ATHLETIC ASSOCIATION.

"*A sound mind in a sound body.*"—JUVENAL.

There is an athletic association, in which is manifested considerable interest. Its object is twofold: recreation, or enjoyment, and physical training.

The plays consist of *Foot Ball, Lawn Tennis, Croquet, Alley Ball, Tug of War, Base Ball, Delsarte Calisthenics.*

All teachers and students in the school are members of the athletic association. The membership fee is fifty cents per year, if paid in advance, or twenty-five cents per term. This fee is compulsory.



CRUCIBLE STAFF.

THE CRUCIBLE COMPANY.

THE CRUCIBLE was started the fall of '92. It is a monthly magazine, conducted entirely by the students. It contains articles in literature, science, art and pedagogy, beside school news in general and of the Normal especially. It has a circulation of about 800.

The staff for the school year ending June, 1896, is as follows:

Editor-in-Chief.—John R. Bell, '96.

Business Manager.—J. Leo Donahue, '96.

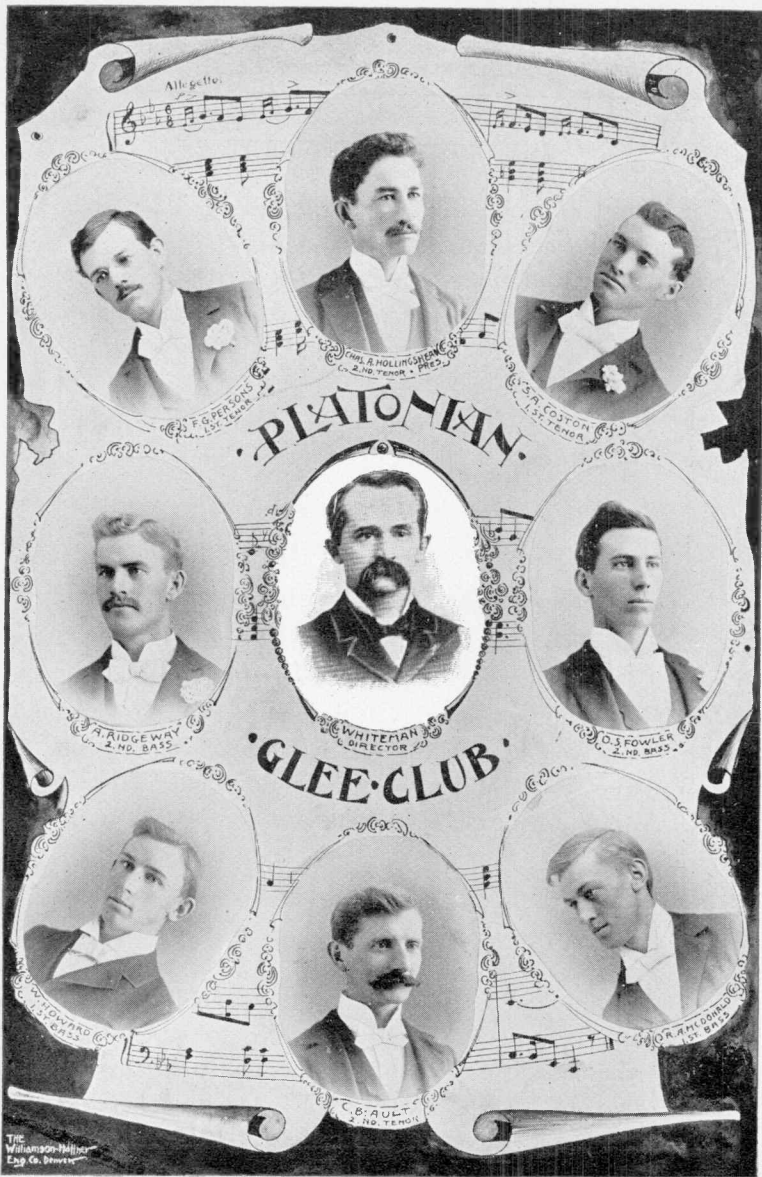
Advertising Manager.—Wellington Howard, '96.

Associate Editors.—Jennie Briggs, '96, Pedagogical; Mollie Dittley, '96, Literary; Maude Holliday, '97, Assistant Literary; Isabel Paul, '96, General Notes; Annie James, '96, Kindergarten; Nellie Williams, '94, Alumni; George Kimbrel, '98, Athletic; C. A. Hollingshead, '96, Exchange.

Circulator.—C. B. Ault, '96.

ATHENIAN CLUB.

During the early part of the school year the students organized a debating club, to which they gave the name "Athenian." The motto is "Live;" the emblem, "The Parthenon." The membership includes the members of the school and the Alumni.



PLATONIAN GLEE CLUB.

THE SAPHO CLUB.

During the past winter, about twenty of the young women of the Junior Class organized a debating society, known as the Sapho Club. Its prime object is to cultivate the habit of speaking in public with ease and grace; and also, to promote and foster an interest in the pertinent questions of the day; in short, to afford a means of broader culture and more general information.

CHRISTIAN UNION.

Realizing the necessity for religious culture in the school, and believing much good would come of Christian association, a number of those interested organized themselves into a union early in 1892. The membership has averaged nearly one hundred fifty each year and has represented the religious thought of the school. Meetings are held every Sabbath afternoon.

THE SOCIAL THIRTY.

The social side of education is systematically cared for. During the fall term, clubs of ten in each of the three higher classes, consisting of an equal number of young men and women, are formed. These thirty constitute a social organization of great vigor. Successful socials are held. The club is an important factor in the life of the school.

ALUMNI ASSOCIATION.

The Alumni Association is the strong organization for influence connected with the school. There are now about one hundred fifty members. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

PEDAGOGICAL CLUB.

This is a faculty organization. It meets frequently during the year. At each meeting there is a technical paper read and discussed upon some educational subject. During the past year, papers on the following subjects were read and discussed: *Nerve Centers, Reflex Action, Automatic and Voluntary Action, Habit, Physiological Association, Apperception, The Child and The Race, Instruction, The Law of Weber, Child Study.*

MUSEUM.

A museum is an indispensable adjunct to an educational institution. In this age of science teachers of public schools must have a working knowledge of the subject, as well as skill in presenting it. While outdoor work is first as a means in giving a knowledge and cultivating a sentiment for nature, yet, collections are valuable in giving a view of nature in small compass, if they are properly

arranged. The school has a fair working museum. There is no special room under lock and key set apart for storing specimens, but the cases are built in the laboratories where the specimens are to be used. About two hundred linear feet of casing ten feet high, and from ten to thirty inches deep, line the walls of the various laboratories. In them are found most of the birds of Colorado and many from other states; many insects from this and other states; plants of Colorado and surrounding states; a great variety of liquid specimens; a number of mammals, fossils, etc.

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

DIRECTIONS.

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

2. Persons who propose attending our school should let us know as soon as they make up their

minds; let us know how you want to board, and whether you want us to make arrangements; let us know on what train you will arrive.

For any information you want, address the Secretary or President.

Trains leave Denver for Greeley at 3:10 a. m. and 6:30 p. m. They arrive here from the north at 5:00 a. m. and 4:00 p. m. and from Fort Collins, at 1:00 p. m.

SESSIONS OF SCHOOL.

There is one session a day, commencing at 8:30 a. m. and closing at 12:30 p. m. Study hours are from 3 to 5 and from 7 to 10. Students are expected to conform to these as far as is reasonable. A pupil is more liable to contract habits of study who has a time to study and a time to exercise.

EXPENSES.

To all persons sixteen years old or over, who declare their intention to teach in the public schools of the State of Colorado, the school is free.

Persons attending who do not so declare their intention, pay tuition at the following rates per term:

Fall term, \$7.50; winter term, \$6.50; spring term, \$6.00.

Students can board in private families from \$3.50 to \$5.00 per week.

Self-boarding costs from \$2.00 to \$3.00 per week.

A fee of one dollar fifty cents per term is charged each student for the use of text-books. Also a reading room fee of fifty cents a term is charged each student for the use of periodicals, magazines and other papers, making two dollars per term.

All students are required on entering the school to pay a laboratory fee of one dollar each.

A fee of one dollar is charged all Normal students who work in the sloyd laboratory.

ADMISSION.

1. All who enter must give evidence of good moral character.
2. The applicant must have completed the common school course—grammar school, to enter the Freshman.
3. Graduates of high schools in the State of Colorado who have completed the high school course as adopted by the State Teachers' Association, will be admitted to the junior class without examination.
4. Graduates from high schools of other states having equivalent courses to those of Colorado, will be admitted without examination to junior class.
5. On entering, other applicant will be placed in such class or classes as his attainments and ability warrant.
6. In general the applicant is given credit for all he knows when he enters.

7. The Senior year is almost exclusively professional; hence, no one can be graduated who has not taken, at least, one year.

8. All persons wishing to enter higher than Junior class will be required to pass an examination.

9. A two years' course in German or French will be accepted as equivalent to two years in Latin—fitness determined by examination.

10. Graduates of good high schools will be admitted to the junior department of the Kindergarten without examination.

11. Although a student may enter at any time, yet it is best to be here at the opening.

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. Anyone 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 model school. The work is done by experts.

COSTUMES.

All members of the Senior class provide themselves with the College gown and Normal cap.

Gowns may be purchased ready made at prices ranging from \$4.00 to \$14.50. The price of the caps ranges from \$1.60 to \$2.50. The color of both gown and cap is black.

TEXT BOOKS.

Arithmetic.—Numbers Applied, Wentworth and White.

Algebra.—Sensenig.

Geometry.—Wentworth, Hill.

History.—Myer's General, Sheldon's and Fiske's United States.

Civics.—Macy.

Psychology.—Lindner, Herbart, Tracy, Sanford, Ziehen, Tompkins.

History of Education.—Compayre, Williams.

Philosophy of Education.—Rosenkranz, Herbart, Tompkins.

Rhetoric.—Genung.

Latin.—Collar and Daniell, Kelsey's and Harper's Caesar.

Physical Geography.—Tarr.

Political Geography.—Potter, Niles, Frye, Guyot.

Grammar.—Maxwell.

Music.—Tonic Sol-Fa.

Physics.—Hall, Shaw, Gage.

Geology.—Winchell, Le Conte.

Botany.—Bessey, Gray and Coulter, Spalding.

Chemistry.—Shepard, Phenix.

Physiology.—Martin, Foster and Shore.

Composition.—Lockwood, Chittenden.

Zoology.—Colton, Packard.

Literature.—Shaw.

Latin Grammar.—Bennet.

Catalogue of Students.

CATALOGUE OF STUDENTS.

1895-1896.

NORMAL DEPARTMENT.

SENIOR CLASS—31.

Agnew, Minerva	Rifle,	Colorado
Ault, C. B.	Steubenville,	Ohio
Bell, John R.	Huntsville,	Texas
Berger, Florence R.	Greeley,	Colorado
Bliss, Lillian M.	Greeley,	"
Boyd, Sela M.	Greeley,	"
Briggs, Jennie	Hepburn,	Iowa
Cameron, Agnes	Canon City,	Colorado
Cameron, W. F.	Grand View,	Tennessee
Collom, Mattie J.	Golden,	Colorado
Ditthey, Mollie	Lynchburg,	Ohio
Donahue, J. Leo.	Plattsburg,	New York
Graham, Katie	Fayetteville,	Missouri
Hamilton (Mrs.) Ida M.	Greeley,	Colorado
Hanks, Alberta	Salida,	"
Hollingshead, C. A.	La Junta	"
Howard, Florence	Greeley,	"
Howard, Wellington	Greeley,	"
James, Annie E.	Manitou,	"
Jameson, Grace	Golden,	"

Kendel, Elizabeth H.	Greeley,	Colorado
Mathews, Minnie V.	Telluride,	"
Newman, Winifred	Evans,	"
Norton, Nell	Greeley,	"
Patton, Mabel	Denver,	"
Paul, Isabel	Denver,	"
Pollock, Emma	Denver,	"
Probst, Emma	Denver,	"
Shull, Grace M.	Kilburn	"
Smith, Luna J.	Greeley,	"
Stevenson, Audrey	Greeley,	"

JUNIOR CLASS—67.

Adams, Helen	Denver,	Colorado
Aldrich, Florence	West Cliff	"
Anderson, Myra M.	Colorado Springs,	"
Benson, Frank V.	Loveland,	"
Brownlee, Sylvia	Gordon,	Nebraska
Buffington, Lulu	Kokomo,	Colorado
Burns, T. E.	Payson,	Illinois
Butler, May	Trinidad,	Colorado
Craig, Margaret N.	Denver,	"
Creath, Clara	Greensburg,	Indiana
Dowell, H. L.	Allison,	Missouri
Elliott, J. V.	Silver Cliff,	Colorado
Ellis, Carrie	La Salle,	"
Flansburg, Alda	Colorado Springs,	"
Guynn, H. G.	Smithton,	Pennsylvania
Hadden, S. M.	Beaumont,	California

Hamilton, Jessie M.	Saguache,	Colorado
Hammond, Evelyn C.	Denver,	"
Hersey, Rose	Denver,	"
Hinkley, Anna C.	Highlands,	"
Hoch, Lillian E.	Delta,	"
Holaday, Minnie	Ridgway,	"
Holden, Lillian	Sterling,	"
Holliday, Maud	Fairplay,	"
Ingersol, May	Delta,	"
Jackson, Mabelle	Greeley,	"
Jacobs, Maud V.	Denver,	"
Jones, B. Ida	Denver,	"
Kendall, Zella	Denver,	"
Kendel, Juanita	Greeley,	"
King, Alpha E.	Emporia,	Kansas
Knapp, Edith A.	Colo. Springs,	Colorado
Knight, Lizzie	Evans,	"
Kridler, Blanche	Denver,	"
Kridler, Grace	Denver,	"
Lee, Zoe	Valley View,	Texas
Levy, Cora D.	Denver,	Colorado
Lockett, Margaret	Saguache,	"
McClave, Blanche M.	Platteville,	"
McDonald, R. A.	Phoenix,	Arizona
McKinley, Hattie	Idaho Springs,	Colorado
McLeod, Carrie	Canon City,	"
Newell, Agnes	Wray,	"
Parker, Effie	Denver,	"
Probert, Hattie	Erie,	"
Putnam, Jennie	Greeley,	"

Ransom, Amy F.	Longmont,	Colorado
Reynolds, Alice	Georgetown,	"
Ricker, Josephine	Denver,	"
Rudolph, Victoria	Canon City,	"
Schlosser, Agnes	Jaqua,	Kansas
Slatore, Nelson	Victor,	Colorado
Smith, Cora E.	Gunnison,	"
Stevenson, Eleanor	Denver,	"
Stockton, Guy C.	Greeley,	"
Sullivan, Mattie	Longmont,	"
Thomas, Rosanna	Aspen,	"
Thompson, Andrew W.	Colorado Springs,	"
Trobitz, C. T.	Greeley,	"
Welch, Fred	Greeley,	"
Wilkinson, Bessie M.	Greeley,	"
Williams, Mary E.	Gunnison,	"
Wilson, Edith	Denver,	"
Witter, Stella	Greeley,	"
Wright, Olive	Canon City,	"
Young, Florence	Colorado Springs,	"
Young, (Mrs.) Kate	Greeley,	"

SUB-JUNIORS—51.

Avery, Camilla C.	Denver,	Colorado
Barrett, A. R.	Schuyler,	Nebraska
Bartlett, L. B.	Chattanooga,	Tennessee
Berger, Edna C.	Greeley,	Colorado
Brotherton, Pearl	Silver Plume,	"
Bullard, Joseph	Lee Park,	Nebraska

Calkins, Nellie M.	Longmont,	Colorado
Camp, Archie	Greeley,	"
Cannon, Sadie	Denver,	"
Carlson, John	Evans,	"
Clark, Alberta M.	Denver,	"
Clark, Maude	Denver,	"
Clayton, Jennie	Greeley,	"
Coulson, Nora	Durango,	"
Eastman, Carrie	Longmont,	"
Ecker, Emma	Highlands,	"
Eichel, Dena M.	Fountain,	"
Farnsworth, May	Highlands,	"
Fennell, Anna	Greeley,	"
Greenfield, Elfrida M.	Durango,	"
Harrington, Kate	Ward,	"
Heath, Edith	Greeley,	"
Hetherington, Emma	Westfield,	Indiana
Hetrick, Grace	Denver,	Colorado
Hunter, Winona	Evans,	"
Johnson, Adelia E.	Longmont,	"
Jones, Cora	Denver,	"
Kendel, Arthur	Greeley,	"
Luther, Grace	Greeley,	"
McKeehan, Cora	Canon City,	"
McKelvey, Eva	New Windsor,	"
McKelvey, Katie	New Windsor,	"
Marsh, Chas. W.	Greeley,	"
Morgan, Marguerite	Canon City,	"
Nelson, Selma E.	Longmont,	"
Newby, Cora	Highland Lake,	"

Park, Robert L.	Evans,	Colorado
Porter, Frankie	Longmont,	"
Putnam, Nellie	Fort Morgan,	"
Ridgway, Arthur	Wray,	"
Sanborn, Mabel	Greeley,	"
Smith, Nellie R.	Gunnison,	"
Stockton, Annie	Greeley,	"
Swink, Hannah	Rocky Ford,	"
Taylor, Bernice	Colorado Springs,	"
Taylor, Nellie A.	Loveland,	"
Vinton, Marion	Loveland,	"
Wallace, Margaret H.	Greeley,	"
Webster, Effie	Rocky Ford,	"
Whitman, Bertha	Greeley,	"
Wintz, Claudia	Colorado Springs,	"
Wood, Lottie	Denver,	"

SOPHOMORE CLASS—55.

Atchison, Nellie	Chugwater,	Wyoming
Baird, Lillian	Greeley,	Colorado
Bartels, Bina	Pueblo,	"
Bidwell, H. J.	Denver,	"
Boles, Alma	Clarinda,	Iowa
Brown, Belle	Greeley,	Colorado
Burgess, Edith	Steamboat Springs,	"
Butscher, Louis C.	Fort Collins,	"
Cameron, L. Mayville	Grand View,	Tennessee
Clonch, Mae	Severance,	Kansas
Clonch, Minnie	Severance,	"

Coleman, M. Belle	Clarksburg, Pennsylvania	
Coleman, O. E.	Berthoud,	Colorado
Coover, J. E.	Lacrosse,	Kansas
Coover, (Mrs.) J. E.	Lacrosse,	"
Coston, Semer	Wray,	Colorado
Cronkhite, Theodora	Evans,	"
Cunningham, Alice L.	Denver,	"
Dolan, Alice	Leadville,	"
Donahey, R. M.	Barnesburg,	Pennsyl'a
Durkee, Nettie	Greeley,	Colorado
Fagan, Jennie	Berthoud,	"
Fowler, Ora S.	New Windsor,	"
Furrey, Wm. A.	Holyoke,	"
Hall, Thomas	Greeley,	"
Hawes, M. Moneta	Greeley,	"
Hays, Hilda	Denver,	"
Higby, Olive	Eastonville,	"
Howard, Ethel	Greeley,	"
Huigen, Carrie	Grainfield,	Kansas
Hunter, Maud E.	Longmont,	Colorado
Johnson, Minnie	Leadville,	"
Johnson, Minnie	Colorado Springs,	"
Lewellyn, Sarah	Coal Creek,	"
Lord, Elsie	Evans,	"
Lary, C. A.	New Windsor,	"
Montag, Ida C.	Como,	"
O'Brien, Emma L.	Cheyenne,	Wyoming
Paden, Irma E.	Fairplay,	"
Person, Fred G.	Grant's Pass,	Oregon
Pollock, Rose	Greeley,	Colorado

Potts, Geo. J.	Grant,	Nebraska
Preston, Chas. B.	Fort Collins,	Colorado
Richards, Carrie	Denver,	"
Scanlon, Marie	New Britain,	Connecticut
Scriven, Dee M.	Lamar,	Colorado
Smith, Leonora	Idaho Springs,	"
Stebbins, Helen Hardy	Denver,	"
Stevenson, Mildred	Greeley,	"
Thomas, Erma	Leadville,	"
Van Horn, G. H.	Marion Center,	Pennsylv'a
Waite, Vesta M.	Highland Lake,	Colorado
Watson, Ola	Berkeley,	"
Wise, Effie M.	Canfield,	"
Wright, Blanche	Berthoud,	"

SUB-SOPHOMORE—68.

Adams, Pearl	Greeley,	Colorado
Barber, Ella	Langford,	"
Boles, Ned	Clarinda,	Iowa
Brown, Thirza	Sargeant,	Colorado
Bruner, Anna M.	Fruita,	"
Bryant, Lloyd	Greeley,	"
Carrell, Eliza J.	Rico,	"
Chambers, C. D.	Denver,	"
Chase, H. L.	Fort Collins,	"
Chatfield, Ora L.	Emma,	"
Coston, Mabel	Wray,	"
Dare, Lillie	Fort Lupton,	"
Devinny, Sadie	La Salle,	"

De Wesse, (Mrs.) Luella	Canon City,	Colorado
Dibber, Laura	Mosca,	"
Edie, Esther	La Salle,	"
Forbess, C. Delia	Hygiene,	"
Fortune, Jessie	Alma,	"
Galucia, Alyce	Greeley,	"
Hadley, Lola	Eagle,	"
Harselle, Emma	Denver,	"
Hickman, Mabel	Denver,	"
Hitchcock, Mabel	Mosca,	"
Hoover, Clarence	Grand Junction,	"
Horne, Ethel	Greeley,	"
Humphries, Bertha	Gold Hill,	"
Imboden, J. W.	Dexter,	Iowa
Kimball, Effie	Greeley,	Colorado
Kimbrel, George	Monument,	"
Kimbrel, Minnie	Monument,	"
Kinny, Benjamin	Greeley,	"
Larson, Lavinia	Grover,	"
Lycan, Jessie V.	Platteville,	"
Lycan, Sherman	Platteville,	"
Lycan, Stanley T.	Platteville,	"
McCain, A. C.	Evans,	"
McCoy, Gertrude	Longmont,	"
McMannis, A. W.	Peebles,	Ohio
McNee, Jennie	Greeley,	Colorado
McNee, Lizzie	Blairsburg,	Iowa
Manfull, Anna	Brighton,	Colorado
Mattox, Mirtie E.	Greeley,	"
Mayne, Fannie	Greeley,	"

Mayfield, Lillie	Denver,	Colorado
Moore, Anna C.	Greeley,	"
Newman, Stella	Greeley,	"
Noel, Maude	La Salle,	"
Orr, Erma J.	Greeley,	"
Parker, D. H.	Holyoke,	"
Piatt, Arthur	Dexter,	Iowa
Riggs, Willard D.	Greeley,	Colorado
Romans, Ab. H.	Maiden,	Missouri
Roseman, Salem	Greeley,	Colorado
Searing, Helen E.	Greeley,	"
St. Cyr, Nellie	Mosca,	"
Stevenson, Elsie	Greeley,	"
Stockton, Anna	Trenton,	Nebraska
Stokely, Minnie	Longmont,	Colorado
Strodhoff, Henry	Manitowoc,	Wisconsin
Strout, Alice M.	Greeley,	Colorado
Walker, Augusta	Louisville,	Ohio
Walker, Mattie	Kokomo,	Colorado
Walker, Ola	Denver,	"
Waters, S. A.	Manhattan,	Kansas
Welch, Guy	Greeley,	Colorado
Williams, Curtis M.	Greeley,	"
Zimmerman, George	Allamont,	Illinois

FRESHMAN CLASS—147.

Albee, Emma L.	Platteville,	Colorado
Albee, Susie H.	Platteville,	"
Anderson, Mannie	Cheyenne,	Wyoming

Atchison, Clara	Chugwater,	Wyoming
Atchison, Walter	Chugwater,	"
Atwood, Clyde	Greeley,	Colorado
Baird, John	Greeley,	"
Baird, Mary	Greeley,	"
Baird, Roy	Greeley,	"
Bartels, Harriet	Pueblo,	"
Beardsley, Grace	Platteville,	"
Belot, Louemma	Mankato,	Kansas
Blake, Eva	Lucerne,	Colorado
Brockway, Clara L.	Greeley,	"
Burnett, Reba	Denver,	"
Buzzell, Hattie	Greeley,	"
Campbell, Florence E.	Granite,	"
Collins, Tabitha	Montrose,	"
Cooke, Florence	Denver,	"
Cooper, Theda A.	University Park,	"
Cox, Verne	Emma,	"
Crandall, Florence	Flagler,	"
Crater, Rebecca	Holyoke,	"
Curtis, Lucian P.	Denver,	"
Davis, Nettie B.	Berthoud,	"
Ellis, Ada	La Salle,	"
Ellis, Esther	La Salle,	"
Ennes, Clayton	Evans,	"
Evans, Alice	Overland,	"
Felmlee, Lois	Greeley,	"
Filkins, Grace	Flagler,	"
Fricke, Louis	Evans,	"
Frye, Dora	Salida,	"

Fuller, Ira Dow	Claremont,	Colorado
Gale, Kate Norcross	Greeley,	"
Gibbs, Agnes	Greenwood,	"
Gibson, Mildred	Greeley,	"
Giles, Vernie E.	Lansing,	"
Goddard, Iva	Greeley,	"
Goddard, Zeta	Chase,	Nebraska
Graham, Lotta	Flagler,	Colorado
Groulx, Napoleon	Bay City,	Michigan
Harsh, Wint	Greeley,	Colorado
Hart, Edith	Greeley,	"
Hart, Elsie	Greeley,	"
Hays, Effie	Eaton,	"
Hitt, John	Greeley,	"
Holliday, Walter	Fairplay,	"
Howarth, Jr., Abe	Littleton,	"
Hudson, Lee	Yuma,	"
Hudson, William	Yuma,	"
Hull, Lelah	Loveland,	"
Jessup, Ada	Greeley,	"
Johnson, Lulu	Colorado Springs,	"
Jones, Lulu M.	Platteville,	Colorado
Jones, Nellie	Platteville,	"
Jones, Maud L.	Platteville,	"
Kelley, Edith	Greeley,	"
Key, Minny	Canfield,	"
Kibby, Laura	Berthoud,	"
Kidder, Clarence	Greeley,	"
Killgore, Will A.	Fort Collins,	"
Kimbrell, Cora	St. Marys,	"

King, Lettee -----	Eaton,	Colorado
Kittle, Helen -----	Greeley,	"
Knight, Howard -----	Evans,	"
Knowlton, Chas. -----	Eaton,	"
Knowlton, R. G. -----	Eaton,	"
Knowlton, Sadie D. -----	Highland Lake,	"
Koenig, Chas. -----	Loveland,	"
Lavelle, Mary -----	Greeley,	"
Leonard, Edward -----	Como,	"
Leonard, Violet M. -----	Como,	"
Long, Olive -----	Denver,	"
Lundy, Granville -----	Fort Morgan,	"
Lundy, Katie -----	Fort Morgan,	"
Lytle, Edith -----	Boulder,	"
McCanley, Effie -----	Flagler,	"
McElroy, Catherine -----	Greeley,	"
McNamara, Mabel -----	Dumont,	"
Mansfield, Agnes -----	Greeley,	"
Mattox, Benjamin -----	Greeley,	"
Miller, Josie -----	Creede,	"
Miller, Mary F. -----	Washington,	D. C.
Mitchell, Lillie -----	Lama,	Nebraska
Moody, Clutha R. -----	Greeley,	Colorado
Moody, Arthur -----	Greeley,	"
Nauman, Walter E. -----	Greeley,	"
Neff, Bessie -----	Greeley,	"
New, Rose -----	Greeley,	"
Newby, Florence -----	Longmont,	"
Newby, Pearl -----	Highland Lake,	"
Nolin, Bennie S. -----	Greeley,	"

Nolin, Wall	Champion,	Nebraska
O'Donnell, Mary	Greeley,	Colorado
O'Donnell, Thomas	Greeley,	"
Packer, W. R.	Indianola,	Nebraska
Park, Sophia	Evans,	Colorado
Partner, Annette	Rocky Ford,	"
Plotner, Daisy	Platteville,	"
Plumb, T. W.	Eastonville,	"
Powers, Hetty	Greeley,	"
Powers, Myrtle	Greeley,	"
Preston, Clara L.	Fort Collins,	"
Price, Virginia E.	Greeley,	"
Reno, Fred	Greeley,	"
Picketts, Joy	Fort Collins,	"
Riggs, Ella	Greeley,	"
Riggs, Ross	Greeley,	"
Rugh, Blair	Greeley,	"
Smith, Walter	Idaho Springs,	"
Spencer, Julia	Lucerne,	"
Stampfel, Jennie M.	Colorado City,	"
Stanton, Lula	Platteville,	"
Steck, Belle	Greeley,	"
Stevens, Dora	Denver,	"
Stillwell, Herman	Greeley,	"
Stone, John H.	La Salle,	"
Swan, John	Greeley,	"
Tague, Millie	Akron,	"
Taylor, Delia A.	Duluth,	Minnesota
Thomas, Cleora	Leadville,	Colorado
Thomas, Rose	Lucerne,	"

Thomas, William	Lucerne,	Colorado
Tisdell, Edith	Jaqua,	Kansas
Titler, Cora	Ravenna,	Nebraska
Titler, Roy	Ravenna,	"
Turner, Chas.	Kokomo,	Colorado
Turner, Dan.	Kokomo,	"
Van Osdall, Grace	Greeley,	"
Vigor, May M.	La Grange,	"
Virden, Georgia	Loveland,	"
Vose, Mabel	Greeley,	"
Vose, Warren	Greeley,	"
Warden, Susie	Lockett,	"
Warner, Emma	Guthrie,	Oklahoma
Wearin, Fred	Greeley,	Colorado
Weber, Clyde	Greeley,	"
Wellborn, Mary E.	Denver,	"
Wickham, Florence	Findlay,	Ohio
Williams, Mabel	Greeley,	Colorado
Williams, Winnie	Colorado City,	"
Woodard, William	Greeley,	"
Workman, Nellie	Denver,	"
Wyatt, Edward	Greeley,	"
Wyatt, Ella	Greeley,	"
Wyman, May	Greeley,	"

MODEL SCHOOL.

UPPER GRAMMAR GRADE.

Allen, Alice	Lavelle, Thomas
Atchison, Walter	Lewellyn, Mamie
Baldwin, Edwin	McCreery, Mary
Beardsley, Earle	Mallvin, Frank
Beetham, James	Miller, Lillie
Brownell, George	Moore, Howard
Chappelow, Effie	Neff, Grace
Churchill, Flossie	Newman, Ruth
Comer, Charley	O'Donnell, Thomas
Currier, Mary	Patterson, Lillie
Drake, Ethel	Rugh, Fannie
Evans, George	Rugh, Stella
Felmlee, Ada	Smith, Ida
Foster, Lennie	Snyder, Laura
Freeman, Carrie	Stillwell, Sanford
Harrington, Grace	Sullivan, Irene
Hilton, Warren	Swan, Charley
Howarth, Abe	Swan, Fred
Jacobs, Madge	Thomas, Myra
Jacques, Arthur	Ward, Fred
Jennaway, Charley	Ward, Frank
Jessup, Leona	Welch, Harry
Jones, Frank	Welch, Hattie
Kelley, David	Wilson, Grace
Kimball, Elsie	Woodward, Bert
Lavelle, Bridget	Woodbury, May

LOWER GRAMMAR GRADE.

Adams, Lewis	McCreery, Donald
Baker, Myrtle	McCreery, Paul
Baldwin, Fred	McDonald, Ida
Buckley, Emma	Neff, Eddie
Campbell, Pearl	Oney, Roscoe
Campbell, Willo	Peterson, Albert
Cary, Guy	Reid, Donald
Churchill, Van	Reid, Albert
Comer, Edith	Reynolds, Enone
Currier, Hazel	Rogers, Addie
Elliott, Eugene	Rogers, Stella
Foster, Bessie	Rugh, Nora
Foster, George	Snyder, Tyndall
Freeman, Hattie	Stephens, Fred
Galucia, Ralph	Taylor, Laura
Hale, Dollie	Wearin, Guy
Hart, Jesse	Wearin, Mabel
Hitt, Henry	Wilkinson, Fred
Hitt, Willie	Wilkinson, Mabel
Joyce, James	Wilson, Arthur
Keefe, Emmett	Winegar, Charley
Kimball, Carrie	Woodard, Frank
Lavelle, Julia	Workman, Willie

UPPER PRIMARY GRADE.

Adams, Roxie	Gross, Allan
Baker, Earle	Hale, Bert
Baldwin, Myrtle	Jennaway, Bertie
Bates, Mary	Jennaway, Fanny
Beall, Roy	Jessup, Loren
Beardsley, Eugene	McCreery, Deane
Currier, Julia	McCreery, Edith
Currier, Farnsworth	Rogers, Jessie
Drake, Willie	Rogers, Nellie
Evans, Clara	Roseman, Emma
Evans, Dottie	Rugh, Dukie
Evans, Ethel	Smith, Ed
Freeman, Emma	Statler, Margaret
Freeman, Harmon	Stevenson, Onslow
Felmlee, Walter	Tiernan, Marie
Finch, Myrtle	Van Osdall, Stanley
Flint, Myrtle	Wilson, Jesse

LOWER PRIMARY GRADE.

Beardsley, Edith	Ling, Bessie
Brown, David	Levis, Elma
Brown, Walter	Levis, Mabelle
Cary, Orly	McClanahan, Stella
Campbell, Dolly	Nichols, Jennie
Campbell, Eva	Nelson, Mary
Cole, Willie	Nelson, Ella
Dewey, Troy	Nelson, Marshall
Dewey, Belle	Nelson, Willie
Evans, Laurie	Pitz, Olive
Evans, Stella	Reiker, Henry
Forsteng, Etta	Rogers, Roy
Finch, Lester	Rogers, Laurie
Gross, George	Swanson, Harry
Hotchkiss, Sarah	Stevens, Dannie
Houghton, Vera	Stevens, Roy
Woodbury, George	

KINDERGARTEN.

GRADE A.

Fezer, Marion	Sanborn, Paul
Camp, David	Haynes, Dorothy
Canfield, John	Smith, Isabelle
Beardsley, Inez	Farr, Carl
Kurtz, Edith	Yardley, Hattie
Sutherland, Lulu	Wolff, Joe
Garrigues, Edith	Wilson, John
Clark, Frank	Moshier, Clare
Wheeler, Kathleen	Gibson, Alice

GRADE B.

Mitchell, Francis	Kaufmann, Hazel
Neil, Ralph	Kaufmann, Karl
Taylor, Alice	Horne, Louis
Hopkins, Eulah	Paine, Velma
Crouter, Edgerton	Wassleigh, Vera
Starr, Bertha	Brake, Georgia
Buttres, Harry	Arthur, Ada
Harris, Edith	Barnes, Ralph
Wyatt, Hilda	Butterfield, Jessie

GRADE C.

Taylor, Luella	Evans, Emily
Randolph, Donald	Doddridge, Lillian
Buttres, Alfred	Freeman, Horace
Curry, Ray	Sutherland, Philip
Davins, Willie	Taylor, Frieda
Hart, Helen	Oberg, Eulah
Lund, Hattie	Hubert, Ada
Potter, Bessie	Hunt, Edward
Goodrich, Ward	Park, John

GRADE D.

Moore, Georgie	Fiske, Eugene
De Weese, Blanche	Henderson, John
Wyatt, Bud	Adams, Roy
Steck, Susie	Daniels, Dorothy
Cunningham, Annie	Durkee, Aileen
Edwards, Clara	Hollingshead, Ray
Scott, Jennie	Hopkins, Mamie
Harvey, Clarence	Sipperly, Dorothy
Bogart, Raymond	Banta, Margaret

SUMMARY.

ATTENDANCE.

NORMAL DEPARTMENT.

SENIORS.

Females	-----	25
Males	-----	6
Total	-----	<u>31</u>

JUNIORS.

Females	-----	100
Males	-----	18
Total	-----	<u>118</u>

SOPHOMORES.

Females	-----	90
Males	-----	33
Total	-----	<u>123</u>

FRESHMEN.

Females	-----	107
Males	-----	40
Total	-----	<u>147</u>
Total in Normal Department	-----	<u>419</u>

MODEL DEPARTMENT.

First Primary	33
Second Primary	34
First Grammar	46
Second Grammar	52
Total in Model School	<u>165</u>

KINDERGARTEN DEPARTMENT.

First Grade	18
Second Grade	18
Third Grade	18
Fourth Grade	18
Total in Kindergarten	<u>72</u>
Grand Total for year	<u>656</u>

ALUMNI.

OFFICERS.

ED. R. SNYDER, '95, *President.*ANNA WORK, '94, *Vice-President.*ALICE McNITT, '93, *Secretary and Treasurer.*

TRUSTEES.

JOHN R. WHITEMAN, '91, for 1 year.

ANDREW LYNCH, '92, for 2 years.

HERBERT G. HEATH, '93, for 3 years.

CHARLES E. CLARK, '94, for 4 years.

W. F. CAMERON, '96, for 5 years.

DIRECTORY.

CLASS OF 1891.

Berryman, Eliza E.	Denver,	Colorado
Bliss, Clara S.	Greeley,	"
Bybee, W. F.	Colorado Springs,	"
Davidson, Amy B. (Hardecastle) ..	Fort Collins,	"
Evans, Bessie B.	Denver,	"
Fashbaugh, Carrie E.	Evans,	"
John, Grant B.	University,	Denver
Lincoln, Genevra	Greeley,	Colorado
*Montgomery, Jessie		

*Deceased.

McNair, Agnes	----- Denver,	Colorado
Spencer, Clarence F.	----- Monte Vista,	“
Whiteman, John R.	----- Greeley,	“

CLASS OF 1892.

Batterson, May L. (Smith)	----- Erie,	Colorado
Craig, (Mrs.) Edna C.	----- Greeley,	“
Dresser, Helen C.	----- Greeley,	“
Jones, Edith Helen	----- Denver,	“
Jones, Winifred	----- Denver,	“
Le Roy, Mabel (McFie)	----- Evans,	“
Lynch, Andrew R.	----- Boulder,	“
Meek, Idela	----- Colorado Springs,	“
Miller, J. A.	----- Ferguson,	Missouri
Miller, Vina (McFie)	----- Ferguson,	“
Moore, Mamie F.	----- Denver,	Colorado
Mumper, Annie T.	----- Greeley,	“
McClelland, Robt. A.	----- College Springs,	Iowa
Putnam, Kate	----- South Denver,	Colorado
Robinson, Fannie F.	----- Denver,	“
Wilson, Elma A.	----- Salida,	“

CLASS OF 1893.

Bybee, Carrie S.	----- Colo. Springs,	Colorado
Dace, Mary	----- Fort Morgan,	“
Dunn, Rosalie M.	----- New Windsor,	“
Heath, Herbert G.	----- Greeley,	“
Hewett, Edgar L.	----- Greeley,	“
Hewett, Cora W.	----- Greeley,	“

Houston, George M.	Greeley,	Colorado
Jacobs, Alice M. (Nixon) ..	Boulder,	"
Knight, Lizzie M.	Greeley,	"
Lunt, Mary Fay (Jacobs) ..	Eaton,	"
MacNitt, E. Alice	Longmont,	"
McClain, Minnie E.	Fort Collins,	"
Marsh, Mary B.	Canon City,	"
Pearce, Stella	Aspen,	"
Priest, Lee	Aspen,	"
Seed, Stella H.	Greeley,	"
Stockton, J. Leroy	Greeley,	"
Struble, Lizzie	Timnath,	"
Thomas, Cora B.	Longmont,	"
Varney, Julia A.	Idaho Springs,	"
Wallace, Hattie L. (Johnson)	Ogden,	Utah
Walter, Clara B.	East Fairfield,	Ohio
Wheeler, B. B.	North Denver,	Colorado

CLASS OF 1894.

Bond, Dell	Dennison,	Iowa
Burnett, Ruth	Burlington,	Colorado
Catherwood, Grace A.	Blair,	Nebraska
Clark, Charles E.	Greeley,	Colorado
Coffey, Gillian	Denver,	"
Cordes, Carrie	Greeley,	"
Creager, Katie	Denver,	"
Day, Nellie	Silver Plume,	"
Delbridge, Eloise	Trinidad,	"
Durkee, Alice	Canon City,	"

Freeman, Maude	Greeley,	Colorado
Gardiner, Julia	South Denver,	"
Gass, Maude	Denver,	"
Lewis, Lottie	Central City,	"
Lynch, John	Durango,	"
Melvin, Pearl	Florence,	"
Merrill, Louisa A.	Lamar,	"
Messinger, Edna	Denver,	"
McGhee, May	Cripple Creek,	"
Nauman, Minnie	Greeley,	"
Peters, Anna	Trinidad,	"
Rank, Margaret	Trinidad,	"
Robinson, Anna	Evans,	"
Severance, Dora	Severance,	"
Shumway, William	Denver,	"
Trehearne, Beatrice	Denver,	"
Turner, Flora B.	Arvada,	"
Welch, Irene	Greeley,	"
Williams, Nellie	Castle Rock,	"
Woods, James	Coal Creek,	"
Work, Anna	Grand Junction,	"
Work, Ella	Denver,	"
Wright, Lulu	Greeley,	"
Wright, Nana	Greeley,	"
Yard, Jessie	Canon City,	"

CLASS OF 1895.

Allen, Mame C.	Greeley,	Colorado
Brown, Rebecca	Greeley,	"
Canning, Annetta	Aspen,	"

Coleman, Mary B.	Wetmore,	Colorado
Clark, Ruth M.	Denver,	"
Dobbins, Nettie M.	Longmont,	"
Downey, Abner	Telluride,	"
Felton, Mark A.	Durango,	"
Freeman, Maude	Greeley,	"
Gale, Grace M.	Greeley,	"
Goddard, Susan	Fort Morgan,	"
Hadley, Laurie	South Pueblo,	"
Hubbard, Nettie L.	Durango,	"
Huecker, Lydia E.	Denver,	"
King, (Mrs.) L. C.	Greeley,	"
Lines, Celia	Platteville,	"
McClave, Blanche M.	Platteville,	"
McCoy, Maude M.	Erie,	"
Marsh, C. T.	Greeley,	"
Miller, Edwin	Timnath,	"
Molnar, Louis	Denver,	"
Newman, Emma	Denver,	"
Peck, Vera	Denver,	"
Phillips, Stella	Eastonville,	"
Price, J. M.	Eaton,	"
Stanton, Kate M.	Boulder,	"
Snyder, E. R.	Bald Mountain,	"
Stratton, Ella E.	Salida,	"
Sydner, Cecil E.	Las Animas,	"
Uhri, Sophia	Garnett,	"
Woodruff, Myrna	Colorado Springs,	"
Wyman, Ree	Denver,	"

CLASS OF 1896.

Agnew, Minerva	Cripple Creek,	Colorado
Ault, C. B.	Greeley,	"
Bell, J. R.	Alma,	"
Berger, Florence	Greeley,	"
Bliss, Lillian M.	Greeley,	"
Boyd, Sela M.	Greeley,	"
Briggs, Jennie M.	Rocky Ford,	"
Cameron, Agnes	Canon City,	"
Cameron, Wm. F.	Castle Rock,	"
Collom, Mattie	Golden,	"
Dithey, Mollie	Colo. Springs,	"
Donahue, J. Leo	Greeley,	"
Graham, Kate	Montrose,	"
Hamilton, Ida M.	Greeley,	"
Hanks, Alberta	Salida,	"
Hollingshead, C. A.	Castle Rock,	"
Howard, Florence	Greeley,	"
Howard, Wellington	Greeley,	"
James, Annie	Manitou,	"
Jameson, Grace	Golden,	"
Kendel, Elizabeth	Greeley,	"
Mathews, Minnie V.	Montrose,	"
Newman, Winnifred	La Salle,	"
Norton, Nell	Greeley,	"
Paul, Isabel	Denver,	"
Patton, Mabel	Denver,	"
Pollock, Emma	Denver,	"

Probst, Emma	Denver,	Colorado
Shull, Grace	Fort Collins,	"
Smith, Luna	Greeley,	"
Stevenson, Audrey	Greeley,	"

SUMMARY.

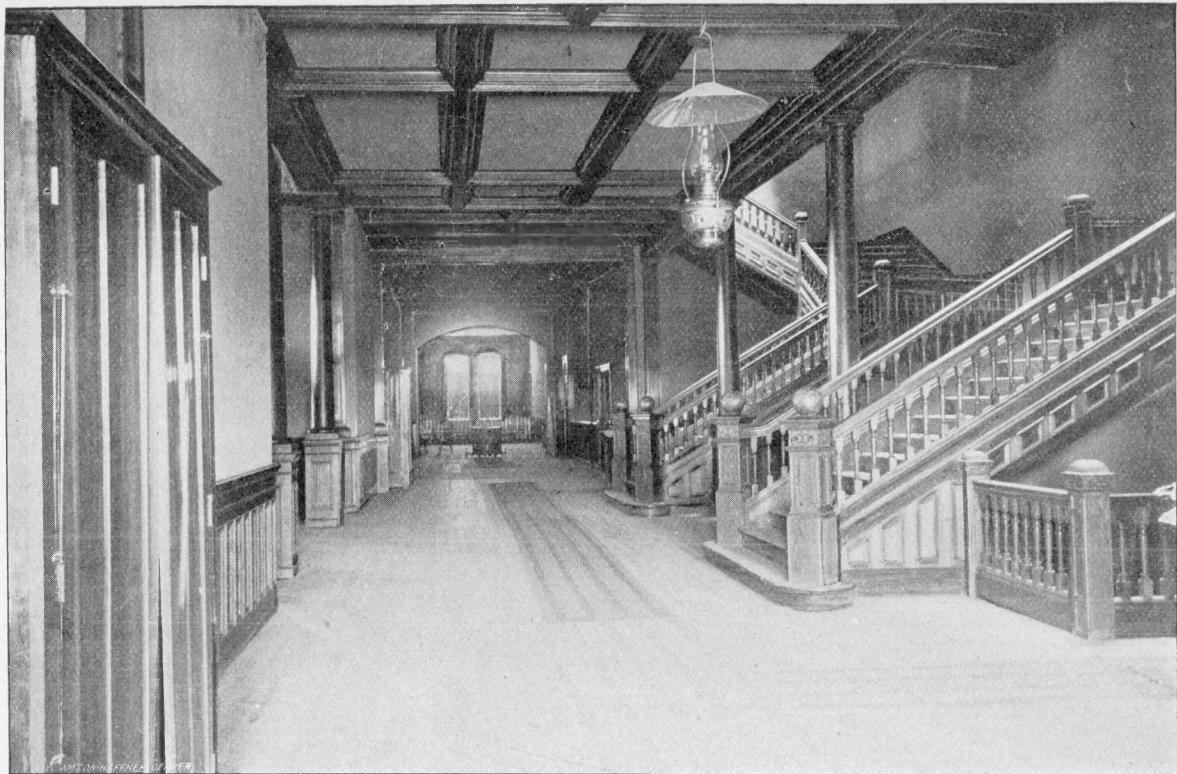
Class of 1891	12
Class of 1892	16
Class of 1893	23
Class of 1894	35
Class of 1895	32
Class of 1896	31
Total	<hr/> 149

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VIEW OF HALL.



Seventh Annual Catalogue
of the State Normal School
of Colorado 
Greeley, Colo., 1896-1897 



1897

SEPTEMBER

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1898

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ANNOUNCEMENTS.

1897-1898.

FALL TERM, SIXTEEN WEEKS.

Begins Tuesday, September 7, 1897.

Closes Friday, December 23, 1897.

Vacation ten days.

WINTER TERM, ELEVEN WEEKS.

Begins Tuesday, January 4, 1898.

Closes Friday, March 18, 1898.

SPRING TERM, ELEVEN WEEKS.

Begins Monday, March 21, 1898.

Closes Wednesday, June 1, 1898.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sabbath Evening, May 29,
1898.

Commencement Concert, Monday Evening, May 30,
1898.

Class Day Exercises, Tuesday, May 31, 1898.

Alumni Anniversary, Wednesday, June 1, 1898.

President's Reception, Wednesday Evening, May 1,
1898.

Commencement, Thursday, June 1, 1898.

Kindergarten Commencement, Friday, May 27, 1898.

Alumni Banquet in December, 1897, at S. T. A.,
Denver.

 BOARD OF TRUSTEES.

HON. J. W. MCCREERY	Greeley
Term expires 1903.	
HON. RICHARD BROAD, JR.	Golden
Term expires 1903.	
MRS. A. G. RHOADS	Denver
Term expires 1899.	
HON. H. H. GRAFTON	Manitou
Term expires 1899.	
DR. R. W. CORWIN	Pueblo
Term expires 1901.	
HON. N. B. COY	Colorado Springs
Term expires 1901.	
GRACE ESPEY PATTON, State Superintendent of Public Instruction.....	Denver
Term expires 1899.	

 OFFICERS.

J. W. MCCREERY	President
A. J. PARK	Secretary
C. H. WHEELER	Treasurer

 STANDING COMMITTEES.

Finance:

N. B. COY. RICHARD BROAD. MRS. A. G. RHOADS.

Instruction and Course of Study:

H. H. GRAFTON. N. B. COY. J. W. MCCREERY.
 MISS GRACE E. PATTON. MRS. A. G. RHOADS.

Kindergarten and Model School:

MRS. A. G. RHOADS. MISS GRACE E. PATTON.
 DR. R. W. CORWIN.

Library:

DR. R. W. CORWIN. MISS GRACE E. PATTON.
 H. H. GRAFTON.

Executive and Building:

RICHARD BROAD. J. W. MCCREERY. H. H. GRAFTON.

FACULTY.

1896-1897.

Z. X. SNYDER, Ph. D., President.

Educational Psychology, History and Science of Education.

JAMES H. HAYS, A. M., Vice President.

Latin.

ELMA RUFF, M. E., Preceptress.

History, Literature and English.

*ROLAND W. GUSS, M. E., A. M.,

Physical Sciences.

MARY D. REID,

Mathematics.

N. M. FENNEMAN, A. B.,

Physiography and Economics.

A. E. BEARDSLEY, M. S.,

Biology.

SARAH B. BARBER,

Elocution and Delsarte.

C. T. WORK, M. E.,

Sloyd and Drawing.

J. S. YOUNG, A. M.,

United States History and Grammar.

E. G. DEXTER, A. M.,

Experimental Psychology and Physiology.

* Resigned January 1, 1897.

*A. P. WILLS, Ph. D.,
Physical Science.

J. R. WHITEMAN, Pd. B.,
Vocal Music.

J. F. DANIELS,
Librarian and History of Art.

EDGAR L. HEWETT, Pd. B.,
Superintendent Model School and Child Study Department.

M. NORA BOYLAN,
Assistant in Model.

†HELEN DRESSER, Pd. B.,
Assistant in Model.

‡ELEANOR PHILLIPS,
Assistant in Model.

ANNA MILLIGAN, A. B.,
Assistant in Model.

LIZZIE H. KENDEL, Pd. B.,
Assistant in Model.

LAURA E. TEFFT,
Superintendent Kindergarten.

A. L. EVANS,
Landscape Gardener.

BENJAMIN STEPHENS,
Engineer.

* Assumed his duties January 1, 1897.

† Miss Dresser resigned January 1, 1897.

‡ Assumed her duties January 1, 1897.

FACULTY COMMITTEES.

1897-1898.

Executive:

JAMES H. HAYS.	ELMA RUFF.	LAURA E. TEFFT.
	E. L. HEWETT.	

Athletic:

SARAH B. BARBER.	C. T. WORK.	E. G. DEXTER.
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Social:

LAURA E. TEFFT.	J. F. DANIELS.	JAMES H. HAYS.
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Mentor:

N. M. FENNEMAN.	LIZZIE H. KENDEL.	E. L. HEWETT.
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Society:

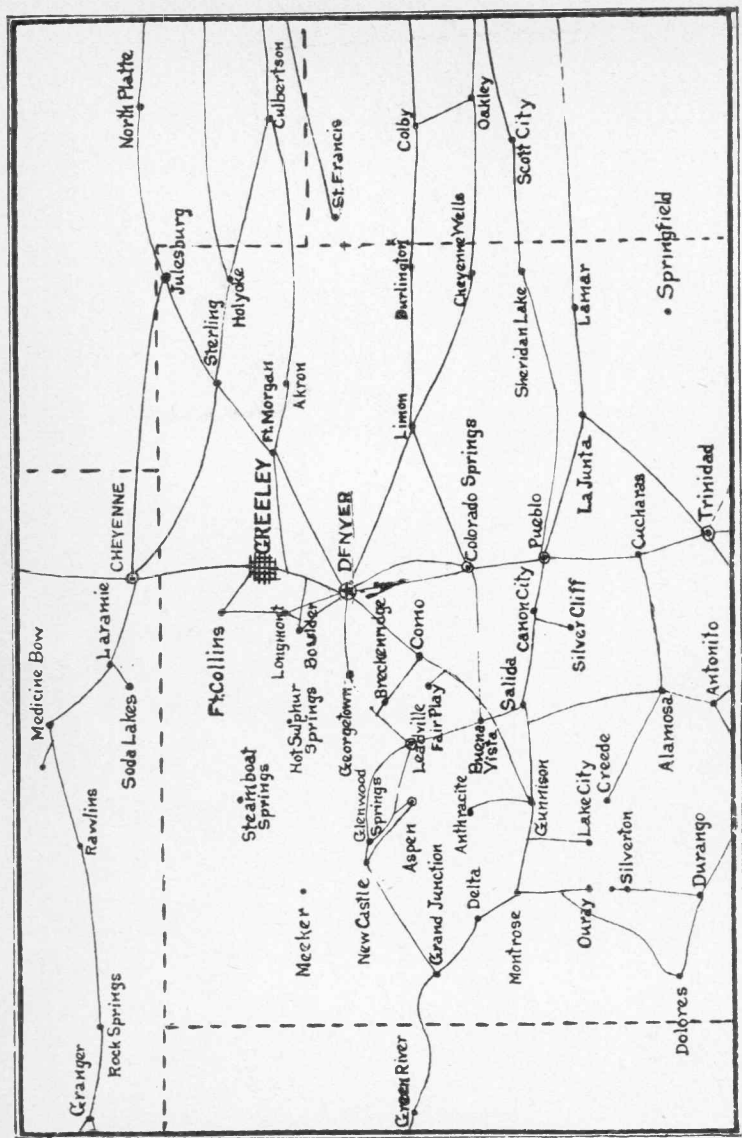
A. P. WILLS.	C. T. WORK.	J. H. HAYS.
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Visitors:

E. G. DEXTER.	A. E. BEARDSLEY.	A. P. WILLS.
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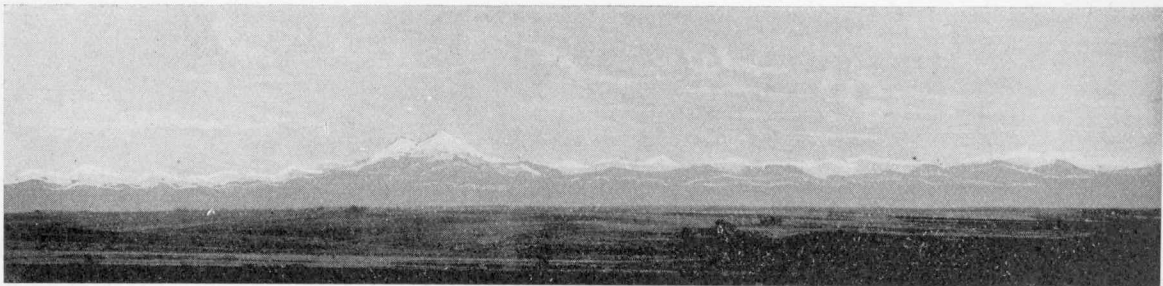
Correspondence:

E. L. HEWETT.	C. T. WORK.	M. NORA BOYLAN.
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GREELEY AND VICINITY





VIEW OF ROCKY MOUNTAINS FROM NORMAL CAMPUS.

HISTORY OF SCHOOL.

The Colorado Normal School was established by an act of the legislature, in 1889. The first school year began October 6, 1890, and closed June 4, 1891.

At the beginning of the second year the school was reorganized somewhat, and the course extended to four years. This course admitted grammar school graduates to its freshman year, and others to such classes as their ability and attainment would allow.

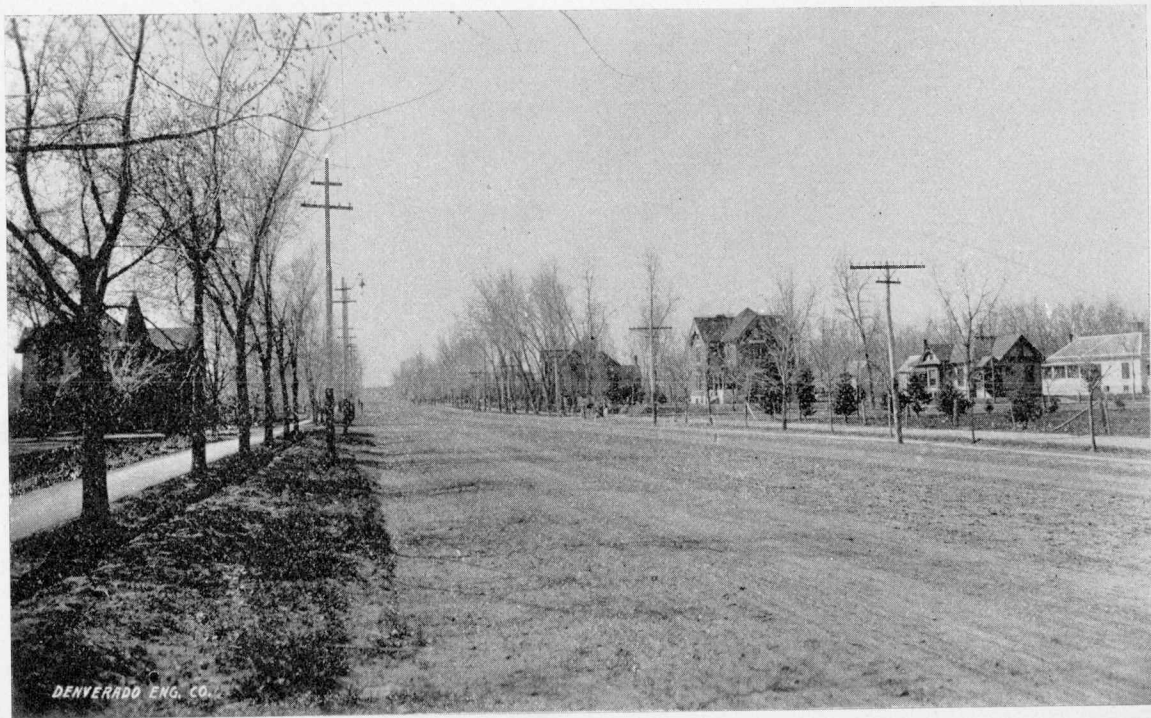
At the last meeting of the board of trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers who hold first or second grade certificates. This policy makes the institution a professional school in the strictest sense.

LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific railway, fifty-two miles north of Denver. The city is in the valley of the Poudre river, and is one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town.

BUILDING.

A splendid building of pressed brick, trimmed with red sandstone, is being built, one wing and center of which is now finished and in use by the school. When finished there will be no finer normal school building in the United States, and none more commodious. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated throughout by steam—chiefly by indirect radiation. A thorough system of ventilation is in use, rendering the building healthful and pleasant. It is supplied with water from the city water works.



NORMAL AVENUE.

Normal Department.

THE FUNCTION OF THE SCHOOL.

The function of the Normal School is to make *teachers*. To do this it must not only keep abreast the times, but it must lead the educational van. It must project the future. There must be within it a continual growth in *scholarship, power, culture and influence*; such scholarship, such power, such culture, such influence as will grow strong men and women, equipped for the work of teaching. They must possess a scholarship consisting not in an accumulation of knowledge, but in a trinity of knowledge, power to think, and culture. Such a trinity is the result of very careful training. It demands experts as teachers of the various subjects. Such the school has. Each one was selected because of his or her special fitness for the work of the department.

That phase of training with which the Normal School has to deal is *power to teach*. To quicken and develop this power, appropriate stimuli and training are necessary. To know the child and how to lead it give rise to the proper stimuli. These stimuli consist in observing the activity of children, in observing expert teachers' work, in reading professional literature, and in the presence of a living teacher. Training results from a response to the above stimuli. For such a professional training the school is prepared. In short, the function of the school is to promote and elevate the teacher, and

by so doing promote and elevate the profession of teaching, which will result in the rise of the general intelligence and culture of the people of the state.

There being no antecedents to fetter the development of the institution, the management has, from the beginning, aimed to make it progressive and formidable in the educational movements of the state and country. It is dominated by the most progressive spirit. It is not a slave to any man, method or philosophy. It seeks to select the best from all and use it in its own investigations and operations. The basis of all work is experiment and research. Nature, books, and a *living* teacher beget a living pupil.

COURSE OF STUDY.

There are four immediate agencies involved in education: *The teacher, the child, nature and man.* A classification of the facts, the principles and the laws which are embraced in their "*Inner Connection*" constitutes the science of pedagogics. This "*Inner Connection*" exists among objects of nature, among the various processes of the mind, among people, and between nature and mind. That a teacher may understand this *inner law*, he must have a knowledge of nature, mind, people and their relations. Out of it arises an understanding of the training necessary for his preparation. It suggests a course of study.

The central agency is the child; it is a living, mental spiritual entity. It has a body, a mind, a soul. The body requires food, exercise and training, that it may grow, strengthen and become skilled—that it may develop. The mind requires knowledge, thinking and training, that it may grow, strengthen and become cultured—that it may develop. The soul requires piety, devotion and worship, that it may grow, strengthen and become spiritual—that it may develop.

A knowledge of body, mind and soul embraces:

1. A knowledge of the body as a whole, its organs, their functions, and the laws which regulate physical growth and development.

2. A knowledge of the mind as a whole, its nature, its powers, their functions, and the laws which regulate mental growth, discipline and culture.

3. A knowledge of the soul, its nature, its powers, and the laws which regulate moral growth and spiritual development.

The teacher must have a keen insight into the triple nature of this reality—the child, that he may work intelligently and efficiently in his profound mission. He should recognize the body as a phenomenon of life, and mind as a phenomenon of spirit. Such a preparation as indicated above is the result of the threefold nature of development. It is training of *the hand, the head and the heart*.

In accordance with the above analysis, the following course of study is outlined:

A teacher should know the relation of food to growth, of exercise to health and strength, and of training to physical culture. This implies an understanding of *Physiology, Hygiene and Gymnastics*.

He should know the relation of nerve, mind and muscle to speech and manual dexterity. This implies a knowledge of *Language, Manual Training and Physiological Psychology*.

He should know the relation of a child's development to nature, or its surroundings. He should recognize that the mind is quickened through the senses, that there must be action and reaction of the forces without and within the child. He should be able to lead a child

to interpret its surroundings. A child must see the sparkling minerals and flowering plants; it must hear and see the buzzing insects and the singing birds; it must smell the fragrance of the rose that it may know, admire and act. This embraces a knowledge of *Science*.

He should recognize that the deeds, sayings, feelings, thoughts and aspirations of the race and age quicken the intellectual and moral natures, and, while they serve no *particular* end, they belong to culture in its universal character by giving the stage on which the drama of the world's life is revealed. This embraces a knowledge of *History* and *Literature*.

He should know the relation of knowledge, of mental growth, of thinking, to mental power and culture. This implies a knowledge of *Psychology*.

He should know the relation of example, precept and principle to moral growth, of moral action to moral power and righteous living. This implies a knowledge of *Ethics*.

Out of a study of nature arises the notion of number and space relations—hence a knowledge of *Mathematics*.

God touches a human soul through the true, the beautiful and the good—the true for the understanding, the good for the will, and the beautiful for the imagination. Through the imagination we have the world of art, having its foundation in the senses, as in color, form and sound. Color is the unit concept of painting, form of sculpture, and sound of music. To some extent these should form a part of every liberal education; as in mod-

eling and moulding and leading up to work in color. Again, music should have a place in the course of study which aims to prepare teachers. It is the most profound form of expressing the feelings of the depths of the human soul. It inspires us with hope and faith. It lifts us nearer to God. It should have a place in every course of study involving the education of the young and of those preparing to teach. We then include *Art* in our curriculum of study, not as embraced in Literature, but as found in *Drawing and Painting, Modeling, Construction and Music.*

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

Summarizing the above it would seem that those who are preparing to teach should receive pedagogical training in the following lines or centers of physical, mental and ethical activity:

MAN IN HIMSELF.

Embracing—

Physiology.

Psychology.

Ethics.

Religion.

MAN IN THE RACE.

Embracing—

History.

Anthropology.

Literature.

MAN IN NATURE.

Embracing—

- Biology.
- Physics.
- Chemistry.
- Physiography.
- Astronomy.

MAN IN SOCIETY.

Embracing—

- Economics.
- Government.
- Home.

MAN IN EXPRESSION.

Embracing—

- Language.
- Drawing.
- Construction.
- Music.
- Painting.
- Art.

MAN IN SCHOOL.

Embracing—

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

TERM SCHEDULE.

SOPHOMORE.

FALL TERM.

Algebra (4.)*
Geometry.
Zoölogy and Botany.
History and English (4).
Latin (4).
Elocution and Delsarte (2).
Society Work.

WINTER TERM.

Algebra (4).
Literature and English (4).
Zoölogy—Botany.
Geometry (4).
Latin (4).
Elocution and Delsarte (2).
Society Work.

SPRING TERM.

Algebra (4).
Fiction and English (4).
Botany and Zoölogy.
Geometry (4).
Elocution and Delsarte (2).
Latin (4).
Society Work.

*The numbers in parentheses mean the number of recitations per week.

JUNIOR.**FALL TERM.**

Physiography (4).
Psychology (4).
Latin (4).
History and English (3).
Elocution and Delsarte (2).
Drawing and Sloyd.
Society Work.

WINTER TERM.

Physiography (4).
Psychology (4).
Latin (4).
Literature and English (3).
Elocution and Delsarte (2).
Drawing and Sloyd.
Society Work.

SPRING TERM.

Physiography (4).
Psychology (4).
Latin (3).
Literature and English (3).
Elocution and Delsarte (1).
Drawing and Sloyd.
Society Work.

SENIOR.

FALL TERM.

Physics (4).
Philosophy of Education (4).
Model Practice.
Music (3), and English (2).
Mathematics (4).
Delsarte (2).
Society Work.

WINTER TERM.

Physics—Chemistry (4).
Philosophy and History of Education (4).
Model Practice.
Music (3), and English (2).
History (4).
Delsarte (2).
Society Work.

SPRING TERM.

Chemistry (4).
History of Education (4).
Model Practice.
Music (3), and English (2).
History (4).
Society Work.

POST-GRADUATE COURSE.

This course is intended for those who want to pursue pedagogical work more broadly and more deeply than the previous course admits. It is to prepare training teachers, principals, superintendents and high school teachers. Graduates of the State Normal School, principals of schools who have had sufficient previous preparation, college graduates who have had experience in teaching may take this course in one year's resident work. Arrangements may be made to do non-resident work.

LINES OF WORK.

I. History of Pedagogy—

1. Educational systems—the conceptions underlying them, their evolution, their success, their failure, their founders.

2. A study of the great educators—theoretical and practical—and their influence on pedagogy and the social problems of their times and the present.

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

II. Psychology—

1. The history and comparison of psychological methods, the old and the new psychology.

2. Race psychology as worked out through history and literature and through the developing child.

3. Experimental psychology—its methods and its results as worked out in the laboratory.

4. Child psychology—its methods and results.

5. Educational psychology—the discussion of psychological topics, with special reference to teaching and courses of study.

III. Pedagogy—

1. The application of psychology to teaching—the principles which are applied in teaching reading, history, literature, geography, language, mathematics, science, etc.

2. A study of the principles which underlie method, management and supervision.

3. Studies in universal pedagogy—pedagogy as applied to all human activity.

IV. Science—

A study of some phase of science as to subject, method, processes and results—field and laboratory work, enriched by a study of the literature pertaining to it.

V. Mathematics—

A study of mathematics from arithmetic to calculus inclusive as to subject, method, processes and results. The work will be done in field and laboratory.

VI. Language—

1. A study of English through the best literature, resulting in criticism, reviews, theses.

2. A study of methods and principles in teaching from the primary school to the high school, inclusive.

3. The same plan pursued with the modern and ancient languages.

VII. Schools—

1. A study of schools through the observation and through literature.

2. Criticism as to method, principle, purpose and results.

3. The work will embrace a study of the kindergarten, elementary school, and the high schools.

VIII. Industrial Work—

1. All phases of industrial work, embracing the kindergarten, hand work, the sloyd, the manual training, and the technical school.

2. A study of the philosophy underlying them, the method, processes and the results on the individual, society and civilization.

OUTLINE OF WORK.

This is an age of specialists. In the professions, in the industries, there is a determined tendency to a differentiation of labor. The underlying stimulus is a more thorough preparation for a more narrow line of work. This stimulus has its potency in the fact that better results follow from such specific training—the greatest product for the least expenditure of energy.



PSYCHOLOGICAL LABORATORY.

The teaching profession recognizes that special training upon the part of those who are going to teach is imperative. The result is, normal schools have grown up all over the country, whose function is *to make teachers*.

It has been stated elsewhere that the teacher should possess *scholarship, power and skill in teaching, character and influence*. Character and influence are the result of all the training the individual has had; to develop power and skill in teaching and character is the work of the school. This requires a knowledge of the child in its triune nature—physical, mental and moral—a knowledge of *physiology, psychology and ethics*, a knowledge of the *history, science, art and philosophy of education, of school management and observation and practice in the model school*.

I.—PSYCHOLOGY.

Psychology is the Blackstone of pedagogics. In so far as teaching is a science and an art it is based upon it. Just as a teacher makes psychology the basis for his educational theory and practice, has he standing among his fellow teachers and in his profession. As a basis for his educational doctrine, he can no longer rely on the old rational psychology. It has had its place in the development of psychological study, and has its place still in the history of this development. It gives a view of mental phenomena from one standpoint only. It has reluctantly made room for other methods than the intro-

spective. Because of the insufficiency of the old psychology to give a broad and scientific view of mental phenomena, it has given place, in a large measure, to the experimental, the observational, and the historic (ontogenetic and phylogenetic) study of the subject. The introspective method is not ignored. Whenever it is available it is used with the other methods in the investigation of a subject.

The work in psychology divides itself into the following courses: Preliminary, experimental, historical, and educational.

PRELIMINARY COURSE.

This introductory work is to introduce the pupil to the study of psychology through the observation and analysis of his own mental processes and those of others; to the study of expression as a realization of what has gone on within.

The method pursued in this study is largely inductive—the device being experiment. In this way the subject is made concrete.

Observation of the children in the kindergarten and in the model school is made to interpret various phenomena that arise in the study of mental processes and their corresponding expression.

This course in a general way familiarizes the pupil with the study, and prepares him for the more extended and scientific

PHYSIOLOGICAL PSYCHOLOGY, OR EXPERIMENTAL
COURSE.

The course in psychology for the junior year is, as far as it is possible to make it so, experimental. It is, in every sense, a course in the "New Psychology." To the present generation belongs the credit of placing this branch among the empirical sciences where it belongs, and divorcing it from its older, speculative affiliations. The course to the juniors is very largely physiological. Since the mind has been proven to be so closely associated with the body, so easily and markedly affected by bodily change, the "New Psychology" takes up the study of the mind, from the standpoint of the body; especially the nervous system.

The first term of the course is identical with the course in physiology, consisting of five recitations or laboratory periods each week.

The following subjects are considered:

The development of the nervous system.

The nervous system in man.

The functions of the nervous system.

The skin, and the dermal sense.

The kinæsthetic and static senses.

The tongue, and the gustatory sense.

The nose, and the olfactory sense.

The eye, and the ocular sense.

The ear, and the auditory sense.

The laboratory is well equipped with duplicate sets
(24) of all the simpler apparatus for following individ-

ually the course of experiments outlined in Dr. Sanford's "Experimental Psychology."

All the data taken by the class are carefully tabulated and preserved, and form a valuable reference library.

Besides the duplicate sets of apparatus for the simpler experiments, the laboratory contains several hundred dollars' worth of more elaborate pieces, making it one of the best equipped psychological laboratories in the West. Among these are a "Fitz" chronoscope; a chronograph, with electrical time-marker and reaction apparatus; a sphygmograph; amyograph; "Galton's" whistle and "Appun's reed," for finding the upper and lower limits of pitch; full sets of color-blind testers and blind-spot cards; teeter-board and turning-table, for work with the static sense, besides many other pieces.

No regular text book is used in this course, but the library contains a psychological alcove of several hundred volumes, and constant use is made by each student of the works of Ladd, Donaldson, Mercier, Bastian, Wundt, Ziehen, Star, Ferrier, Foster, Titchener, Külpe, etc.

With the winter term, the work in physiology and psychology divides into two separate courses.

The former is outlined under the heading "Physiology." The latter, following roughly the outline made use of by Ziehen, in his "Physiological Psychology," is treated under the following heads:

The sensation, including a study of Weber's law.

The idea.

The association of ideas.

The emotions.

The judgment.

The reason.

The memory.

The will.

The course closes with a study of morbid mental states and insanity, with some demonstrations in hypnosis.

Early in the year the class is divided into committees for studying definite psychological problems. Much valuable data has in this way been collected and some interesting conclusions drawn.

This course is followed by one in

HISTORICAL PSYCHOLOGY.

This work embraces the *History of Psychology*, and *Race Psychology*. The work in the history of psychology is a review and study of the different systems that have developed in the different countries, and also a study of the founders of these systems. The work in race psychology is a study of race elements—physical, mental and spiritual. It is a study of the race intellect, conscience and will, as expressed in the history and the literature of the race. This work is supplemented by a course of lectures in

ANTHROPOLOGY.

This course will consist of a lecture each week, together with seminar work. The following topics will be considered:

1. Man in relation to other animals.
2. Antiquity of man.
3. Quaternary man.
4. Race types.
5. The evolution of spoken language.
6. The evolution of writing.
7. The arts of life.
8. Science.
9. History, mythology and folk-lore.
10. Society and race.
11. Moral and ethical progress.

CHILD PSYCHOLOGY.

The work in child psychology is going on all the time in the kindergarten and model school. Besides this observation work, there is specific work assigned in which each student is required to solve problems pertaining to child study. This work is directed and inspired by a teacher meeting ten or fifteen students in conference once or twice a week.

EDUCATIONAL PSYCHOLOGY.

By this course is meant the application of the principles deduced in the study of man in the widest sense—physical, mental and moral, to his education. It em-

braces the psychology of teaching, of governing, of the course of study, of the subjects taught, the management of the school, and, indeed, the management of the community educationally.

II.—SCIENCE OF TEACHING.

Science consists in knowing a systematic order of things and their relations, and the laws which regulate them. This is apparent in the science of astronomy, physics, chemistry, biology, mathematics, etc. Equally is this apparent in the science of the mind—psychology. This conception of psychology has given rise to the scientific method in its study. The science of teaching grows out of the same conception. It consists of a knowledge of the physical, vital, mental and spiritual phenomena involved in and around the individual, the laws which regulate them, resulting in his harmonious development. Without psychology there can be no science of teaching; just as there can be no science of botany without a science of biology.

OUTLINE OF WORK.

1.—AGENCIES INVOLVED IN EDUCATION.

- a.* Child—Being to be educated.
- b.* Teacher—Person who directs.
- c.* Nature—Earth and its forces.
- d.* Man—Civilization.

2.—REQUISITES OF THE TEACHER.

- a. Knowledge of self.
- b. Knowledge of the child.
- c. Knowledge of nature.
- d. A knowledge of the inner relation of self, the child, nature and civilization.

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

a. *Development of*

- 1. Body.
- 2. Mind.
- 3. Spirit.

b. *Participation.*

- 1. Actualization.
- 2. Transfiguration.
- 3. Transformation.

4.—REQUISITES TO THE ACCOMPLISHMENT OF THESE ENDS.

a. *Body must have*

- 1. Food.
- 2. Exercise.
- 3. Training.

b. *Mind must have*

- 1. Knowledge.
- 2. Thought.
- 3. Training.

c. Spirit must actualize

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

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

a. Self-activity is fundamental in all development, whether physical, mental or spiritual.

b. Self-activity results, primarily, from energies acting from without.

c. All the natures of the child are interdependent.

6.—EDUCATIONAL LAWS.

a. The law of the apperceiving and the apperceived.

Formula—What is to be learned becomes a part of the mental economy through affinity.

b. The law of propædeutics.

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

c. The law of concentration.

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

d. The law of individualism.

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

e. The law of practice.

Formula—A thing is learned when it is so thoroughly

apperceived as to lose its identity, and when used unconsciously.

f. The law of interest.

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

7.—EDUCATIONAL PRINCIPLES.

a. The physical body is quickened through the muscles; is trained through them.

b. The mental nature is quickened through the senses, the intellect and the sensibilities.

c. The spiritual nature is quickened through the senses and conscience.

d. The order of thinking, by a child, is from wholes to parts, thence to classes.

e. The order of learning is thinking, knowing, expressing.

f. To know a thing is to think it into its proper place. It is thought into its proper place by the aid of the known.

g. That which is being learned passes from the unknown to the known, or better known. Hence, the content of a word, a phrase or a sentence is variable.

h. Teaching is causing the human being to act—physically, mentally and morally.

i. Education consists in *development and participation*.

III.—ART OF EDUCATION.

1.—ORGANIZATION OF SCHOOL.

a. Parts.

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

b. Functions.

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

c. Harmony.

2.—GOVERNMENT OF SCHOOL.

- a.* Object—Preservation.
- b.* Aim—Discipline.
- c.* End—Freedom.

3.—INSTRUCTION.

a. Processes.

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

b. Results.

1. Knowledge.
2. Discipline.
3. Culture.
4. Expression.

4.—RESULTS.

- a. *Development.*
- b. *Participation.*
 - 1. Knowledge.
 - 2. Power.
 - 3. Culture.
- 1. Actualization.
- 2. Transfiguration.
- 3. Transformation.

IV.—PHILOSOPHY OF EDUCATION.

1.—STAGES OF DEVELOPMENT.

- a. Undeveloped—germ.
- b. Self-estrangement—separation.
- c. Generalization—unification.
- d. Actualization—expression.

2.—EDUCATIONAL FORCES.

- a. *Internal.*
 - 1. Evolving, or growing.
 - 2. Directive, or hereditary.
 - 3. Volition, or will.
- b. *External.*
 - 1. Earth and its forces.
 - 2. Man and his works.
 - 3. Spirit and its influence.

3.—NATURES TO BE EDUCATED.

- a. Physical—living.
- b. Mental—cognitive.
- c. Spiritual—volitional and intuitive.

4.—PROCESSES IN EDUCATION.

- a. Enlargement—growth.
- b. Strengthening—exercise.
- c. Skilling—manipulation.

V.—HISTORY OF PEDAGOGY.

1. Educational systems—the conceptions underlying them, their evolution, their founders, their success, their failure.

2. A study of the great educators—theoretical and practical—and their influence on pedagogy and the social problems of their time and the present.

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

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

SCIENCE.

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

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

Science teaching is leading the pupil to be able to interpret his surroundings as a composite of objects, and 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 Providence as an Intelligent and Supreme Ruler of the universe.

This conception of science teaching requires activity upon the part of the pupil. In accordance with this view, the work is done.

The school has well equipped

LABORATORIES.

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

Adjoining the laboratory at the west end is the recitation room for biology and at the east end is the recitation room and laboratory *for human physiology*. This is supplied with demonstration table, anatomical models, charts and apparatus to illustrate the physics and chemistry of the human body.

Across the corridor is the *physical laboratory* and recitation room. It is fitted with substantial, cherry-topped tables for individual work by about thirty students at once, and has also a large demonstration table for the instructor's use, with sink and water, drawers and closets. This room and two others used by the instructors in biology and geography are equipped with facilities for solar projection work.

The *chemical laboratory* adjoins the physical, and is probably as conveniently arranged as that of any similar school in the country. It is furnished with eight desks exclusive of that used by the instructor, having shelves, cupboards and drawers with individual locks for three divisions of thirty-two students each. Each desk is intended for four students at a time and has two lead-lined sinks with water and gas pipes and a two-chambered ventilating hood with glass doors, lead floors and copper flues through the ceiling for carrying off foul gases. The desks are of butternut and have renewable oilcloth tops. The instructor's desk is similarly furnished, but has also apparatus for the distillation of water, including a large copper retort and condenser with block tin worm. There are also tables and a work

bench with a set of tools for the making of apparatus. On three sides of the room are cases with glass doors for the department library and for apparatus, chemicals and other supplies; the remaining side has blackboards, bulletin board and key board.

Handsome cases all about the walls of the large corridor on this floor are also used for the larger apparatus of the department of physics and physiology and for museum collections in natural history. A gas machine is to be provided to furnish gas for laboratory use.

The new geographical laboratory on the second floor is also fitted out with handsome work tables and cupboards for library and collections. New cases and much apparatus have been added to the psychological laboratory and a small laboratory has been fitted up in the model school.

PHYSIOLOGY.

As a supplementary course to psychology there will be offered a course in advanced physiology, open only to those who are taking, or have taken, the course in physiological psychology.

For the first term, the two courses are identical, and for an outline of this part, see physiological psychology.

Commencing with the winter term, two periods each week will be devoted to the study of those physiological functions not especially associated with the nervous system.

This would include a careful study of the digestive processes and dietetics, making use of an artificial digestive apparatus, to study the action of the digestive juices upon food stuffs.

Respiration and circulation, making use of especially prepared demonstration apparatus, including the sphygmograph.

Excretion, with a discussion of the hygienic laws bearing upon personal cleanliness.

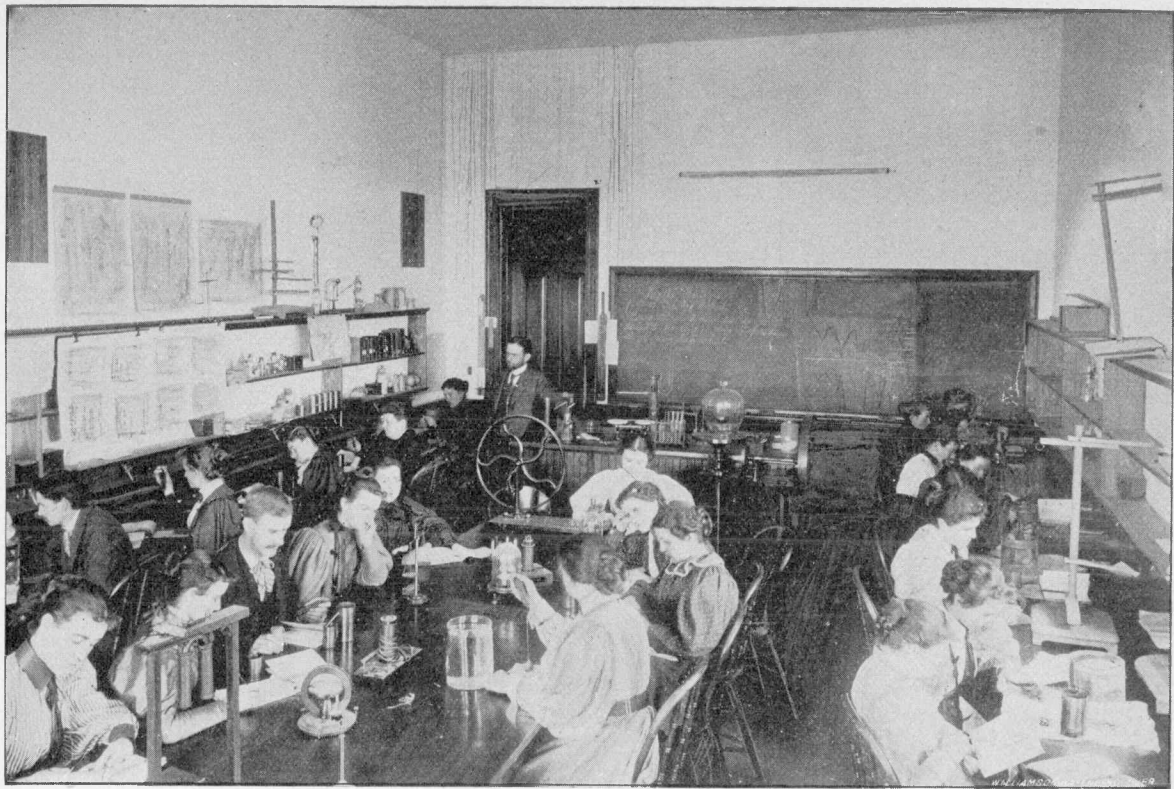
The general anatomy of the human body, using the cat and dog for dissection.

The last few weeks of the course is devoted to the consideration of practical emergency work, and school room hygiene.

The laboratory is, for the time being, converted into a demonstration hospital, and methods in bandaging, treatment for asphyxiation and drowning, together with a study of the antidotes for the commoner poisons will be taken up. Some time will also be spent in an attempt to familiarize the student with the earlier symptoms of the diseases of childhood, that they may be easily recognized and the wide-spread contagion now so common, prevented.

PHYSICS.

Physics is studied during the last term of the Junior year and the first half of the Senior year by the laboratory method. Students here learn to "read nature in



PHYSICAL LABORATORY.

the language of experiment." They spend two hours consecutively in the laboratory once a week, performing the experiments themselves, taking notes, making drawings and explaining what they observe. This is followed by reading from reference books and discussions.

Special attention is given to the application of physical principles in the explanation of common inventions and every-day phenomena. Illustrations of the law of the conservation of energy are everywhere sought for.

The school is provided with many valuable pieces of physical apparatus, including a fine air pump, a hydrostatic press, a whirling-table, an Atwood's machine, a delicate Troemner balance, a microtome, a steam engine, a thermopile, a Toepler-Holtz electric machine, a dynamo, a motor, induction coils, galvanometers, batteries, a heliostat with magic lantern slides, a spectroscope, a polariscope, a siren, sonometer, organ pipes, diapasons, etc.

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

Following are some of the pieces of



CHEMICAL LABORATORY.

SCHOOL-MADE APPARATUS

which pupils are taught to construct:

Barometer,	Plunge Battery,
Pressure-Gauge,	Boyle's Law Apparatus,
Hydrostatic Press,	Capillary Tubes,
Lifting Pump,	Spirit Lamp,
Force Pump,	Unequal Expansion Appa- ratus,
Siphon,	Conductometer,
Model of Respiratory Organs,	Air Thermometer, Etc.
Magnetic Needle,	

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

Further, the course in sloyd for Seniors has been so planned as to include a graded series of wood-working exercises in the making of apparatus to be used in the course of physics and chemistry and in teaching elementary science in the public schools. (*See Sloyd.*)

High school graduates who have taken physics are organized into a special class in the fall term of the Senior year, for the study of methods and devices rather than the matter of the subject.

CHEMISTRY.

Chemistry is pursued during the latter part of the Senior year, the method being the same as in physics. Particular attention is given to the chemistry of com-



BIOLOGICAL LABORATORY.

mon life, including such topics as foods, cooking and cleaning, sanitation, fermentation and the chemistry of plants, animals, the air, soils, etc. When time allows, the course concludes with some practice in qualitative analysis, especially of drinking waters and minerals.

BIOLOGY.

BOTANY.

Comprehending structural, physiological and systematic.

I.—AS TO METHOD OF STUDY.

1. Objective method—material in hand.
2. Leading pupils to interpret form, structure and habits of plants in their habitats.
3. The order in structural work is—individual, organ, tissues, cells, protoplasm.
4. Having pupils draw plants, parts, tissues and cells.
5. Using matter obtained as a basis for developing language.

II.—AS TO LINES OF WORK.

1. *Research.*

- a.* Plants of vicinity.
- b.* Plants along streams.
- c.* Hill and mountain plants.
- d.* Garden plants.
- e.* Commercial plants.

- f.* Fertilization.
- g.* Adaptation.
- h.* Family work.
- i.* Survival of fittest.

2. *Laboratory.*

- a.* Germination.
- b.* Organs.
- c.* Tissues.
- d.* Cells.
- e.* Protoplasm.
- f.* Conditions of growth.
- g.* Plant forces.

3. *Herbarium.*

- a.* Analysis.
- b.* Preparation.
- c.* Mounting.
- d.* Description.

The order of study in

ZOOLOGY

Is somewhat the same as that in botany, considerable attention being paid to structure, function, habit and their evolution. The subject is made practical by a study of the fauna of the vicinity and state—the insects, the fishes, the reptiles, the mammals and the birds. The same methods are pursued in this department as in botany. A considerable number of typical life-forms are

dissected and studied in the laboratory, students being required to take notes and make drawings. This is accompanied by discussions and the study of text books and reference books from the library. The school is supplied with simple and compound microscopes, dissecting instruments and mounting materials; also a number of alcoholic and stuffed specimens and zoölogical charts.

LITERATURE, HISTORY AND ENGLISH.

The instruction in the department of literature, history and English has, as its dominant motive, the ethical and æsthetic culture of the pupil; accordingly, spirited talks are given from time to time on the great men and great events of history, and a study of the choicest literature of each period extends throughout the entire course.

The student is thus given that "inward preparedness" which enables him to appreciate the spiritual and artistic elements of the masterpieces of literature. There is added to this a well-selected reading course that serves not only to throw light upon the civilization and literature of the period, but aids, as well, the power of expression on the part of the pupil, and encourages a love of the best authors and the choicest thought.

Out of the work herein indicated grows all the forms of expression, supplemented, of course, by the incidental instruction and criticism of the teacher.

ENGLISH BASED ON HISTORY AND LITERATURE.

SOPHOMORE YEAR.

1. Talks on Grecian history, with readings on the same.
 2. Comparison of the mythical age of the Greek race with other races.
 3. Study of Antigone from Sophocles.
 4. Study of Alcestes from Euripides.
 5. Talks and readings in Roman history.
 6. Study of Julius Cæsar.
 7. Readings from Coriolanus.
 8. Study of Merchant of Venice.
 9. Review of magazine articles one day each week.
- Forms of expression. Narration. Description. The letter. Original story.

JUNIOR YEAR.

1. *Readings and Talks on Mediæval History.*
 1. Study of Chaucer's prologue to the Canterbury Tales, Knight's Tale.
 2. Individual work on other stories from Chaucer.
2. *Sixteenth Century Literature.*
 1. Readings on environment and literature of the sixteenth century.
 2. Analysis of:
 - a. Much Ado About Nothing.
 - b. Romeo and Juliet.
 - c. Midsummer-Night's Dream.
 - d. Antony and Cleopatra.

3. Study of: *a.* Hamlet. *b.* Macbeth.
4. Readings from Othello.
5. Forms of expression.
6. Special study of argument and the Oration.
7. Individual study on eulogy and invective, from masterpieces of oratory.

SENIOR YEAR.

1. Readings on the seventeenth century literature and environment.
2. Study of Milton:
 - a.* Two books of Paradise Lost.
 - b.* Comus.
 - c.* Lyeidas and other poems.
3. Comparison of seventeenth and eighteenth century literature by individual work.
4. Readings—the Lake poets.
5. Nineteenth century literature and environment.
6. Readings from Tennyson, Browning and other poets.
7. Lessons given on
Scott,
Victor Hugo,
Dickens,
Thackeray,
Wallace,
Kingsley,
George Eliot,
Mabie,
Curtis, etc.

8. Special form of expression.
9. Comparative criticism.
10. Literary interpretation.

Besides the above work, a course in supplementary reading is made out for each class at the beginning of the year.

LATIN.

In the study of Latin, three objects are kept constantly in view:

1. Careful attention is given to the etymology of English words of Latin origin. Students are encouraged to search for and note the English derivatives of Latin words, with correspondences and differences in shades of meaning. Thus, by careful comparison of the words of both languages, students will be given such an acquaintance with English words as can by no means be obtained from the study of English alone.

2. A strict observance is made of the idioms of the language. Roman forms of thought are examined in order to make a comparison with the idioms that are peculiarly English. In no way can a student better see the beauty and strength of his own language and be inspired with a proper regard for his mother tongue. A student never knows that his own language contains idiomatic expressions until he has studied some language other than his own.

3. On all suitable occasions, and in the reading of Latin texts, especial care is taken to form an acquaint-

ance with the customs, habits and literature of the Roman people. Roman history is thus brought nearer to the student through the medium of a knowledge of Roman thought and speech. Accuracy of pronunciation and the mastery of Latin quantity is insisted upon. The systematic study of prosody begins with the reading of Latin verse. The time allotted in the course to this study is five hours per week for two years. It is confidently believed that under proper linguistic methods, the time is sufficient to gain a working knowledge of the language; to read such texts as will render students proficient in teaching elementary Latin; to form within them some taste for further study, and secure to them some of the culture and refinement which are the natural concomitants of classical study. This work is done to the end that proper methods may be developed.

HISTORY.

History, as well as geography, is largely a culture study. As geographical teaching is building up in the pupil's mind vivid notions of the earth as the *home* of the human family, so historic teaching is building vivid concepts of the *deeds* of the human family; not only deeds in reference to time and place, but in relation to each other, and as a great whole, involving all human action. The study of geography and history are very closely related. They are a study of man in his home moving toward his destiny.

That those who are preparing to teach may receive information, power and culture, and be imbued with the right spirit and notion of presenting this great subject to children, the course pursued by them is substantially the same as that which they should teach, only it is more comprehensive.

The work outlined for the school is as follows:

1. A course of juvenile historic readings of different countries, especially the United States and England.

2. A methodic and comprehensive course in United States history.

3. A course in general history, such as will develop the relations of the different races of the human family, such as will show its progress in civilization, and such as will reveal the great law of *inner connection*, which is in and among all things.

The school is well prepared to do this work:

1. It has a rich library of juvenile, historic literature, an excellent library of United States history, and a very creditable selection of general histories.

2. It has historical charts, maps and reference books and relics, which add to the interest of the subject.

3. As a rule the laboratory plan is followed, known as the "Seminary Method." The student is put in possession of sufficient material or data by which he can work out the subject in the library. The result is, an accumulation of knowledge, development of power, and culture.

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

PHYSIOGRAPHY.

This department occupies two rooms, a class room and a laboratory. Two half years are given to geography, beside the term devoted to public school science, which has been occupied mainly with the forms of land and water, studied from a geological standpoint.

The course aims to make not only students of geography, but *teachers*. To be the latter requires: 1. A broader and deeper knowledge of the subject than the prospective teacher expects to teach. 2. The skill necessary to sketch and model readily, and to be master of good methods. 3. That kind of training which enables the student to recognize, in his own neighborhood, the elements and forces of the whole world. Ritter says: "Wherever our home is, there lie all the materials which we need for the study of the entire globe."

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

We practice *daily observations* of climatic elements, both for immediate results and as preparation for advanced work. These observations include: Thermometer read-



GEOGRAPHICAL LABORATORY.

ings, barometer readings, direction and velocity of wind, clouds, rain or snow, sun's noon altitude, place and time of sun's rising or setting.

Field work is also given, to enable pupils to examine any locality from a geographical standpoint. The same work is the basis of primary geography teaching.

The *laboratory* furnishes the opportunity to study the most faithful representations of nature, as government maps and charts, photographs and accurate models of actual and typical forms in Nature. Work and study upon such materials accompany text book study and reading, and have produced marked results.

We have all the customary *apparatus*, as terrestrial globes, celestial globe, black globe, tellurian, solar lantern, wall maps, relief maps, thermometers, barometers, hygrometers, rain gauge, and a number of home-made pieces. Lantern views, photographs and models have become an important feature of our equipment.

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

Cabinet specimens are rapidly accumulating, including already a collection of woods, agricultural products, and an interesting mineral cabinet. Contributions from students and all friends of the school are always welcome.

OUTLINE OF WORK.

CLIMATIC ELEMENTS.

- Physical properties of air.
- Instruments used and principles involved.
- Circulation of the air.
- Use of weather maps.
- Ocean currents.
- Effects of relief.
- Climatology of ten typical regions.
- Daily observations throughout.

COMMERCIAL GEOGRAPHY.

- Distribution of the world's resources.
- Distribution of the world's products.
 - a. Consumed at home.
 - b. Transported.
- Laws of trade.
- Commercial life of typical communities.
 - The agricultural community.
 - The mining community.
 - The manufacturing community.
 - The commercial community.
- Study of typical industries.
 - The cotton industry.
 - The iron and steel industry.
 - The lumber industry.
 - The fish industry.

PHYSIOGRAPHY OF LAND FORMS.

How the earth came to its present condition.

Nature of the crust.

Constructional forces

Crust movements.

Volcanic action.

Animal and vegetable formations.

Other constructional processes.

Destructional forces.

Water and its work.

Ice and its work.

Minor agencies.

Types of topography.

ROCKS AND SOILS.

Fifty mineral and rock specimens to be collected by each student and described by

Appearance,

Physical tests,

Simple chemical tests,

Occurrence,

Origin and history.

Ten soil specimens by each student, described by

Physical properties,

Physical composition,

Occurrence,

Adaptation to vegetation.

MATHEMATICAL GEOGRAPHY.

All practicable daily observations on sun, moon, planets and stars.

Explanation of apparent from real movements.

Distribution of sunlight.

a. In space on earth's surface.

b. In time throughout the year.

Introduction to astronomy sufficient for use in primary science.

APPLICATION OF THIS COURSE TO GRADE WORK.

Map making, projections.

Sketching.

Moulding in pulp.

Sketching in sand.

Supplementary reading.

Course of study for grades.

Primary science teaching.

Intensive study

Of Colorado,

Of one other state,

Of one foreign country,

Of one phase of a continent.

MATHEMATICS.

The students who enter the school, having had training in the elementary mathematics, are well prepared to study and use them in their relation to each

other and to other subjects. To this end arithmetic, algebra and geometry are taught correlatively. Much experimental work is done in geometry; arithmetic and algebra are used to express the geometrical relations deduced.

Courses in arithmetic for all grades are developed and worked out together with the devices, method and principles that are used in the different grades. The psychology of number is thoroughly studied in its relation to teaching.

A course in algebra for the grammar grades (seventh and eighth) is worked out, and its feasibility proved in its being practically worked out in the model school. A course in algebra for the high school is also developed. The use of algebra in geometry is fully developed—to such an extent that the student is at home in the subject.

The most fruitful source of all for mathematical training is the laboratory work in geometry. Here courses for all grades are developed, from the primary form work to the inventional geometry of the grammar school, thence to the geometry of the high school.

Courses of work are also made out for the grades in which the elementary mathematics are concentrated.

The laboratory contains dividers, protractors, triangles, goniometers, all kinds of geometrical forms, scales, metre sticks, foot and yard measures, measures for liquid and dry measure, compass, level, transit, tape-



DELSARTE GROUP.

line, a surveyor's chain, set of hoops for circle measurement, etc.

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

READING, ELOCUTION AND DELSARTE.

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

From observation and experience we are led to believe that a very large proportion of the reading done by people in general is silent. There is but one element in it—the mental. Hence, *silent reading* is a process of interpretation through written words. Again, some reading is done for the benefit of others. This involves two elements—the mental and physiological. *Oral reading* is a process of interpretation through written words, and an oral expression of the same thought, in the same words. We have another species of reading, called dramatic. In it are the same two elements as in oral, but they are intensified. The mental element contains more emotion. The physiological contains movements of the body—acting. Hence *dramatic reading* is a process of interpretation accompanied by strong emotion and an expression of the same thoughts and emotions through appropriate movements of the body.

Out of the above grows the following outline of work:

I.—INTERPRETATION OF WRITTEN MATTER—
SILENT READING.

1. Develop power of.
2. Develop love for.
3. Develop habit of.

II.—EXPRESSION—ORAL READING.

1. Voice—
 - a. Develop power of.
 - b. Develop control of.
 - c. Train to modulate.
2. Speech—
 - a. Phonics.
 - b. Articulation.
 - c. Pronunciation.
 - d. Grace and ease.
3. Body—DELSARTE—Relaxing.
 - a. Harmonic poise.
 - b. Basis—Attitudes.
 - c. Walking.
 - d. Hand.
 - e. Arm.
 - f. Torso.
 - g. Head.
 - h. Body as a whole—Pantomimes.

As to the pedagogical value of this training, there is no question. How valuable it is to have a cultivated mind—cultivated by reading; how necessary to have a sweet, commanding voice; how it charms to hear one whose speech has grace and ease—what an element of government; how it gives firmness and confidence to the entire school to have before it some person who has control of his body. This department aims to give this pedagogical training, so essential to success in teaching. It is not only a strong element in the success of a teacher, but it is essential to success in any profession or occupation. A refined thought is not all. There must be refined expression, refined voice, refined speech, refined action.

The best of all the systems is used, making our work eclectic.

CIVICS.

Realizing the importance of intelligent citizenship and the necessity of clear views of our social and political relations, much stress is laid upon this branch of study. From fifteen to twenty weeks are devoted to a careful study of the subjoined topics: The nature, theory and necessity of government. The rights, obligations and duties of citizenship. The distinctions among the several forms of government. Republic defined, and the distribution of the powers in our republic. The study of these departments in national, state, county and local government. The relation of the citizen to each grade

of government of which he is a subject. The relation of the states to each other and to the general government. The history of the formation of our government, and the adoption of the constitution. A careful analysis of the text of the constitution. Composition of each house of congress, qualifications for membership, apportionment, mode of selecting, term of office, salary, etc. The officers, committees and rules of each house. The powers and limitations of congress. The executive and several departments of state—treasury, war, navy, interior, postoffice, attorney general, state and agriculture. The subdivisions and duties of each department. The eligibility, nomination and manner of election of president and vice president. The term of office, salary, power and duties of each. The law of presidential succession and impeachment. The constitution of the federal courts—supreme, circuit and district, claims and commissions, with officers of each. Distinction between original and appellate jurisdiction. Distinction between federal and state courts. Congressional control of territories, districts and other federal lands. Formation of new states. Personal rights guaranteed by the constitution.

Lectures and lessons on the following topics of the school law of Colorado: The school district, classes, officers, their election and duties. The sources of revenue for the school fund. Composition and duties of the state board of land commissioners and the state board of education. Relation of the state and county superin-

tendents to the schools of the state. The location, purpose and maintenance of the several state schools of higher and professional education. The qualifications and duties of teachers in the public schools of the state; the branches to be taught, text books, school blanks and reports; and school year, school month, school day and public holidays.

ART.

Science consists in knowing; *art* in doing. The human soul actualizes itself through the body, the chief organs of expression being the *tongue* and *hand*. The school has to do with art in *speech* and *music* as expression through the tongue. It has to do with *drawing* and *construction* as expression through the hand.

The three forms of expression in which the hand is trained are *penmanship*, *drawing* and *constructing*. Training the hand is leading it to express readily, in either of the above forms, concepts.

SPEECH.

Art in speech, the most human manifestation of humanity, has to do with the modulation of the voice and the proper pronunciation and use of words in the expression of thought. Skill is developed in this line by having the pupil enter into conversation with the teacher, by having him read literature commensurate with his understanding, and by having him relate what he reads in story form.

VOCAL MUSIC.

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

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

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

3. The refining and elevating influence of good music is almost universally acknowledged. The school room in which singing is a daily exercise is pervaded with an atmosphere of true culture and refinement.

4. The time will soon come when music reading will be efficiently taught in all our schools. We may then reasonably expect the time to follow when all the people can sing and good choir and good congregational singing will be found everywhere.

5. The constantly increasing demand for teachers in the public schools who can teach music as skillfully as they can teach language or number has induced the Colorado State Normal School to place music on an

equality with other studies in the course of instruction. It is therefore not optional, but required.

Outline of course in music department:

1. Thorough study of rudiments of music and elementary harmony.
2. Constant practice in sight singing, using both staff and tonic sol-fa notations.
3. Drill in the proper rendering of the best music.
4. Study of the best methods for teaching music in the public schools.
5. Practice in teaching music in training school.

PENMANSHIP.

Art in penmanship has to do with the arrangement of lines to form words. It is drawing words behind which are ideas. Teachers should be trained in exact penmanship, that they may be able to put accurate copies before little children.

DRAWING.

Art in drawing has to do with shape and color. It is using lines behind which are ideas. It may be divided into *perceptive, conceptive and imaginative*.

Perceptive drawing consists in drawing objects which are visible; as, the geometrical solids, plants, leaves, roots, fruits, animals, insects, birds, etc.

Conceptive drawing consists in drawing from the mental concepts or from the mental picture, the object being absent, from specifications and in perspective.

Imaginative drawing consists in such modification and combination of the mental elements as to result in design.

By using color in connection with drawing, the pupil is led up to higher art or painting. Perceptive drawing affords quite an opportunity for color work, as does also conceptive.

Freehand drawing: The types, sphere, cube, cylinder and triangular prism, and their modifications. The representation of objects in nature and art based on the foregoing forms.

Practice in light, shade, shadow and reflection. Invention, by line and by form. Practice in rapid sketching. Pen and ink drawing. Instruction and practice in blackboard and illustrative work, with special reference to the application of drawing in teaching other subjects.

Instrumental drawing: General principles and practice in parallel and angular perspective. Mechanical drawing (geometric and industrial) taught in connection with Sloyd.

Methods in drawing: Talks on methods for primary, grammar and higher grades, and for mixed schools.

HISTORY OF ART.

A course of lectures on *the history of art* and fine art principles will be given for seniors.

These lectures will occur once each week through one term, and will aim chiefly to make students more

familiar with the work of the great artists and to show the value of fine art to the teacher.

Picture making in school work, considerations on methods and courses of "form study and drawing" now in use, and a brief review of studio and office practice will form an interesting part of this course.

The well known principles of light and shade, color, projections and ornament will be demonstrated in the lecture room.

SLOYD.

Art in construction has to do with form and joining. It is making something behind which there are ideas.

Sloyd is a system of educative hand work. It has its beginning in the gifts and occupations of the kindergarten. The unit concept of the system is form. The materials used in construction are paper, clay, paraffin, pasteboard, wood, wire, etc. The objects made are real things—useful articles, called models. Mechanical drawing is a prominent feature: The pupil makes a working drawing of the teacher's model. This drawing is his guide in producing another model.

THICK WOOD SERIES.

JUNIOR YEAR.

- | | |
|------------------|-----------------|
| 1. Window-stick. | 5. Tool-rack. |
| 2. Wedge. | 6. Coat-yoke. |
| 3. Flower-pin. | 7. Bread-board. |
| 4. Flower-stick. | 8. Pen-holder. |

- | | |
|-----------------------|--------------------|
| 9. Flower-pot stand. | 21. Pen-tray. |
| 10. Flower-pot stool. | 22. Hat-rack. |
| 11. Bench-hook. | 23. Picture-frame. |
| 12. Hatchet-handle. | 24. Cake-spoon. |
| 13. Corner-shelf. | 25. Picture-frame. |
| 14. Hammer-handle. | 26. Foot-stool. |
| 15. Key-board. | 27. Scoop. |
| 16. Paper-knife. | 28. Book-holder. |
| 17. Ruler. | 29. Knife-box. |
| 18. Towel-roller. | 30. Lap-board. |
| 19. Counting-frame. | 31. Tray. |
| 20. Nail-box. | 32. Paper-rack. |

The minimum amount of work is fifteen pieces.

Materials used: Pine, poplar, maple, cherry, sycamore, and gum, nails, screws, wire, glue, shellac.

Apparatus—To be made by different classes as required by their teachers. Suggestive:

- | | |
|------------------------|---|
| 1. Dissecting needles. | 8. Mensuration blocks. |
| 2. Blackboard-ruler. | a. Solid: cube, rectangular prism, rectangular pyramid. |
| 3. Insect-mounts. | b. Dissected: parallelogram, triangle, circle. |
| 4. Setting frame. | |
| 5. Drawing triangle. | |
| 6. Flower-press. | |
| 7. Mineral tray. | |
| | 9. Ruler or T-square. |
| | 10. Student's scrap box. |

SENIOR.

1. Lever and fulcrum.
2. Universal support.
3. Attachments for universal support.
 - a. Pulleys.
 - b. Plunge battery.
 - c. Collision balls.
 - d. Marble gun.
 - e. Filter.
 - f. Electrolysis tubes.
 - g. Barometer tube.
4. Shadow-gauge.
5. Climatometer.
6. Match-safe.
7. Pen-tray.
8. Test-tube rack.
9. Crystal-axes.
10. Test-tube holder.
11. Litter-box.
12. Counting frame.
- h. Pendulum.
- i. Inclined plane.

In the Junior year students pursue a course of reading in connection with the subject, and produce one theme each term on such phase of the subject as shall be assigned by the teacher. Lectures are given on tools, growth and structure of wood, history of sloyd, its educational value, etc.

Model School
AND
Child Study Department.

FACULTY.

Z. X. SNYDER, Ph. D., President,
Mathematics.

• EDGAR L. HEWETT, Pd. B., Superintendent,
Child Study, Pedagogical Seminar, Supervision.

ANNA A. MILLIGAN, A. B.,
Model Teacher, Grammar Grades.

ELIZABETH H. KENDEL, Pd. B.,
Model Teacher, Grammar Grades.

ELEANOR M. PHILLIPS,
Model Teacher, Primary Work, Third and Fourth Grades.

M. NORA BOYLAN,
Model Teacher, Primary Work, First and Second Grades.

J. S. YOUNG, A. M.,
United States History, Eighth Grade.

A. P. WILLS, Ph. D.,
Physical Sciences, Eighth Grade.

E. G. DEXTER, A. M.,
Natural Science, Sixth Grade.

CREE T. WORK, E. M.,
Sloyd and Drawing, Grammar Grades.

N. M. FENNEMAN, A. B.,
Geography, Seventh Grade.

SARAH B. BARBER,
Reading and Physical Culture, Grammar Grades.

A. E. BEARDSLEY, M. S.,
Natural Science, Fifth Grade.

J. R. WHITEMAN,
Vocal Music, Grammar Grades.

J. F. DANIELS,
Drawing, Grammar Grades.

MODEL SCHOOL AND CHILD STUDY DEPARTMENT.

I. AIM AND SCOPE.

The model school is intended to be an ideal public school. It is an indispensable adjunct of a teacher's training school. It embraces all the common school grades, and in it are illustrated all phases of public school work. It also affords a field for practical child study. There is a model or critic teacher in charge of the work of each room, who has immediate control of all the work of the grade. Certain members of the normal faculty also conduct classes regularly for the purpose of illustrating expert work in their special lines.

II. OBSERVATION AND PRACTICE WORK.

The model school affords to students of the Normal School, two years of actual experience in public school work, under careful direction and training.

A. JUNIOR YEAR.

Begin the study of practical pedagogy under the superintendent. Course of work as follows:

1. Observation of methods of teaching in all subjects.
2. Investigation of courses of study in all grades.
3. Scientific study of children.
4. Teaching under direction of critic teachers.

B. SENIOR YEAR.

1. Teaching under critic teachers.
2. Pedagogical seminar under superintendent.
3. Original investigations in child study.
4. Preparation of courses for the grades in history, literature and geography; science, mathematics, art, etc.
5. School organization and management.

III. CHILD STUDY.

A. JUNIOR YEAR.

1. Psycho-physical experiments, tests, measurements, etc. (See Department of Psychology.)

2. A study of the literature of the child study movement. The application of what has been done to practical school work. Its pedagogical bearing upon courses of study, methods of teaching, school hygiene, etc.

3. A study of temperament. Its relation to school management, punishments, etc.

B. SENIOR YEAR.

1. Original research along lines suggested by the superintendent and members of the faculty. Study of special cases, defective children, etc.

2. Anthropology. A study of the child in relation to primitive man. The child or the savage as first touched by nature—plants, animals and natural phenomena. The development of primitive literature, art and

science. The study of a primitive civilization. The Aztec, as found in their descendants, the Pueblo Indians of Zuiñi, Moqui, Taos, Chochiti and other villages, will be taken as a type.

The aim of the course in anthropology for the coming year will be to uncover the wealth of literature that exists as nature-myths, folk-lore, legends, traditions, and poetical compositions of the primitive people of our own continent particularly, and to show its value when embodied in courses of instruction for children in connection with nature study, literature and art forms.

IV. PEDAGOGICAL SEMINAR.

The work of the pedagogical seminar will be chiefly the discussion of all pedagogical questions arising in connection with the model school work. It is the agency by which the work of the various departments in which the student is engaged is correlated and reduced to actual practice. It deals with the correlation, development and arrangement of all the courses of instruction prepared for use in the grades.

V. COURSE OF STUDY.

The course of study assumes three centers of educative effort, viz.: Science, history and literature, and art.

I. SCIENCE WORK.

1. OBJECT.

The education of the child begins with birth. It begins in experiences occasioned by contact with nature. Experience results in development. Sense training goes on with the child from birth. It is cultivated by all that he sees, hears, smells, tastes, touches, handles. By use every organ is functioned. Development will be along lines of least resistance. It may be true, symmetrical, harmonious. It may be false, ugly, discordant, owing to right or wrong direction and stimuli. The great desideratum is character, the highest expression of all activities of the soul. It is the harmonious union of truth, beauty and joy, and the consequent right relation to all things in nature. It is the absolute absorption—assimilation—apperception of these things in the soul. How important, then, that the child be brought into constant, intelligent and loving contact with nature, the great storehouse of truth, the soul of all beauty and harmony. Science, then, should be taught for a many-sided purpose. It has an important utilitarian value. It develops power of observation, exactness of thought, refinement of expression. It stimulates mental activity, cultivates energy and will, and is valuable as a basis for lessons in reading, writing, orthography, oral and written language, drawing, modeling and coloring. It gives insight into nature. It enables the child to interpret and utilize nature for his own development. It places

him in happy and harmonious relation to his surroundings. It furnishes him with those experiences which are the foundation of a rightly developed character.

II. METHOD.

The child must study nature as he finds it. The flower should be studied in its natural place in nature, in its relation to its surroundings. The animal should be studied at its home, at its work. No kind of science can take the place of field work. The science excursion should be the central, the all important feature. The object of the excursion is not simply to collect material. A half hour spent in watching birds, insects, clouds, sky and river, will do more to awaken and direct thought than weeks with books.

In primary grades of the model school out-door science work is carried on every other day during the pleasant weather of spring and fall. The intervening days are spent in sorting and arranging collections, and in talking, writing and reading about subjects studied. In grammar grades the amount of laboratory work and science reading is increased. One excursion a week furnishes sufficient material for study. In the primary grades the child is simply brought into intelligent contact with nature. There is no classification of science into its various branches except as the child naturally arranges the subjects brought into his circle of thought, as plant study, animal study, rock study, etc. But gradually the child's mind differentiates these, and they be-

come distinct subjects of thought. He thinks them as geography, botany, zoölogy, etc., and he is ready to study them more in detail.

The general plan of nature study may then be summed up as follows:

1. Four years of undifferentiated nature study, during which out-door work is the characteristic feature, with in-door reading, language work, drawing, etc., growing out of it naturally.

2. Four years of more specific science, during which the sciences become differentiated into geography, botany, zoölogy, physiology, geology, astronomy, meteorology, physics and chemistry, and laboratory work becomes a characteristic feature with systematic, though less frequent excursions, much reading, writing, talking, independent investigation, classification, etc. No specific text book is used in any science, except geography.

To this side also belongs mathematics, which represents the formal side of science. The plan of work in mathematics is sufficiently shown in the condensed course of study following.

III. COURSE OF STUDY.

A.—PRIMARY GRADES.

I.—Fall.

1. *Field Work.*

- a. Excursions to gather and study fall flowers. Water plantain, sunflower, thistle, golden rod, asters, etc. Conversational lessons about their color, size,

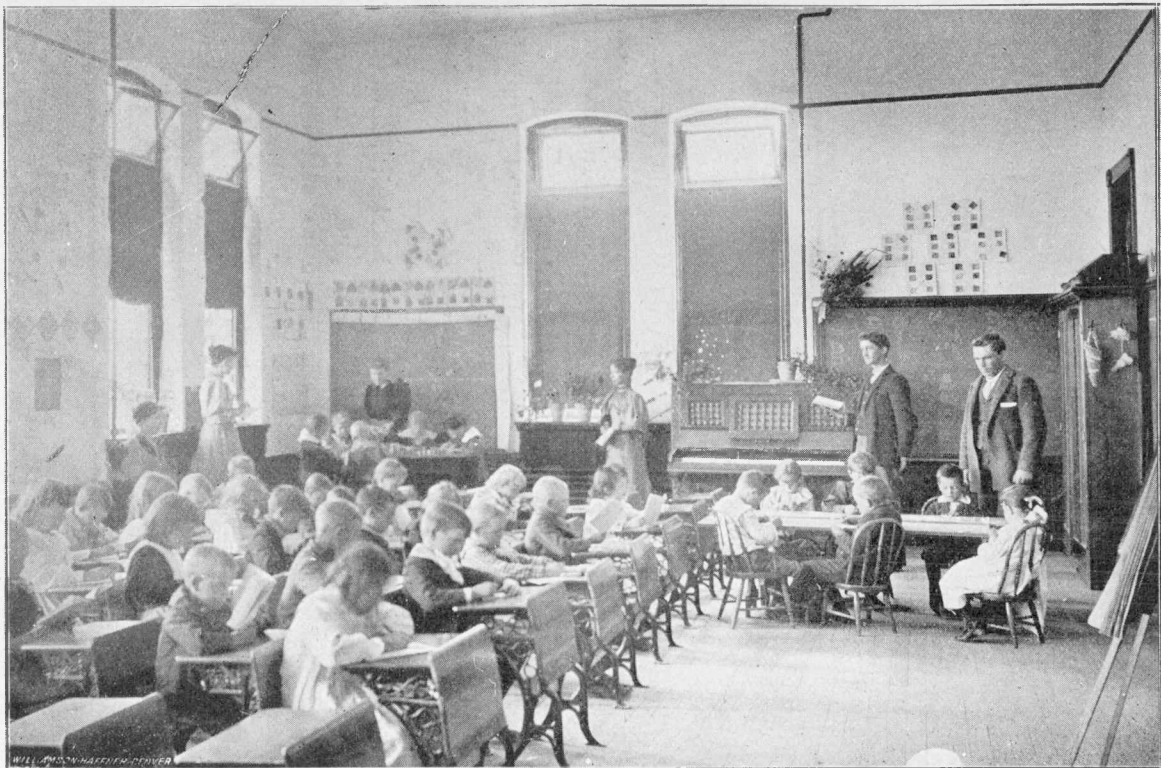
shape, fragrance. Where they grow. Number of parts. Their roots, leaves, stems, blossoms, seeds, as soon as formed. Effect of frost upon them.

b. Excursions to study trees. The tree as a whole. Peculiarities of size, shapes, bark, leaves, seeds, etc. The life that is in any way related to it. Birds, insects, mammals, etc., that are sheltered by it or feed upon it. Effect of frost, wind and rain. Other plants that live upon it.

c. Excursions to observe and gather fruits and seeds. Watch the formation and ripening of seeds and fruits. Observe provisions for their dissemination by winds, water, animals. Notice hooks and claws, wings, sails, etc., in seeds of many uncultivated plants; absence of them in cultivated plants. Observe perfect fruits, imperfect fruits, seeds. Uses to man, to animals, to the plants themselves. Make collection. Set aside one day in October for "Fruit Day."

d. Excursions to observe birds and nests. Hawk, eagle, crow, jay, swallow, bluebird, blackbird, meadow lark, shore lark, finches, warblers, gull, ducks, quail, owl, plover. Color. Resemblance to surroundings. Plumage of male and female. Song or call. Food, beak, claws, habits, nests, habitat, uses. Harmful or not. Collect deserted nests. Study arrangement, structure, material, place, etc. Note disappearance of birds. Make calendar of same.

e. Excursions to observe insects, worms, etc. Ants, bees, wasps, butterflies, moths, beetles, grasshoppers,



MODEL SCHOOL—LOWER PRIMARY.

dragon flies, house flies, bugs, earth worms, spiders. Where they live. What they appear to do. Transformations, color, parts, etc. Adaptation of color to surroundings. What they live on. Destructive or helpful. Uses. Preparation for winter. Collect cocoons and chrysalids.

f. Excursions to study mammals. Domestic animals. Horse, cow, pig, sheep. Wild animals. Ground squirrel, gopher, rabbit, weasel, muskrat, mouse, prairie dog. Color, covering, uses, habits, habitat, food. Peculiarities of marking, structure, voice, mimicry. Preparation for winter.

g. Excursions to gather and study minerals and rocks. Observe quartz, sand, clay, pebbles, cobble stones, boulders, fossils, etc. Examine color, hardness and other simple physical properties. Observe sedimentation, stratification, erosion, soils, slopes, banks, streams, ravines, drainage. Make collections and observe "Mineral Day."

h. Excursions to observe clouds, vapors, effects of wind, rain, hail, frost. Preparation everywhere for winter among plants, animals and people. Hibernation of animals. Migration of birds. Falling of seeds and leaves. Death of flowers, grass, insects, etc. Learn of distance, direction, horizon, etc.

2. *Indoor Work.*

a. Language work. Talking, writing and reading about things seen during excursions.



MODEL SCHOOL—UPPER PRIMARY.

b. Number work exercises growing out of observations on objects studied.

c. Psychomaneual work. Drawing, cutting, sewing and modeling of forms of fruits, seeds, leaves, flowers, roots and animals. Making of bags and boxes for seeds and minerals. Sorting and arranging of seeds, minerals and rocks, leaves, roots.

d. Observation work. More careful examination of fruits, seeds, minerals and rocks. Observations on temperature, evaporation, condensation, climate, storms, thunder, lightning, rain. Keep living plants in the school room. Keep fishes, frogs, clams, crawfish and snails in water, with sand in the bottom of vessel. Keep lizards, toads, spiders, grasshoppers, crickets, bugs, beetles, etc., in boxes of sod covered with netting. Keep larvae in boxes covered with netting and watch spinning of cocoons. Pupils must carefully study and attend to the food of all living animals kept in the school.

e. Information lessons. Reading concerning animals, plants, phenomena, particularly of foreign lands.

II.—*Winter.*

Mostly Indoor Work.

1. Talks and readings about the stars, planets, comets, sun, moon. Learn names of most prominent stars, planets and constellations. Maps of certain constellations, *e. g.*, Orion, Cassiopeia, Draconis, Ursa Major.

2. Weather observations. Temperature, snow, ice, winds, clouds, freezing, thawing, ventilation.

3. Observation of winter condition of plants and animals. Birds that remain over winter. Plants that die completely; those that die down to the root; those that do not die at all. Information lessons. Readings about animals, particularly those of other lands, *e. g.*, lion, tiger, elephant, reindeer, camel, llama, etc.

4. Lessons on how to live.

a. Eating. Proper and improper foods. When to eat. Manner of eating. Simple lessons concerning the stomach, digestive organs, digestive fluids. Effects of alcoholics, narcotics and stimulants of all kinds.

b. Clothing. Different clothing materials and their values. Colors. Necessity for neatness, cleanliness and comfort in dress.

c. Care of body. Cleanliness. Diseases that breed and thrive in filth. Washing and bathing. Care of hair, teeth and nails. Care of eyes and ears.

III.—Spring.

1. Field Work.

a. Excursions to watch first signs of returning life in plants. Study buds, arrangement, etc. Watch for first appearance of catkins of willow and cottonwood. Study catkins and determine uses. Study germination of seeds. Examine cotyledons. Gather and study spring flowers. Violet, sand lily, lupine, evening primrose, iris, thermopsis, lilac, wild rose, blossoms of plum, apple, cherry, peach, currant, gooseberry, strawberry. Examine flowerless plants. Toadstool, ferns. Observe May

29 as "Flower Day." See also suggestions for fall work.

b. Excursions to examine trees. Study their buds, flowers, sap. Watch for formation of fruits. See also suggestions under "*b*" for fall work. Observe "Arbor Day."

c. Excursions to watch for the return of birds. Keep calendar of their appearance. Watch building of nests, laying of eggs, etc. Set aside one day in April for "Bird Day." See also suggestions under "*d*" for fall work.

d. Excursions to study insects. Watch for their appearance. Observe transformations, opening of cocoons and chrysalids. See suggestions under "*e*" for fall work.

e. Excursions to study mammals. Watch for the appearance of those that have hibernated. Keep a calendar of appearance. See suggestions under "*f*" for fall work.

f. Excursions to gather minerals and rocks. Same as "*g*" fall term.

h. Excursions to observe weather, clouds, vapors. Effects of wind, rain, hail and frost, etc.

2. *Indoor Work.*

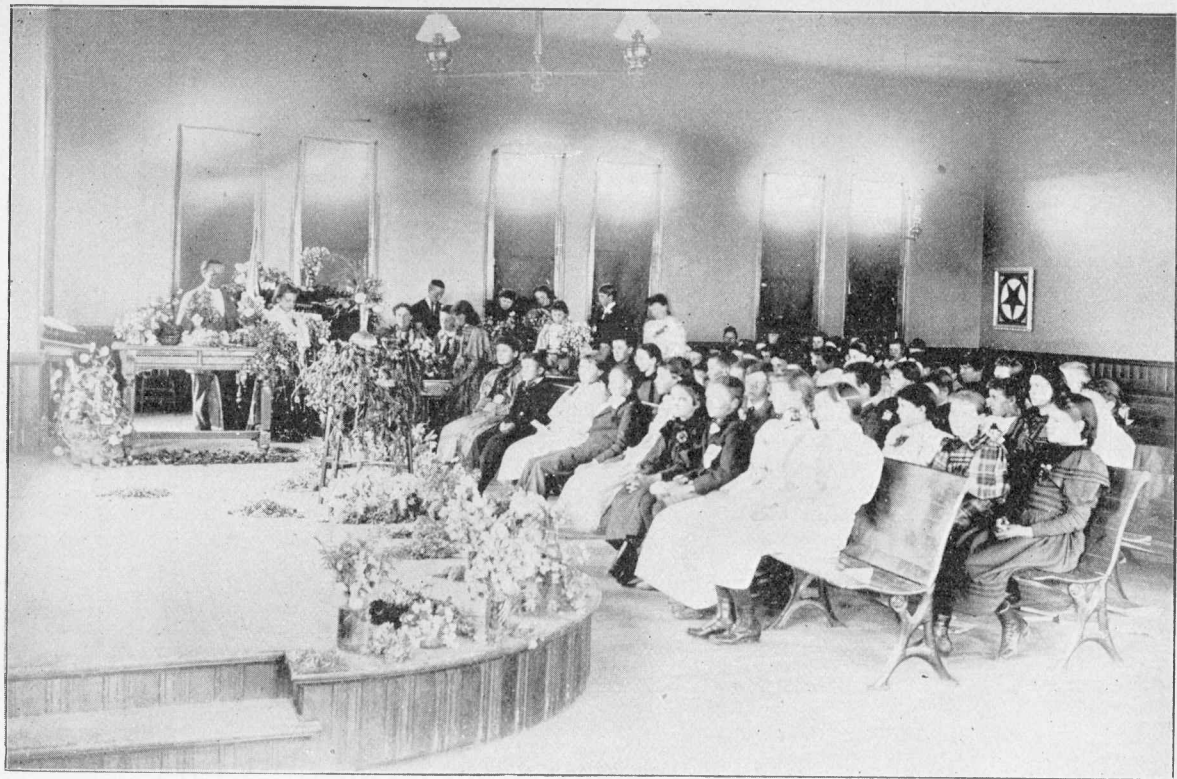
a. Language. Same as for fall term.

b. Number work. Same as for fall term.

c. Psychomaneual work. Same as for fall term.

d. Observation work. Plant seeds in boxes and watch germination. See also suggestions for fall work.

e. Same as fall term.



MODEL SCHOOL—LOWER GRAMMAR.

B.—GRAMMAR GRADES.

*Fifth Grade.*1. *Fall.*

a. Zoölogy. Study of vertebrates. About thirty lessons on mammals and birds. In field work learn to know mammals and birds by common name. Learn habits, physiological characteristics, etc. In laboratory work examine mounted specimens. Study structure; classification as far as families. Draw, color, read, write.

b. Geography. Three lessons a week, mostly physical. Study of relief form as seen about home. In field work study drainage, slope, soil, products, rainfall, clouds, frost. In laboratory work, elements of map drawing, sand modeling. Study from text book. Geographical readings.

2. *Winter.*

a. Meteorology. About twenty lessons. Weather observations. Use of barometer and thermometer. Keep meteorological record. Cause of variations of climate. Effects of climate upon people and products.

b. Geography. Fall work continued and extended. Greater amount of laboratory work.

3. *Spring.*

a. Zoölogy. Study of vertebrates. About thirty lessons upon mammals, birds, reptiles, amphibians and fishes. Same plan as for fall work. All grades observe "Bird Day" in April.

b. Geography. Same as winter term. More field work.

Sixth Grade.

1. *Fall.*

a. Zoölogy. Study of invertebrates. About thirty lessons on insects, spiders, crustaceans, myriopods and worms. In field work study the animals, as far as possible, in their homes. Look for them on the ground, on leaves, bark, buildings, fences, under boards, bark, rocks, logs, rubbish; in air, water, flowers, fruits, holes; around electric lights. Observe their food, movements, habits, how they protect themselves. Make collections. In laboratory work, study with microscope the eyes, wings, legs, parts of body, etc., but without dismembering. Classify as far as orders. Write up excursions. Read, draw, color. Make stretching boards, insect nets, mounting trays.

b. Geography. Three lessons a week. Continue field work. Continue text book work. Map drawing. Pulp work. Supplementary reading. Some political geography carefully coördinated with history work. Use same text book as fifth grade.

2. *Winter.*

a. Astronomy. Twenty lessons. The theories of Ptolemy and Copernicus. Galileo. The telescope. The moon, planets, comets, stars, meteors, constellations. Star maps. The mythology of the heavens.

b. Geography. Continue and extend fall work.

3. *Spring.*

a. Zoölogy. Study of invertebrates. Thirty lessons on insects, mollusks, radiates. Same plan as for fall term.

b. Geography. Continue and extend the work of previous term. Finish text book.

Seventh Grade.

1. *Fall.*

a. Botany. Twenty-five lessons. Special study and classification of fruits, roots, stems. In field work, study growing plants. Economic uses, soils, adaptability to climate. In laboratory, study plant as a whole. Uses of parts, structure of parts. All grades observe "Fruit Day" in October. Draw, read, write.

b. Geography. Three lessons a week. Physical, political, descriptive. New text book. Map work, outline and relief. Much reading in connection with history.

2. *Winter.*

a. Geology and mineralogy. Thirty lessons. Crystalline and uncrystalline rocks. Physical properties. Stratified and unstratified. Historical geology. Geological ages. Fossils. Determination of fifty common minerals and rocks.

b. Geography. Continue same line as in fall.

3. *Spring.*

a. Botany. Twenty-five lessons. Special study of germination, flowers, leaves. In field work study



MODEL SCHOOL—UPPER GRAMMAR.

forms of inflorescence, sprouting of plants. Monocotyledonous and dicotyledonous plants. Classes of leaves. In laboratory work, examine flowers with microscope, classify, study uses, soil, etc. Draw, read and write.

b. Geography. Continue same as previous term.

Eighth Grade.

1. *Fall.*

a. Physics and chemistry. Thirty lessons. Mostly laboratory work. Properties of matter. Forces, physical, chemical. Experiments. Making of apparatus.

b. Geography. Three lessons a week. Physical and commercial. Making of charts illustrating winds, currents, rainfall, distribution of vegetable and animal life, distribution of races, routes of travel, centers of commerce. The distribution and exchange of the world's products. Much reading.

2. *Winter.*

a. Meteorology and astronomy. Twenty-five lessons. More detailed investigation of climatic and astronomical laws. Making of apparatus. Systematic observation and record.

b. Geography. Same as previous term.

3. *Spring.*

a. Physiology. Twenty-five lessons. The human body. Motor system, digestive system, circulatory system, respiratory system, nervous system. Special attention to effects of alcoholics and narcotics.

b. Geography. Work of previous term concluded.

II.—HISTORY AND LITERATURE.

I.—OBJECT.

More stress should be laid during the early years of childhood upon forming the mind than upon furnishing it. Information is the lowest motive in the teaching of history and literature. Very early in life the influence of other people begins to shape the disposition. The emotional nature begins to develop. The child is inspired by the deeds of men. The chief object of history and literature in the course is to furnish proper moral stimulus. Moral ideas grow out of intercourse with people, either real or imaginary. To attempt to inculcate a moral precept in the mind of a child without giving it a basis in human action, is like trying to teach a child to see the relations of numbers by use of abstract symbols at a stage when he is able to calculate with objects only. Moral ideas must be based upon concrete actions. The deeds and expressions of great historic characters are object lessons by which the disposition of the child may be trained.

It is important, then, that the child may be early brought into constant, intelligent and sympathetic intercourse with the great characters of history and fiction. Actual human intercourse is subject to the close limitations of time and place. Hence, the necessity of enlarging this by means of the historic and the ideal. In every grade there should be much reading along the lines of biography, mythology, legend, fiction.

History and literature are taught from the beginning in first grade through the entire course. They stimulate the moral sentiments, inculcate truth, generosity, courage, patriotism, kindness, sympathy. They induce correct moral judgments. They refine and cultivate expression. Finally, if there be complete assimilation—apperception of the great truths thus brought into the child's circle of thought, these elements are transformed into mental and moral fiber and find their ultimate expression in conscious character.

II.—METHOD.

As in the science work, so is it in history and literature—the child must be led into the rich fields by the teacher. At first, the realms of fancy are nearest the eager soul of the child. Myth and fairy tale and fable make up the world of fancy in which the child's thoughts naturally float. Here his interest centers, and, consequently, we find here the proper subject matter for his earliest steps in reading. Mastery of the abstract symbols of thought comes easy and naturally to the child when its interest is keenly aroused.

Fairy tales, fables, folklore and myths are used in first and second grades, to the immediate end that the child may find on entering school that material which keenly arouses his interest. The school is brought nearest the home life of the child. The stories are first told by the teacher, and, as rapidly as possible, the child is induced to gather the thought of the story from the

page for himself. Within a very few weeks the child will read easily and naturally the simplest of the tales from beginning to end, and, owing to the fact that the fairy tale or fable never loses its charm with the child, it will be read over and over with increasing pleasure. The child is at once made a lover of books.

In third and fourth grades the same line of reading is continued, with the addition of stories from real life. Old Testament stories, legendary tales, as those of the Greek heroes, biographical stories and stories that extend the child's intercourse with people in foreign lands, and to the occupations, industries, travels and adventures of men are now plentifully used. By the time fourth grade has been finished, the child has the foundation laid for the specific study of geography and a more extended course in real history.

In fifth and sixth grades, more biographical stories, pioneer history stories, stories of heroic deeds, and great events in the history of nations are read; also a considerable amount of fiction and poetry. In seventh grade the study of chronological history is taken up. English history and literature are studied at length. The writings of Chaucer, Shakespeare, Tennyson and Scott are largely used. In eighth grade, American history and literature are studied in detail. The writings of Longfellow, Lowell, Whittier, Bryant, Irving and Holmes are freely used.

Language, the formal side of history and literature, is taught in connection with these branches up to the

grammar grades. In fifth grade, conversational German is begun and carried through four grades, including German reading in seventh and eighth grades. Latin is begun in seventh grade and continued through the eighth. Latin vocabulary, pronunciation, easy reading; some grammar.

III.—COURSE.

First and Second Grades.

Nature myths, fables, fairy tales, folk stories, classic tales, told by teacher and read by pupils as soon as possible. First and Second Readers. Robinson Crusoe used as literature in second grade.

Third Grade.

Hiawatha, old Greek stories, story of Columbus used as literature. Reading of Robinson Crusoe and Third Reader.

Fourth Grade.

Special study of Tales of Troy. Stories from the Kalevale and Seven Little Sisters as literature. Reading of Hiawatha, Greek stories, and Third Readers.

Fifth Grade.

Correlated course in history, literature and geography.

1. The Rocky Mountain Region.

Study of the life, adventures and explorations of Kit Carson, John C. Fremont, and General Custer. Studies of Indian life. Myths, legends, folklore of the Pueblos, Navajoes and other tribes. The cliff dwellers.

2. *The Mississippi Valley.*

Adventures of Daniel Boone, La Salle, De Soto. Life of Lincoln. Primitive life of the Indians and pioneers.

3. *The Atlantic Coast.*

Studies of the Virginia and Massachusetts colonies. Life and adventures of John Smith and Miles Standish. Longfellow's Courtship of Miles Standish. Heroes of the Revolution. The life of Washington as the central study.

4. *Mexico.*

Cortez and Montezuma. The primitive Aztec civilization. Stories from "The Fair God" used as literature. Guatamotzin as the central hero.

5. *South America.*

Special study of Peru and the conquest by Pizarro.

It will be observed that the plan in the grammar grades contemplates the study of history by way of the great centers of historic development, and that the work is largely biographical. Geography is studied at the same time in the explorations, expeditions, etc., of the great historic characters.

Sixth Grade.

1. *The Egyptians and the Valley of the Nile.*

Stories of travel from Bayard Taylor. Stories of early Egyptian life from Eber's Uarda and from the Bible.

2. *The Jews.*

Stories from the Bible, from Ingraham's Pillar of Fire, and Prince of the House of David; Eber's Joshua, Wallace's Ben-Hur.

3. *The Ancient Greeks.*

Stories from the Iliad and Oddessey. Stories of Alexander the Great.

4. *The Romans.*

Stories of Julius Caesar. Stories from the New Testament. Study of Julius Caesar from Shakespeare.

5. *The Germans.*

Stories of Charlemagne. Story of Siegfried. Stories of Frederick the Great.

6. *The Norsemen.*

Legends of Norseland. Boyeson's Tales of Norway, Norse Legends, Gunnar and others. Life in Denmark, Hans Brinker, etc.

Seventh Grade.

ENGLISH HISTORY AND LITERATURE.

1. *Early England.*

Legends of King Arthur. Readings from Tennyson's poems. The Saxons, Ivanhoe, Harold, etc. Stories of Richard the Lion-Hearted and the Crusades.

2. *Middle England.*

Stories of Drake and other navigators. Life of Oliver Cromwell; Mary, Queen of Scots.

3. *Modern England.*

Stories of Modern English heroes, Lord Nelson, Wellington. Tennyson's poems, Dickens' novels. Study of one later author, as Ian Maclaren or Barrie.

Eighth Grade.

AMERICAN HISTORY.

Leading facts of American history. The war of independence. Washington and his country. Wolfe and Montcalm. Parton's Biographies. The poems of Longfellow, Whittier, Holmes, Lowell. Historical novels. Study of the government of the United States.

III.—ART.

Art has to do with the education of the motor activities. It comprehends the education of the hand, voice and, in fact, the entire body. It has for its basis, action. In the model school it embraces a course in psychomaneual training, a course in music and a course in physical culture.

PSYCHOMANEUAL TRAINING.

I.—OBJECT AND SCOPE.

Psychomaneual training embraces those general educational subjects in which the hand is a prominent agent in altering or arranging material so as to express the concepts of the mind. The prime object of such training is disciplinary; incidentally, the work has a

practical value. The aim is not so much the obtaining of perfect material results or the training of the hand to accurate automatic action as it is to reach definite mental results by a system of progressive exercises and intelligently directed efforts. Hence, psychomanual training, although apparently in its material products utilitarian, is in its highest and best results, formative. It includes, in our curriculum, sloyd, drawing and writing.

II.—COURSE.

A.—SLOYD.

This begins with the gifts and occupations in the kindergarten, and is continued as follows in public schools.

PRIMARY GRADES.

Lines of work—Sewing, weaving, folding, cutting, modeling.

First and Second Grades.

One lesson in each line weekly, *e. g.*, Monday, weaving; Tuesday, folding; Wednesday, cutting; Thursday, sewing; Friday, molding.

Third and Fourth Grades.

Monday, sewing; folding, dropped. Monday, sewing; Tuesday, weaving; Wednesday, cutting; Thursday, sewing; Friday, molding.

1.—SEWING.

Material—Outline embroidery cards, perforated sewing cards, perforating cushions, perforating needles, kin-

dergarten needles, kindergarten thread, cloth, sewing needles, sewing thread, thimbles, scissors.

a.—Card Sewing.

Carried through first and second grades. Geometrical designs, number designs, animal designs, plant designs, historical designs.

b.—Needle Work.

Begun in first grade and carried through eight grades.

Course in needle work not ready for announcement.

2.—WEAVING.

Material—Mats and strips, weaving needles.

Designs —

- | | | | |
|-----|--|------|--|
| 1 { | 1 up, 1 down.
1 down, 1 up. | 6 { | 3 up, 3 down.
3 down, 3 up. |
| 2 { | 2 up, 2 down.
2 down, 2 up. | 7 { | 1 up, 3 down.
1 down, 3 up. |
| 3 { | 2 up, 1 down.
2 down, 1 up. | 8 { | 1 up, 1 down, 3 up,
3 down. |
| 4 { | 2 up, 2 down, 1 up,
1 down.
2 down, 2 up, 1
down, 1 up. | 9 { | 3 up, 1 down, 1 up,
1 down.
3 down, 1 up, 1
down, 1 up. |
| 5 { | 1 down, 1 up, 1
down, 2 up.
1 up, 1 down, 1 up,
2 down. | 10 { | 2 up, 3 down.
2 down, 3 up. |

Many other designs. Original designs particularly in third and fourth grades.

3.—*PAPER FOLDING AND MOUNTING.*

Material—Square sheet of paper, mounting cards.

Design—

- a. Geometrical—Twelve folds embraced in folding fundamental forms.
1. Oblong—book.
 2. Four squares—window.
 3. Triangle—shawl.
 4. Triangle—shawl.
 5. Pentagon—ship.
 6. Hexagon—slipper case.
 7. Pentagon—envelope.
 8. Square sealed envelope.
 9. Pentagon—ship.
 10. Hexagon—needle case.
 11. Pentagon—envelope.
 12. Square—sealed envelope—4 squares on back.
- b. Forms of Beauty. Can not give minute descriptions.
- c. Forms of Life—
1. King's crown.
 2. Queen's crown.
 3. Salt cellar.
 4. Pepper box.
 5. Cup and saucer.

6. Dress.
7. Sail boat.
8. Double canoe.
9. Wind mill.
10. Neck-tie.
11. Vase.
12. Glove case.
13. Chickens.
14. Pig.

4.—CUTTING AND MOUNTING.

Material—Mounting cards, mucilage, scissors, square sheet of paper ruled in eight triangles, one of which is dotted with a net-work design for guide in cutting.

Designs—Commence with perpendicular cut, proceed to its opposite—horizontal, then to the mediation of both—the oblique. Unfold and mount on mounting cards.

Perpendicular cuts, 1-7.

Horizontal cuts, 8-9.

Perpendicular cuts, 10-28.

Oblique cuts, 29-50.

Oblique and perpendicular cuts, 51-64.

Oblique and horizontal cuts, 65-88.

Perpendicular, horizontal and oblique cuts, 89.

Freehand cutting—

Geometrical designs.

Animal designs,

Plant designs,

Historical designs,)

To illustrate stories.

5.—CLAY MODELING.

Freehand drawing of the models precedes the making of them. Lessons alternate.

The Sphere.

Forms based on sphere—

- a. Apple.
- b. Peach.
- c. Ball.
- d. String of beads.
- e. Cluster of grapes.
- f. Tea-pot.
- g. All animal forms of this shape.

The Cube.

Both solid, and made by small balls of clay, at corners, holding toothpicks, which form edges.

Forms based on cube—

- a. Box, with lid.
- b. Basket.
- c. Ink stand.
- d. Pile of books.

The Cylinder—Solid and Hollow.

Forms based on cylinder—

- a. Drum.
- b. Water pot.
- c. Muff.
- d. Bottle.

- e. Fruit jar.
- f. Jug.
- g. Flower pot (certain kind).
- h. Pump, with trough.
- i. Cheese.
- j. Cap.
- k. Waste basket.
- l. Straight tumbler.

Hemisphere.

Developed as a *half* sphere.

Forms based on hemisphere—

- a. Hat.
- b. Fruit dish.
- c. Half apple or peach.
- d. Home of Eskimo.
- e. Ant hill.

Square Prism.

Developed from cube.

Forms based on square prism—

- a. Oblong basket.
- b. Book.
- c. Chest.
- d. Bottle.
- e. Carpenter's plane.

Triangular Prism.

Both right-angled and equilateral triangular prisms.

Forms based on prisms—

- a. Roof of house or barn.
- b. Open book.

Ellipsoid.

Forms based on ellipsoid—

- a. Potato.
- b. Melon.
- c. Lemon.
- d. Banana.
- e. Plum.
- f. Cucumber.

Half Ellipsoid.

Developed from ellipsoid.

Forms based on half-ellipsoid—

- a. Turtle.
- b. Pods of peas.
- c. Baking dish.

Oblate Spheroid.

Forms based on oblate spheroid—

- a. Turnip.
- b. Tomato.
- c. Door knob.

Ovoid.

Forms based on ovoid—

- a. Pear.
- b. Strawberry.
- c. Some flowers, as clover.
- d. Some animals, as body of stork, duck, etc.
- e. Spoon (half ovoid).

Cone.

Forms based on cone—

- a. Top.
- b. Shell.
- c. Parsnip.
- d. Radish.

Truncated Cone.

Forms based on truncated cone—

- a. Flower pot.
- b. Tumbler.
- c. Basket.

*Square Pyramid.**Equilateral Triangular Pyramid.**Miscellaneous Forms.*

GRAMMAR GRADES.

Lines of work—Sewing, cardboard work, wood work.

Fifth Grade.

Two and one-half lessons per week; that is, the work alternates with freehand drawing. Lessons forty-five minutes in length. Course of twenty models in cardboard.

Materials and tools—Drawing paper, pencil, rule, compasses, scissors and glue.

Pupils do geometric drawing, making patterns of models before making the models.

Models of cardboard series—

- | | |
|-------------------|--|
| 1. Penwiper. | 12. Easel. |
| 2. Tack box. | 13. Handkerchief box. |
| 3. Pin tray. | 14. Collar box. |
| 4. Hairpin box. | 15. Specimen box (for
minerals, etc.) |
| 5. Hair receiver. | 16. Cuff box. |
| 6. Button box. | 17. Toothpick holder. |
| 7. Whisk holder. | 18. Pen rack. |
| 8. Match box. | 19. Music roll. |
| 9. Picture frame. | 20. Hat frame. |
| 10. Card tray. | |
| 11. Comb case. | |

Sixth Grade.

Same amount of time as for fifth grade. Twenty models in wood.

Materials—Wood (thin poplar and pine), nails, glue, miscellaneous.

Tools—The knife, the characteristic and fundamental tool, is used in all of the twenty models. Sandpaper in all except 12, 3 and 4. Gimlet in models 4, 7, 11, 15 and 20. Saw in 10, 11, 15, 16 and 20. File in 9, 10, 11, 12, 14, 16 and 20. Hammer and nails in 11, 13, 14, 16, 17, 19 and 20. Glue in 7, 11, 15, 19 and 20.

Pupils make working drawings of two views from teacher's model, and with his assistance.

Models of whittling series—

- | | |
|------------------|-------------------|
| 1. Window stick. | 4. Key tag. |
| 2. Flower label. | 5. Flower pin. |
| 3. Flower stick. | 6. Letter opener. |

- | | |
|----------------------|-------------------|
| 7. Pencil sharpener. | 14. Egg stand. |
| 8. Key board. | 15. Match box. |
| 9. Paper knife. | 16. Whisk holder. |
| 10. Thread winder. | 17. Easel. |
| 11. Pen rest. | 18. Flower stool. |
| 12. Silk winder. | 19. Pencil box. |
| 13. Tack box. | 20. Spool rack. |

Seventh Grade.

Time, same as before.

Twenty-four models in wood.

Materials—Thin pine, poplar, oak and maple wood; nails, glue, screws, etc.

Tools—Knife, saw, plane, hammer, auger, file, spoke-shave, etc.

Pupils make working drawing of two or more views from the teacher's model, and follow them in reproducing the object.

Models of thin wood series—

- | | |
|----------------------|----------------------------|
| 1. Flower label. | 13. Picture frame. |
| 2. Thread winder. | 14. Triangular tray. |
| 3. Fish line winder. | 15. Pentagonal mat. |
| 4. Table mat. | 16. Egg stand. |
| 5. Right triangle. | 17. Pen rack. |
| 6. Key tag. | 18. Key board. |
| 7. Silk winder. | 19. Rake. |
| 8. Cutting board. | 20. Paper knife. |
| 9. Butter spade. | 21. Match box. |
| 10. Letter opener. | 22. Tooth brush stand. |
| 11. Bracket shelf. | 23. Comb and brush holder. |
| 12. Corner shelf. | 24. Picture frame. |

Eighth Grade.

Time—Three forty-five minute lessons per week.

Eighteen models in wood, with supplemental work in apparatus making.

Materials—Pine, poplar, cherry, sycamore, maple and gum wood.

Tools, same as before, with gauge, smoothing plane, carving tools, whetstone, drawing-knife, etc.

Working drawings as before.

Models of thick wood series—

- | | |
|-------------------|---------------------|
| 1. Window stick. | 10. Flower stool. |
| 2. Wedge. | 11. Bench hook. |
| 3. Flower pin. | 12. Hatchet handle. |
| 4. Flower stick. | 13. Corner shelf. |
| 5. Tool rack. | 14. Hammer handle. |
| 6. Coat yoke. | 15. Key board. |
| 7. Cutting board. | 16. Paper knife. |
| 8. Pen holder. | 17. Ruler. |
| 9. Flower stand. | 18. Towel roller. |

Apparatus, such as rulers, insect mounts, specimen trays, sand moulding boards, etc., made in connection with work in other subjects during the year.

REMARKS.

The cost of materials in the primary grades is from forty to fifty cents per year per pupil, with permanent equipment, such as scissors, etc., to the amount of \$3 per grade of thirty or forty pupils. In the fifth and sixth grades, about fifty to sixty cents per pupil per year,

with tools to the amount of \$20 per grade. In the seventh and eighth grades a well equipped laboratory is necessary, costing for furnishings from \$350 to \$500. Materials in these grades cost from \$1 to \$1.50 per pupil per year.

The work is done by the regular teachers in the primary grades, and by a special teacher in the grammar grades, although that of the fifth and sixth grades is designed to be done in the ordinary school room, and may be conducted by the regular teacher, provided she has had some training along this line.

B.—DRAWING.

1. *Freehand.*

1. Type forms. Sphere, cube, cylinder, triangular prism.
2. Applications of type forms.
3. Combinations of type forms.
4. Sketching; landscape, flowers, animals.
5. Illustrations in science and mathematics.
6. Illustrations in language and history.

2. *Instrumental.*

1. Working drawings of sloyd models.
2. Apparatus used in class work.

C.—PENMANSHIP.

Muscular movement taught from first grade up. Ideographic movement drills in primary. Copy writing. Blackboard practice. Drills adapted to vertical writing. The pupil is given the greatest possible liberty in the formation of an individual *style* of writing.

MUSIC.

1. *Object and Scope.* Music must be used as a means to an end, and that end the same for which all study is given. Unless music can be so taught as to serve as a valuable aid in physical, mental and moral culture of the pupil, it has no place in the common schools. That it can be so taught is proven conclusively by the experience of a multitude of successful teachers.

2. *Method.* Some persons argue that music is the expression of emotion, and that laborious efforts at note reading interfere with the play of the emotions and hinder the real work of learning to sing. Teachers who follow this plan get good results.

Other people say: "Such results are very pleasing, but they do not represent intelligent independence on the part of the pupils. Appeal to the intellect, and through its development reach equally musical results with the added advantage which ability to read at sight gives."

Our plan recognizes the fact that both these statements are true in the main, and is carried out with the idea of making use of all the good of both plans.

The Tonic Sol-Fa system is used as the basis of our work, and its notation and books are used throughout the first four years' work. Books from the "National" and "Normal" courses are used in the grammar grades.

Course. First and Second Years.—Work consists of rote songs, hand and finger signs, exercises in melody and rhythm from the board, modulator and time chart,

together with the writing of songs and exercises from dictation.

Third and Fourth Years.—All work begun in first and second years continued. Less time given to rote songs and more to written work. In addition to this, Book Two (parts one and two combined), of Seward & Unsel'd's Tonic Sol-Fa School Series is completed.

Fifth and Sixth Years' Work.—Rote work discontinued, writing from dictation taking its place. Transition from the Tonic Sol-Fa to the staff notation.

Seventh and Eighth Years' Work.—Staff notation, using Mosses' Independent and Holt's Third Readers.

This is a very brief outline of the music course in our school. In addition to the above, voice training with the very first lesson is given, and sight reading from the second year forms a part of each lesson.

PHYSICAL CULTURE.

1. *Object and Scope.* To educate mind and body in harmony, thereby promoting the well-being of the child by securing better conditions for study, and the building of a more symmetrical life.

2. *Method.*—Work adapted to the public schools and formulated upon the Delsartean principles of freedom, strength and expression.

Morals and manners in connection with physical training.

COURSE.

FIRST GRADE.

First Series—Sitting Positions.—Hand clapping and stretching. Arm raising. Shoulder raising. Neck bending. Chest stretching and shoulder leveling. Waist, back and hip bending. Leg and foot movement. Breathing.

Second Series—Standing Positions.—Handshaking. Shoulder and arm stretching. Head rolling. Chest pushing. Waist twisting. Running. Lung strengthening.

Third Series.—Feather movements.

SECOND GRADE.

First Series—Sitting Positions.—Hand closing and opening, combined with arm twisting. Arm upward side circling. Shoulder touching. Neck twisting. Body twisting. Foot stretching. Breathing.

Second Series—Standing Positions.—Arm swinging at angles. Horizontal arm circling. Shoulder raising. Arm folding and bowing. Stepping positions.

Third Series.—Feather movements.

THIRD GRADE.

First Series—Sitting Positions.—Arm extending and bending. Shoulder rotating. Head erecting. Chest widening and deepening. Knee bending. Feet crossing. Breathing.

Second Series.—Relaxing exercises. Poising postures.

Third Series.—Right angle arm swinging. Pendulum head swing. Complex movements. Swaying and forward folding. Waist twisting. Feather movements. Breathing.

FOURTH GRADE.

First Series—Sitting Positions.—Arm bending and chest pushing. Arm pulling sideways. Arm pulling backwards. Chest lifting. Waist and leg stretching. Breathing.

Second Series.—Manual of arms. Complex movements. Breathing.

Third Series.—Hip and shoulder movements. Cross charging. Rising and sinking. Feather movements. Breathing.

FIFTH GRADE.

First Series—Sitting Positions.—Arm swinging and posture. Arm circling and posture. Shoulder leveling and chest pushing. Opposition of head and body. Foot movements. Breathing.

Second Series—Standing Positions.—Upper arm raising. Arm folding backward. Backward bending. Knee bending. Complex action. Suspension. Backward cross step. Arm extension to right and left. Framing profile. Waist twisting. Breathing.

Third Series—Standing Positions.—Hand slapping. Facings. Backward arm floating. Breathing.

SIXTH GRADE.

First Series—Sitting Positions.—Arm bending, swinging and twisting. Shoulder pulling. Arm extending and circling. Chest expansion. Head and back bending. Swimming motion. Foot movements. Breathing.

Second Series—Standing Positions.—Military salute. Arm circling. Bowing. Steadiness of poise. Leg swinging. Stamping. Breathing.

Third Series.—Gesture and expression.

SEVENTH AND EIGHTH GRADES.

First Series—Relaxing Exercises.—Complex action. Opposition of hand and foot. Opposition swing. Stepping and heel raising. Four count placing. Breathing.

Second Series—Complex Exercise.—Abdominal exercise. Leg elasticity. Knee bending and arm floating. Looking and bending backward. Mercury poise. Breathing.

Third Series—Feather Movements.—Harmonic poise. Breathing.

CONDENSED COURSE OF STUDY.

PRIMARY DEPARTMENT.

FIRST YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation.*—Nature myths, fairy tales, fables, folk stories, told by teacher.
2. *Reading.*—Simplest of stories from blackboard. First Reader.
3. *Written Work.*—Thoughts about stories read.

II.—LANGUAGE.

1. *Conversation*.—Talks about familiar objects; as animals, plants, etc.
2. *Spelling*.—Words selected from reading exercises and other sources.
3. *Phonics*.—Elementary sounds; marks for long and short vowels.
4. *Written Work*.—Sentences copied from black-board and reader; use of capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place*.—Direction developed; position developed.
2. *Animals*.—Domestic—parts, color, shape, size, actions.
3. *Plants*.—The plant as a whole—color, shape, size, parts, where found, use, etc.
4. *Color*.—Red, yellow, blue, orange, green, purple.
5. *Minerals*.—Gathering stone, sand, pebbles, etc.

IV.—MATHEMATICS.

1. *Number*.—Development of numbers from 1 to 10, inclusive, all the additive, subtractive, multiplicative and divisive facts discovered by the pupils and thoroughly learned. No combination exceeding 10; comparison of numbers below 10; the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, developed; some simple exercises involving these fractions; problems made by pupils.

1. *First work done with objects.*
2. *Follow the object work by picture or illustrated work.*

3. *Follow the above with exercises independent of objects.*

2. *Form.*—Sphere, cylinder, cube, hemisphere, prisms; circle, square, oblong, right-angled triangle, semi-circle, edge-line, corner point.

The children to have these forms in their hands.

3. *Size.*—Development of terms; as long, short, thick, thin; large, small; inch, foot, yard; pint, quart, gallon.

The children to have these measures.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling with Clay.*—Sphere, cylinder, cube, hemisphere, prism, fruits, vegetables, etc.

2. *Cutting and Folding.*—Circle, square, oblong, right-angled triangle, semi-circle.

3. *Weaving.*—Slat weaving, geometrical designs; pattern and original designs.

4. *Sewing.*—Perforating, embroidering. Needle work begun.

5. *Drawing.*—Geometrical forms, designs, sketching, expressing thoughts.

6. *Writing.*—Movement, drill, words and sentences.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics.*—Simplest Delsarte movements.

2. *Singing.*—Rote songs, hand and finger signs, melody, rhythm.

SECOND YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation*.—Nature myths, fairy tales, fables, folk stories, Robinson Crusoe, talks with teacher.
2. *Reading*.—Many tales read by children. First and Second Readers.
3. *Written Work*.—Accounts of stories read.

II.—LANGUAGE.

1. *Conversation*.—Talks about natural objects and stories. Stories told by teacher and pupil.
2. *Spelling*.—All words found in reading lessons and in other exercises. Oral and written spelling.
3. *Phonics*.—Spelling by sound. Diacritical marks for all vowels.
4. *Written Work*.—Description of objects talked about; sentence writing; capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place*.—Cardinal points developed; direction of objects in room; map of school room.
2. *Animals*.—Birds, insects, mammals; their color, sounds, movements, size, uses; a study of their parts and their uses.
3. *Plants*.—Garden and field plants; their color, size, parts and their uses; the flower and fruit.
4. *Color*.—Tints and shades; color of leaves, fruit, animals, etc.
5. *Minerals*.—Gathering specimens; sand, soil, sandstone, iron, silver, gold, tin, lead.

IV.—MATHEMATICS.

1. *Numbers.*—Development of numbers from 11 to 30 inclusive; combinations and separations and comparisons; writing numbers by 10's; $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{6}$, $\frac{3}{5}$, $\frac{1}{8}$, $\frac{1}{10}$, etc., developed; pupils make and solve practical problems; some operations with fractions.

1. *Use objects whenever necessary to lead up to the number concept.*

2. *Considerable illustrated work should be done.*

2. *Form.*—Ellipsoid, ovoid, triangular prism, cone, pyramid, ellipse, triangles, and natural objects based upon them.

1. *The forms are in the hands of the children.*

3. *Size and Weight.*—Rod, square inch, square foot, square yard, ounce, pound, developed objectively.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling with Clay.*—Ellipsoid, ovoid, prism, cone, pyramid, fruits and other objects.

2. *Cutting and Folding.*—Ellipse, ovals, triangles, folding paper so as to represent utensils.

3. *Weaving.*—Slat weaving; geometrical designs, original designs.

4. *Sewing.*—Card sewing; needle work.

5. *Drawing.*—Ellipse, oval, triangles, designs, leaves, fruit, insects; coloring of same, and sketching.

6. *Writing.*—Movement drills for hand and arm; copy writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Continuation of Delsarte drills.
2. *Singing*.—Continuation of Tonic Sol-Fa system.

THIRD YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation*.—Talks about characters in tales and in real life.
2. *Reading*.—Hiawatha, old Greek Stories, Second and Third Readers, Old Testament stories, story of Columbus.
3. *Written Work*.—Reproduction of stories. Biographical sketches.

II.—LANGUAGE.

1. *Practice*.—Oral description of natural objects, story telling.
2. *Spelling*.—All the words of readers, with words suggested by other subjects.
3. *Phonics*.—Spelling by sound. Diacritical marks for all vowels and consonants. Articulation exercises.
4. *Written Work*.—Description of natural objects. Reproduction of historic and geographical reading and stories. Animal and plant stories. Letter writing. Capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place and Direction*.—North-east, north-west, south-east, south-west. Development of geographic con-

cepts, as hill, mountain, valley, plain, river, lake, ocean, drainage, climate, forest, force, town, city. Read geographical and nature stories, Seven Little Sisters, Aunt Martha's Corner Cupboard.

2. *Animals*.—A study of the animals of the community—how they live or subsist; their habits, uses. Read animal stories.

3. *Plants*.—Continuation of the study of plants and their parts. Plant seeds in school room in boxes—watch them grow. Collect pods and seeds, leaves, etc.

4. *Matter*.—Animal, vegetable, inert, solid, liquid, gas, motion, falling bodies, running water, moving air or winds.

IV.—MATHEMATICS.

1. *Number*.—Numbers from 30 up. Combinations, separations, comparisons of the same. Combinations, separations and comparisons of fractions. Decimal fractions developed objectively. Percentage measurements. Examples made and solved by pupils.

2. *Form*.—Review of forms already studied; study of natural forms based upon them.

3. *Size and Value*.—Review of linear measure, dry measure, U. S. money, liquid measure.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling*.—Modeling in clay the fruits and vegetables. Modeling of original designs. Modeling in wax.

2. *Cutting*.—Freehand cutting. Geometrical designs. Animal designs.
3. *Weaving*.—Numerous patterns and original designs.
4. *Sewing*. Needle work.
5. *Drawing*.—Drawing of solids and surfaces already learned. Drawing of fruits and vegetables, and coloring the same.
6. *Writing*.—Movement drills. Blackboard writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Continuation of Delsarte exercises.
2. *Singing*.—Rote songs. Use of modulation. Continuation of previous work.

FOURTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Tales of Troy, Stories from the Kalevala, Seven Little Sisters, Third Reader.
2. *Written Work*.—Accounts of heroic characters. Original stories.

II.—LANGUAGE.

1. *Oral Practice*.—Conversational exercises on different subjects, as digestion, respiration, exercise, circulation, intemperance, occupations, natural objects.
2. *Spelling*.—All words in readers; words used in other exercises.

3. *Phonics*.—Spelling by sounds. Articulation exercises.

4. *Written Work*.—Reproduction of oral exercises and of geographical stories. Letter writing, notes and receipts.

III.—PRIMARY SCIENCE.

1. *Animals*.—Insects, snail, clam, mussel, oyster, human body.

2. *Plants*.—How they grow. Collecting and preparing them. Making collections of the different parts.

3. *Matter and Force*.—Simple experiments in physics and chemistry.

4. *Geography*.—Study of the globe as a whole—shape, size, surface, life, society. Geographical reading. Each and All; Brooks and Brook Basins.

IV.—MATHEMATICS.

1. *Number*.—Fixing in the mind all the additive, subtractive, multiplicative and divisive facts of numbers to 144. Comparison of numbers; writing numbers; exercises in parts of numbers; all operations in fractions, common and decimal; denominate numbers; percentage, all cases; interest; square and cubic measure; square root by inspection of small numbers; mensuration; practical problems.

1. *The subject so taught that the child understands every step.*

2. *Form.*—Geometric views. Development of the surface of solids—starting with a unit, and, by the principle of symmetry, developing a design. Patterns for the development of surface, and simple inventions in geometry.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling.*—Fruits and vegetables. Original designs in paraffin.

2. *Carving.*—Freehand carving in wax and alabaster. Type form. Geometrical designs. Fruit and vegetable designs.

3. *Cutting.*—Freehand cutting. Geometrical designs, animal designs, plant designs, historical designs.

4. *Weaving.*—Numerous and complicated designs, original and pattern.

5. *Drawing.*—Geometrical patterns; taking a unit and from it making designs by the law of symmetry; drawing various objects and coloring them; conceptive drawing of objects.

6. *Writing.*—Movement exercises, copy writing, paper and blackboard.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics.*—Continuation of Delsarte system.

2. *Singing.*—Continuation of Tonic Sol-Fa system.

GRAMMAR DEPARTMENT.

FIFTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—American history, Stories of Kit Carson, Fremont, Custer, Boone, LaSalle, DeSoto, Lincoln, John Smith, Miles Standish, Washington, Cortez, Montezuma, Pizarro; myths, legends, folk lore and poetry of the Zuñi Indians and other primitive people.

2. *Written Work*.—Reproductions, sketches, abstracts, imaginative stories.

II.—LANGUAGE.

1. *Oral Practice*.—Conversation; some topical work in recitation; descriptions, stories.

2. *Spelling*.—All words of the readers and words occurring in other subjects.

3. *Written Work*.—Reproductions of what they have read; capitals, punctuation, sentencing and paragraphing; dictations for the purpose of punctuation; writing meaning of reading lessons; description of science excursions; letter writing, invitations, orders, receipts; literary society.

4. *Conversational German*.

III.—SCIENCE.

1. *Zoology*.—Vertebrates; mammals and birds; field and laboratory work; reptiles, amphibians and fishes.

2. *Meteorology*.—Weather observations; climate; use of barometer and thermometer; meteorological record.

3. *Geography*.—Field and laboratory work; mostly physical and commercial geography; relief, drainage, soil, products, industries, etc.; map drawing, sand modeling; Frye's Elementary Geography.

IV.—MATHEMATICS.

1. *Arithmetic*.—Same as in fourth year, only extended; pupils make problems and solve; analytic work; exercises to develop accuracy and quickness; general arithmetic.

2. *Form*.—Work in fourth year extended; problems with lines, angles and surfaces; some geometrical work, especially in mensuration.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Course in pastboard sloyd; sewing, needle work.

2. *Drawing*.—Course in freehand; instrumental, drawing of sloyd models.

3. *Penmanship*.—Course in muscular movement writing, vertical and slant.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Work of previous years extended.

2. *Music*.—Staff notation; music reader; voice culture.

SIXTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Stories of the Egyptians, Jews, Greeks and Romans; stories from German, French and Norse history; poems; Fourth Reader.

2. *Written Work*.—Stories from real life; abstracts; biographical sketches; essays.

II.—LANGUAGE.

1. *Oral Practice*.—Topical recitation; conversation on current topics; descriptions; proper use of particular words; literary society; reciting, reading, debating.

2. *Spelling*.—All words occurring in reading and other exercises.

3. *Written Work*.—Oral exercises reproduced in writing; reproduction of what they have read; punctuation, capitalization, paraphrasing, essay writing; business forms.

4. *German*.—Conversation and First German Reader.

III.—SCIENCE.

1. *Zoology*.—Invertebrates; insects, spiders, crustaceans, myriapods, worms, mollusks, etc.; field and laboratory work; collections.

2. *Astronomy*.—Moon, planets, comets, stars, meteors, constellations; star maps; historical astronomy.

3. *Geography*.—Largely physical and commercial; some political; map drawing, pulp work; geographical reading; Frye's Elementary Geography.

IV.—MATHEMATICS.

1. *Arithmetic*.—An extension of work of previous year, with applications of percentage; more general arithmetic.
2. *Form*.—Various exercises with lines, angles, surfaces and solids; more geometrical work.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Whittling course in wood; sewing, needle work.
2. *Drawing*.—Further development of course in freehand; instrumental, drawing of sloyd models.
3. *Penmanship*.—Extension of course in muscular movement writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Extension of course in Delsarte.
2. *Music*.—Extension of Tonic Sol-Fa course; voice culture.

SEVENTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Course in English History and Literature; historical novels; writings of Chaucer, Shakespeare, Scott and Tennyson; Fifth Reader.
2. *Written Work*.—Reviews, sketches, stories; pictures from lives of people.

II.—LANGUAGE.

1. *Oral Exercises*.—Conversational exercises; use of words that are difficult of construction for children; literary society work.

2. *Spelling*.—Words selected from readers and other exercises.

3. *Written Work*.—Work of previous years extended; essay writing.

4. *German*.—Conversation and Second German Reader.

5. *Latin*.—Learning of Latin vocabulary and pronunciation; reading and writing easy sentences.

III.—SCIENCE.

1. *Botany*.—Study of fruits, flowers, roots, stems; uses, structure; germination; field and laboratory work.

2. *Geology and Mineralogy*.—Physical properties; stratified and unstratified rocks; fossils; geological ages; identification of common minerals and rocks; soils, etc.

3. *Geography*.—Physical, political, commercial and descriptive geography; outline and relief work.

IV.—MATHEMATICS.

1. *Arithmetic*.—Course covering nearly all subjects of practical arithmetic.

2. *Geometry*.—An extensive course in inventional geometry—some demonstrative.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Thin wood course; sewing, needle work.
2. *Drawing*.—Extension of course in freehand; instrumental drawing; working drawings of sloyd models; coloring.
3. *Penmanship*.—Extension of course in muscular movement writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Extension of Delsarte course.
2. *Music*.—Staff system extended.

EIGHTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Course in American history and literature; historical novels; works of Irving, Lowell, Longfellow, Whittier, Holmes.
2. *Written Work*.—Writing of reviews, abstracts, themes, imaginative stories, stories of real life.

II—LANGUAGE.

1. *Oral*.—Discussion; debating.
2. *Spelling*.—All words occurring in books and exercises used.
3. *Written Work*.—Course in composition.
4. *German*.—Conversation; German reading and writing.

5. *Latin*.—Easy Latin reading; translation, Latin to English and English to Latin.

6. *Etymology*.—Much word analysis, growing out of the Latin and German exercises.

7. *English Grammar*.—Analysis of sentences, parts of speech, etc.

III.—SCIENCE.

1. *Physics and Chemistry*.—Properties of matter; forces; experiments; making of apparatus.

2. *Meteorology and Astronomy*.—Investigation of climatic and astronomical laws; systematic observation and record.

3. *Physiology*.—Lesson, the human body; digestive, motor, circulatory, respiratory and nervous systems; effects of alcoholics and narcotics.

4. *Geography*.—Physical and commercial geography; Trotter's Geography; Frye's Complete Geography; supplementary readings.

IV.—MATHEMATICS.

1. *Arithmetic*.—A full course in practical arithmetic.

2. *Algebra*.—An elementary course in general arithmetic.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Course in thick wood; sewing, needle work.

2. *Drawing*.—Extended course in freehand and instrumental drawing; water colors and crayon.

3. *Penmanship*.—Course extended.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Course extended.

2. *Music*.—Staff system extended.

Kindergarten Department.



KINDERGARTEN LABORATORY.

OBJECT.

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

In the evolution of public education it is becoming apparent that the kindergarten school is to serve as the transition from home education to primary school proper. It serves to initiate the child into the long established primary school, just as industrial education initiates it into civil society.

The school law makes it a part of the educational system of the state. Hence, there is a demand for teachers who have had such training as will enable them intelligently to conduct kindergarten schools. To the end of furnishing well-equipped teachers, the Normal School has increased the efficiency of its kindergarten department.

This department is a part of the Normal School.

It is a necessary part of a pedagogical training that the principles and practice of the kindergarten be understood by all who graduate from the school.

FACULTY.

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

LAURA E. TEFFT, Superintendent,
*History and Philosophy of the Kindergarten, Mutter und
Kose Lieder, Theory and Practice of Gifts and Occupa-
tions, Songs and Games, Theory of Kindergarten
Practice, Garden Work, Story Telling,
Supervision of Practice Work.*

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

SARAH B. BARBER,
*Physical Culture, Delsarte, Swedish and Emersonian
Gymnastics.*

J. R. WHITEMAN,
Music—Vocal and Instrumental, Tonic Sol-Fa System.

A. P. WILLS, Ph. D.,
Physical Science.

A. E. BEARDSLEY, M. S.,
Natural Sciences.

ELMA RUFF, M. E.,
English Literature.

E. G. DEXTER, A. M.,
Psychology.

J. F. DANIELS,
History of Art.

EDGAR L. HEWETH, Pd. B.,
Child Study.

SCOPE OF WORK.

This department requires the same attainments as to scholarship as the Normal, and same conditions of admission.

PSYCHOLOGY.

(See under Psychology, Normal Department.)

HISTORY OF PEDAGOGY.

(See Normal Department.)

PHILOSOPHY OF EDUCATION.

(See Normal Department.)

SCIENCES.

(See Normal Department.)

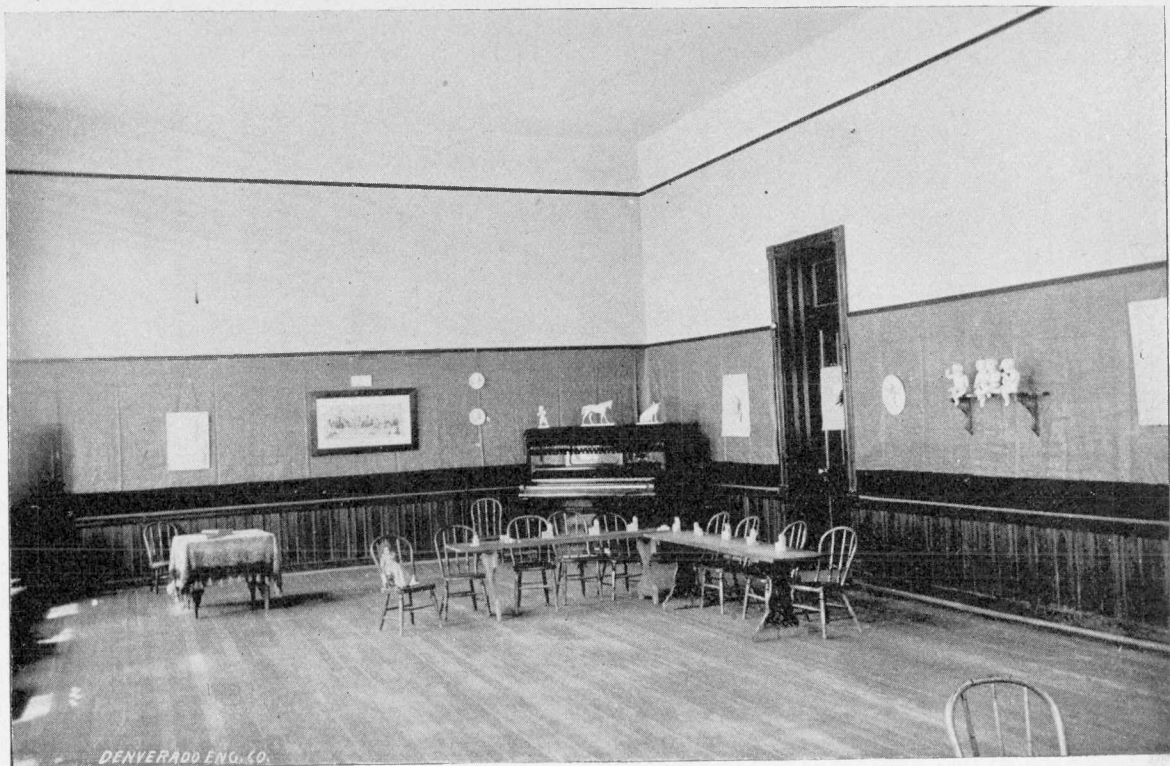
PHYSICAL CULTURE.

Delsarte system of natural expression.

Studies.—Harmonic poise; laws of gesture; facial expression; typical emotions and their natural manifestations; mechanics of speech; vocal culture and modulation and respiration.

Æsthetic Gymnastics.—Harmonious development of entire body and the attainment of an easy and graceful deportment.

Lung Gymnastics.—Introductory exercises; heaving movements; arch flexions; balances, heel elevations, etc.



CORNER IN KINDERGARTEN ROOM.

SLOYD.

1. Paper and pasteboard sloyd; clay and paraffine; thin wood work.
2. *Lectures*.—Wood structure; history of sloyd, its educational value; sloyd in relation to gifts and occupations.

HISTORY AND PHILOSOPHY OF THE
KINDERGARTEN.

1. The origin and growth of the kindergarten idea in Europe and America.
2. The study of Froebel on the spirit of his time, (*Zeitgeist*.)
3. The special characteristics of his philosophy.
4. His relations to other philosophers and educators.
5. Careful study of his works.

MUTTER UND KOSE LIEDER.

1. Froebel's philosophy of child culture as embodied in the mother play songs.
2. The child in its threefold nature—physical growth, moral training and mental development.
3. The reflex action of body, mind and soul.
4. The mother the most important factor in child life.
5. The significance of family life.
6. The child's relation to the social body.

THEORY AND PRACTICE OF THE GIFTS AND
OCCUPATIONS.

1. *The theory and practical application* to all steps of mental development.

2. *Schools of Work:*

GIFTS.	OCCUPATIONS.
1. Six balls.	Perforating.
2. Sphere, cylinder, cube.	Drawn work.
3.)	Sewing.
4.)	Drawing.
5.) Building blocks.	Interlacing.
6.)	Intertwining.
7. Tablets.	Weaving.
8. Connected slat.	Cutting.
9. Slat interlacing.	Folding.
10. Sticks.	Peas work.
11. Rings.	Sand.
12. Thread.	Clay.
13. The point.	

SONGS AND GAMES.

Believing the movement and finger plays to be one of the most important features of kindergarten life, especial emphasis will be laid on this subject.

The physical expression of all movement games will be carefully studied under Miss Barber's supervision, that with the inner thought and meaning may come grace of movement and perfect bodily control.

THEORY OF KINDERGARTEN PRACTICE.

1. Adaptation of science lessons for children of kindergarten age.
2. Programme work.
3. Practical questions in kindergarten management.
4. Group work with the children.

GARDEN WORK.

A garden for the culture of flowers and vegetables will be a part of the kindergarten life. In it will be places for animal pets.

Gardening with children.

The care of plant and animal life.

The garden as a basis for science work with the children.

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

NATURE STUDY.

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.

In the study of Froebel's life and educational work one is constantly reminded of the importance he attached to the child's being brought into early contact with nature.

In latter days too much stress has been placed on the gift and occupation work of the kindergarten. These Froebel intended to be simply tools given to the child as a means of expression. Of themselves they are dry, dead, mechanical things, and need to be brought into living contact with nature to receive their proper value. Hence, garden work, nature study and the care of animal pets should form the real center of child life and experience in the kindergarten. The mass of experience thus gained by the child seeks expression, and finds proper outlet through the gift and occupation work.

Stories, poetry, songs and the games, the child's introduction to the world of literature and art, should also be grouped around, and related to, the child's life in nature.

MOTHERS' CLUBS.

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

Frequent requests have been made of the superintendent of our kindergarten department for suggestions and plans of work in regard to mothers' clubs. These have led us to attempt to do some work in this line by correspondence. It is proposed to furnish clubs that may desire it with such subjects for discussion and study as are relative to child study. All this may be arranged by correspondence.

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

REMARKS.

1. Graduates of good high schools, or their equivalent, will be admitted to the kindergarten department without examination.

2. It is expected that the applicant has the natural qualifications to live with, love, lead and inspire little children.

3. After the entrance of such applicant, it will require two years to complete the course.

4. Upon finishing the kindergarten course in the State Normal School a diploma is given, licensing the holder to teach in the public kindergarten and primary schools of the state without further examination in anything.

Miscellaneous.

MISCELLANEOUS.

GOVERNMENT.

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

Discipline consists in transforming objective authority into subjective authority.

The *object* of school government is to preserve the thing governed; the *aim* is to develop the power of self-control in the students; the *end* is to make the pupils willing subjects of their higher motives and obedient servants to the laws of man and God. This conception of government put into execution is the only kind capable of developing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render discipline unnecessary. Activity is the principle of development. Self-government makes him strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. Thus bringing the student's regulative powers into use—his self-acting—there is an abiding tendency to self-government remaining. This is nothing more than training the will. If in the *government* of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim should be to build up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who can not conform to such training, and who

can not have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw.

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

DISCIPLINE—MORAL AND SPIRITUAL INFLUENCE.

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

TRAINED TEACHERS.

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

THE STANDARD OF THE SCHOOL.

It is the purpose of the trustees and faculty of the Colorado State Normal School to maintain a high standard of scholarship and professional training. Those who are graduated shall be thoroughly prepared and worthy of all for which their diplomas stand. It shall be the policy of the school to protect those who employ our graduates by making them "worthy of their hire;" because, in so doing, we also protect them (the graduates) and the children whom they teach.

DIPLOMA.

Any person who completes the required course of study, and who possesses skill in the art of teaching, and who is of good moral character, will receive a diploma, which, according to law, is a life certificate to teach in the state of Colorado; and, in addition, he will have conferred upon him by the trustees and faculty of the institution the degree of Bachelor of Pedagogy. Graduates of the kindergarten department will receive a diploma to teach in the state.

LIBRARY AND READING ROOM.

"The true university is a collection of books." — THOMAS CARLYLE.

"Reading makes a full man." — BACON.

For the delight and improvement of students and faculty the institution has connected with it an excellent library and reading room. As a means of education



LITERARY LABORATORY.

this feature of a school is indispensable. It is a fountain of *knowledge*, a source of *discipline*, and a means of *culture*. The room is fitted up to serve the purpose of a "literary laboratory," including reference books and works of a general nature, as history, biography, literature, fiction, poetry and science, there are about seven thousand volumes.

Among the reference books are: The Encyclopædia Britannica, American, Johnson's, People's, Young People's, and a number of smaller cyclopædias; Lippincott's Biographical and Geographical Gazetteers; Universal Biographical Cyclopædia; Webster's International Unabridged Dictionaries; Appleton's International Scientific Series, and several fine Cyclopædias of History; Reclus' Earth and Its Inhabitants; Century Dictionary; Standard Dictionary; Encyclopædic Dictionary; Dictionary of Woods.

In addition to the above there is a pedagogical library. It contains works on philosophy, history of philosophy, science and art of education, philosophy of education, history of education, psychology, school management, methods, and general pedagogics.

The reading room contains an assortment of the ripest, richest and freshest magazines and educational journals published. Among them are the following:

American Youth.
Athenæum.
Atlantic Monthly.
Art Amateur.
Arena.

Am. Journal of Psychology.
American Teacher.
American Naturalist.
Auk.
Am. Mathematical Journal.

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| American Agriculturist. | Independent. |
| Am. School Board Journal. | Illustrated American. |
| Art Education. | International Journal of Microscopy. |
| Book News. | Journal of Am. Folk Lore. |
| Babyland. | Johns Hopkins University Studies. |
| Books. | Journal of Education (New England). |
| Botanical Gazette. | Journal of Pedagogy. |
| Bulletin of the Tory Botanical Club. | Journal of Geology. |
| Brain. | Journal of Education (London). |
| Contemporary Review. | Kindergarten News. |
| Colorado School Journal. | Kindergarten Magazine. |
| Century. | Literary Digest. |
| Chautauquan. | Literary World. |
| Critic. | Ladies' Home Journal. |
| Current Literature. | Mind. |
| Current History. | Magazine of Art. |
| Cosmopolitan. | Monist. |
| Child Garden. | Music. |
| Colorado Woman. | Monthly Bulletin. |
| Eclectic. | Nineteenth Century. |
| Education. | North American Review. |
| Educational Review. | New York School Journal. |
| Educat'l Journal (Canada). | Nature. |
| Educational Foundations. | New England Magazine. |
| Forum. | Northwestern Journal of Education. |
| Fortnightly Review. | National Geographic Monographs. |
| Forest and Stream. | Nation. |
| Florida Journal. | Outing. |
| Good Housekeeping. | Overland Monthly. |
| Great Divide. | Ornithologist. |
| Garden and Forest. | Observer. |
| Harper's Monthly. | |
| Harper's Weekly. | |
| Harper's Bazar. | |
| Harper's Round Table. | |
| Historia. | |

regularly to those who may choose it in the above lines, together with any other work belonging to running a library.

To assist those who go out to teach in the way of building up school libraries and in creating interest in them, it is intended to establish a model school library for the study of devices in furnishings, pictures and simple school room equipment. We already have about four hundred volumes of a juvenile nature in this model library.

PEDAGOGICAL MUSEUM.

I.—OBJECT.

1. It assists teachers and those preparing to teach by giving them an opportunity to examine text books, supplementary books, charts, apparatus, devices, school work, etc.

2. They learn where to get this material and at what price.

3. In short, they become acquainted with the implements of education.

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

II.—MUSEUM.

It contains publications donated by authors and publishers; school apparatus; charts; devices, school supplies in general; and work done by the different schools of the country.

III.—MANAGEMENT.

Whatever is donated to the museum is kept in cases and is not used by the institution. It is simply open to inspection by teachers, those preparing to teach and by visiting teachers. As an evidence of good faith, anything placed in the museum is subject to the order of the person or house placing it.

IV.—DONORS.

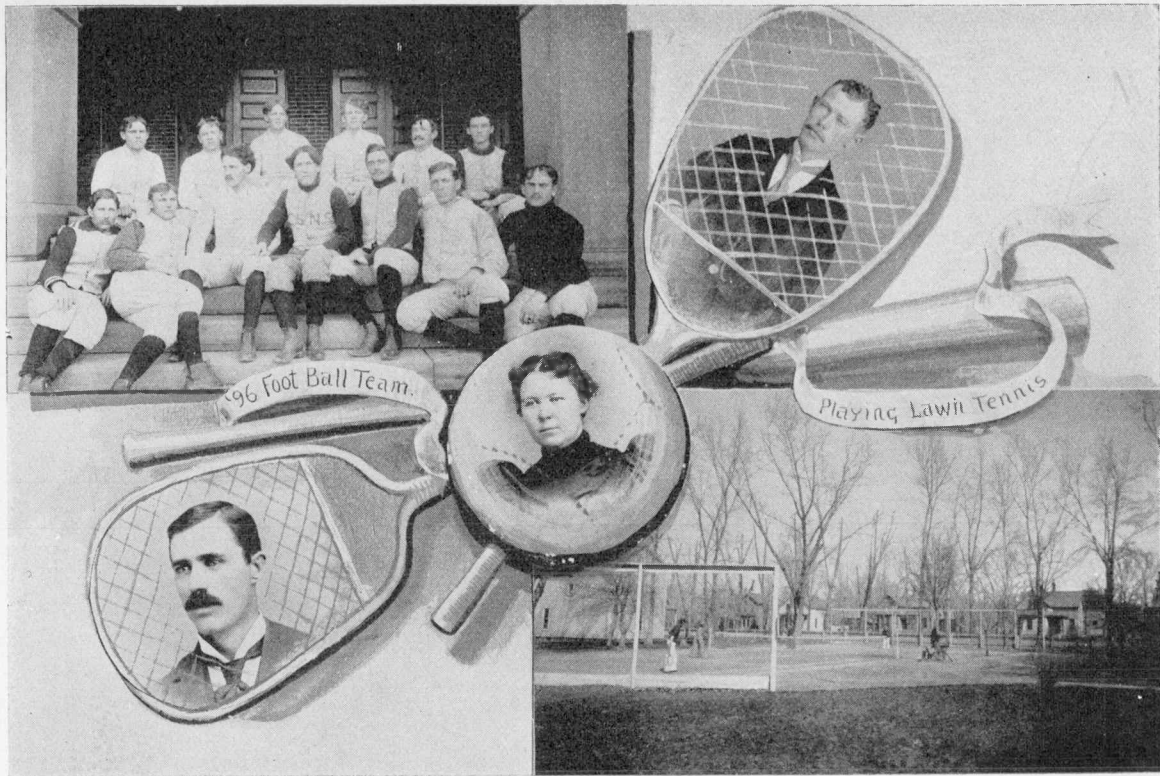
1. Publishers of school books, manufacturers of school apparatus, dealers in school supplies, authors of school books, and others having anything in the school line to exhibit, are invited to place articles in this museum.

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

ORGANIZATIONS.

LITERARY SOCIETIES.

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



ATHLETICS.

pression. In short, there is attained a mastery over self.

These societies are quite an element in the life of the school. Much interest is manifested by the members. Interesting features are the public entertainments given each term. Every student is expected to join one of these. The initiation fee is one dollar. The term dues are twenty-five cents.

ATHLETIC ASSOCIATION.

"A sound mind is a sound body."—JUVENAL.

There is an athletic association, in which is manifested considerable interest. Its object is twofold: Recreation, or enjoyment, and physical training.

The plays consist of *Foot Ball, Lawn Tennis, Croquet, Alley Ball, Tug of War, Base Ball, Delsarte Calisthenics.*

All teachers and students in the school are members of the athletic association. The membership fee is fifty cents per year, if paid in advance, or twenty-five cents per term. This fee is compulsory.

THE CRUCIBLE COMPANY.

The *Crucible* was started in the fall of '92. It is a monthly magazine, conducted entirely by the students. It contains articles in literature, science, art, and pedagogy, beside school news in general and of the Normal especially. It has a circulation of about 800.



THE CRUCIBLE STAFF, '97.

The staff for the school year ending June, 1897, is as follows:

Editor in Chief.—H. L. Dowell.

Business Manager.—Guy C. Stockton.

Advertising Agent.—R. A. McDonald.

Associate Editors.—May Ingersoll, Literary Editor; B. Ida Jones, General Notes; Mrs. Kate Young, Exchange Editor; Eva C. Hammond, Kindergarten Editor; Helen Adams, Pedagogic Editor; Herbert Heath, Alumni Editor; Bina Bartels, Assistant Literary Editor.

Circulator.—Frank Benson.

The Crucible, One Year, in advance.....	\$.50
One Term, in advance .....	.25
Single Copy .....	.10

ATHENIAN CLUB.

During the early part of the school year the students organized a debating club, to which they gave the name "Athenian." The motto is "Live;" the emblem, "The Parthenon." The membership includes the members of the school and the Alumni.

THE SAPPHO CLUB.

During the past winter about twenty of the young women of the junior class organized a debating society, known as the Sappho Club. Its prime object is to cultivate the habit of speaking in public with ease and grace;



JUNIOR GLEE CLUB.

and also, to promote and foster an interest in the pertinent questions of the day; in short, to afford a means of broader culture and more general information.

CHRISTIAN UNION.

Realizing the necessity for religious culture in the school, and believing much good would come of Christian association, a number of those interested organized themselves into a union early in 1892. The membership has averaged nearly 150 each year, and has represented the religious thought of the school. Meetings are held every Sabbath afternoon.

THE SOCIAL THIRTY.

The social side of education is systematically cared for. During the fall term, clubs of ten in each of the three higher classes, consisting of an equal number of young men and women, are formed. These thirty constitute a social organization of great vigor. Successful socials are held. The club is an important factor in the life of the school.

ALUMNI ASSOCIATION.

The Alumni Association is the strong organization for influence connected with the school. There are now 193 members. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

PEDAGOGICAL CLUB.

This is a faculty organization. It meets frequently during the year. At each meeting there is a technical paper read and discussed upon some educational subject. During the past year papers on the following subjects were read and discussed: *Nerve Centers, Reflex Action, Automatic and Voluntary Action, Habit, Physiological Association, Apperception, The Child and The Race, Instruction, The Law of Weber, Child Study.*

MUSEUM.

A museum is an indispensable adjunct to an educational institution. In this age of science teachers of public schools must have a working knowledge of the subject, as well as skill in presenting it. While outdoor work is first as a means in giving a knowledge and cultivating a sentiment for nature, yet, collections are valuable in giving a view of nature in small compass, if they are properly arranged. The school has a fair working museum. There is no special room under lock and key set apart for storing specimens, but the cases are built in the laboratories where the specimens are to be used. About 200 linear feet of casing, ten feet high, and from ten to thirty inches deep, line the walls of the various laboratories. In them are found most of the birds of Colorado and many from other states; many insects from this and other states; plants of Colorado and

surrounding states; a great variety of liquid specimens; a number of mammals, fossils, etc.

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

DIRECTIONS.

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

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

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

Trains leave Denver for Greeley at 3:10 a. m. and 6:45 p. m. They arrive here from the north at 5 a. m. and 4 p. m., and from Fort Collins at 12:30 p. m.

SESSIONS OF SCHOOL.

There is one session a day, commencing at 8:30 a. m. and closing at 12:30 p. m. Study hours are from 3 to 5 and from 7 to 10. Students are expected to conform to these as far as is reasonable. A pupil is more liable to contract habits of study who has a time to study and a time to exercise.

EXPENSES.

To all persons sixteen years old or over, who declare their intention to teach in the public schools of the state of Colorado, the school is free.

Persons attending who do not so declare their intention pay tuition at the following rates per term:

Fall term, \$7.50; winter term, \$6.50; spring term, \$6.00.

Students can board in private families from \$3.00 to \$4.50 per week.

Self-boarding costs from \$2.00 to \$3.00 per week.

A fee of \$1.50 per term is charged each student for the use of text books. Also a reading room fee fifty cents a term is charged each student for the use of periodicals, magazines and other papers, making \$2.00 per term.

All students are required on entering the school to pay a laboratory fee of \$1.00 each.

A fee of \$1.00 is charged all Normal students who work in the sloyd laboratory.

ADMISSION.

At a meeting of the board of trustees, held June 2, 1897, a resolution was passed making the course three years—namely, Sophomore, Junior, and Senior years.

The resolution regulates the admission.

1. All who enter must give evidence of good moral character.

2. High school graduates, or those having at least an equivalent education, may enter the Junior class without examination.

3. Persons who are practical teachers, and who hold first or second grade certificates, will be admitted to the Sophomore class without examination.

4. Graduates of other normal schools of high standing will be admitted to the Senior year.

5. College graduates will be admitted to the Senior year.

VISITORS.

The school is open to visitors. All are made welcome. The teachers and educators of the state are especially invited. The school belongs to the state—it belongs to the teachers of the state. Anyone 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 model school. The work is done by experts.

COSTUMES.

All members of the Senior class provide themselves with the College gown and Normal cap. Gowns may be purchased ready made at prices ranging from \$4.00 to \$14.50. The price of the caps ranges from \$1.60 to \$2.50. The color of both gown and cap is black.

TEXT BOOKS.

Arithmetic.—Numbers Applied, Wentworth and White.

Algebra.—Sensenig.

Geometry.—Wentworth, Hill.

History.—Myer's General, Sheldon's and Fiske's United States.

Civics.—Macy.

Psychology.—Lindner, Herbart, Tracy, Sanford, Ziehen, Tompkins, etc.

History of Education.—Compayre, Williams.

Philosophy of Education.—Rosenkranz, Herbart, Tompkins.

Rhetoric.—Genung.

Latin.—Collar and Daniel, Kelsey's and Harper's Cæsar.

Physical Geography.—Tarr.

Political Geography.—Potter, Niles, Frye, Guyot.

Grammar.—Maxwell.

Music.—Tonic Sol-Fa and Staff Systems.

Physics.—Hall, Shaw, Gage.

Geology.—Winchell, Le Conte.

Botany.—Bessey, Gray and Coulter, Spalding.

Chemistry.—Shepard, Phenix.

Physiology.—Martin, Foster and Shore.

Composition.—Lockwood, Chittenden.

Zoology.—Colton, Packard.

Literature.—Shaw.

Latin Grammar.—Bennet.

Civil Government of Colorado.—Young.

Catalogue of Students.

CATALOGUE OF STUDENTS.

Senior Class (Class of 1897)—44.

Adams, Helen	Denver, Colo.
Benson, Frank V. (Miss)	Loveland, Colo.
Brownlee, Sylvia,	Gordon, Neb.
Buffington, Lulu	Kokomo, Colo.
Burns, T. E.	Payson, Ill.
Dowell, H. L.	Allisom, Mo.
Ellis, Carrie E.	La Selle, Colo.
Gynn, H. G.	Smithton, Pa.
Hadden, S. M.	Beaumont, Calif.
Hamilton, Jessie M.	Saguache, Colo.
Hammond, Eva C.	Denver, Colo.
Hersey, Rose	Denver, Colo.
Hinkley, Anna C.	Denver, Colo.
Hoch, Lillian E.	Hudson, Ohio
Holaday, Minnie	Ridgway, Colo.
Holliday, Maud	Fairplay, Colo.
Ingersol, May	Delta, Colo.
Jones, B. Ida	Denver, Colo.
Kendel, Juanita	Greeley, Colo.
King, Alpha E.	Rocky Ford, Colo.
Knapp, Edith A.	Colorado Springs, Colo.
Lockett, Margaret	Saguache, Colo.
McDonald, R. A.	Phoenix, Ariz.
McKinley, Hattie	Idaho Springs, Colo.

McLeod, Carrie	Cañon City, Colo.
Newell, Agnes	Wray, Colo.
Putnam, Jennie	Greeley, Colo.
Rudolph, Victoria	Cañon City, Colo.
Sanborn, Mabel	Greeley, Colo.
Slatore, Nelson (Miss)	Colorado Springs, Colo.
Smith, Cora E.	Gunnison, Colo.
Steans, Henry G.	Durango, Colo.
Stevenson, Eleanor	Denver, Colo.
Stockton, Guy C.	Greeley, Colo.
Thompson, Andrew W.	Colorado Springs, Colo.
Walker, F. A.	Russell Gulch, Colo.
Wheeler, Gertrude E.	Golden, Colo.
White, Esther F. (Mrs.)	Cañon City, Colo.
Wilkinson, Bessie M.	Greeley, Colo.
Wilson, Edith	Denver, Colo.
Witter, Stella	Greeley, Colo.
Work, C. M.	Le Roy, Colo.
Wright, Olive	Cañon City, Colo.
Young, Kate (Mrs.)	Greeley, Colo.

Junior Class—105.

Ashley, Helen M.	Denver, Colo.
Atchison, Nellie	Chugwater, Wyo.
Bartels, Bina	Pueblo, Colo.
Beckwith, Nellié L.	Denver, Colo.
Beegle, Maud	Alva, Okla. Ter.
Berger, Edna	Greeley, Colo.
Bidwell, H. J.	Denver, Colo.

Birely, Vivian	La Junta, Colo.
Brewington, Kate	Cheyenne, Wyo.
Brown, Belle	Greeley, Colo.
Burgess, Edith	Steamboat Springs, Colo.
Butscher, Louis C.	New Windsor, Colo.
Camp, Archie	Greeley, Colo.
Carlson, Geo.	Evans, Colo.
Clark, Frederick W.	Greeley, Colo.
Clonch, Mae	Aspen, Colo.
Clonch, Minnie	Aspen, Colo.
Coover, Carrie E. (Mrs.)	McPherson, Kan.
Coover, J. E.	McPherson, Kan.
Coston, Semer	Wray, Colo.
Cronkhite, Theodora	Berthoud, Colo.
Delbridge, Wychie	Greeley, Colo.
Dolan, Alice	Leadville, Colo.
Donahey, R. M.	Barnesboro, Penn.
Donahue, Mary V.	Worcester, Mass.
Durkee, Nettie	Greeley, Colo.
Farmer, Grace	Albion, Neb.
Fennell, Anna	Greeley, Colo.
Ferguson, Margaret M.	Greeley, Colo.
Fortune, Jessie	Alma, Colo.
Fowler, Ora S.	Goff, Kan.
Frazier, Effie	Greeley, Colo.
Hall, Thomas W.	Greeley, Colo.
Harrison, Lucian H.	Berthoud, Colo.
Harrison, Marie V.	Cañon City, Colo.
Hawes, M. Moneta	Greeley, Colo.

Hayes, Hilda	Denver, Colo.
Heath, Edith	Greeley, Colo.
Hetrick, Grace D.	Denver, Colo.
Hodge, Louise W.	Colorado Springs, Colo.
Hogarty, Dot	Greeley Colo.
Howard, Ethel	Greeley, Colo.
Howard, Sadie	Greeley, Colo.
Huffsmith Albert	Greeley, Colo.
Hunker, Minnie F.	Sterling, Colo.
Johnson, C. Mae	Georgetown, Colo.
Johnson, Minnie	Leadville, Colo.
Kellogg, Gertrude	Rocky Ford, Colo.
Kendel, Arthur	Greeley, Colo.
Kimball, Effie	Greeley, Colo.
Kimzey, Walter S.	Evans, Colo.
Kridler, Grace M.	Denver, Colo.
Law, Daisy	Severance, Colo.
Law, Nona	Severance, Colo.
Llewellyn, Sara	Coal Creek, Colo.
Lory, C. A.	New Windsor, Colo.
McCracken, Mary	Denver, Colo.
McCreery, S. E.	Greeley, Colo.
McIntosh, Edith L.	Ouray, Colo.
McLeod, Mary	Loveland, Colo.
McMillan, Iva	La Salle, Colo.
McNee, Lizzie	Blairsburg, Iowa
Marsh, Chas. W.	Greeley, Colo.
Mitchell, I. L.	Burlington, Kan.
Montag, Ida C.	Como, Colo.

Morehouse, Florence	Lamar, Colo.
Morehouse, Geneva	Lamar, Colo.
Nash, Margaret A.	Silver Plume, Colo.
O'Brien, Emma L.	Cheyenne, Wyo.
Parker, C. L.	Lincoln, Ill.
Patterson, Daisy	Santa Fe, N. M.
Pollock, Rose	Greeley, Colo.
Putnam, Nellie	Fort Morgan, Colo.
Randolph, Margaret F.	Atchison, Kan.
Richards, Carrie	Burton, Ill.
Riddell, Fannie L.	Denver, Colo.
Ross, Hettie M.	Montrose, Colo.
Ross, Maude E.	Montrose, Colo.
Rothschild, I. (Mrs.)	Greeley, Colo.
Scanlon, Mary E.	New Britain, Conn.
Seeley, May H.	Greeley, Colo.
Sibley, Bella B.	Trinidad, Colo.
Smith, Helen Fay	Denver, Colo.
Stebbins, Helen H.	Tampa, Fla.
Stevenson, Elsie	Greeley, Colo.
Stevenson, Mildred	Greeley, Colo.
Strain, Lilla Belle	Grand Junction, Colo.
Strayer, Grace	Ouray, Colo.
Tate, Ethel H.	Larkin, Kan.
Taylor, Nellie A.	Fort Collins, Colo.
Thomas, Ermentrude	Leadville, Colo.
Thomas, Helen M.	Greeley, Colo.
Thomas, Kathryn P.	Denver, Colo.
Umes, Katherine	Colorado Springs, Colo.

Van Horn, G. H.	Marion Center, Penn.
Ve Verka, M. Madeline	Willard, Colo.
Waite, Vesta M.	Highland Lake, Colo.
Walker, Ola M.	Denver, Colo.
Watson, Ola	Denver, Colo.
White, Walter	Greeley, Colo.
Wilkins, Emma L.	Timnath, Colo.
Williams, Mary E.	Gunnison, Colo.
Wintz, Claudia	Colorado Springs, Colo.
Wright, Blanche	Berthoud, Colo.
Zimmerman, Geo.	Allamont, Ill.

Sophomore Class—101.

Adams, Pearl	Greeley, Colo.
Albee, Emma L.	Platteville, Colo.
Ashton, Verna	Cañon City, Colo.
Bagg, Mabel S.	La Junta, Colo.
Ball, Ella	Lupton, Colo.
Barrett, Lillie	Granite, Colo.
Bartels, Harriet	Pueblo, Colo.
Beardsley, Grace	Denver, Colo.
Belot, Louemma	Denver, Colo.
Benson, Sara	Crested Butte, Colo.
Braucht, Frank E.	Little Horse Creek, Colo.
Bready, Coleta	Greeley, Colo.
Bready, Grace	Greeley, Colo.
Brown, Artie	Lupton, Colo.
Bruce, Mary E.	Tacoma, Wash.
Campbell, Florence E.	Granite, Colo.

Coston, Mabel	Wray, Colo.
Curran, Katie	Coaldale, Colo.
De Vine, Elsie (Mrs.)	Greeley, Colo.
De Weese, Luella (Mrs.)	Cañon City, Colo.
Dixon, Josie S.	Gandy, Colo.
Ellis, Ada A.	La Salle, Colo.
Ellis, Esther	La Salle, Colo.
Evans, Celia A.	Loveland, Colo.
Evans, Anna L.	Greeley, Colo.
Ewing, Mary	Greeley, Colo.
Ewing, Maud	Greeley, Colo.
Foster, Lacea	Hillside, Penn.
Galucia, Alyce	Greeley, Colo.
Gordon, C. A. (Mrs.)	Denver, Colo.
Graham, Ralph	Greeley, Colo.
Harsh, Wint	Greeley, Colo.
Hickman, Maggie B.	Cripple Creek, Colo.
Hilton, Arthur	Greeley, Colo.
Hitt, John G.	Greeley, Colo.
Holliday, Walter	Fairplay, Colo.
Huffman, Della	Boulder, Colo.
Imboden, J. W.	Pitzer, Iowa
Jenks, Florence	Cheyenne, Wyo.
Johnston, B. Ella	Arkansas City, Kan.
Jones, Lulu M.	Platteville, Colo.
Jones, Maud J.	Platteville, Colo.
Jones, Nellie	Platteville, Colo.
Kelso, Edith	South Haven, Kan.
Kimbro, A. U.	Kiowa, Colo.

Kinsey, Alberta	Boulder, Colo.
Knight, Howard	Evans, Colo.
Knowlton, Richard	Greeley, Colo.
Lavelle, Mary	Greeley, Colo.
Leonard, Edward	Como, Colo.
Leonard, Violet M.	Como, Colo.
Long, Olive	Denver, Colo.
Lundy, Granville	Fort Morgan, Colo.
Lundy, Katie	Fort Morgan, Colo.
McNee, Jennie	Greeley, Colo.
Mattox, Myrtie E.	Greeley, Colo.
Mayfield, Lillie	Greeley, Colo.
Mayne, Fanny	Greeley, Colo.
Miller, Mary F.	Tacoma Park, D. C.
Moore, Anna	Greeley, Colo.
Nauman, Walter E.	Greeley, Colo.
Neel, Ora	Greeley, Colo.
Neff, Nellie	Greeley, Colo.
Newby, Florence	Longmont, Colo.
Newman, Stella	Greeley, Colo.
Noel, Maud	La Salle, Colo.
O'Donnell, Mary	Greeley, Colo.
Orr, Erma J.	Greeley, Colo.
Park, Sophia	Evans, Colo.
Partner, Alvin	Rocky Ford, Colo.
Partner, Annette	Rocky Ford, Colo.
Poirson, Henrietta	Silver Plume, Colo.
Price, Virginia E.	Hilltop, Colo.
Proctor, Annie	Cañon City, Colo.

Rankin, Pearl	Greeley, Colo.
Rees, Will	Phebe, Neb.
Rhodes, H. H.	Ann Arbor, Mich.
Richardson, Geo.	Greeley, Colo.
Ricketts, Joy	Fort Collins, Colo.
Riggs, Ross	Greeley, Colo.
Romans, Ab H.	Venice, Mo.
St. Cyr, Nellie	Mosca, Colo.
Scott, Madelene	South Windsor, Conn.
Scriven, Dee M.	Lamar, Colo.
Stampfel, Jennie M.	Colorado City, Colo.
Stark, Lena	Durango, Colo.
Steck, Belle	Greeley, Colo.
Stillwell, Herman	Greeley, Colo.
Swan, John	Greeley, Colo.
Taisey, Hattie C.	Denver, Colo.
Tharp, Ella	La Porte, Colo.
Thomas, Cleora	Leadville, Colo.
Titler, Cora	Greeley, Colo.
Tuttle, Carrie C.	Denver, Colo.
Van Vorst, Elmer G.	Colorado Springs, Colo.
Vigar, May M.	Greeley, Colo.
Warden, Susie J.	Lockett, Colo.
Williams, C. M.	Greeley, Colo.
Williams, Claude	Fort Collins, Colo.
Williams, May	Fort Collins, Colo.
Wirtner, Mary V.	Granite, Colo.

Freshman Class—107.

Alexander, Jessie	Howard, Colo.
Allnutt, F. J.	Greeley, Colo.
Atwood, Clyde	Greeley, Colo.
Baird, John	Greeley, Colo.
Baird, Mary	Greeley, Colo.
Baird, Roy	Greeley, Colo.
Beckwith, Gertrude	Denver, Colo.
Beetham, James	Greeley, Colo.
Billings, Nellie M.	Denver, Colo.
Blake, Eva	Lucerne, Colo.
Blurton, Clara	Villa Grove, Colo.
Bright, Maud	Harris, Colo.
Bright, Myrtle	Harris, Colo.
Burke, Bessie	Meriden, Wyo.
Buzzell, Hattie	Greeley, Colo.
Cameron, P. G.	Pueblo, Colo.
Carle, Ruby E.	Yampa, Colo.
Carlson, Will A.	Evans, Colo.
Carsten, E. R.	Grover, Colo.
Chappelow, Effie	Greeley, Colo.
Comer, Chas.	Greeley, Colo.
Congdon, Mary	Evans, Colo.
Dickerson, Ada	Windsor, Colo.
Dixon, Maud	Gandy, Neb.
Doolittle, Minnie E.	Fort Collins, Colo.
Duvall, C. L.	Greeley, Colo.
Ehrler, Matilda	Denver, Colo.

Fitch, E. E. (Mrs.)	Longmont, Colo.
Fowler, Ruby E.	New Windsor, Colo.
French, Effie	Brighton, Colo.
Frink, Mabel	Denver, Colo.
Gibson, Mildred	Greeley, Colo.
Givens, Teena	Craig, Colo.
Griffin, Plume	Phillips, Wyo.
Hansen, Laura	Kimball, Neb.
Hart, Elsie	Greeley, Colo.
Hilton, Warren D.	Greeley, Colo.
Hoover, Meta	Boulder, Colo.
Hudson, Lee	Yuma, Colo.
Hussaye, Hicksie	Boulder, Colo.
Irwin, Ethel M.	Lupton, Colo.
Jacques, Arthur	Greeley, Colo.
Jessup, Ada	Greeley, Colo.
Jessup, Leona	Greeley, Colo.
Kehrberg, Minnie	Le Mars, Iowa
Keirnes, Rosa	Berthoud, Colo.
Kelley, Edith	Greeley, Colo.
Kirkendall, Lillie D.	Salida, Colo.
Kirsch, Marguerite	Granite, Colo.
Kitchen, Flora	Evans, Colo.
Knowlton, Chas.	Greeley, Colo.
Knowlton, Sadie	Greeley, Colo.
Knowlton, Sadie L.	Highland Lake, Colo.
Leonard, Sadie	Como, Colo.
Llewellyn, Mayme	Coal Creek, Colo.
Lightburn, Ice H.	Morrison, Colo.

Lundy, Roy G.	Burlington, Colo.
McIndoo, Hayes	Severance, Colo.
McMillan, H. B.	Greeley, Colo.
Maffitt, Minnie	Berthoud, Colo.
Melville, Besse	Bellvue, Colo.
Miller Josephine	Amethyst, Colo.
Miller, Lilly	Greeley, Colo.
Mors, Lena M.	Milwaukee, Wis.
Mosteller, Nellie	Denver, Colo.
Nan Kervis, Marie	Bald Mountain, Colo.
Neff, Grace	Greeley, Colo.
Nelson, Loyd	Greeley, Colo.
New, Myrtle	Greeley, Colo.
Nylander, Daniel	Greeley, Colo.
Ohngemach, Claudia	Basalt, Colo.
Oliver, Mamie	Eaton, Colo.
Pepper, Maud	Biglow, Ore.
Powers, Hetty	Greeley, Colo.
Price, W. D.	Elizabeth, Colo.
Rick, Meta	Rico, Colo.
Riggs, Edith	Greeley, Colo.
Riggs, Gertrude	Greeley, Colo.
Roberts, Chas. L.	Greeley, Colo.
Rugg, Myra	Phillips, Wyo.
Rugh, Blair	Greeley, Colo.
Rugh, Stella	Greeley, Colo.
Schutz, Tyro W.	Granville, Iowa
Seeger, Helen	Ouray, Colo.
Shick, Lulu	Greeley, Colo.

Snyder, Laura C.	Greeley, Colo.
Stepp, Elmer E.	Longmont, Colo.
Stewart, Louie	Berthoud, Colo.
Swan, Chas.	Greeley, Colo.
Swan, Fred	Greeley, Colo.
Swinehart, Blanche	Summerset, Ohio
Taylor, Katie	Evans, Colo.
Thomas, Myra	Greeley, Colo.
Thomas, William	Greeley, Colo.
Thornton, Cora	Berthoud, Colo.
Tucker, Florence	Craig, Colo.
Walter, Ida	Bellvue, Colo.
Ward, Fred	Greeley, Colo.
Warden, Ethel	Lockett, Colo.
Waters, Eva M.	Yuma, Colo.
Welch, Harry	Greeley, Colo.
Welch, Hattie	Greeley, Colo.
Whitaker, Myrtle	Chromo, Colo.
Williams, Charlie	Eaton, Colo.
Wilson, Grace N.	Greeley, Colo.
Wright, Minnie	Greeley, Colo.
Young, Archie D.	Eaton, Colo.

MODEL SCHOOL.

Upper Grammar—51.

Baker, Myrtle	McDonald, Ida
Baldwin, Edwin	Moore, Howard
Baldwin, Fred	Neff, Eddie
Beardsley, Earl	Nelson, Carl
Bentley, Arthur	O'Donnell, Tom
Berry, Fred	Oney, Roscoe
Brownell, Geo.	Patterson, Lillie
Butler, Albert	Pollock, Alice
Camp, Levy	Rugh, Fannie
Comer, Edith	Sexson, Avis
Edwards, Fred	Sexson, Edith
Evans, Geo.	Sexson, Olive
Felmlee, Ada	Sims, Bert
Foster, Lennie	Smith, Ida
Galucia, Ralph	Stark, Lenna
Hale, Dollie	Stillwell, Evelyn
Hart, Jesse	Stillwell, Nellie
Hayes, Ethel	Sullivan, Irene
Howard, Mildred	Van Scyoc, Roy
Howard, Ross	Wilkinson, Fred
Keefe, Emmett	Williams, Cora
Kelly, David	Wilson, Arthur
Kimball, Elsie	Winegar, Chas.
Kinney, Myrtle	Wolaver, Floyd
Lavelle, Bridget	Wright, Nora
Lee, Albert	

Lower Grammar—44.

Adams, Lewis	Kimball, Carrie
Adams, Roxy	Lavelle, Julia
Armstrong, Florence	Lundy, Claude
Beall, Roy	McCreery, Paul
Beardsley, Eugene	Reynolds, Enone
Bently, Frank	Rogers, Stella
Bower, Henry	Rugh, Durkie
Buckley, Emma	Rugh, Nora
Burbanks, Ira	Sibley, Blanche
Cary, Guy	Skinner, Grace
Dolan, Maggie	Smith, Ed.
Evans, Dottie	Smith, Mabel
Evans, Ethel	St. Cyr, Louis
Foster, Bessie	Snyder, Tyndall
Foster, Geo.	Stevenson, Onslow
Hitt, Henry	Struble, Benton
Hitt, Wm. D. Jr.	Waters, George
Hudson, Lonnie	Wearin, Guy
Jennaway, Bert	Wearin, Mabel
Jennaway, Fannie	Wilkinson, Mabel
Jessup, Loren	Wilson, Jesse
Jones, Pearl	Wright, Charlie

Upper Primary—22.

Baker, Earl	Drake, Willie .
Baldwin, Myrtle	Felmlee, Walter
Dixon, May	Finch, Myrtle

Finch, Lizzie	Nelson, Ella
Gross, Allan	Nelson, Mary
Gross, George	Rogers, Jessie
Hale, Bert	Rogers, Nellie
Hotchkiss, Sarah	Sibley, Winnie
Kimball, Kittie	Statler, Margaret
McCreery, Deane	Struble, Etta
Meeker, Waldo	Struble, Ollie

Lower Primary—31.

Beardsley, Inez	Ling, Bessie
Beardsley, Edith	Lundy, Thomas
Comer, Gussie	Moore, Susie
Comer, Myra	McCreery, Mildred
Comer, Torris	Nelson, Marshall
Evans, Laurie	Nelson, Willie
Evans, Stella	Rogers, Roy
Finch, Clarence	Rogers, Louie
Finch, Edgar	Seegur, George
Finch, Edna	Stevens, Dannie
Finch, Lester	Struble, Rushie
Gross, Ruth	Sutherland, Lulu
Hudson, Belle	Swanson, Harry
Hudson, Virgie	Wearin, Fern
Levis, Edna	Wilson, Johnnie
Levis, Mabel	

Kindergarten—50.

Adams, Ray	McKinney, Carl
Bailey, Bradnor	Moore, George
Banta, Margaret	Mulford, Jim
Brown, Helen	Neil, Ralph
Canfield, Edna	Oberg, Eulah
Comer, Gladys	Oney, Dana
Center, Fred	Paine, Velma
Daniels, Dorothy	Park, John
DeWeese, Blanche	Parker, Bruce
Doddridge, Lillian	Potter, Bessie
Dixon, Harvey	Reynolds, Burrel
Evans, Willie	Swanson, May
Fiske, Eugene	Swanson, Lila
Fitch, Francis	Swanson, Lois
Floyd, Fay	Sipperly, Dorothy
Graham, Donald	Speir, Cecil
Harrison, Lucille	Sutherland, Phil
Harrison, Lorena	Sutherland, Eva
Harvey, Clarence	Steck, Susie
Henderson, John	Taylor, Alice
Hopkins, Mamie	Taylor, Frieda
Homes, Laurence	Wassley, Vera
Hudson, Myrtle	White, Helen
Kimball, Helen	Wyatt, Bud
Klein, Caddie	Wilson, Harold

SUMMARY.

ATTENDANCE.

NORMAL DEPARTMENT.

SENIORS.

Females	35
Males	9
	<hr/>
Total	44

JUNIORS.

Females	86
Males	19
	<hr/>
Total	105

SOPHOMORES.

Females	78
Males	23
	<hr/>
Total	101

FRESHMEN.

Females	82
Males	25
	<hr/>
Total	107
	<hr/>
Total in Normal department.....	357

MODEL DEPARTMENT.

First Primary	31
Second Primary	22
First Grammar	44
Second Grammar	51
	<hr/>
Total in Model School.....	148

KINDERGARTEN DEPARTMENT.

First Grade	12
Second Grade	12
Third Grade	13
Fourth Grade	13
	<hr/>
Total in Kindergarten	50
	<hr/>
Grand total for year	555

ALUMNI.

OFFICERS.

John R. Whiteman, '91, President.
 Isabel Paul, '96, Secretary and Treasurer.

TRUSTEES.

John R. Whiteman, '91.
 Isabel Paul, '96.
 Edgar L. Hewett, '93.

DIRECTORY.

CLASS OF 1891.

Berryman, Eliza E. Denver, Colo.
 Ward (Bliss), Clara S. Greeley, Colo.
 Bybee, W. F. Colorado Springs, Colo.
 Davidson, Amy B. (Hardecastle) Fort Collins, Colo.
 Evans, Bessie B. Denver, Colo.
 Fashbaugh, Carrie E. Evans, Colo.
 John, Grant B. University Park, Colo.
 Lincoln, Geneva. Utah
 *Montgomery, Jessie
 McNair, Agnes Denver, Colo.
 Spencer, Clarence F. Monte Vista, Colo.
 Whiteman, John R. Greeley, Colo.

CLASS OF 1892.

*Batterson, May L. (Smith)	Erie, Colo.
Craig, (Mrs.) Edna C.	Greeley, Colo.
Dresser, Helen C.	Greeley, Colo.
Jones, Edith Helen, 1615 Humboldt.	Denver, Colo.
Jones, Winifred, 1615 Humboldt.	Denver, Colo.
Le Roy, Mabel (McFie)	Florence, Colo.
Lynch, Andrew R.	Peabody, Kan.
Meek, Idela	Colorado Springs, Colo.
Miller, J. A.	Ferguson, Mo.
Miller, Vina (McFie)	Ferguson, Mo.
Moore, Mamie F.	Denver, Colo.
Mumper, Annie T.	Greeley, Colo.
McClelland, Robt. A.	College Springs, Iowa
Putnam, Kate	South Denver, Colo.
Robinson, Fannie F., 46 S. Lincoln ave.	Denver, Colo.
Wilson, Elma A.	Salida, Colo.

CLASS OF 1893.

Bybee, Carrie S.	Colorado Springs, Colo.
Dace, Mary	Fort Collins, Colo.
Dunn, Rosalie M.	New Windsor, Colo.
Heath, Herbert, G.	Greeley, Colo.
Hewett, Edgar L.	Greeley, Colo.
Hewett, Cora W.	Greeley, Colo.
Houston, George M.	Greeley, Colo.
Jacobs, Alice M. (Nixon)	Greeley, Colo.

*Deceased.

Knight, Lizzie M.	Evans, Colo.
Lunt, Mary Fay (Jacobs)	Eaton, Colo.
MacNitt, E. Alice	Longmont, Colo.
McClain, Minnie E.	Fort Collins, Colo.
Marsh, Mary B.	Cañon City, Colo.
Pearce, Stella	Cripple Creek, Colo.
Priest, Lee	Victor, Colo.
Seed, Stella H.	Greeley, Colo.
Stockton, J. Leroy	Greeley, Colo.
Struble, Lizzie (Married)	Timnath, Colo.
Thomas, Cora B.	Boulder, Colo.
Varney, Julia A.	Idaho Springs, Colo.
Wallace, Hattie L. (Johnson)	Ogden, Utah
Walter, Clara B.	East Fairfield, Ohio
Wheeler, B. B.	Apex, Colo.

CLASS OF 1894.

Bond, Dell	Dennison, Iowa
Burnett, Ruth	Burlington, Colo.
Catherwood, Grace A.	Boulder, Colo.
Clark, Charles E.	Atwood, Colo.
Coffey, Gillian	Denver, Colo.
Cordes, Carrie	Greeley, Colo.
Creager, Katie	Boulder, Colo.
Day, Nellie	Central City, Colo.
Delbridge, Eloise	Trinidad, Colo.
Durkee, Alice	Cañon City, Colo.
Freeman, Maude	Silver Plume, Colo.
Gardiner, Julia	South Denver, Colo.

Gass, Maud	Trinidad, Colo.
Lewis, Lottie	Central City, Colo.
Lynch, John	Durango, Colo.
Melvin, Pearl	Florence, Colo.
Merrill, Louisa A.	Granada, Colo.
Messinger, Edna	Denver, Colo.
McGhee, May	Cripple Creek, Colo.
Sorenson (Nauman), Minnie	Nebraska
Peters, Anna	Trinidad, Colo.
Rank, Margaret	Trinidad, Colo.
Robinson, Anna	Evans, Colo.
Severance, Dora	Severance, Colo.
Shumway, William	Denver, Colo.
Trehearne, Beatrice	Denver, Colo.
Turner, Flora B.	Arvada, Colo.
Welch, Irene	Colorado Springs, Colo.
Williams, Nellie	Greeley, Colo.
Woods, James	Williamsburg, Colo.
Work, Anna	Denver, Colo.
Work, Ella	Denver, Colo.
Wright, Lulu	Monte Vista, Colo.
Wright, Nana	Greeley, Colo.
Yard, Jessie	Cañon City, Colo.

CLASS OF 1895.

Allen, Mame C.	Fort Collins, Colo.
Brown, Rebecca	New Mexico
Canning, Annetta	Poughkeepsie, N. Y.
Coleman, Mary B.	Florence, Colo.

Clark, Ruth M.	Denver, Colo.
Dobbins, Nettie M.	Longmont, Colo.
Downey, Abner	Telluride, Colo.
Felton, Mark A.	Durango, Colo.
Freeman, Maude	Silver Plume, Colo.
Gale, Grace M.	Greeley, Colo.
Goddard, Susan	Fort Morgan, Colo.
Hadley, Laurie	South Pueblo, Colo.
Lynch (Hubbard), Nettie L.	Durango, Colo.
Huecker, Lydia E.	Denver, Colo.
King (Mrs.) L. C.	Greeley, Colo.
Lines, Celia	Platteville, Colo.
McClave, Blanche M.	Eaton, Colo.
McCoy, Maude M.	Ordway, Colo.
Marsh, C. T.	Greeley, Colo.
Miller, Edwin	Timnath, Colo.
Molnar, Louis	Denver, Colo.
Newman, Emma	Denver, Colo.
Peck, Vera	Denver, Colo.
Phillips, Stella	Eastonville, Colo.
Price, J. M.	Eaton, Colo.
Stanton, Kate M.	Boulder, Colo.
Snyder, E. R.	Bald Mountain, Colo.
Stratton, Ella E.	Gillette, Colo.
Suydner, Cecil E.	Las Animas, Colo.
Uhri, Sophia	Garnett, Colo.
Woodruff, Myrna	Colorado Springs, Colo.
Wyman, Ree	Denver, Colo.

CLASS OF 1896.

Agnew, Minerva	Cripple Creek, Colo.
Ault, C. B.	Lawrence, Colo.
Bell, J. R.	Alma, Colo.
Berger, Florence	Eaton, Colo.
Bliss, Lillian M.	Denver, Colo.
Boyd, Sela M.	Boulder, Colo.
Briggs, Jennie M.	Rocky Ford, Colo.
Cameron, Agnes	Cañon City, Colo.
Cameron, Wm. F.	Castle Rock, Colo.
Collom, Mattie	Golden, Colo.
Dithey, Mollie	Colorado Springs, Colo.
Donahue, J. Leo	Castle Rock, Colo.
Graham, Kate	Montrose, Colo.
Hamilton, Ida M.	Greeley, Colo.
Hanks, Alberta	Salida, Colo.
Hollingshead, C. A.	Castle Rock, Colo.
Howard, Florence	Denver, Colo.
Howard, Wellington	Greeley, Colo.
James, Annie	Lamar, Colo.
Jameson, Grace	Golden, Colo.
Kendel, Elizabeth	Greeley, Colo.
Mathews, Minnie V.	Montrose, Colo.
Newman, Winnifred	Longmont, Colo.
Norton, Nell	Silver Plume, Colo.
Paul, Isabel	Longmont, Colo.
Patton, Mabel	1279 Pearl street, Denver, Colo.
Pollock, Emma	Longmont, Colo.
Probst, Emma	Alma, Colo.

Shull, Grace	Berthoud, Colo.
Smith, Luna	Greeley, Colo.
Stevenson, Audrey	Greeley, Colo.

CLASS OF 1997.

Adams, Helen	Denver, Colo.
Benson, Frank V. (Miss)	Loveland, Colo.
Brownlee, Sylvia,	Gordon, Neb.
Buffington, Lulu	Kokomo, Colo.
Burns, T. E.	Payson, Ill.
Dowell, H. L.	Allisom, Mo.
Ellis, Carrie E.	La Selle, Colo.
Guynn, H. G.	Smithton, Pa.
Hadden, S. M.	Beaumont, Calif.
Hamilton, Jessie M.	Saguache, Colo.
Hammond, Eva C.	Denver, Colo.
Hersey, Rose	Denver, Colo.
Hinkley, Anna C.	Denver, Colo.
Hoch, Lillian E.	Hudson, Ohio
Holaday, Minnie	Ridgway, Colo.
Holliday, Maud	Fairplay, Colo.
Ingersol, May	Delta, Colo.
Jones, B. Ida	Denver, Colo.
Kendel, Juanita	Greeley, Colo.
King, Alpha E.	Rocky Ford, Colo.
Knapp, Edith A.	Colorado Springs, Colo.
Lockett, Margaret	Saguache, Colo.
McDonald, R. A.	Phoenix, Ariz.
McKinley, Hattie	Idaho Springs, Colo.
McLeod, Carrie	Cañon City, Colo.

Newell, Agnes	Wray, Colo.
Putnam, Jennie	Greeley, Colo.
Rudolph, Victoria	Cañon City, Colo.
Sanborn, Mabel	Greeley, Colo.
Slatore, Nelson (Miss)	Colorado Springs, Colo.
Smith, Cora E.	Gunnison, Colo.
Steans, Henry G.	Durango, Colo.
Stevenson, Eleanor	Denver, Colo.
Stockton, Guy C.	Greeley, Colo.
Thompson, Andrew W.	Colorado Springs, Colo.
Walker, F. A.	Russell Gulch, Colo.
Wheeler, Gertrude E.	Golden, Colo.
White, Esther F. (Mrs.)	Cañon City, Colo.
Wilkinson, Bessie M.	Greeley, Colo.
Wilson, Edith	Denver, Colo.
Witter, Stella	Greeley, Colo.
Work, C. M.	Le Roy, Colo.
Wright, Olive	Cañon City, Colo.
Young, Kate (Mrs.)	Greeley, Colo.

SUMMARY.

Class of 1891	12
Class of 1892	16
Class of 1893	23
Class of 1894	35
Class of 1895	32
Class of 1896	31
Class of 1897	44
<hr/>	
Total	193

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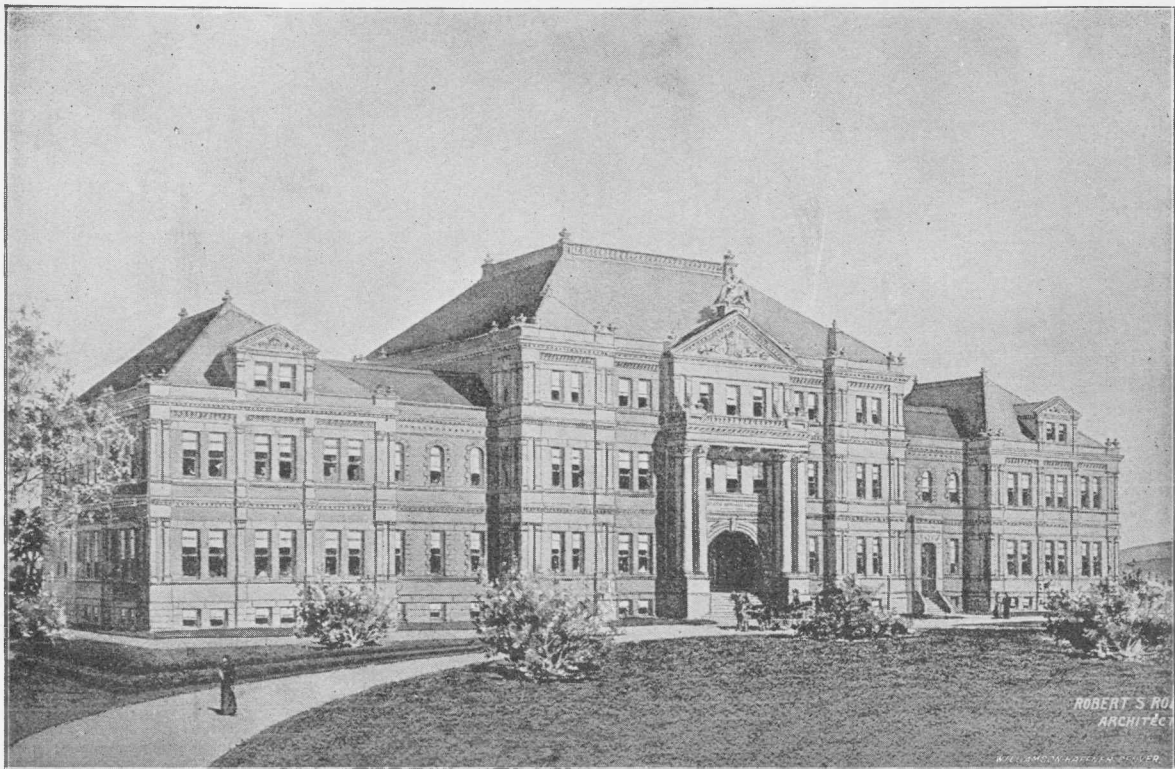
STATE
NORMAL SCHOOL



OF
COLORADO.



1897-1898.

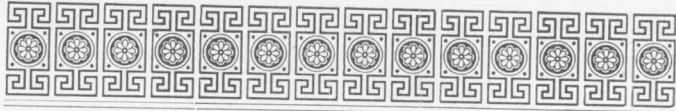


NORMAL BUILDING.



VIEW OF HALL.

Eighth Annual Catalogue
of the State Normal School
of Colorado. * * * * *
Greeley, Colo., 1897-1898. ≡



ALMANAC.

1898.

SEPTEMBER.						OCTOBER.						NOVEMBER.						DECEMBER.														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
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11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	20	21	22	23	24	11	12	13	14	15	16	17
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	27	28	29	30	31	18	19	20	21	22	23	24
25	26	27	28	29	30	..	23	24	25	26	27	28	29	27	28	29	30	..	..	..	..	..	..	..	..	25	26	27	28	29	30	31
..	..	..	..	..	..	..	30	31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

1899.

JANUARY.						FEBRUARY.						MARCH.						APRIL.														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
1	2	3	4	5	6	7	1	2	3	4	1	2	3	4	1				
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8					
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15					
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22					
29	30	31	..	..	..	..	26	27	28	..	..	..	..	26	27	28	29	30	31	..	23	24	25	26	27	28	29
..	30

MAY.						JUNE.						JULY.						AUGUST.							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	* * * * *						* * * * *					
..	1	2	3	4	5	6	..	..	..	..	1	2	3	* * * * *						* * * * *					
7	8	9	10	11	12	13	4	5	6	7	8	9	10	* * * * *						* * * * *					
14	15	16	17	18	19	20	11	12	13	14	15	16	17	* * * * *						* * * * *					
21	22	23	24	25	26	27	18	19	20	21	22	23	24	* * * * *						* * * * *					
28	29	30	31	..	..	..	25	26	27	28	29	30	..	* * * * *						* * * * *					
..	* * * * *						* * * * *					



ANNOUNCEMENTS.

1898-1899.

FALL TERM, SIXTEEN WEEKS.

Begins Tuesday, September 6, 1898.

Closes Friday, December 23, 1898.

Vacation ten days.

WINTER TERM, ELEVEN WEEKS.

Begins Tuesday, January 3, 1899.

Closes Friday, March 17, 1899.

SPRING TERM, ELEVEN WEEKS.

Begins Monday, March 20, 1899.

Closes Wednesday, May 31, 1899.

COMMENCEMENT WEEK.

Baccalaureate Sermon, Sabbath Morning, May 28,
1899.

Commencement Concert, Monday Evening, May 29,
1899.

Class Day Exercises, Tuesday, May 30, 1899.

Alumni Anniversary, Wednesday, May 31, 1899.

President's Reception, Wednesday Evening, May 31,
1899.

Commencement, Wednesday, May 31, 1899.

Kindergarten Day, Friday, May 26, 1899.

Alumni Banquet in December, 1898, at S. T. A.,
Denver.

 BOARD OF TRUSTEES.

HON. J. W. MCCREERY Greeley
Term expires 1903.

HON. RICHARD BROAD, Jr. Golden
Term expires 1903.

MRS. A. G. RHOADS..... Denver
Term expires 1899.

HON. C. S. THOMAS..... Denver
Term expires 1899.

DR. R. W. CORWIN..... Pueblo
Term expires 1901.

HON. N. B. COY..... Colorado Springs
Term expires 1901.

GRACE ESPEY PATTON, State Superintendent of
Public Instruction..... Denver
Term expires 1899.

OFFICERS.

RICHARD BROAD, JR..... President
A. J. PARK..... Secretary
C. H. WHEELER..... Treasurer

FACULTY.

1897-1898.

Z. X. SNYDER, Ph. D., President.

Philosophy and Practice of Pedagogy and Mathematics.

JAMES H. HAYS, A. M., Vice President.

Latin and Economics.

ELMA RUFF TODD, M. E., Preceptress.

History, Literature and English.

N. M. FENNEMAN, A. B., A. M.,

Physical Science—Physics, Chemistry and Physiography.

A. E. BEARDSLEY, M. S.,

Biology.

SARAH B. BARBER.

Reading, Elocution and Delsarte.

C. T. WORK, M. E.,

Stoyd and Drawing.

E. G. DEXTER, A. M.,

Experimental Psychology and Physiology.

*A. P. WILLIS, Ph. D.,
Physical Science.

J. F. DANIELS,
Librarian and History of Art.

EDGAR L. HEWETT, Pd. B.,
Superintendent Model School and Child Study Department.

M. NORA BOYLAN,
Critic in Model and Music.

ELEANOR PHILLIPS, Pd. M.,
Critic in Model.

LIZZIE H. KENDEL, Pd. B.,
Critic in Model.

‡MRS. SARAH A. FENNEMAN,
Critic in Model.

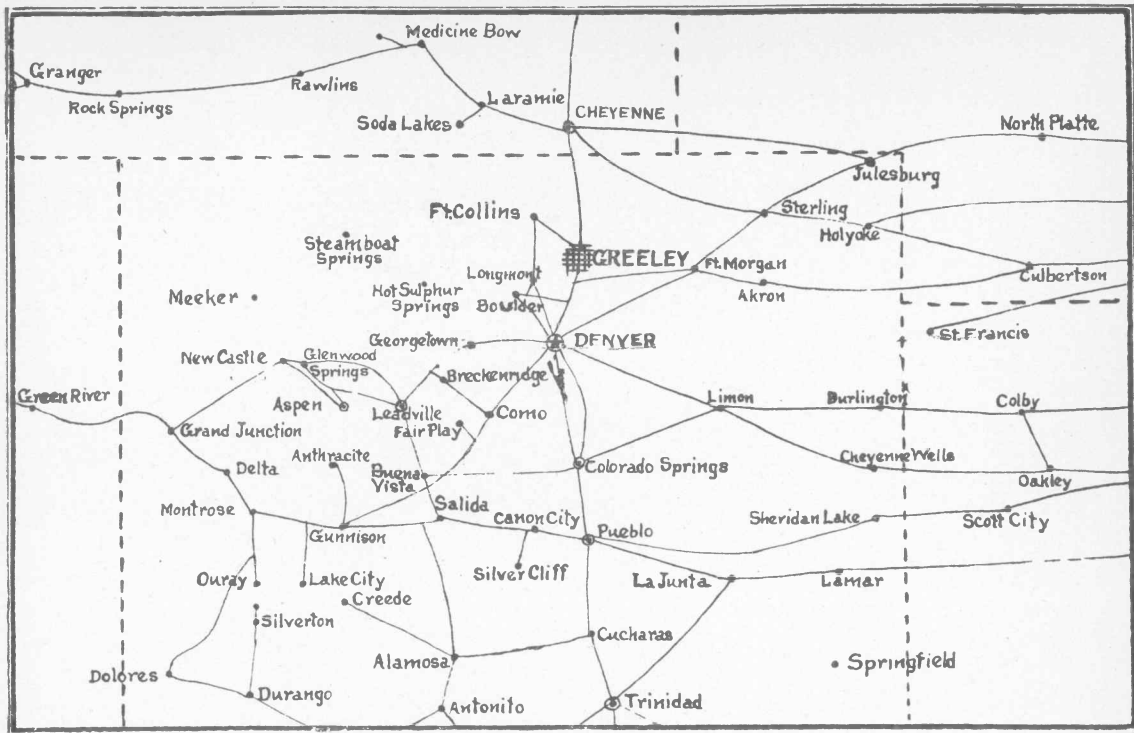
LAURA E. TEFFT,
Superintendent Kindergarten.

A. L. EVANS,
Landscape Gardener.

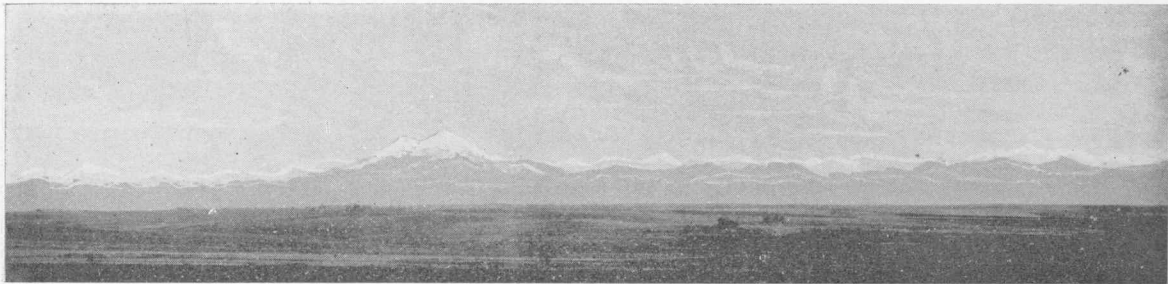
BENJAMIN STEPHENS,
Engineer.

*Resigned January 1, 1898.

‡Assumed her duties January 1, 1898.



GREELEY AND VICINITY



VIEW OF ROCKY MOUNTAINS FROM NORMAL CAMPUS.

HISTORY OF SCHOOL.

The Colorado Normal School was established by an act of the legislature, in 1889. The first school year began October 6, 1890, and closed June 4, 1891.

At the beginning of the second year the school was reorganized somewhat, and the course extended to four years. This course admitted grammar school graduates to its freshman year, and others to such classes as their ability and attainment would allow.

At a meeting of the board of trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers. This policy makes the institution a professional school in the strictest sense.

LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific railway, fifty-two miles north of Denver. The city is in the valley of the Poudre river, and is one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town.

BUILDING.

A splendid building of pressed brick, trimmed with red sandstone, is being built, one wing and center of which is now finished and in use by the school. When finished there will be no finer normal school building in the United States, and none more commodious. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated throughout by steam—chiefly by indirect radiation. A thorough system of ventilation is in use, rendering the building healthful and pleasant. It is supplied with water from the city water works.



NORMAL AVENUE.

Normal Department.

THE FUNCTION OF THE SCHOOL.

The function of the Normal School is to make *teachers*. To do this it must not only keep abreast the times, but it must lead the educational van. It must project the future. There must be within it a continual growth in *scholarship, power, culture and influence*; such scholarship, such power, such culture, such influence as will grow strong men and women, equipped for the work of teaching. They must possess a scholarship consisting not in an accumulation of knowledge, but in a trinity of knowledge, power to think, and culture. Such a trinity is the result of very careful training. It demands experts as teachers of the various subjects. Such the school has. Each one was selected because of his or her special fitness for the work of the department.

That phase of training with which the Normal School has to deal is *power to teach*. To quicken and develop this power, appropriate stimuli and training are necessary. To know the child and how to lead it give rise to the proper stimuli. These stimuli consist in observing the activity of children, in observing expert teachers' work, in reading professional literature, and in the presence of a living teacher. Training results from a response to the above stimuli. For such a professional training the school is prepared. In short, the function of the school is to promote and elevate the teacher, and

by so doing promote and elevate the profession of teaching, which will result in the rise of the general intelligence and culture of the people of the state.

There being no antecedents to fetter the development of the institution, the management has, from the beginning, aimed to make it progressive and formidable in the educational movements of the state and country. It is dominated by the most progressive spirit. It is not a slave to any man, method or philosophy. It seeks to select the best from all and use it in its own investigations and operations. The basis of all work is experiment and research. Nature, books, and a *living* teacher beget a living pupil.

COURSE OF STUDY.

There are four immediate agencies involved in education: *The teacher, the child, nature and man.* A classification of the facts, the principles and the laws which are embraced in their "*Inner Connection*" constitutes the science of pedagogics. This "*Inner Connection*" exists among objects of nature, among the various processes of the mind, among people, and between nature and mind. That a teacher may understand this *inner law*, he must have a knowledge of nature, mind, people and their relations. Out of it arises an understanding of the training necessary for his preparation. It suggests a course of study.

The central agency is the child; it is a living, mental spiritual entity. It has a body, a mind, a soul. The body requires food, exercise and training, that it may grow, strengthen and become skilled—that it may develop. The mind requires knowledge, thinking and training, that it may grow, strengthen and become cultured—that it may develop. The soul requires piety, devotion and worship, that it may grow, strengthen and become spiritual—that it may develop.

A knowledge of body, mind and soul embraces:

1. A knowledge of the body as a whole, its organs, their functions, and the laws which regulate physical growth and development.

2. A knowledge of the mind as a whole, its nature, its powers, their functions, and the laws which regulate mental growth, discipline and culture.

3. A knowledge of the soul, its nature, its powers, and the laws which regulate moral growth and spiritual development.

The teacher must have a keen insight into the triple nature of this reality—the child, that he may work intelligently and efficiently in his profound mission. He should recognize the body as a phenomenon of life, and mind as a phenomenon of spirit. Such a preparation as indicated above is the result of the threefold nature of development. It is training of *the hand, the head and the heart.*

In accordance with the above analysis, the following course of study is outlined:

A teacher should know the relation of food to growth, of exercise to health and strength, and of training to physical culture. This implies an understanding of *Physiology, Hygiene and Gymnastics.*

He should know the relation of nerve, mind and muscle to speech and manual dexterity. This implies a knowledge of *Language, Manual Training and Physiological Psychology.*

He should know the relation of a child's development to nature, or its surroundings. He should recognize that the mind is quickened through the senses, that there must be action and reaction of the forces without and within the child. He should be able to lead a child

to interpret its surroundings. A child must see the sparkling minerals and flowering plants; it must hear and see the buzzing insects and the singing birds; it must smell the fragrance of the rose that it may know, admire and act. This embraces a knowledge of *Science*.

He should recognize that the deeds, sayings, feelings, thoughts and aspirations of the race and age quicken the intellectual and moral natures, and, while they serve no *particular* end, they belong to culture in its universal character by giving the stage on which the drama of the world's life is revealed. This embraces a knowledge of *History* and *Literature*.

He should know the relation of knowledge, of mental growth, of thinking, to mental power and culture. This implies a knowledge of *Psychology*.

He should know the relation of example, precept and principle to moral growth, of moral action to moral power and righteous living. This implies a knowledge of *Ethics*.

Out of a study of nature arises the notion of number and space relations—hence a knowledge of *Mathematics*.

God touches a human soul through the true, the beautiful and the good—the true for the understanding, the good for the will, and the beautiful for the imagination. Through the imagination we have the world of art, having its foundation in the senses, as in color, form and sound. Color is the unit concept of painting, form of sculpture, and sound of music. To some extent these should form a part of every liberal education; as in mod-

eling and moulding and leading up to work in color. Again, music should have a place in the course of study which aims to prepare teachers. It is the most profound form of expressing the feelings of the depths of the human soul. It inspires us with hope and faith. It lifts us nearer to God. It should have a place in every course of study involving the education of the young and of those preparing to teach. We then include *Art* in our curriculum of study, not as embraced in Literature, but as found in *Drawing* and *Painting*, *Modeling*, *Construction* and *Music*.

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

Summarizing the above it would seem that those who are preparing to teach should receive pedagogical training in the following lines or centers of physical, mental and ethical activity:

MAN IN HIMSELF.

Embracing—

- Physiology.
- Psychology.
- Ethics.
- Religion.

MAN IN THE RACE.

Embracing—

- History.
- Anthropology.
- Literature.

MAN IN NATURE.

Embracing—

- Biology.
- Physics.
- Chemistry.
- Physiography.
- Astronomy.

MAN IN SOCIETY.

Embracing—

- Economics.
- Government.
- Home.
- Sociology.

MAN IN EXPRESSION.

Embracing—

- Language.
- Drawing.
- Construction.
- Music.
- Painting.
- Art.

MAN IN SCHOOL.

Embracing—

- School economy.
- History of education.
- Philosophy of education.
- Science of education.
- Art of teaching.
- Art of management,

TERM SCHEDULE.

SOPHOMORE.

FALL TERM.

Algebra (4.)*
Geometry.
Zoology and Botany.
History and English (4).
Latin (4).
Elocution and Delsarte. (2).
Society Work.

WINTER TERM.

Algebra (4).
Literature and English (4).
Zoology—Botany.
Geometry (4).
Latin (4).
Elocution and Delsarte (2).
Society Work.

SPRING TERM.

Algebra (4).
Fiction and English (4).
Botany and Zoology.
Geometry (4).
Elocution and Delsarte (2).
Latin (4).
Society Work.

*The numbers in parentheses mean the number of recitations per week.

JUNIOR.

FALL TERM.

Physiography (4).
Psychology (4).
Latin (4).
History and English (3).
Elocution and Delsarte (2).
Drawing and Sloyd.
Society Work.

WINTER TERM.

Physiography (4).
Psychology (4).
Latin (4).
Literature and English (3).
Elocution and Delsarte (2).
Drawing and Sloyd.
Society Work.

SPRING TERM.

Physiography (4).
Psychology (4).
Latin (3).
Literature and English (3).
Elocution and Delsarte (1).
Drawing and Sloyd.
Society Work.

SENIOR.

FALL TERM .

Physics (4).
Philosophy of Education (4).
Model Practice.
Music (3), and English (2).
Mathematics (4).
Delsarte (2).
Society Work.

WINTER TERM.

Physics—Chemistry (4).
Philosophy and History of Education (4).
Model Practice.
Music (3), and English (2).
History (4).
Delsarte (2).
Society Work.

SPRING TERM.

Chemistry (4).
History of Education (4).
Model Practice.
Music (3), and English (2).
History (4).
Society Work.

OUTLINE OF WORK.

This is an age of specialists. In the professions, in the industries, there is a determined tendency to a differentiation of labor. The underlying stimulus is a more thorough preparation for a more narrow line of work. This stimulus has its potency in the fact that better results follow from such specific training—the greatest product for the least expenditure of energy.

The teaching profession recognizes that special training upon the part of those who are going to teach is imperative. The result is, normal schools have grown up all over the country, whose function is *to make teachers*.

It has been stated elsewhere that the teacher should possess *scholarship, power, and skill in teaching, character and influence*. Character and influence are the result of all the training the individual has had; to develop power and skill in teaching and character is the work of the school. This requires a knowledge of the child in its triune nature—physical mental and moral—a knowledge of *physiology, psychology* and *ethics*, a knowledge of the *history, science, art* and *philosophy of education, of school management* and *observation and practice in the model school*.

I.—PSYCHOLOGY.

Psychology is the Blackstone of pedagogics. In so far as teaching is a science and an art it is based upon it. Just as a teacher makes psychology the basis for



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GEOGRAPHICAL LABORATORY.

his educational theory and practice, has he standing among his fellow teachers and in his profession. As a basis for his educational doctrine, he can no longer rely on the old rational psychology. It has had its place in the development of psychological study, and has its place still in the history of this development. It gives a view of mental phenomena from one standpoint only. It has reluctantly made room for other methods than the introspective. Because of the insufficiency of the old psychology to give a broad and scientific view of mental phenomena, it has given place, in a large measure, to the experimental, the observational, and the historic (ontogenetic and phylogenetic) study of the subject. The introspective method is not ignored. Whenever it is available it is used with the other methods in the investigation of a subject.

The work in psychology divides itself into the following courses: Preliminary, experimental, historical, and educational.

PRELIMINARY COURSE.

This introductory work is to introduce the pupil to the study of psychology through the observation and analysis of his own mental processes and those of others; to the study of expression as a realization of what has gone on within.

The method pursued in this study is largely inductive—the device being experiment. In this way the subject is made concrete.

Observation of the children in the kindergarten and in the model school is made to interpret various phenomena that arise in the study of mental processes and their corresponding expression.

This course in a general way familiarizes the pupil with the study, and prepares him for the more extended and scientific.

PSYCHOLOGICAL PSYCHOLOGY, OR EXPERIMENTAL COURSE.

The course in psychology for the junior year is, as far as it is possible to make it so, experimental. It is, in every sense, a course in the "New Psychology." To the present generation belongs the credit of placing this branch among the empirical sciences where it belongs, and divorcing it from its older, speculative affiliations. The course to the juniors is very largely physiological. Since the mind has been proven to be so closely associated with the body, so easily and markedly affected by bodily change, the "New Psychology" takes up the study of the mind, from the standpoint of the body; especially the nervous system.

The first term of the course is identical with the course in physiology, consisting of five recitations or laboratory periods each week.

The following subjects are considered:

The development of the nervous system.

The nervous system in man.

The functions of the nervous system.

The skin and the dermal sense.

The kinæsthetic and static senses.

The tongue, and the gustatory sense.

The nose and the olfactory sense.

The eye and the ocular sense.

The ear and the auditory sense.

The laboratory is well equipped with duplicate sets (24) of all the simpler apparatus for following individually the course of experiments outlined in Dr. Sanford's "Experimental Psychology."

All the data taken by the class are carefully tabulated and preserved, and form a valuable reference library.

Besides the duplicate sets of apparatus for the simpler experiments, the laboratory contains several hundred dollars' worth of more elaborate pieces, making it one of the best equipped psychological laboratories in the West. Among these are a "Fitz" chronoscope; a chronograph, with electrical time-marker and reaction apparatus; a sphygmograph; amyograph; "Galton's" whistle and "Appun's reed," for finding the upper and lower limits of pitch; full sets of color-blind testers and blind-spot cards; teter-board and turning-table, for work with the static sense, besides many other pieces.

No regular text book is used in this course, but the library contains a psychological alcove of several hundred volumes, and constant use is made by each student of the works of Ladd, Donaldson, Mercier, Bastian, Wundt, Ziehen, Star, Ferrier, Foster, Tichener, Kulpe, etc.

With the winter term, the work in physiology and psychology divides into two separate courses.

The former is outlined under the heading "Physiology." The latter, following roughly the outline made use of by Ziehen, in his "Physiological Psychology," is treated under the following heads:

The sensation, including a study of Weber's law.

The idea.

The association of ideas.

The emotions.

The judgment.

The reason.

The memory.

The will.

The course closes with a study of morbid mental states and insanity, with some demonstrations in hypnosis.

Early in the year the class is divided into committees for studying definite psychological problems. Much valuable data have in this way been collected and some interesting conclusions drawn.

This course is followed by one in

HISTORICAL PSYCHOLOGY.

This work embraces the *History of Psychology* and *Race Psychology*. The work in the history of psychology is a review and study of the different systems that have developed in the different countries, and also a study of the founders of these systems. The work in race

psychology is a study of race elements—physical, mental and spiritual. It is a study of the race intellect, conscience and will, as expressed in the history and the literature of the race. This work is supplemented by a course of lectures in

ANTHROPOLOGY.

This course will consist of a lecture each week, together with seminary work. The following topics will be considered:

1. Man in relation to other animals.
2. Antiquity of man.
3. Quaternary man.
4. Race types.
5. The evolution of spoken language.
6. The evolution of writing.
7. The arts of life.
8. Science.
9. History, mythology and folk-lore.
10. Society and race.
11. Moral and ethical progress.

CHILD PSYCHOLOGY.

The work in child psychology is going on all the time in the kindergarten and model school. Besides this observation work, there is specific work assigned in which each student is required to solve problems pertaining to child study. This work is directed and inspired by a teacher meeting ten or fifteen students in conference once or twice a week.

EDUCATIONAL PSYCHOLOGY.

By this course is meant the application of the principles deduced in the study of man in the widest sense—physical, mental and moral, to his education. It embraces the psychology of teaching, of governing, of the course of study, of the subjects taught, the management of the school, and, indeed, the management of the community educationally.

II.—SCIENCE OF TEACHING.

Science consists in knowing a systematic order of things and their relations, and the laws which regulate them. This is apparent in the science of astronomy, physics, chemistry, biology, mathematics, etc. Equally is this apparent in the science of the mind—psychology. This conception of psychology has given rise to the scientific method in its study. The science of teaching grows out of the same conception. It consists of a knowledge of the physical, vital, mental and spiritual phenomena involved in and around the individual, the laws which regulate them, resulting in his harmonious development. Without psychology there can be no science of teaching; just as there can be no science of botany without a science of biology.

OUTLINE OF WORK.

1.—AGENCIES INVOLVED IN EDUCATION.

- a.* Child—Being to be educated.
- b.* Teacher—Person who directs.

- c. Nature—Earth and its forces.
- d. Man—Civilization.

2.—REQUISITES OF THE TEACHER.

- a. Knowledge of self.
- b. Knowledge of the child.
- c. Knowledge of nature.
- d. A knowledge of the inner relation of self, the child, nature and civilization

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

- a. *Development of*
 - 1. Body.
 - 2. Mind.
 - 3. Spirit.
- b. *Participation.*
 - 1. Actualization.
 - 2. Transfiguration.
 - 3. Transformation.

4.—REQUISITES TO THE ACCOMPLISHMENT OF THESE ENDS.

- a. *Body must have*
 - 1. Food.
 - 2. Exercise.
 - 3. Training.
- b. *Mind must have*
 - 1. Knowledge.

2. Thought.
3. Training.

c. Spirit must actualize

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

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

- a.* Self-activity is fundamental in all development, whether physical, mental or spiritual.
- b.* Self-activity results, primarily, from energies acting from without.
- c.* All the natures of the child are interdependent.

6.—EDUCATIONAL LAWS.

- a. The law of the apperceiving and the apperceived.*
Formula—What is to be learned becomes a part of the mental economy through affinity.
- b. The law of propædeutics.*
Formula—The individual's mind should be prepared to receive what is to be learned.
- c. The law of concentration.*
Formula—What is to be learned is better learned if learned in connection with that for which it has an affinity.
- d. The law of individualism.*

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

e. The law of practice.

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

f. The law of interest.

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

7.—EDUCATIONAL PRINCIPLES.

a. The physical body is quickened through the muscles; is trained through them.

b. The mental nature is quickened through the senses, the intellect and the sensibilities

c. The spiritual nature is quickened through the senses and conscience.

d. The order of thinking, by a child, is from wholes to parts, thence to classes.

e. The order of learning is thinking, knowing, expressing.

f. To know a thing is to think it into its proper place. It is thought into its proper place by the aid of the known.

g. That which is being learned passes from the unknown to the known, or better known. Hence, the content of a word, a phrase or a sentence is variable.

h. Teaching is causing the human being to act—physically, mentally and morally.

i. Education consists in *development and participation.*

III.—ART OF EDUCATION.

1.—ORGANIZATION OF SCHOOL.

a. Parts.

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

b. Functions.

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

c. Harmony.

2.—GOVERNMENT OF SCHOOL.

a. Object—Preservation.

b. Aim—Discipline.

c. End—Freedom.

3.—INSTRUCTION.

a. Processes.

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

b. Results.

1. Knowledge.
2. Discipline.
3. Culture.
4. Expression.

4.—RESULTS.

- a. Development.* {
1. Knowledge.
 2. Power.
 3. Culture.

b. Participation.

1. Actualization.
2. Transfiguration.
3. Transformation.

IV.—PHILOSOPHY OF EDUCATION.

1.—STAGES OF DEVELOPMENT.

- a.* Undeveloped—germ.
- b.* Self-estrangement—separation.
- c.* Generalization—unification.
- d.* Actualization—expression.

2.—EDUCATIONAL FORCES.

a. Internal.

1. Evolving, or growing.
2. Directive, or hereditary.
3. Volition, or will.

b. External.

1. Earth and its forces.
2. Man and his works.
3. Spirit and its influence.

3.—NATURES TO BE EDUCATED..

- a.* Physical—living.
- b.* Mental—cognitive.
- c.* Spiritual—volitional and intuitive.

4.—PROCESSES IN EDUCATION.

- a.* Enlargement—growth.
- b.* Strengthening—exercise.
- c.* Skilling—manipulation.

V.—HISTORY OF PEDAGOGY.

1. Educational systems—the conceptions underlying them, their evolution, their founders, their success, their failure.

2. A study of the great educators—theoretical and practical—and their influence on pedagogy and the social problems of their time and the present.

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

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

SCIENCE.

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

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

Science teaching is leading the pupil to be able to interpret his surroundings as a composite of objects, and 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 Providence as an Intelligent and Supreme Ruler of the universe.

This conception of science teaching requires activity upon the part of the pupil. In accordance with this view, the work is done.

The school has well equipped

LABORATORIES.

The entire third story of the main building is now devoted to the departments of science. The laboratory for *Zoology and Botany*, over the library, is the largest and contains ten tables, each large enough for four students. These are supplied with drawers, small aquaria

and facilities for microscopic work and dissections. Around the walls are larger aquaria, blackboards and cabinets containing the natural history collections and a department library. Especially noticeable are the herbarium cabinet and the fine cases for insects.

Adjoining the laboratory at the west end is the recitation room for biology and at the east end is the recitation room and laboratory for *human physiology*. This is supplied with demonstration table, anatomical models, charts and apparatus to illustrate the physics and chemistry of the human body.

Across the corridor is the *physical laboratory* and recitation room. It is fitted with substantial, cherry-topped tables for individual work by about thirty students at once, and has also a large demonstration table for the instructor's use, with sink and water, drawers and closets. This room and two others used by the instructors in biology and geography are equipped with facilities for solar projection work.

The *chemical laboratory* adjoins the physical, and is probably as conveniently arranged as that of any similar school in the country. It is furnished with eight desks exclusive of that used by the instructor, having shelves, cupboards and drawers with individual locks for three divisions of thirty-two students each. Each desk is intended for four students at a time and has two lead-lined sinks with water and gas pipes and a two-chambered ventilating hood with glass doors, lead floors and copper flues through the ceiling for carrying off foul

gases. The desks are of butternut and have renewable oil-cloth tops. The instructor's desk is similarly furnished, but has also apparatus for the distillation of water, including a large copper retort and condenser with block tin worm. There are also tables and a work bench with a set of tools for the making of apparatus. On three sides of the room are cases with glass doors for the department library and for apparatus, chemicals and other supplies; the remaining side has blackboards, bulletin board and key board.

Handsome cases all about the walls of the large corridor on this floor are also used for the larger apparatus of the department of physics and physiology and for museum collections in natural history. A gas machine is to be provided to furnish gas for laboratory use.

The new geographical laboratory on the second floor is also fitted out with handsome work tables and cupboards for library and collections. New cases and much apparatus have been added to the psychological laboratory and a small laboratory has been fitted up in the model school.

PHYSIOLOGY.

As a supplementary course to psychology there will be offered a course in advanced physiology, open only to those who are taking, or have taken, the course in physiological psychology.

For the first term, the two courses are identical, and for an outline of this part, see physiological psychology.

Commencing with the winter term, two periods each week will be devoted to the study of those physiological functions not especially associated with the nervous system.

This would include a careful study of the digestive processes and dietetics, making use of an artificial digestive apparatus, to study the action of the digestive juices upon food stuffs.

Respiration and circulation, making use of especially prepared demonstration apparatus, including the sphygmograph.

Excretion, with a discussion of the hygienic laws bearing upon personal cleanliness.

The general anatomy of the human body, using the cat and dog for dissection.

The last few weeks of the course is devoted to the consideration of practical emergency work, and school room hygiene.

The laboratory is, for the time being, converted into a demonstration hospital, and methods in bandaging, treatment for asphyxiation and drowning, together with a study of the antidotes for the commoner poisons will be taken up. Some time will also be spent in an attempt to familiarize the student with the earlier symptoms of the diseases of childhood, that they may be easily recognized and the wide-spread contagion now so common, prevented.

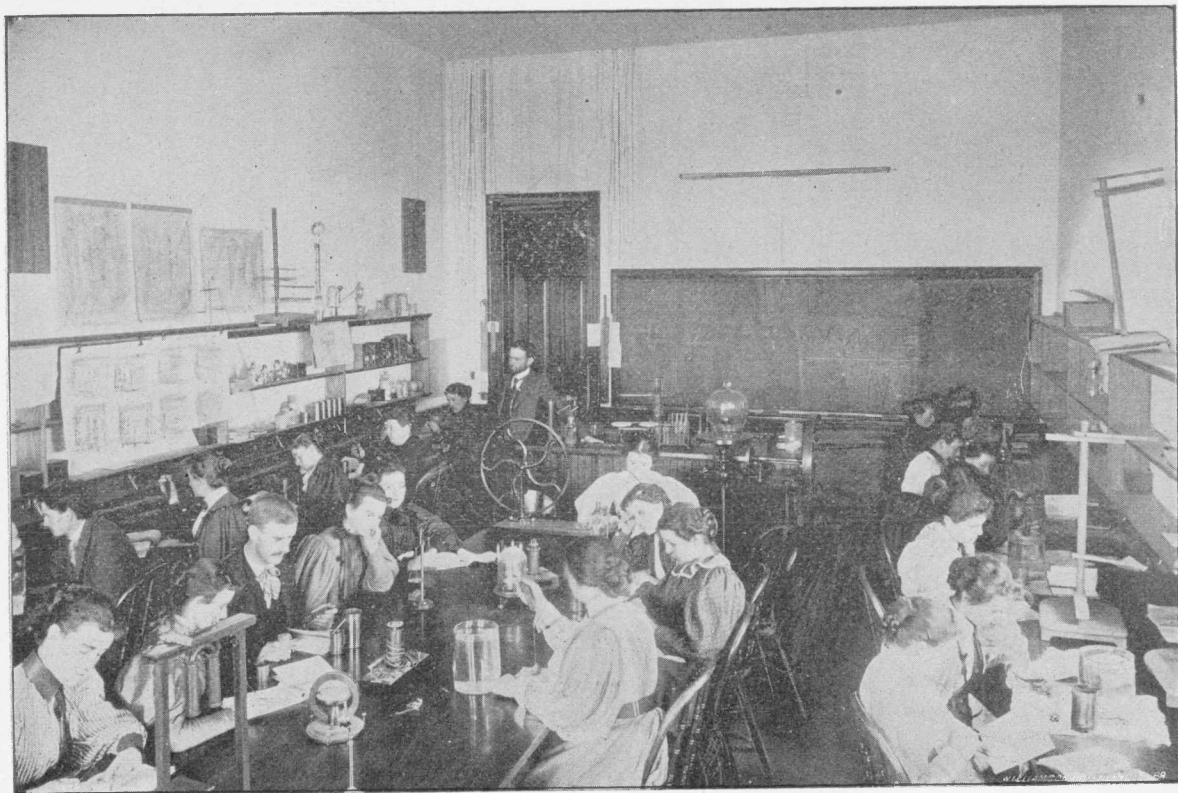
PHYSICS.

Physics is studied during the last term of the Junior year and the first half of the Senior year by the laboratory method. Students here learn to "read nature in the language of experiment." They spend two hours consecutively in the laboratory once a week, performing the experiments themselves, taking notes, making drawings and explaining what they observe. This is followed by reading from reference books and discussions.

Special attention is given to the application of physical principles in the explanation of common inventions and every-day phenomena. Illustrations of the law of the conservation of energy are everywhere sought for.

The school is provided with many valuable pieces of physical apparatus, including a fine air pump, a hydrostatic press, a whirling-table, an Atwood's machine, a delicate Troemner balance, a microtome, a steam engine, a thermopile, a Toepler-Holtz electric machine, a dynamo, a motor, induction coils, galvanometer, batteries, a heliostat with magic lantern slides, a spectroscope, a polariscope, a siren, sonometer, organ pipes, diapasons, etc.

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



PHYSICAL LABORATORY.

Following are some of the pieces of
SCHOOL-MADE APPARATUS

which pupils are taught to construct :

Barometer,	Plunge Battery,
Pressure-Gauge,	Boyle's Law Apparatus,
Hydrostatic Press,	Capillary Tubes,
Lifting Pump,	Spirit Lamp,
Force Pump,	Unequal Expansion Appa- ratus,
Siphon,	Conductometer,
Model of Respiratory Organs,	Air Thermometer, Etc.
Magnetic Needle,	

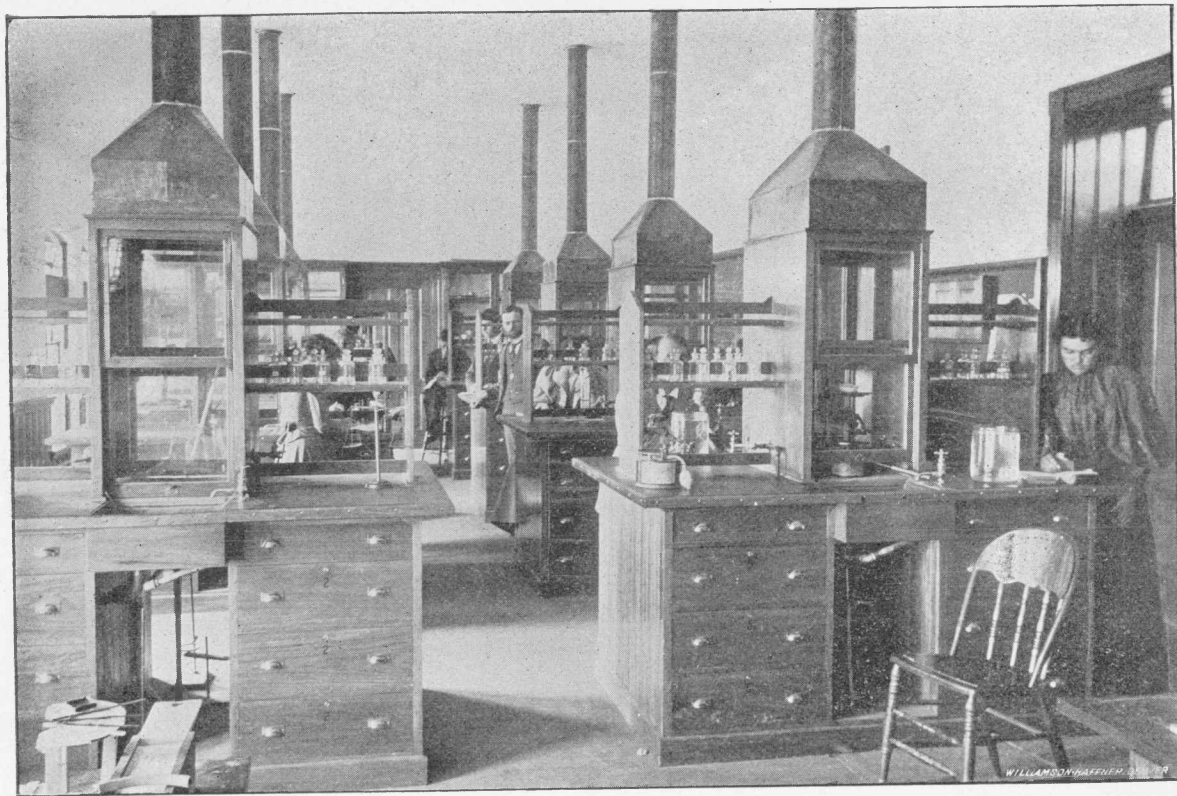
In connection with this work students are taught how to bore and cut glass bottles, lamp chimneys, etc., and the manipulation of glass tubing and metals.

Further, the course in sloyd for Seniors has been so planned as to include a graded series of wood-working exercises in the making of apparatus to be used in the course of physics and chemistry and in teaching elementary science in the public schools. (*See Sloyd.*)

High school graduates who have taken physics are organized into a special class in the fall term of the Senior year, for the study of methods and devices rather than the matter of the subject.

CHEMISTRY.

Chemistry is pursued during the latter part of the Senior year, the method being the same as in physics. Particular attention is given to the chemistry of com-



CHEMICAL LABORATORY.

mon life, including such topics as foods, cooking and cleaning, sanitation, fermentation and the chemistry of plants, animals, the air, soils, etc. When the time allows, the course concludes with some practice in qualitative analysis, especially of drinking waters and minerals.

BIOLOGY.

BOTANY.

Comprehending structural, physiological and systematic.

I.—AS TO METHOD OF STUDY.

1. Objective method—material in hand.
2. Leading pupils to interpret form, structure and habits of plants in their habitats.
3. The order in structural work is—individual, organ, tissues, cells, protoplasm.
4. Having pupils draw plants, parts, tissues and cells.
5. Using matter obtained as a basis for developing language.

II.—AS TO LINES OF WORK.

1. *Research.*

- a.* Plants of vicinity.
- b.* Plants along streams.
- c.* Hill and mountain plants.
- d.* Garden plants.
- e.* Commercial plants.



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BIOLOGICAL LABORATORY.

- f.* Fertilization.
 - g.* Adaptation.
 - h.* Family work.
 - i.* Survival of fittest.
2. *Laboratory.*
- a.* Germination.
 - b.* Organs.
 - c.* Tissues.
 - d.* Cells.
 - e.* Protoplasm.
 - f.* Conditions of growth.
 - g.* Plant forces.
3. *Herbarium.*
- a.* Analysis.
 - b.* Preparation.
 - c.* Mounting.
 - d.* Description.

The order of study in

ZOOLOGY

Is somewhat the same as that in botany, considerable attention being paid to structure, function, habit and their evolution. The subject is made practical by a study of the fauna of the vicinity and state—the insects, the fishes, the reptiles, the mammals and the birds. The same methods are pursued in this department as in botany. A considerable number of typical life-forms are dissected and studied in the laboratory, students being required to take notes and make drawings. This is ac-

accompanied by discussions and the study of text books and reference books from the library. The school is supplied with simple and compound microscopes, dissecting instruments and mounting materials; also a number of alcoholic and stuffed specimens and zoological charts.

LITERATURE, HISTORY AND ENGLISH.

The instruction in the department of literature, history and English has, as its dominant motive, the ethical and æsthetic culture of the pupil; accordingly, spirited talks are given from time to time on the great men and great events of history, and a study of the choicest literature of each period extends throughout the entire course.

The student is thus given that "inward preparedness" which enables him to appreciate the spiritual and artistic elements of the masterpieces of literature. There is added to this a well selected reading course that serves not only to throw light upon the civilization and literature of the period, but aids, as well, the power of expression on the part of the pupil, and encourages a love of the best authors and the choicest thought.

Out of the work herein indicated grows all the forms of expression, supplemented, of course, by the incidental instruction and criticism of the teacher.

ENGLISH BASED ON HISTORY AND LITERATURE.

SOPHOMORE YEAR.

1. Talks on Grecian history, with readings on the same.
2. Comparison of the mythical age of the Greek race with other races.
3. Study of Antigone from Sophocles.
4. Study of Alcestes from Euripides.
5. Talks and readings in Roman history.
6. Study of Julius Cæsar.
7. Readings from Coriolanus.
8. Study of the Merchant of Venice.
9. Review of magazine articles one day each week.
Forms of expression. Narration. Description. The letter. Original story.

JUNIOR YEAR.

1. *Readings and Talks on Mediæval History.*
 1. Study of Chaucer's prologue to the Canterbury Tales, Knight's Tales.
 2. Individual work on other stories from Chaucer.
2. *Sixteenth Century Literature.*
 1. Readings on environment and literature of the sixteenth century.
 2. Analysis of:
 - a. Much Ado About Nothing.
 - b. Romeo and Juliet.
 - c. Midsummer Night's Dream.
 - d. Antony and Cleopatra.

3. Study of: *a.* Hamlet. *b.* Macbeth.
4. Readings from Othello.
5. Forms of expression.
6. Special study of argument and the Oration.
7. Individual study on eulogy and invective, from masterpieces of oratory.

SENIOR YEAR.

1. Readings on the seventeenth century literature and environment.
2. Study of Milton :
 - a.* Two books of Paradise Lost.
 - b.* Comus.
 - c.* Lycidas and other poems.
3. Comparison of seventeenth and eighteenth century literature by individual work.
4. Readings—the Lake poets.
5. Nineteenth century literature and environment.
6. Readings from Tennyson, Browning and other poets.
7. Lessons given on
Scott,
Victor Hugo,
Dickens,
Thackeray,
Wallace,
Kingsley,
George Eliot,
Mabie,
Curtis, etc.

8. Special form of expression.
9. Comparative criticism.
10. Literary interpretation.

Besides the above work, a course in supplementary reading is made out for each class at the beginning of the year.

LATIN.

In the study of Latin, three objects are kept constantly in view:

1. Careful attention is given to the etymology of English words of Latin origin. Students are encouraged to search for and note the English derivatives of Latin words, with correspondences and differences in shades of meaning. Thus, by careful comparison of the words of both languages, students will be given such an acquaintance with English words as can by no means be obtained from the study of English alone.

2. A strict observance is made of the idioms of the language. Roman forms of thought are examined in order to make a comparison with the idioms that are peculiarly English. In no way can a student better see the beauty and strength of his own language and be inspired with a proper regard for his mother tongue. A student never knows that his own language contains idiomatic expressions until he has studied some language other than his own.

3. On all suitable occasions, and in the reading of Latin texts, especial care is taken to form an acquaint-

ance with the customs, habits and literature of the Roman people. Roman history is thus brought nearer to the student through the medium of a knowledge of Roman thought and speech. Accuracy of pronunciation and the mastery of Latin quantity is insisted upon. The systematic study of prosody begins with the reading of Latin verse. The time allotted in the course to this study is five hours per week for two years. It is confidently believed that under proper linguistic methods, the time is sufficient to gain a working knowledge of the language; to read such texts as will render students proficient in teaching elementary Latin; to form within them some taste for further study, and secure to them some of the culture and refinement which are the natural concomitants of classical study. This work is done to the end that proper methods may be developed.

HISTORY.

History, as well as geography, is largely a culture study. As geographical teaching is building up in the pupil's mind vivid notions of the earth as the *home* of the human family, so historic teaching is building vivid concepts of the *deeds* of the human family; not only deeds in reference to time and place, but in relation to each other, and as a great whole, involving all human action. The study of geography and history are very closely related. They are a study of man in his home moving toward his destiny.

That those who are preparing to teach may receive information, power and culture, and be imbued with the right spirit and notion of presenting this great subject to children, the course pursued by them is substantially the same as that which they should teach, only it is more comprehensive.

The work outlined for the school is as follows :

1. A course of juvenile historic readings of different countries, especially the United States and England.
2. A methodic and comprehensive course in United States history.
3. A course in general history, such as will develop the relations of the different races of the human family, such as will show its progress in civilization, and such as will reveal the great law of *inner connection*, which is in and among all things.

The school is well prepared to do this work :

1. It has a rich library of juvenile, historic literature, an excellent library of United States history, and a very creditable selection of general histories.
2. It has historical charts, maps and reference books and relics, which add to the interest of the subject.
3. As a rule the laboratory plan is followed, known as the "Seminary Method." The student is put in possession of sufficient material or data by which he can work out the subject in the library. The result is, an accumulation of knowledge, development of power, and culture.
4. The school has a teacher who knows how to travel with the pupils along the great highway of the past, stimulating and inspiring them.

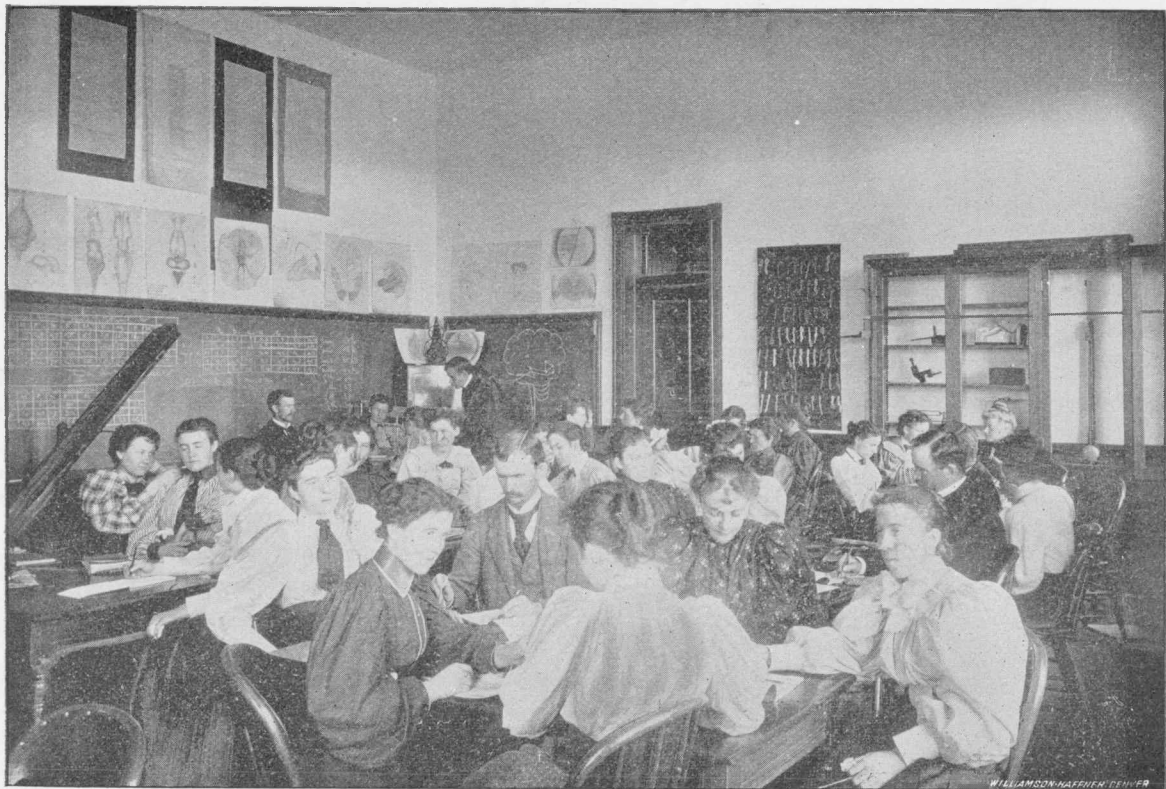
PHYSIOGRAPHY.

This department occupies two rooms, a class room and a laboratory. Two half years are given to geography, beside the term devoted to public school science, which has been occupied mainly with the forms of land and water, studied from a geological standpoint.

The course aims to make not only students of geography, but *teachers*. To be the latter requires: 1. A broader and deeper knowledge of the subject than the prospective teacher expects to teach. 2. The skill necessary to sketch and model readily, and to be master of good methods. 3. That kind of training which enables the student to recognize, in his own neighborhood, the elements and forces of the whole world. Ritter says: "Wherever our home is, there lie all the materials which we need for the study of the entire globe."

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

We practice *daily observations* of climatic elements, both for immediate results and as preparation for advanced work. These observations include: Thermometer read-



PSYCHOLOGICAL LABORATORY.

ings, barometer readings, direction and velocity of wind, clouds, rain or snow, sun's noon altitude, place and time of sun's rising or setting.

Field work is also given, to enable pupils to examine any locality from a geographical standpoint. The same work is the basis of primary geography teaching.

The *laboratory* furnishes the opportunity to study the most faithful representations of nature, as government maps and charts, photographs and accurate models of actual and typical forms in Nature. Work and study upon such materials accompany text book study and reading, and have produced marked results.

We have all the customary *apparatus*, as terrestrial globes, celestial globe, black globe, tellurian, solar lantern, wall maps, relief maps, thermometers, barometers, hygrometers, rain gauge, and a number of home-made pieces. Lantern views, photographs and models have become an important feature of our equipment.

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

Cabinet specimens are rapidly accumulating, including already a collection of woods, agricultural products and an interesting mineral cabinet. Contributions from students and all friends of the school are always welcome.

OUTLINE OF WORK.

CLIMATIC ELEMENTS.

- Physical properties of air.
- Instruments used and principles involved.
- Circulation of the air.
- Use of weather maps.
- Ocean currents.
- Effects of relief.
- Climatology of ten typical regions.
- Daily observations throughout.

COMMERCIAL GEOGRAPHY.

- Distribution of the world's resources.
- Distribution of the world's products.
 - a.* Consumed at home.
 - b.* Transported.
- Laws of trade.
- Commercial life of typical communities.
 - The agricultural community.
 - The mining community.
 - The manufacturing community.
 - The commercial community.
- Study of typical industries.
 - The cotton industry.
 - The iron and steel industry.
 - The lumber industry.
 - The fish industry.

PHYSIOGRAPHY OF LAND FORMS.

How the earth came to its present condition.

Nature of the crust.

Constructional forces.

Crust movements.

Volcanic action.

Animal and vegetable formations.

Other constructional processes.

Destructional forces.

Water and its work.

Ice and its work.

Minor agencies.

Types of topography.

ROCKS AND SOILS.

Fifty mineral and rock specimens to be collected by each student and described by

Appearance,

Physical tests,

Simple chemical tests,

Occurrence,

Origin and history,

Ten soil specimens by each student, described by

Physical properties,

Physical composition,

Occurrence,

Adaptation to vegetation,

MATHEMATICAL GEOGRAPHY.

All practicable daily observations on sun, moon, planets and stars.

Explanation of apparent real movements.

Distribution of sunlight.

a. In space on earth's surface.

b. In time throughout the year.

Introduction to astronomy sufficient for use in primary science.

APPLICATION OF THIS COURSE TO GRADE WORK.

Map making, projections.

Sketching.

Moulding in pulp.

Sketching in sand.

Supplementary reading.

Course of study for grades.

Primary science teaching.

Intensive study

Of Colorado,

Of one other state,

Of one foreign country,

Of one phase of a continent.

MATHEMATICS.

The students who enter the school, having had training in the elementary mathematics, are well prepared to study and use them in their relation to each

other and to other subjects. To this end arithmetic, algebra and geometry are taught correlatively. Much experimental work is done in geometry; arithmetic and algebra are used to express the geometrical relations deduced.

Courses in arithmetic for all grades are developed and worked out together with the devices, method and principles that are used in the different grades. The psychology of number is thoroughly studied in its relation to teaching.

A course in algebra for the grammar grades (seventh and eighth) is worked out, and its feasibility proved in its being practically worked out in the model school. A course in algebra for the high school is also developed. The use of algebra in geometry is fully developed—to such an extent that the student is at home in the subject.

The most fruitful source of all for mathematical training is the laboratory work in geometry. Here courses for all grades are developed, from the primary form work to the inventional geometry of the grammar school, thence to the geometry of the high school.

Courses of work are also made out for the grades in which the elementary mathematics are concentrated.

The laboratory contains dividers, protractors, triangles, goniometers, all kinds of geometrical forms, scales, metre sticks, foot and yard measures, measures for liquid and dry measure, compass, level, transit, tape-

line, a surveyor's chain, set of hoops for circle measurement, etc.

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

READING, ELOCUTION AND DELSARTE.

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

From observation and experience we are led to believe that a very large proportion of the reading done by people in general is silent. There is but one element in it—the mental. Hence, *silent reading* is a process of interpretation through written words. Again, some reading is done for the benefit of others. This involves two elements—the mental and physiological. *Oral reading* is a process of interpretation through written words, and an oral expression of the same thought, in the same words. We have another species of reading, called dramatic. In it are the same two elements as in oral, but they are intensified. The mental element contains more emotion. The physiological contains movements of the body—acting. Hence *dramatic reading* is a process of interpretation accompanied by strong emotion and an expression of the same thoughts and emotions through appropriate movements of the body.

Out of the above grows the following outline of work:

I.—INTERPRETATION OF WRITTEN MATTER—
SILENT READING.

1. Develop power of.
2. Develop love for.
3. Develop habit of.

II.—EXPRESSION—ORAL READING.

1. Voice.—
 - a.* Develop power of.
 - b.* Develop control of.
 - c.* Train to modulate.
2. Speech.—
 - a.* Phonics.
 - b.* Articulation.
 - c.* Pronunciation.
 - d.* Grace and ease.
3. Body—DELSARTE—Relaxing.
 - a.* Harmonic poise.
 - b.* Basis—Attitudes.
 - c.* Walking.
 - d.* Hand.
 - e.* Arm.
 - f.* Torso.
 - g.* Head.
 - h.* Body as a whole—Pantomimes.

As to the pedagogical value of this training, there is no question. How valuable it is to have a cultivated mind—cultivated by reading; how necessary to have a sweet, commanding voice; how it charms to hear one whose speech has grace and ease—what an element of government; how it gives firmness and confidence to the entire school to have before it some person who has control of his body. This department aims to give this pedagogical training, so essential to success in teaching. It is not only a strong element in the success of a teacher, but it is essential to success in any profession or occupation. A refined thought is not all. There must be refined expression, refined voice, refined speech, refined action.

The best of all the systems is used, making our work eclectic.

CIVICS.

Realizing the importance of intelligent citizenship and the necessity of clear views of our social and political relations, much stress is laid upon this branch of study. From fifteen to twenty weeks are devoted to a careful study of the subjoined topics: The nature, theory and necessity of government. The rights, obligations and duties of citizenship. The distinctions among the several forms of government. Republic defined, and the distribution of the powers in our republic. The study of these departments in national, state, county and local government. The relation of the citizen to each grade

of government of which he is a subject. The relation of the states to each other and to the general government. The history of the formation of our government, and the adoption of the constitution. A careful analysis of the text of the constitution. Composition of each house of congress, qualifications for membership, apportionment, mode of selecting, term of office, salary, etc. The officers, committees and rules of each house. The powers and limitations of congress. The executive and several departments of state—treasury, war, navy, interior, postoffice, attorney general, state and agriculture. The subdivisions and duties of each department. The eligibility, nomination and manner of election of president and vice president. The term of office, salary, power and duties of each. The law of presidential succession and impeachment. The constitution of the federal courts—supreme, circuit and district, claims and commissions, with officers of each. Distinction between original and appellate jurisdiction. Distinction between federal and state courts. Congressional control of territories, districts and other federal lands. Formation of new states. Personal rights guaranteed by the constitution.

Lectures and lessons on the following topics of the school law of Colorado: The school district, classes, officers, their election and duties. The sources of revenue for the school fund. Composition and duties of the state board of land commissioners and the state board of education. Relation of the state and county superin-

tendents to the schools of the state. The location, purpose and maintenance of the several state schools of higher and professional education. The qualifications and duties of teachers in the public schools of the state; the branches to be taught, text books, school blanks and reports; and school year, school month, school day and public holidays.

ART.

Science consists in knowing; *art* in doing. The human soul actualizes itself through the body, the chief organs of expression being the *tongue* and *hand*. The school has to do with art in *speech* and *music* as expression through the tongue. It has to do with *drawing* and *construction* as expression through the hand.

The three forms of expression in which the hand is trained are *penmanship*, *drawing* and *constructing*. Training the hand is leading it to express readily, in either of the above forms, concepts.

SPEECH.

Art in speech, the most human manifestation of humanity, has to do with the modulation of the voice and the proper pronunciation and use of words in the expression of thought. Skill is developed in this line by having the pupil enter into conversation with the teacher, by having him read literature commensurate with his understanding, and by having him relate what he reads in story form.

VOCAL MUSIC.

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

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

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

3. The refining and elevating influence of good music is almost universally acknowledged. The school room in which singing is a daily exercise is pervaded with an atmosphere of true culture and refinement.

4. The time will soon come when music reading will be efficiently taught in all our schools. We may then reasonably expect the time to follow when all the people can sing and good choir and good congregational singing will be found everywhere.

5. The constantly increasing demand for teachers in the public schools who can teach music as skillfully as they can teach language or number has induced the Colorado State Normal School to place music on an

equality with other studies in the course of instruction. It is therefore not optional, but required.

Outline of course in music department:

1. Thorough study of rudiments of music and elementary harmony.
2. Constant practice in sight singing, using both staff and tonic sol-fa notations.
3. Drill in the proper rendering of the best music.
4. Study of the best methods for teaching music in the public schools.
5. Practice in teaching music in training school.

PENMANSHIP.

Art in penmanship has to do with the arrangement of lines to form words. It is drawing words behind which are ideas. Teachers should be trained in exact penmanship, that they may be able to put accurate copies before little children.

DRAWING.

Art in drawing has to do with shape and color. It is using lines behind which are ideas. It may be divided into *perceptive, conceptive and imaginative*.

Perceptive drawing consists in drawing objects which are visible; as, the geometrical solids, plants, leaves, roots, fruits, animals, insects, birds, etc.

Conceptive drawing consists in drawing from the mental concepts or from the mental picture, the object being absent, from specifications and in perspective.

Imaginative drawing consists in such modification and combination of the mental elements as to result in design.

By using color in connection with drawing, the pupil is led up to higher art or painting. Perceptive drawing affords quite an opportunity for color work, as does also conceptive.

Freehand drawing: The types, sphere, cube, cylinder and triangular prism, and their modifications. The representation of objects in nature and art based on the foregoing forms.

Practice in light, shade, shadow and reflection. Invention by line and by form. Practice in rapid sketching. Pen and ink drawing. Instruction and practice in blackboard and illustrative work, with special reference to the application of drawing in teaching other subjects.

Instrumental drawing: General principles and practice in parrallel and angular perspective. Mechanical drawing (geometric and industrial) taught in connection with Sloyd.

Methods in drawing: Talks on methods for primary, grammar and higher grades, and for mixed schools.

HISTORY OF ART.

A course of lectures on *the history of art* and fine art principles will be given for seniors.

These lectures will occur once each week through one term, and will aim chiefly to make students more

familiar with the work of the great artists and to show the value of fine art to the teacher.

Picture making in school work, considerations on methods and courses of "form study and drawing" now in use, and a brief review of studio and office practice will form an interesting part of this course.

The well known principles of light and shade, color, projections and ornament will be demonstrated in the lecture room.

SLOYD.

Art in construction has to do with form and joining. It is making something behind which there are ideas.

Sloyd is a system of educative hand work. It has its beginning in the gifts and occupations of the kindergarten. The unit concept of the system is form. The materials used in construction are paper, clay, paraffin, pasteboard, wood, wire, etc. The objects made are real things—useful articles, called models. Mechanical drawing is a prominent feature: The pupil makes a working drawing of the teacher's model. This drawing is his guide in producing another model.

THICK WOOD SERIES.

JUNIOR YEAR.

- | | |
|------------------|-----------------|
| 1. Window-stick. | 5. Tool-rack. |
| 2. Wedge. | 6. Coat-yoke. |
| 3. Flower-pin. | 7. Bread-board. |
| 4. Flower-stick. | 8. Pen-holder. |

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- | | |
|-----------------------|--------------------|
| 9. Flower-pot stand. | 21. Pen-tray. |
| 10. Flower pot stool. | 22. Hat-rack. |
| 11. Bench-hook, | 23. Picture-Frame. |
| 12. Hatchet-handle. | 24. Cake-spoon. |
| 13. Corner-shelf. | 25. Picture-Frame. |
| 14. Hammer-handle. | 26. Foot-stool. |
| 15. Key-board. | 27. Scoop. |
| 16. Paper-knife. | 28. Book-holder. |
| 17. Ruler. | 29. Knife-box. |
| 18. Towel-roller. | 30. Lap-board. |
| 19. Counting-frame. | 31. Tray. |
| 20. Nail-box. | 32. Paper-rack. |

The minimum amount of work is fifteen pieces.

Materials used: Pine, poplar, maple, cherry, sycamore, and gum, nails, screws, wire, glue, shellac.

Apparatus—to be made by different classes as required by their teachers. Suggestive:

- | | |
|------------------------|--|
| 1. Dissecting needles. | 8. Mensuration blocks. |
| 2. Blackboard-ruler. | <i>a.</i> Solid: cube, rectangular prism, rectangular pyramid. |
| 3. Insect-mounts. | <i>b.</i> Dissected: parallelogram, triangle, circle. |
| 4. Setting frame. | |
| 5. Drawing triangle. | 9. Ruler of T-square. |
| 6. Flower-press. | 10. Student's scrap box. |
| 7. Mineral tray. | |

SENIOR.

- | | |
|--|---------------------------|
| 1. Lever and fulcrum. | <i>h.</i> Pendulum. |
| 2. Universal support. | <i>i.</i> Inclined plane. |
| 3. Attachments for uni-
versal support. | 4. Shadow-gauge. |
| <i>a.</i> Pulleys. | 5. Climatometer. |
| <i>b.</i> Plunge battery. | 6. Match-safe. |
| <i>c.</i> Collision balls. | 7. Pen-tray. |
| <i>d.</i> Marble gun. | 8. Test-tube rack. |
| <i>e.</i> Filter. | 9. Crystal-axes. |
| <i>f.</i> Electrolysis tubes. | 10. Test-tube holder. |
| <i>g.</i> Barometer tube. | 11. Litter-box. |
| | 12. Counting frame. |

In the Junior year students pursue a course of reading in connection with the subject, and produce one theme each term on such phase of the subject as shall be assigned by the teacher. Lectures are given on tools, growth and structure of wood, history of sloyd, its educational value, etc.

Model School
AND
Child Study Department.

FACULTY.

Z. X. SNYDER, Ph. D., President.

Mathematics.

EDGAR L. HEWETT, Pd. B., Superintendent,
Child Study, Pedagogical Seminar, Supervision.

MRS. SARAH A. FENNEMAN,
Model Teacher, Grammar Grades.

ELIZABETH H. KENDEL, Pd. B.,
Model Teacher, Grammar Grades.

ELEANOR M. PHILLIPS,
Model Teacher, Primary Work, Third and Fourth Grades.

M. NORA BOYLAN,
*Model Teacher, Primary Work, First and Second Grades
and Music.*

A. P. WILLIS, Ph. D.,
Physical Science, Eighth Grade.

E. G. DEXTER, A. M.,
Natural Science, Sixth Grade.

CREE T. WORK, E. M.,
Sloyd and Drawing, Grammar Grades.

SARAH B. BARBER.
Reading and Physical Culture, Grammar Grades.

A. E. BEARDSLEY, M. S.,
Natural Science, Fifth Grade.

J. F. DANIELS,
Drawing, Grammar Grades.

MODEL SCHOOL AND CHILD STUDY DEPARTMENT.

I. AIM AND SCOPE.

The model school is intended to be an ideal public school. It is an indispensable adjunct of a teacher's training school. It embraces all the common school grades, and in it are illustrated all phases of public school work. It also affords a field for practical child study. There is a model or critic teacher in charge of the work of each room, who has immediate control of all the work of the grade. Certain members of the normal faculty also conduct classes regularly for the purpose of illustrating expert work in their special lines.

II. OBSERVATION AND PRACTICE WORK.

The model school affords to students of the Normal School, two years of actual experience in public school work, under careful direction and training.

A. JUNIOR YEAR.

Begin the study of practical pedagogy under the superintendent. Course of work as follows:

1. Observation of methods of teaching in all subjects.
2. Investigation of courses of study in all grades.
3. Scientific study of children.
4. Teaching under direction of critic teachers.

B. SENIOR YEAR.

1. Teaching under critic teachers.
2. Pedagogical seminar under superintendent.
3. Original investigations in child study.
4. Preparation of courses for the grades in history, literature and geography; science, mathematics, art, etc.
5. School organization and management.

III. CHILD STUDY.

A. JUNIOR YEAR.

1. Psycho-physical experiments, tests, measurements, etc. (See Department of Psychology.)
2. A study of the literature of the child study movement. The application of what has been done to practical school work. Its pedagogical bearing upon courses of study, methods of teaching, school hygiene, etc.
3. A study of temperament. Its relation to school management, punishments, etc.

B. SENIOR YEAR.

1. Original research along lines suggested by the superintendent and members of the faculty. Study of special cases, defective children, etc.
2. Anthropology. A study of the child in relation to primitive man. The child or the savage as first touched by nature—plants, animals and natural phenomena. The development of primitive literature, art and

science. The study of a primitive civilization. The Aztec, as found in their descendants, the Pueblo Indians of Zuini, Moqui, Taos, Chochiti and other villages, will be taken as a type.

The aim of the course in anthropology for the coming year will be to uncover the wealth of literature that exists as nature-myths, folk-lore, legends, traditions, and poetical compositions of the primitive people of our own continent particularly, and to show its value when embodied in courses of instruction for children in connection with nature study, literature and art forms.

IV. PEDAGOGICAL SEMINAR.

The work of the pedagogical seminar will be chiefly the discussion of all pedagogical questions arising in connection with the model school work. It is the agency by which the work of the various departments in which the student is engaged is correlated and reduced to actual practice. It deals with the correlation, development and arrangement of all the courses of instruction prepared for use in the grades.

V. COURSE OF STUDY.

The course of study assumes three centers of educative effort, viz.: Science, history and literature, and art.

SCIENCE WORK.

I. OBJECT.

The education of the child begins with birth. It begins in experiences occasioned by contact with nature. Experience results in development. Sense training goes on with the child from birth. It is cultivated by all that he sees, hears, smells, tastes, touches, handles. By use every organ is functioned. Development will be along lines of least resistance. It may be true, symmetrical, harmonious. It may be false, ugly, discordant, owing to right or wrong direction and stimuli. The great desideratum is character, the highest expression of all activities of the soul. It is the harmonious union of truth, beauty and joy, and the consequent right relation to all things in nature. It is the absolute absorption—assimilation—apperception of these things in the soul. How important, then, that the child be brought into constant, intelligent and loving contact with nature, the great storehouse of truth, the soul of all beauty and harmony. Science, then, should be taught for a many-sided purpose. It has an important utilitarian value. It develops power of observation, exactness of thought, refinement of expression. It stimulates mental activity, cultivates energy and will, and is valuable as a basis for lessons in reading, writing, orthography, oral and written language, drawing, modeling and coloring. It gives insight into nature. It enables the child to interpret and utilize nature for his own development. It places

him in happy and harmonious relation to his surroundings. It furnishes him with those experiences which are the foundation of a rightly developed character.

II. METHOD.

The child must study nature as he finds it. The flower should be studied in its natural place in nature, in its relation to its surroundings. The animal should be studied at its home, at its work. No kind of science can take the place of field work. The science excursion should be the central, the all important feature. The object of the excursion is not simply to collect material. A half hour spent in watching birds, insects, clouds, sky and river, will do more to awaken and direct thought than weeks with books.

In primary grades of the model school out-door science work is carried on every other day during the pleasant weather of spring and fall. The intervening days are spent in sorting and arranging collections, and in talking, writing and reading about subjects studied. In grammar grades the amount of laboratory work and science reading is increased. One excursion a week furnishes sufficient material for study. In the primary grades the child is simply brought into intelligent contact with nature. There is no classification of science into its various branches except as the child naturally arranges the subjects brought into his circle of thought, as plant study, animal study, rock study, etc. But gradually the child's mind differentiates these, and they be-

come distinct subjects of thought. He thinks them as geography, botany, zoology, etc., and he is ready to study them more in detail.

The general plan of nature study may then be summed up as follows :

1. Four years of undifferentiated nature study, during which out-door work is the characteristic feature, with in-door reading, language work, drawing, etc., growing out of it naturally.

2. Four years of more specific science, during which the sciences become differentiated into geography, botany, zoology, physiology, geology, astronomy, meteorology, physics and chemistry, and laboratory work becomes a characteristic feature with systematic, though less frequent excursions, much reading, writing, talking, independent investigation, classification, etc. No specific text book is used in any science, except geography.

To this side also belongs mathematics, which represents the formal side of science. The plan of work in mathematics is sufficiently shown in the condensed course of study following.

III. COURSE OF STUDY.

A.—PRIMARY GRADE.

1.—*Fall.*

1. *Field Work.*

a. Excursions to gather and study fall flowers. Water plantain, sunflower, thistle, golden rod, asters, etc. Conversational lessons about their color, size,

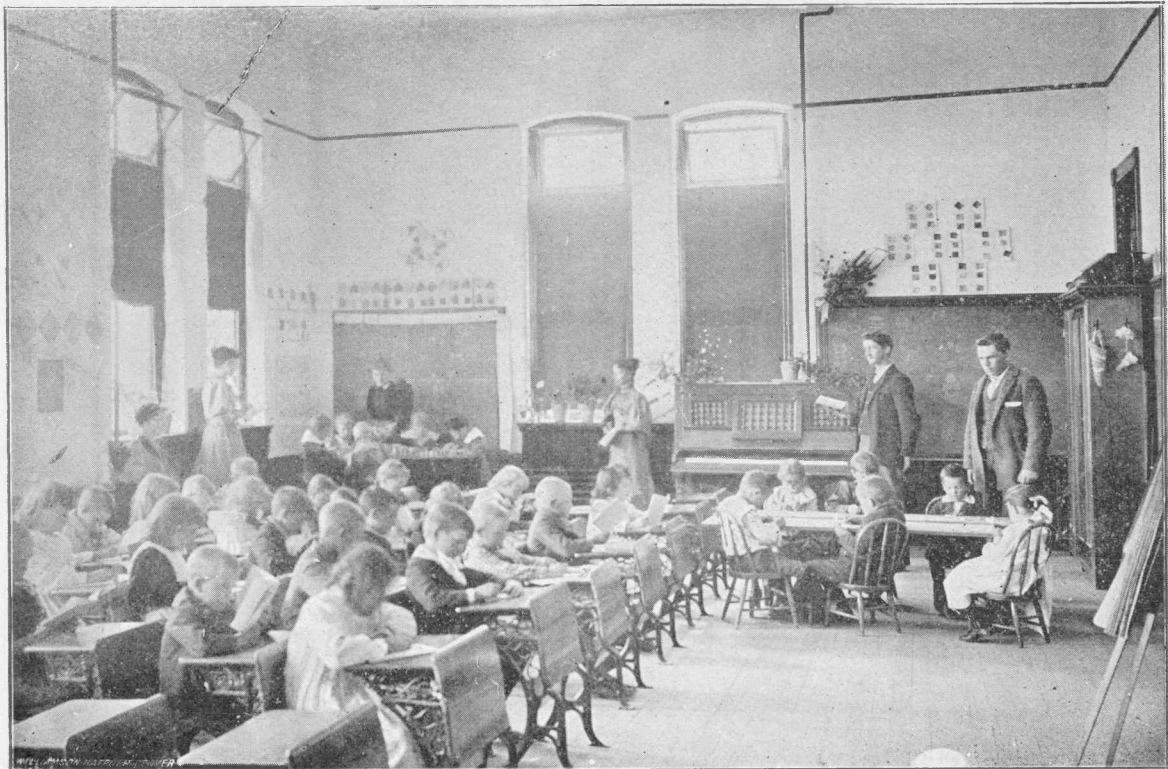
shape, fragrance. Where they grow. Number of parts. Their roots, leaves, stems, blossoms, seeds, as soon as formed. Effect of frost upon them.

b. Excursions to study trees. The tree as a whole. Peculiarities of size, shapes, bark, leaves, seeds, etc. The life that is in any way related to it. Birds, insects, mammals, etc., that are sheltered by it or feed upon it. Effect of frost, wind and rain. Other plants that live upon it.

c. Excursions to observe and gather fruits and seeds. Watch the formation and ripening of seeds and fruits. Observe provisions for their dissemination by winds, water, animals. Notice hooks and claws, wings, sails, etc., in seeds of many uncultivated plants; absence of them in cultivated plants. Observe perfect fruits, imperfect fruits, seeds. Uses to man, to animals, to the plants themselves. Make collection. Set aside one day in October for "Fruit Day."

d. Excursions to observe birds and nests. Hawk, eagle, crow, jay, swallow, bluebird, blackbird, meadow lark, shore lark, finches, warblers, gull, ducks, quail, owl, plover. Color. Resemblance to surroundings. Plumage of male and female. Song or call. Food, beak, claws, habits, nests, habitat, uses. Harmful or not. Collect deserted nests. Study arrangement, structure, material, place, etc. Note disappearance of birds. Make calendar of same.

e. Excursions to observe insects, worms, etc. Ants, bees, wasps, butterflies, moths, beetles, grasshoppers,



MODEL SCHOOL—LOWER PRIMARY.

dragon flies, house flies, bugs, earth worms, spiders. Where they live. What they appear to do. Transformations, color, parts, etc. Adaptation of color to surroundings. What they live on. Destructive or helpful. Uses. Preparation for winter. Collect cocoons and chrysalids.

f. Excursions to study mammals. Domestic animals. Horse, cow, pig, sheep. Wild animals. Ground squirrel, gopher, rabbit, weasel, muskrat, mouse, prairie dog. Color, covering, uses, habits, habitat, food. Peculiarities of marking, structure, voice, mimicry. Preparation for winter.

g. Excursions to gather and study minerals and rocks. Observe quartz, sand, clay, pebbles, cobble stones, boulders, fossils, etc. Examine color, hardness and other simple physical properties. Observe sedimentation, stratification, erosion, soils, slopes, banks, streams, ravines, drainage. Make collections and observe "Mineral Day."

h. Excursions to observe clouds, vapors, effects of wind, rain, hail, frost. Preparation everywhere for winter among plants, animals and people. Hibernation of animals. Migration of birds. Falling of seeds and leaves. Death of flowers, grass, insects, etc. Learn of distance, direction, horizon, etc.

2. Indoor Work.

a. Language work. Talking, writing and reading about things seen during excursions.



MODEL SCHOOL—UPPER PRIMARY—BIRD DAY.

b. Number work exercises growing out of observations on objects studied.

c. Psychomaneual work. Drawing, cutting, sewing and modeling of forms of fruits, seeds, leaves, flowers, roots and animals. Making of bags and boxes for seeds and minerals. Sorting and arranging of seeds, minerals and rocks, leaves, roots.

d. Observation work. More careful examination of fruits, seeds, minerals and rocks. Observations on temperature, evaporation, condensation, climate, storms, thunder, lightning, rain. Keep living plants in the school room. Keep fishes, frogs, clams, crawfish and snails in water, with sand in the bottom of vessel. Keep lizards, toads, spiders, grasshoppers, crickets, bugs, beetles, etc., in boxes of sod covered with netting. Keep larvae in boxes covered with netting and watch spinning of cocoons. Pupils must carefully study and attend to the food of all living animals kept in the school.

e. Information lessons. Reading concerning animals, plants, phenomena, particularly of foreign lands.

II.—Winter.

Mostly Indoor Work.

1. Talks and readings about the stars, planets, comets, sun, moon. Learn names of most prominent stars, planets and constellations. Maps of certain constellations, *e. g.*, Orion, Cassiopeia, Draconis, Ursa Major.

2. Weather observations. Temperature, snow, ice, winds, clouds, freezing, thawing, ventilation.

3. Observation of winter condition of plants and animals. Birds that remain over winter. Plants that die completely; those that die down to the root; those that do not die at all. Information lessons. Readings about animals, particularly those of other lands, *e. g.*, lion, tiger, elephant, reindeer, camel llama, etc.

4. Lessons on how to live.

a. Eating. Proper and improper foods. When to eat. Manner of eating. Simple lessons concerning the stomach, digestive organs, digestive fluids. Effects of alcoholics, narcotics and stimulants of all kinds.

b. Clothing. Different clothing materials and their values. Colors. Necessity for neatness, cleanliness and comfort in dress.

c. Care of body. cleanliness. Diseases that breed and thrive in filth. Washing and bathing. Care of hair, teeth and nails. Care of eyes and ears.

III. Spring.

1. Field Work.

a. Excursions to watch first signs of returning life in plants. Study buds, arrangement, etc. Watch for first appearance of catkins of willow and cottonwood. Study catkins and determine uses. Study germination of seeds. Examine cotyledons. Gather and study spring flowers. Violet, sand lily, lupine, evening primrose, iris, thermopsis, lilac, wild rose, blossoms of plum, apple, cherry, peach, currant, gooseberry, strawberry. Examine flowerless plants. Toadstool, ferns. Observe May

29 as "Flower Day." See also suggestions for fall work.

b. Excursions to examine trees. Study their buds, flowers, sap. Watch for formation of fruits. See also suggestions under "*b*" for fall work. Observe "Arbor Day."

c. Excursions to watch for the return of birds. Keep calendar of their appearance. Watch building of nests, laying of eggs, etc. Set aside one day in April for "Bird Day." See also suggestions under "*d*" for fall work.

d. Excursions to study insects. Watch for their appearance. Observe transformations, opening of cocoons and chrysalids. See suggestions under "*e*" for fall work.

e. Excursions to study mammals. Watch for the appearance of those that have hibernated. Keep a calendar of appearance. See suggestions under "*f*" for fall work.

f. Excursions to gather minerals and rocks. Same as "*g*" fall term.

h. excursions to observe weather, clouds, vapors. Effects of wind, rain, hail and frost, etc.

2. *Indoor Work.*

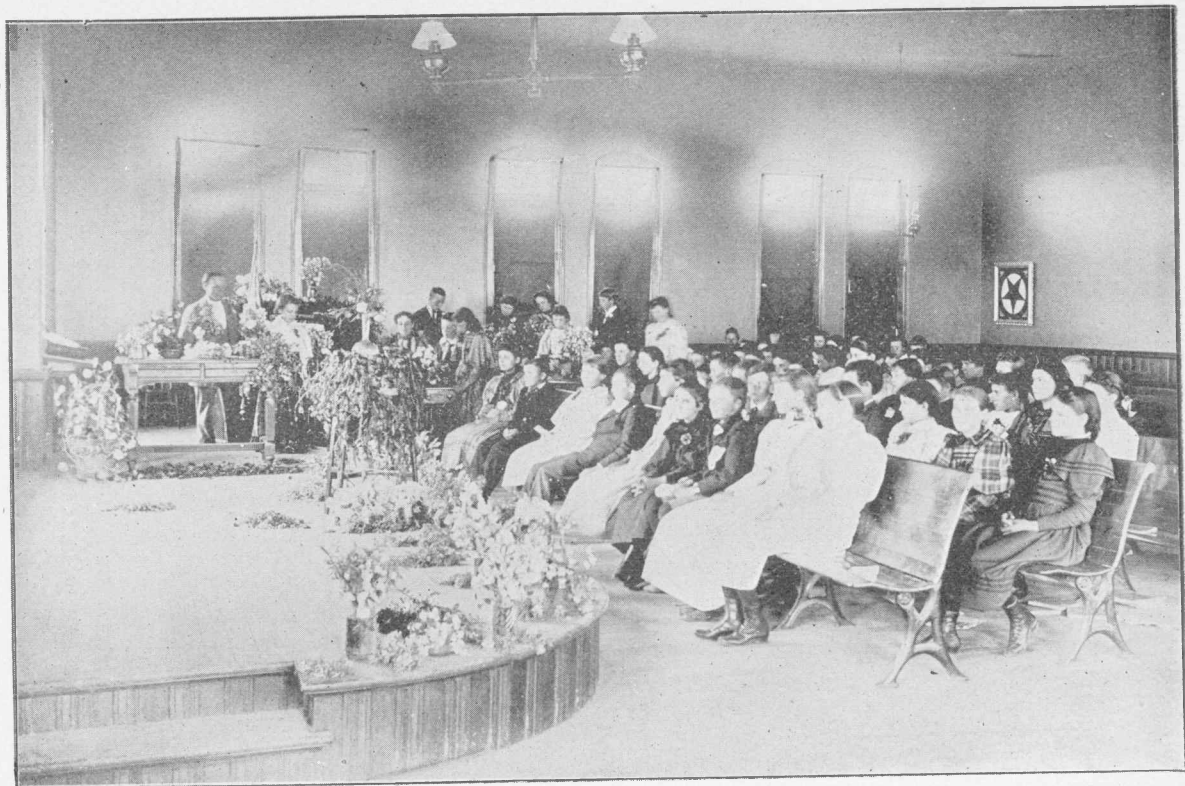
a. Language. Same as for fall term.

b. Number work. Same as for fall term.

c. Psychomaneual work. Same as for fall term.

d. Observation work. Plant seeds in boxes and watch germination. See also suggestions for fall work.

e. Same as fall term.



MODEL SCHOOL—LOWER GRAMMAR—FLOWER DAY.

B.—GRAMMAR GRADES.

*Fifth Grade.*1. *Fall.*

a. Zoology. Study of vertebrates. About thirty lessons on mammals and birds. In field work learn to know mammals and birds by common name. Learn habits, physiological characteristics, etc. In laboratory work examine mounted specimens. Study structure; classification as far as families. Draw, color, read, write.

b. Geography. Three lessons a week, mostly physical. Study of relief form as seen about home. In field work study drainage, slope, soil, products, rainfall, clouds, frost. In laboratory work, elements of map drawing, sand modeling. Study from text book. Geographical readings.

2. *Winter.*

a. Meteorology. About twenty lessons. Weather observations. Use of barometer and thermometer. Keep meteorological record. Cause of variations of climate. Effects of climate upon people and products.

b. Geography. Fall work continued and extended. Greater amount of laboratory work.

3. *Spring.*

a. Zoology. Study of vertebrates. About thirty lessons upon mammals, birds, reptiles, amphibians and fishes. Same plan as for fall work. All grades observe "Bird Day" in April.

b. Geography. Same as winter term. More field work

Sixth Grade.

1. Fall.

a. Zoology. Study of invertebrates. About thirty lessons on insects, spiders, crustaceans, myriopods and worms. In field work study the animals, as far as possible, in their homes. Look for them on the ground, on leaves, bark, buildings, fences, under boards, bark, rocks, logs, rubbish; in air, water, flowers, fruits, holes; around electric lights. Observe their food, movements, habits, how they protect themselves. Make collections. In laboratory work, study with microscope the eyes, wings, legs, parts of body, etc., but without dismembering. Classify as far as orders. Write up excursions. Read, draw, color. Make stretching boards, insect nets, mounting trays.

b. Geography. Three lessons a week. Continue field work. Continue text book work. Map drawing, Pulp work. Supplementary reading. Some political geography carefully co-ordinated with history work. Use same text book as fifth grade.

2. Winter.

a. Astronomy. Twenty lessons. The theories of Ptolemy and Copernicus. Galileo. The telescope. The moon, planets, comets, stars, meteors, constellations. Star maps. The mythology of the heavens.

b. Geography. Continue and extend fall work.

3. *Spring.*

a. Zoology. Study of invertebrates. Thirty lessons on insects, mollusks radiates. Same plan as for fall term.

b. Geography. Continue and extend the work of previous term. Finish text book.

Seventh Grade.

1. *Fall*

a. Botany. Twenty-five lessons. Special study and classification of fruits, roots, stems. In field work, study growing plants. Economic uses, soils, adaptability to climate. In laboratory, study plant as a whole. Uses of parts, structure of parts. All grades observe "Fruit Day" in October. Draw, read write.,

b. Geography. Three lessons a week. Physical, political, descriptive. New text book. Map work, outline and relief. Much reading in connection with history.

2. *Winter.*

a. Geology and mineralogy. Thirty lessons. Crystalline and uncrystalline rocks. Physical properties. Stratified and unstratified. Historical geology. Geological ages. Fossils. Determination of fifty common minerals and rocks.

b. Geography. Continue same line as in fall.

3. *Spring.*

a. Botany. Twenty-five lessons. Special study of germination, flowers, leaves. In field work study



MODEL SCHOOL—UPPER GRAMMAR.

forms of inflorescence, sprouting of plants. Monocotyledonous and dicotyledonous plants. Classes of leaves. In laboratory work, examine flowers with microscope, classify, study uses, soil, etc. Draw, read, and write.

b. Geography. Continue same as previous term.

Eighth Grade.

1. Fall.

a. Physics and chemistry. Thirty lessons. Mostly laboratory work. Properties of matter. Forces, physical, chemical. Experiments. Making of apparatus.

b. Geography. Three lessons a week. Physical and commercial. Making of charts illustrating winds, currents, rainfall, distribution of vegetable and animal life, distribution of races, routes of travel, centers of commerce. The distribution and exchange of the world's products. Much reading.

2. Winter.

a. Meteorology and astronomy. Twenty-five lessons. More detailed investigation of climatic and astronomical laws. Making of apparatus. Systematic observation and record.

b. Geography. Same as previous term.

3. Spring.

a. Physiology. Twenty-five lessons. The human body. Motor system, digestive system, circulatory system, respiratory system, nervous system. Special attention to effects of alcoholics and narcotics.

b. Geography. Work of previous term concluded.

II.—HISTORY AND LITERATURE.

I.—OBJECT.

More stress should be laid during the early years of childhood upon forming the mind than upon furnishing it. Information is the lowest motive in the teaching of history and literature. Very early in life the influence of other people begins to shape the disposition. The emotional nature begins to develop. The child is inspired by the deeds of men. The chief object of history and literature in the course is to furnish proper moral stimulus. Moral ideas grow out of intercourse with people, either real or imaginary. To attempt to inculcate a moral precept in the mind of a child without giving it a basis in human action, is like trying to teach a child to see the relations of numbers by use of abstract symbols at a stage when he is able to calculate with objects only. Moral ideas must be based upon concrete actions. The deeds and expressions of great historic characters are object lessons by which the disposition of the child may be trained.

It is important, then, that the child may be early brought into constant, intelligent and sympathetic intercourse with the great characters of history and fiction. Actual human intercourse is subject to the close limitations of time and place. Hence, the necessity of enlarging this by means of the historic and the ideal. In every grade there should be much reading along the lines of biography, mythology, legend, fiction.

History and literature are taught from the beginning in first grade through the entire course. They stimulate the moral sentiment, inculcate truth, generosity, courage, patriotism, kindness, sympathy. They induce correct moral judgments. They refine and cultivate expression. Finally, if there be complete assimilation—apperception of the great truths thus brought into the child's circle of thought, these elements are transformed into mental and moral fiber and find their ultimate expression in conscious character.

II.—METHOD.

As in the science work, so it is in history and literature—the child must be led into the rich fields by the teacher. At first, the realms of fancy are nearest the eager soul of the child. Myth and fairy tale and fable make up the world of fancy in which the child's thoughts naturally float. Here his interest centers, and consequently, we find here the proper subject matter for his earliest steps in reading. Mastery of the abstract symbols of thought comes easy and naturally to the child when its interest is keenly aroused.

Fairy tales, fables, folklore and myths are used in first and second grades, to the immediate end that the child may find on entering school that material which keenly arouses his interest. The school is brought nearest the home life of the child. The stories are first told by the teacher, and as rapidly as possible, the child is induced to gather the thought of the story from the

page for himself. Within a very few weeks the child will read easily and naturally the simplest of the tales from beginning to end, and, owing to the fact that the fairy tale or fable never loses its charm with the child, it will be read over and over with increasing pleasure. The child is at once made the lover of books.

In third and fourth grades the same line of reading is continued, with the addition of stories from real life. Old Testament stories, legendary tales, as those of the Greek heroes, biographical stories and stories that extend the child's intercourse with people in foreign lands, and to the occupations, industries, travels and adventures of men are now plentifully used. By the time fourth grade has been finished, the child has the foundation laid for the specific study of geography and a more extended course in real history.

In fifth and sixth grades, more biographical stories, pioneer history stories, stories of heroic deeds, and great events in the history of nations are read; also a considerable amount of fiction and poetry. In seventh grade the study of chronological history is taken up. English history and literature are studied at length. The writings of Chaucer, Shakespeare, Tennyson and Scott are largely used. In eighth grade, American history and literature are studied in detail. The writings of Longfellow, Lowell, Whittier, Bryant, Irving and Holmes are freely used.

Language, the formal side of history and literature, is taught in connection with these branches up to the

grammar grades. In fifth grade, conversational German is begun and carried through four grades, including German reading in seventh and eighth grades. Latin is begun in seventh grade and continued through the eighth. Latin vocabulary, pronunciation, easy reading; some grammar.

III.—COURSE.

First and Second Grades.

Nature, myths, fables, fairy tales, folk stories, classic tales, told by teacher and read by pupils as soon as possible. First and Second Readers. Robinson Crusoe used as literature in second grade.

Third Grade.

Hiawatha, old Greek stories, story of Columbus used as literature. Reading of Robinson Crusoe and Third Reader.

Fourth Grade.

Special study of Tales of Troy. Stories from the Kalevale and Seven Little Sisters as literature. Reading of Hiawatha, Greek stories, and Third Readers.

Fifth Grade.

Correlated course in history, literature and geography.

1. The Rocky Mountain Region.

Study of the life, adventures and explorations of Kit Carson, John C. Fremont, and General Custer. Studies of Indian life. Myths, legends, folklore of the Pueblos, Navajoes and other tribes. The cliff dwellers

2. *The Mississippi Valley.*

Adventures of Daniel Boone, La Salle, De Soto. Life of Lincoln. Primitive life of the Indians and pioneers.

3. *The Atlantic Coast.*

Studies of the Virginia and Massachusetts colonies. Life and adventures of John Smith and Miles Standish. Longfellow's Courtship of Miles Standish. Heroes of the Revolution. The life of Washington as the central study.

4. *Mexico.*

Cortez and Montezuma. The primitive Aztec civilization. Stories from "The Fair God" used as literature. Guatamotzin as the central hero.

5. *South America.*

Special study of Peru and the conquest by Pizarro.

It will be observed that the plan in the grammar grades contemplates the study of history by way of the great centers of historic development, and that the work is largely biographical. Geography is studied at the same time in the explorations, expeditions, etc., of the great historic characters.

Sixth Grade.

1. *The Egyptians and the Valley of the Nile.*

Stories of travel from Bayard Taylor. Stories of early Egyptian life from Eber's Uarda and from the Bible.

2. *The Jews.*

Stories from the Bible, from Ingraham's Pillar of Fire, and Prince of the House of David; Eber's Joshua, Wallace's Ben-Hur.

3. *The Ancient Greeks.*

Stories from the Iliad and Odessey. Stories of Alexander the Great.

4. *The Romans.*

Stories of Julius Cæsar. Stories from the New Testament. Study of Julius Cæsar from Shakespeare.

5. *The Germans.*

Stories of Charlemagne. Story of Siegfried. Stories of Frederick the Great.

6. *The Norsemen.*

Legends of Norseland. Boyeson's Tales of Norway, Norse Legends, Gunnar and others. Life in Denmark, Hans Brinker, etc.

Seventh Grade.

ENGLISH HISTORY AND LITERATURE.

1. *Early England.*

Legends of King Arthur. Readings from Tennyson's poem's. The Saxons, Ivanhoe, Harold, etc. Stories of Richard the Lion-Hearted and the Crusades.

2. *Middle England.*

Stories of Drake and other navigators. Life of Oliver Cromwell; Mary, Queen of Scots.

3. *Modern England.*

Stories of Modern English heroes, Lord Nelson, Wellington. Tennyson's poems, Dickens' novels. Study of one later author, as Ian Maclaren or Barrie.

Eighth Grade.

AMERICAN HISTORY.

Leading facts of American history. The war of independence. Washington and his country. Wolfe and Montcalm. Parton's Biographies. The poems of Longfellow, Whittier, Holmes, Lowell. Historical novels. Study of the government of the United States.

III.—ART.

Art has to do with the education of the motor activities. It comprehends the education of the hand, voice and, in fact, the entire body. It has for its basis, action. In the model school it embraces a course in psychomanual training, a course in music and a course in physical culture.

PSYCHOMANUAL TRAINING.

1.—OBJECT AND SCOPE.

Psychomanual training embraces those general educational subjects in which the hand is a prominent agent in altering or arranging material so as to express the concepts of the mind. The prime object of such training is disciplinary; incidentally, the work has a

practical value. The aim is not so much the obtaining of perfect material results or the training of the hand to accurate automatic action as it is to reach definite mental results by a system of progressive exercises and intelligently directed efforts. Hence, psychomanual training, although apparently in its material products utilitarian, is in its highest and best results, formative. It includes, in our curriculum, sloyd, drawing and writing.

II.—COURSE.

A.—SLOYD.

This begins with the gifts and occupations in the kindergarten, and is continued as follows in public schools.

Primary Grades.

Lines of work—Sewing, weaving, folding, cutting, modeling.

First and Second Grades.

One lesson in each line weekly, *e. g.*, Monday, weaving; Tuesday, folding; Wednesday, cutting; Thursday, sewing; Friday, molding.

Third and Fourth Grades.

Monday, sewing; folding, dropped. Monday, sewing; Tuesday, weaving; Wednesday, cutting; Thursday, sewing; Friday, molding.

I.—SEWING.

Material—Outline embroidery cards, perforated sewing cards, perforating cushions, perforating needles, kin-

dergarten needles, kindergarten thread, cloth, sewing needles, sewing thread, thimbles, scissors.

a.—Card Sewing.

Carried through first and second grades. Geometrical designs, number designs, animal designs, plant designs, historical designs.

b.—Needle Work.

Begun in first grade and carried through eight grades.

Course in needle work not ready for announcement.

II.—WEAVING.

Material—Mats and strips, weaving needles.

Designs—

1	{ 1 up, 1 down. 1 down, 1 up.	6	{ 3 up, 3 down. 3 down, 3 up.
2	{ 2 up, 2 down. 2 down, 2 up.	7	{ 1 up, 3 down. 1 down, 3 up.
3	{ 2 up, 1 down. 2 down, 1 up.	8	{ 1 up, 1 down, 3 up, 3 down.
4	{ 2 up, 2 down, 1 up, 1 down. 2 down, 2 up, 1 down, 1 up.	9	{ 1 down, 1 up, 3 down, 3 up. 3 up, 1 down, 1 up, 1 down.
5	{ 1 down, 1 up, 1 down, 2 up. 1 up, 1 down, 1 up, 2 down.	10	{ 3 down, 1 up, 1 down, 1 up. 2 up, 3 down. 2 down, 3 up.

Many other designs. Original designs particularly in third and fourth grades.

III.—PAPER FOLDING AND MOUNTING.

Material—Square sheet of paper, mounting cards.

Design—

- a.* Geometrical—Twelve folds embraced in folding fundamental forms.
 1. Oblong—book.
 2. Four squares—window.
 3. Triangle—shawl.
 4. Triangle—shawl.
 5. Pentagon—ship.
 6. Hexagon—slipper case.
 7. Pentagon—envelope.
 8. Square sealed envelope.
 9. Pentagon—ship.
 10. Hexagon—needle case.
 11. Pentagon—envelope.
 12. Square—sealed envelope—4 squares on back.
- b.* Forms of Beauty. Cannot give minute descriptions.
- c.* Forms of Life—
 1. King's crown.
 2. Queen's crown.
 3. Salt cellar.
 4. Pepper box.
 5. Cup and saucer.

6. Dress.
7. Sail boat.
8. Double canoe.
9. Wind mill.
10. Neck-tie.
11. Vase.
12. Glove case.
13. Chickens.
14. Pig.

IV—CUTTING AND MOUNTING.

Material—Mounting cards, mucilage, scissors, square sheet of paper ruled in eight triangles, one of which is dotted with a net-work design for guide in cutting.

Designs—Commence with perpendicular cut, proceed to its opposite—horizontal, then to the mediation of both—the oblique. Unfold and mount on mounting cards.

Perpendicular cuts, 1-7.

Horizontal cuts, 8-9

Perpendicular cuts, 10-28.

Oblique cuts, 29-50.

Oblique and perpendicular, cuts, 51-64.

Oblique and horizontal cuts, 65-88.

Perpendicular, horizontal and oblique cuts, 89.

Freehand cutting—

Geometrical designs.

Animal designs,

Plant designs,

Historical designs,

} To illustrate stories.

V—CLAY MODELING.

Freehand drawing of the models precedes the making of them. Lessons alternate.

The Sphere.

Forms based on sphere—

- a. Apple.
- b. Peach.
- c. Ball.
- d. String of beads.
- e. Cluster of grapes.
- f. Tea-pot.
- g. All animal forms of this shape.

The Cube.

Both solid, and made by small balls of clay, at corners, holding toothpicks which form edges.

Forms based on cube—

- a. Box, with lid.
- b. Basket.
- c. Ink stand.
- d. Pile of books.

The Cylinder—Solid and Hollow.

Forms based on cylinder—

- a. Drum.
- b. Water pot.
- c. Muff.
- d. Bottle.

- e.* Fruit jar.
- f.* Jug.
- g.* Flower pot (certain kind).
- h.* Pump, with trough.
- i.* Cheese.
- j.* Cap.
- k.* Waste basket.
- l.* Straight tumbler.

Hemisphere.

Developed as a *half* sphere.

Forms based on hemisphere—

- a.* Hat.
- b.* Fruit dish.
- c.* Half apple or peach.
- d.* Home of Eskimo.
- e.* Ant hill.

Square Prism.

Developed from cube.

Forms based on square prism—

- a.* Oblong basket.
- b.* Book.
- c.* Chest.
- d.* Bottle.
- e.* Carpenter's plane.

Triangular Prism.

Both right-angled and equilateral triangular prisms.

Forms based on prisms—

- a.* Roof of house or barn.
- b.* Open book.

Ellipsoid.

Forms based on ellipsoid—

- a.* Potato.
- b.* Melon.
- c.* Lemon.
- d.* Banana.
- e.* Plum.
- f.* Cucumber.

Half Ellipsoid.

Developed from ellipsoid.

Forms based on half-ellipsoid—

- a.* Turtle.
- b.* Pods of peas.
- c.* Baking dish.

Oblate Spheroid.

Forms based on oblate spheroid—

- a.* Turnip.
- b.* Tomato.
- c.* Door knob.

Ovoid.

Forms based on ovoid—

- a.* Pear.
- b.* Strawberry.
- c.* Some flowers, as clover.
- d.* Some animals, as body of stork, duck, etc.
- e.* Spoon (half ovoid).

Cone.

Forms based on cone—

- a.* Top.
- b.* Shell.
- c.* Parsnip.
- d.* Radish.

Truncated Cone.

Forms based on truncated cone—

- a.* Flower pot.
- b.* Tumbler.
- c.* Basket.

Square Pyramid.

Equilateral Triangular Pyramid.

Miscellaneous Forms.

GRAMMAR GRADES.

Lines of work—Sewing, cardboard work, wood work.

Fifth Grade.

Two and one-half lessons per week; that is, the work alternates with freehand drawing. Lessons forty-five minutes in length. Course of twenty models in cardboard.

Materials and tools—Drawing paper, pencil, rule, compasses, scissors and glue.

Pupils do geometric drawing, making patterns of models before making the models.

Models of cardboard series—

- | | |
|-------------------|---------------------------------------|
| 1. Penwiper. | 12. Easel. |
| 2. Tack box. | 13. Handkerchief box. |
| 3. Pin tray. | 14. Collar box. |
| 4. Hairpin box. | 15. Specimen box (for minerals, etc.) |
| 5. Hair receiver. | 16. Cuff box. |
| 6. Button box. | 17. Toothpick holder. |
| 7. Whisk holder. | 18. Pen rack. |
| 8. Match box. | 19. Music roll. |
| 9. Picture frame. | 20. Hat frame. |
| 10. Card tray. | |
| 11. Comb case. | |

Sixth Grade.

Same amount of time as for fifth grade. Twenty models in wood.

Materials—Wood (thin poplar and pine), nails, glue, miscellaneous.

Tools—The knife, the characteristic and fundamental tool, is used in all of the twenty models. Sandpaper in all except 12, 3 and 4. Gimlet in models 4, 7, 11, 15 and 20. Saw in 10, 11, 15, 16 and 20. File in 9, 10, 11, 12, 14, 16 and 20. Hammer and nails in 11, 13, 14, 16, 17, 19 and 20. Glue in 7, 11, 15, 19 and 20.

Pupils make working drawings of two views from teacher's model, and with his assistance.

Models of whittling series—

- | | |
|------------------|-------------------|
| 1. Window stick. | 4. Key tag. |
| 2. Flower label. | 5. Flower pin. |
| 3. Flower stick. | 6. Letter opener. |

- | | |
|----------------------|-------------------|
| 7. Pencil sharpener. | 14. Egg stand. |
| 8. Key board. | 15. Match box. |
| 9. Paper knife | 16. Whisk holder. |
| 10. Thread winder. | 17. Easel. |
| 11. Pen rest. | 18. Flower stool. |
| 12. Silk winder. | 19. Pencil box. |
| 13. Tack box. | 20. Spool rack. |

Seventh Grade.

Time, same of before.

Twenty-four models in wood.

Materials—Thin pine, poplar, oak and maple wood; nails, glue, screws, etc.

Tools—Knife, saw, plane, hammer, auger, file, spoke-shave, etc.

Pupils make working drawing of two or more views from the teacher's model, and follow them in reproducing the object.

Models of thin wood series—

- | | |
|----------------------|----------------------------|
| 1. Flower label. | 13. Picture frame. |
| 2. Thread winder. | 14. Triangular tray. |
| 3. Fish line winder. | 15. Pentagonal mat. |
| 4. Table mat. | 16. Egg stand. |
| 5. Right triangle. | 17. Pen rack. |
| 6. Key tag. | 18. Key board. |
| 7. Silk winder. | 19. Rake. |
| 8. Cutting board. | 20. Paper knife. |
| 9. Butter spade. | 21. Match box. |
| 10. Letter opener. | 22. Tooth brush stand. |
| 11. Bracket shelf. | 23. Comb and brush holder. |
| 12. Corner shelf. | 24. Picture frame. |

Eighth Grade.

Time—Three forty-five minute lessons per week.

Eighteen models in wood, with supplemental work in apparatus making.

Materials—Pine, poplar, cherry, sycamore, maple and gum wood.

Tools, same as before, with gauge, smoothing plane, carving tools, whetstone, drawing-knife, etc.

Working drawings as before.

Models of thick wood series—

- | | |
|-------------------|---------------------|
| 1. Window stick. | 10. Flower stool. |
| 2. Wedge. | 11. Bench hook. |
| 3. Flower pin. | 12. Hatchet handle. |
| 4. Flower stick. | 13. Corner shelf. |
| 5. Tool rack. | 14. Hammer handle. |
| 6. Coat yoke. | 15. Key board. |
| 7. Cutting board. | 16. Paper knife. |
| 8. Pen holder. | 17. Ruler. |
| 9. Flower stand. | 18. Towel roller. |

Apparatus, such as rulers, insect mounts, specimen trays, sand moulding boards, etc., made in connection with work in other subjects during the year.

REMARKS.

The cost of materials in the primary grades is from forty to fifty cents per year, per pupil, with permanent equipment such as scissors, etc., to the amount of \$3 per grade of thirty or forty pupils. In the fifth and sixth grades, about fifty to sixty cents per pupil, per year,

with tools to the amount of \$20 per grade. In the seventh and eighth grades a well equipped laboratory is necessary, costing for furnishings from \$350 to \$500. Materials in these grades cost from \$1 to \$1.50 per pupil per year.

The work is done by the regular teachers in the primary grades, and by a special teacher in the grammar grades, although that of the fifth and sixth grades is designed to be done in the ordinary school room, and may be conducted by the regular teacher, provided she has had some training along this line.

B.—DRAWING.

1. *Freehand.*

1. Type forms. Sphere, cube, cylinder, triangular prism.
2. Applications of type forms.
3. Combinations of type forms.
4. Sketching; landscape, flowers, animals.
5. Illustrations in language and history.

2. *Instrumental.*

1. Working drawings of sloyd models.
2. Apparatus used in class work.

C.—PENMANSHIP.

Muscular movement taught from first grade up. Ideographic movement drills in primary. Copy writing. Blackboard practice. Drills adapted to vertical writing. The pupil is given the greatest possible liberty in the formation of an individual *style* of writing.

MUSIC.

1. *Object and Scope.* Music must be used as a means to an end, and that end the same for which all study is given. Unless music can be so taught as to serve as a valuable aid in physical, mental and moral culture of the pupil, it has no place in the common schools. That it can be so taught is proven conclusively by the experience of a multitude of successful teachers.

2. *Method.* Some persons argue that music is the expression of emotion, and that laborious efforts at note reading interfere with the play of the emotions and hinder the real work of learning to sing. Teachers who follow this plan get good results.

Other people say: "Such results are very pleasing, but they do not represent intelligent independence on the part of the pupils. Appeal to the intellect, and through its development reach equally musical results with the added advantage which ability to read at sight gives."

Our plan recognizes the fact that both these statements are true in the main, and is carried out with the idea of making use of all the good of both plans.

The Tonic Sol-Fa system is used as the basis of our work, and its notation and books are used throughout the first four years' work. Books from the "National" and "Normal" courses are used in the grammar grades.

Course. First and Second Years.—Work consists of rote songs, hand and finger signs, exercises in melody and rhythm from the board, modulator and time chart,

together with the writing of songs and exercises from dictation.

Third and Fourth Years.—All work begun in first and second years continued. Less time given to rote songs and more to written work. In addition to this, Book Two, (parts one and two combined), of Seward & Unseld's Tonic Sol-Fa School Series is completed.

Fifth and Sixth Year's Work.—Rote work discontinued, writing from dictation taking its place. Transition from the Tonic Sol-Fa to the staff notation.

Seventh and Eighth Year's Work.—Staff notation using Mosses' Independent and Holt's Third Readers.

This is a very brief outline of the music course in our school. In addition to the above, voice training with the very first lesson is given, and sight reading from the second year forms a part of each lesson.

PHYSICAL CULTURE.

1. *Object and Scope.* To educate mind and body in harmony, thereby promoting the well-being of the child by securing better conditions for study, and the building of a more symmetrical life.

2. *Method.*—Work adapted to the public schools and formulated upon the Delsartean principles of freedom, strength and expression.

Morals and manners in connection with physical training.

COURSE.

FIRST GRADE.

First Series—Sitting Positions.—Hand clapping and stretching. Arm raising. Shoulder raising. Neck bending. Chest stretching and shoulder leveling. Waist, back and hip bending. Leg and foot movement. Breathing.

Second Series—Standing Positions.—Handshaking. Shoulder and arm stretching. Head rolling. Chest pushing. Waist twisting. Running. Lung strengthening.

Third Series.—Feather movements.

SECOND GRADE.

First Series—Sitting Positions.—Hand closing and opening, combined with arm twisting. Arm upward side circling. Shoulder touching. Neck twisting. Body twisting. Foot stretching. Breathing.

Second Series—Standing Positions.—Arm swinging at angles. Horizontal arm circling. Shoulder raising. Arm folding and bowing. Stepping positions.

Third Series.—Feather movements.

THIRD GRADE.

First Series—Sitting Positions.—Arm extending and bending. Shoulder rotating. Head erecting. Chest widening and deepening. Knee bending. Feet crossing. Breathing.

Second Series.—Relaxing exercises. Poising postures.

Third Series.—Right angle arm swinging. Pendulum head swing. Complex movements. Swaying and forward folding. Waist twisting. Feather movements. Breathing.

FOURTH GRADE.

First Series—Sitting Positions.—Arm bending and chest pushing. Arm pulling sideways. Arm pulling backwards. Chest lifting. Waist and leg stretching. Breathing.

Second Series.—Manual of arms. Complex movements. Breathing.

Third Series.—Hip and shoulder movements. Cross charging. Rising and sinking. Feather movements. Breathing.

FIFTH GRADE.

First Series—Sitting Positions.—Arms swinging and posture. Arm circling and posture. Shoulder leveling and chest pushing. Opposition of head and body. Foot movements. Breathing.

Second Series—Standing Positions.—Upper arm raising. Arm folding backward. Backward bending. Knee bending. Complex action. Suspension. Backward cross step. Arm extension to right and left. Framing profile. Waist twisting. Breathing.

Third Series—Standing Positions.—Hand slapping. Facings. Backward arm floating. Breathing.

SIXTH GRADE.

First Series—Sitting Positions—Arm bending, swinging and twisting. Shoulder pulling. Arm extending and circling. Chest expansion. Head and back bending. Swimming motion. Foot movements. Breathing.

Second Series—Standing Positions.—Military salute. Arm circling. Bowing. Steadiness of poise. Leg swinging. Stamping. Breathing.

Third Series.—Gestures and expression.

SEVENTH AND EIGHTH GRADES.

First Series—Relaxing Exercises.—Complex action. Opposition of hand and foot. Opposition swing. Stepping and heel raising. Four count placing. Breathing.

Second Series—Complex Exercise.—Abdominal Exercise. Leg elasticity. Knee bending and arm floating. Looking and bending backward. Mercury poise. Breathing.

Third Series—Feather Movements.—Harmonic poise. Breathing.

CONDENSED COURSE OF STUDY.

PRIMARY DEPARTMENT.

FIRST YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation*.—Nature myths, fairy tales, fables, folk stories, told by teacher.

2. *Reading*.—Simplest of stories from blackboard. First Reader.

3. *Written Work*.—Thoughts about stories read.

II.—LANGUAGE.

1. *Conversation*.—Talks about familiar objects; as animals, plants, etc.
2. *Spelling*.—Words selected from reading exercises and other sources.
3. *Phonics*.—Elementary sounds; marks for long and short vowels.
4. *Written Work*.—Sentences copied from black-board and reader; use of capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place*.—Direction developed; position developed.
2. *Animals*.—Domestic—parts, color, shape, size, actions.
3. *Plants*.—The plant as a whole—color, shape, size, parts, where found, use, etc.
4. *Color*.—Red, yellow, blue, orange, green, purple.
5. *Minerals*.—Gathering stone, sand, pebbles, etc.

IV.—MATHEMATICS.

1. *Number*.—Development of numbers from 1 to 10, inclusive, all the additive, subtractive, multiplicative and divisive facts discovered by the pupils and thoroughly learned. No combination exceeding 10; comparison of numbers below 10; the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, developed; some simple exercises involving these fractions; problems made by pupils.

1. *First work done with objects.*
2. *Follow the object work by picture or illustrated work.*

3. *Follow the above with exercises independent of objects.*

2. *Form.*—Sphere, cylinder, cube, hemisphere, prisms, circle, square, oblong, right-angled triangle, semi-circle, edge-line, corner point.

The children to have these forms in their hands.

3. *Size.*—Development of terms; as long, short, thick, thin; large, small; inch, foot, yard; pint, quart, gallon.

The children to have these measures.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling with Clay.*—Sphere, cylinder, cube, hemisphere, prism, fruits, vegetables, etc.

2. *Cutting and Folding.*—Circle, square, oblong, right-angled triangle, semi-circle.

3. *Weaving.* Slat weaving, geometrical designs; pattern and original designs.

4. *Sewing.*—Perforating, embroidering. Needle work begun.

5. *Drawing.*—Geometrical forms, designs, sketching, expressing thoughts.

6. *Writing.*—Movement, drill, words and sentences.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics.*—Simplest Delsarte movements.

2. *Singing.*—Rote songs, hand and finger signs, melody, rythm,

SECOND YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation*.—Nature myths, fairy tales, fables, folk stories, Robinson Crusoe, talks with the teacher.
2. *Reading*.—Many tales read by children. First and Second Readers.
3. *Written Work*.—Accounts of stories read.

II.—LANGUAGE.

1. *Conversation*.—Talks about natural objects and stories. Stories told by teacher and pupil.
2. *Spelling*.—All words found in reading lessons and in other exercises. Oral and written spelling.
3. *Phonics*.—Spelling by sound. Diacritical marks for all vowels.
4. *Written Work*.—Description of objects talked about; sentence writing; capitals and punctuation.

III.—PRIMARY SCIENCE

1. *Place*.—Cardinal points developed; direction of objects in room; map of school room.
2. *Animals*.—Birds, insects, mammals; their color, sounds, movements, size, uses; a study of their parts and their uses.
3. *Plants*.—Garden and field plants; their color, size, parts and their uses; the flower and fruit.
4. *Color*.—Tints and shades; color of leaves, fruit, animals, etc.
5. *Minerals*.—Gathering specimens; sand, soil, sandstone, iron, silver, gold, tin, lead.

IV.—MATHEMATICS.

1. *Numbers*—Development of numbers from 11 to 30 inclusive; combinations and separations and comparisons; writing numbers by 10's; $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{2}$, $\frac{3}{5}$, $\frac{1}{3}$, $\frac{1}{10}$, etc., developed; pupils make and solve practical problems; some operations with fractions.

1. *Use objects whenever necessary to lead up to number concept.*

2. *Considerable illustrated work should be done.*

2. *Form.* Ellipsoid, ovoid, triangular prism, cone, pyramid, ellipse, triangles, and natural objects based upon them.

The forms are in the hands of the children.

3. *Size and Weight.*—Rod, square inch, square foot, square yard, ounce, pound, developed objectively.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling with Clay.*—Ellipsoid, ovoid, prism, cone, pyramid, fruits and other objects.

2. *Cutting and Folding.*—Ellipse, ovals, triangles, folding paper so as to represent utensils.

3. *Weaving.*—Slat weaving; geometrical designs, original designs.

4. *Sewing.*—Card sewing; needle work.

5. *Drawing.*—Ellipse, oval, triangles, designs, leaves, fruit, insects; coloring of same, and sketching.

6. *Writing.*—Movement drills for hand and arm; copy writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Continuation of Delsarte drills.
2. *Singing*.—Continuation of Tonic Sol-Fa system.

THIRD YEAR.

I.—HISTORY AND LITERATURE.

1. *Conversation*.—Talks about characters in tales and in real life.
2. *Reading*.—Hiawatha, old Greek Stories, Second and Third Readers, Old Testament Stories, story of Columbus.
3. *Written Work*.—Reproduction of stories. Biographical sketches.

II.—LANGUAGE.

1. *Practice*.—Oral description of natural objects, story telling.
2. *Spelling*.—All the words of readers, with words suggested by other subjects.
3. *Phonics*.—Spelling by sound. Diacritical marks for all vowels and consonants. Articulation exercises.
4. *Written Work*.—Description of natural objects. Reproduction of historic and geographical reading and stories. Animal and plant stories. Letter writing. Capitals and punctuation.

III.—PRIMARY SCIENCE.

1. *Place and Direction*—North-east, north-west, south-east, south-west. Development of geographic con-

cepts, as hill, mountain, valley, plain, river, lake, ocean, drainage, climate, forest, force, town, city. Read geographical and natural stories, Seven Little Sisters, Aunt Martha's Corner Cupboard.

2. *Animals*.—A study of the animals of the community—how they live or subsist; their habits, uses. Read animal stories.

3. *Plants*.—Continuation of the study of plants and their parts. Plant seeds in school room in boxes—watch them grow. Collect pods and seeds, leaves, etc.

4. *Matter*.—Animal, vegetable, inert, solid, liquid, gas, motion, falling bodies, running water, moving air or winds.

IV.—MATHEMATICS.

1. *Number*.—Numbers from 30 up. Combinations, separations, comparisons of the same. Combinations, separations and comparisons of fractions. Decimal fractions developed objectively. Percentage measurements. Examples made and solved by pupils.

2. *Form*.—Review of forms already studied; study of natural forms based upon them.

3. *Size and Value*.—Review of linear measure, dry measure, U. S. money, liquid measure.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling*.—Modeling in clay the fruits and vegetables. Modeling of original designs. Modeling in wax.

2. *Cutting*.—Freehand cutting. Geometrical designs. Animal designs.
3. *Weaving*.—Numerous patterns and original designs.
4. *Sewing*.—Needle work.
5. *Drawing*.—Drawing of solids and surfaces already learned. Drawing of fruits and vegetables, and coloring the same.
6. *Writing*.—Movement drills. Blackboard writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Continuation of Delsarte exercises.
2. *Singing*.—Rote songs. Use of modulation. Continuation of previous work.

FOURTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Tales of Troy, Stories from the Kalevala, Seven Little Sisters, Third Reader.
2. *Written Work*.—Accounts of heroic characters. Original stories.

II.—LANGUAGE.

1. *Oral Practice*.—Conversational exercises on different subjects, as digestion, respiration, exercise, circulation, intemperance, occupations, natural objects.
2. *Spelling*.—All words in readers; words used in other exercises.

3. *Phonics*.—Spelling by sounds. Articulation exercises.
4. *Written Work*.—Reproduction of oral exercises and of geographical stories. Letter writing, notes and receipts.

III.—PRIMARY SCIENCE.

1. *Animals*.—Insects, snail, clam, mussel, oyster, human body.
2. *Plants*.—How they grow. Collecting and preparing them. Making collections of the different parts.
3. *Matter and Force*.—Simple experiments in physics and chemistry.
4. *Geography*.—Study of the globe as a whole—shape, size, surface, life, society. Geographical reading. Each and All; Brooks and Brook Basins.

IV.—MATHEMATICS.

2. *Number*.—Fixing in the mind all the additive, subtractive, multiplicative and divisive facts of numbers to 144. Comparison of numbers; writing numbers; exercises in parts of numbers; all operations in fractions, common and decimal; denominate numbers; percentage, all cases; interest; square and cubic measures; square root by inspection of small numbers; mensuration; practical problems.

1. *The subject so taught that the child understands every step.*

2. *Form*.—Geometric views. Development of the surface of solids—starting with a unit, and by the principle of symmetry, developing a design. Patterns for the development of surface, and simple inventions in geometry.

V.—PSYCHOMANUAL TRAINING.

1. *Modeling*.—Fruits and vegetables. Original designs in paraffin.

2. *Carving*.—Freehand carving in wax and alabaster. Type form. Geometrical designs. Fruit and vegetable designs.

3. *Cutting*.—Freehand cutting. Geometrical designs, animal designs, plant designs, historical designs.

4. *Weaving*.—Numerous and complicated designs, original and pattern.

5. *Drawing*.—Geometrical patterns; taking a unit and from it making designs by the law of symmetry; drawing various objects and coloring them; conceptive drawing of objects.

6. *Writing*.—Movement exercises, copy writing, paper and blackboard.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Gymnastics*.—Continuation of Delsarte system.

2. *Singing*.—Continuation of Tonic Sol-Fa system.

GRAMMAR DEPARTMENT.

FIFTH YEAR.

* I.—HISTORY AND LITERATURE.

1. *Reading*.—American history, Stories of Kit Carson, Fremont, Custer, Boone, LaSalle, DeSoto, Lincoln, John Smith, Miles Standish, Washington, Cortez, Montezuma, Pizarro; myths, legends, folk lore and poetry of the Zuni Indians and other primitive people.

2. *Written Work*.—Reproductions, sketches, abstracts, imaginative stories.

II.—LANGUAGE.

1. *Oral Practice*.—Conversation; some topical work in recitation; descriptions, stories.

2. *Spelling*.—All words of the readers and words occurring in other subjects.

3. *Written Work*.—Reproductions of what they have read; capitals, punctuation, sentencing and paragraphing; dictation for the purpose of punctuation; writing meaning of reading lessons; description of science excursions; letter writing, invitations, orders, receipts; literary society.

4. *Conversational German*.

III.—SCIENCE:

1. *Zoology*.—Vertebrates; mammals and birds; field and laboratory work; reptiles, amphibians and fishes.

2. *Meteorology*.—Weather observations; climate; use of barometer and thermometer; meteorological record.

3. *Geography*.—Field and laboratory work; mostly physical and commercial geography; relief, drainage, soil, products, industries, etc.; map drawing, sand modeling; Frye's Elementary Geography.

IV.—MATHEMATICS.

1. *Arithmetic*.—Same as in fourth year, only extended; pupils make problems and solve; analytic work; exercises to develop accuracy and quickness; general arithmetic.

2. *Form*.—Work in fourth year extended; problems with lines, angles and surfaces; some geometrical work, especially in mensuration.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Course in pasteboard sloyd; sewing, needle work.

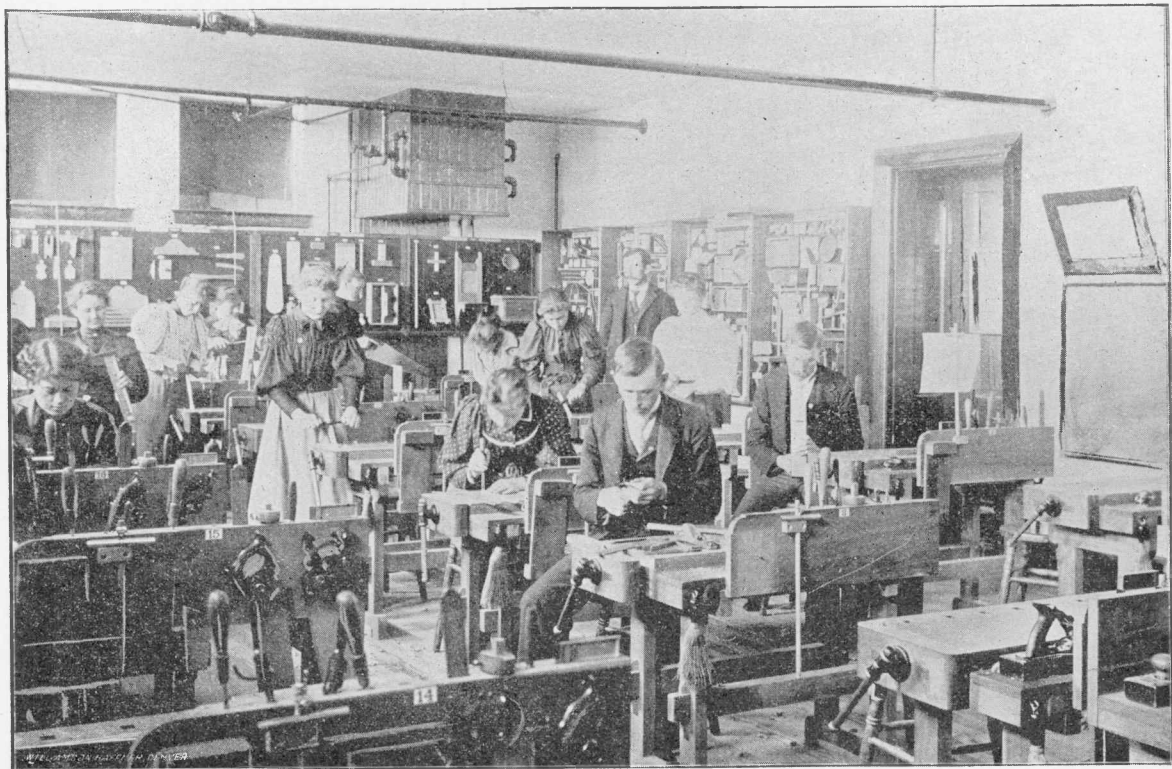
2. *Drawing*.—Course in freehand; instrumental, drawing of sloyd models.

3. *Penmanship*.—Course in muscular movement writing, vertical and slant.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Work of previous years extended.

2. *Music*.—Staff notation; music reader; voice culture.



SLOYD LABORATORY.

SIXTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Stories of the Egyptians, Jews, Greeks and Romans; stories from German, French and Norse history; poems; Fourth Reader.

2. *Written Work*.—Stories from real life; abstracts; biographical sketches; essays.

II.—LANGUAGE.

1. *Oral Practice*.—Topical recitation; conversation on current topics; descriptions; proper use of particular words; literary society; reciting, reading, debating.

2. *Spelling*.—All words occurring in reading and other exercises.

3. *Written Work*.—Oral exercises reproduced in writing; reproduction of what they have read; punctuation, capitalization, paragraphing, essay writing; business forms.

4. *German*.—Conversation and First German Reader.

III.—SCIENCE.

1. *Zoology*.—Invertebrates; insects, spiders, crustaceans, myriapods, worms, mollusks, etc.; field and laboratory work; collections.

2. *Astronomy*.—Moon, planets, comets, stars, meteors, constellations; star maps; historical astronomy.

3. *Geography*.—Largely physical and commercial; some political; map drawing, pulp work; geographical reading; Frye's Elementary Geography.

IV.—MATHEMATICS.

1. *Arithmetic*.—An extension of work of previous year, with applications of percentage; more general arithmetic.
2. *Form*.—Various exercises with lines, angles, surfaces and solids; more geometrical work.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Whittling course in wood; sewing, needle work.
2. *Drawing*.—Further development of course in freehand; instrumental, drawing of sloyd models.
3. *Penmanship*.—Extension of course in muscular movement writing.

PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Extension of course in Delsarte.
2. *Music*.—Extension of Tonic Sol-Fa course; voice culture.

SEVENTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Course in English History and Literature; historical novels; writings of Chaucer, Shakespeare, Scott and Tennyson; Fifth Reader.
2. *Written Work*.—Reviews, sketches, stories; pictures from the lives of people.

II.—LANGUAGE.

Oral Exercises.—Conversational exercises; use of words that are difficult of construction for children; literary society work.

2. *Spelling.*—Words selected from readers and other exercises.

3. *Written Work.*—Work of previous years extended; essay writing.

4. *German.*—Conversation and Second German Reader.

5. *Latin.*—Learning of Latin vocabulary and pronunciation; reading and writing easy sentences.

III.—SCIENCE.

1. *Botany.*—Study of fruits, flowers, roots, stems; uses, structure; germination; field and laboratory work

3. *Geology and Mineralogy.*—Physical properties; stratified and unstratified rocks; fossils; geological ages; identification of common minerals and rocks; soils, etc.

3. *Geography.*—Physical, political, commercial and descriptive geography; outline and relief work.

IV.—MATHEMATICS.

1. *Arithmetic.*—Course covering nearly all subjects of practical arithmetic.

2. *Geometry.*—An extensive course in inventional geometry—some demonstrative.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Thin wood course; sewing, needle work.
2. *Drawing*.—Extension of course in freehand; instrumental drawing; working drawings of sloyd models; coloring.
3. *Penmanship*.—Extension of course in muscular movement writing.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Extension of Delsarte course.
2. *Music*.—Staff system extended.

EIGHTH YEAR.

I.—HISTORY AND LITERATURE.

1. *Reading*.—Course in American history and literature; historical novels; works of Irving, Lowell, Longfellow, Whittier, Holmes.
2. *Written Work*.—Writing of reviews, abstracts, themes, imaginative stories, stories of real life.

II.—LANGUAGE.

1. *Oral*.—Discussion; debating.
2. *Spelling*.—All words occurring in books and exercises used.
3. *Written Work*.—Course in composition.
4. *German*.—Conversation; German reading and writing.

5. *Latin*.—Easy Latin reading; translation, Latin to English and English to Latin.

6. *Etymology*.—Much word analysis, growing out of the Latin and German exercises.

7. *English Grammar*.—Analysis of sentences, parts of speech, etc.

III.—SCIENCE.

1. *Physics and Chemistry*.—Properties of matter; forces; experiments; making of apparatus.

2. *Meteorology and Astronomy*.—Investigation of climatic and astronomical laws; systematic observation and record.

3. *Physiology*.—Lesson, the human body; digestive, motor, circulatory, respiratory and nervous systems; effects of alcoholics and narcotics.

4. *Geography*.—Physical and commercial geography; Trotter's Geography; Frye's Complete Geography; supplementary readings.

IV.—MATHEMATICS.

1. *Arithmetic*.—A full course in practical arithmetic.

2. *Algebra*.—An elementary course in general arithmetic.

V.—PSYCHOMANUAL TRAINING.

1. *Sloyd*.—Course in thick wood; sewing, needle work.

2. *Drawing*.—Extended course in freehand and instrumental drawing; water colors and crayon.

3. *Penmanship*.—Course extended.

VI.—PHYSICAL CULTURE AND MUSIC.

1. *Delsarte*.—Course extended.

2. *Music*.—Staff system extended.

Kindergarten Department.



KINDERGARTEN LABORATORY.

OBJECT.

The fundamental principle in kindergarten training is to condition the child for harmonious development by rendering it self-acting through the play impulse.

In the evolution of public education it is becoming apparent that the kindergarten school is to serve as the transition from home education to primary school proper. It serves to initiate the child into the long established primary school, just as industrial education initiates it into civil society.

The school law makes it a part of the educational system of the state. Hence, there is a demand for teachers who have had such training as will enable them intelligently to conduct kindergarten schools. To the end of furnishing well-equipped teachers, the Normal School has increased the efficiency of its kindergarten department.

This department is a part of the Normal School.

It is a necessary part of a pedagogical training that the principles and practice of the kindergarten be understood by all who graduate from the school.

FACULTY.

Z. X. SNYDER, Ph. D., President.

History of Pedagogy and Philosophy of Education.

LAURA E. TEFFT, Superintendent,

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

CREE T. WORK, M. E.,

Kindergarten, Sloyd and Drawing.

SARAH B. BARBER,

Physical Culture, Delsarte, Swedish and Emersonian Gymnastics.

A. P. WILLIS, Ph. D.,

Physical Science.

A. E. BEARDSLEY, M. S.,

Natural Sciences.

ELMA RUFF, M. E.,

English Literature.

E. G. DEXTER, A. M.,

Psychology.

J. F. DANIELS,

History of Art.

EDGAR L. HEWETH, Pd. B.,

Child Study.

SCOPE OF WORK.

This department requires the same attainments as to scholarship as the Normal, and same conditions of admission.

PSYCHOLOGY.

(See under Psychology, Normal Department.)

HISTORY OF PEDAGOGY.

(See Normal Department.)

PHILOSOPHY OF EDUCATION.

(See Normal Department.)

SCIENCES.

(See Normal Department.)

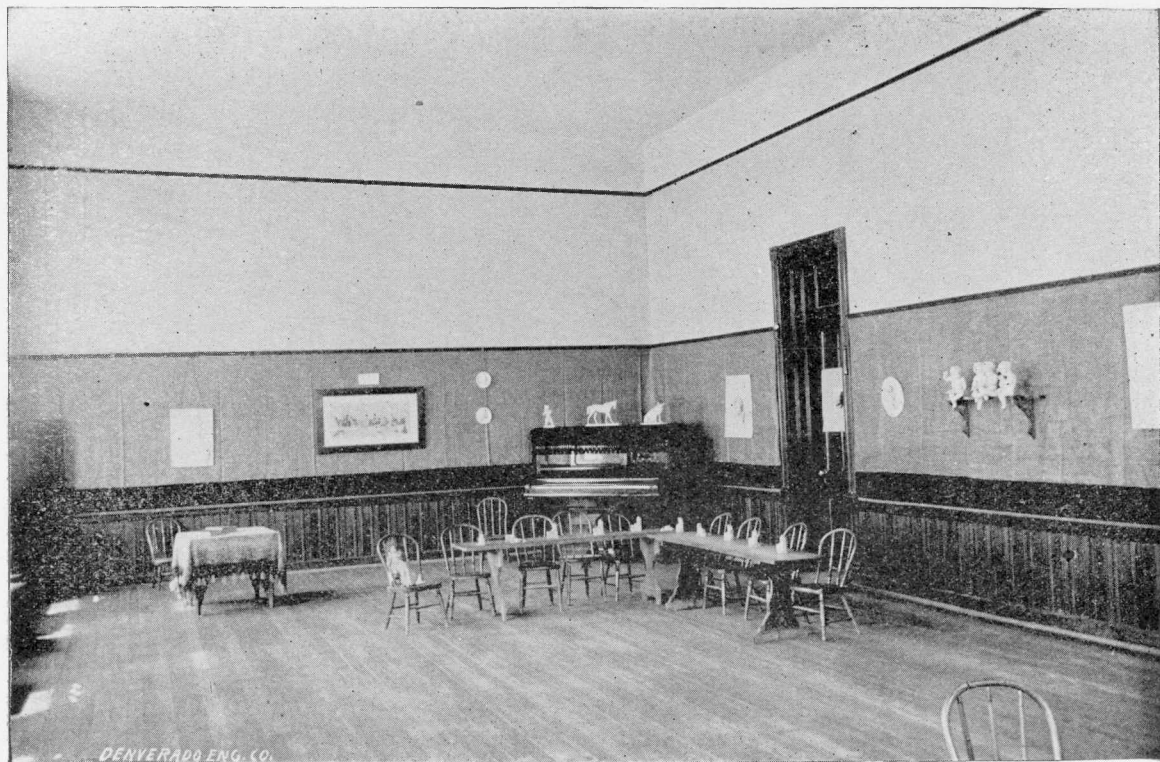
PHYSICAL CULTURE.

Delsarte system of natural expression.

Studies.—Harmonic poise; laws of gesture; facial expression; typical emotions and their natural manifestations; mechanics of speech; vocal culture and modulation and respiration.

Æsthetic Gymnastics.—Harmonious development of entire body and the attainment of an easy and graceful deportment.

Lung Gymnastics.—Introductory exercises; heaving movements; arch flexions; balances, heel elevations, etc.



CORNER IN KINDERGARTEN ROOM.

SLOYD.

1. Paper and pasteboard sloyd; clay and paraffine; thin wood work.
2. *Lectures.*—Wood structure; history of sloyd, its educational value; sloyd in relation to gifts and occupations.

HISTORY AND PHILOSOPHY OF THE
KINDERGARTEN.

1. The origin and growth of the kindergarten idea in Europe and America.
2. The study of Froebel on the spirit of his time, (*Zeitgeist*)
3. The special characteristics of his philosophy.
4. His relations to other philosophers and educators.
5. Careful study of his works.

MUTTER UND KOSE LIEDER.

1. Froebel's philosophy of child culture as embodied in the mother play songs.
2. The child in its three-fold nature—physical growth, moral training and mental development.
3. The reflex action of body, mind and soul.
4. The mother the most important factor in child life.
5. The significance of family life.
6. The child's relation to the social body.

THEORY AND PRACTICE OF THE GIFTS AND
OCCUPATIONS.

1. *The theory and practical application* to all steps of mental development.

2. *Schools of Work:*

GIFTS.	OCCUPATION.
1. Six balls.	Perforating.
2. Sphere, cylinder, cube.	Drawn work.
3.)	Sewing.
4.)	Drawing.
5.)	Interlacing.
6.)	Intertwining.
7. Tablets.	Weaving.
8. Connected slat.	Cutting.
9. Slat interlacing.	Folding.
10. Sticks.	Peas work.
11. Rings.	Sand.
12. Thread.	Clay.
13. The Point.	

SONGS AND GAMES.

Believing the movement and finger plays to be one of the most important features of kindergarten life, especial emphasis will be laid on this subject.

The physical expression of all movement games will be carefully studied under Miss Barber's supervision, that with the inner thought and meaning may come grace of movement and perfect bodily control.

THEORY OF KINDERGARTEN PRACTICE.

1. Adaptation of science lessons for children of kindergarten age.
2. Programme work.
3. Practical questions in kindergarten management.
4. Group work with the children.

GARDEN WORK.

A garden for the culture of flowers and vegetables will be a part of the kindergarten life. In it will be places for animal pets.

Gardening with children.

The care of plant and animal life.

The garden as a basis for science work with the children.

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

NATURE STUDY.

"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.

In the study of Froebel's life and educational work one is constantly reminded of the importance he attached to the child's being brought into early contact with nature.

In latter days too much stress has been placed on the gift and occupation work of the kindergarten. These Froebel intended to be simply tools given to the child as a means of expression. Of themselves they are dry, dead, mechanical things, and need to be brought into living contact with nature to receive their proper value. Hence, garden work, nature study and the care of animal pets should form the real center of child life and experience in the kindergarten. The mass of experience thus gained by the child seeks expression, and finds proper outlet through the gift and occupation work.

Stories, poetry, songs and the games, the child's introduction to the world of literature and art, should also be grouped around, and related to, the child's life in nature.

MOTHERS' CLUBS.

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

Frequent requests have been made of the superintendent of our kindergarten department for suggestions and plans of work in regard to mothers' clubs. These have led us to attempt to do some work in this line by correspondence. It is proposed to furnish clubs that may desire it with such subjects for discussion and study as are relative to child study. All this may be arranged by correspondence.

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

REMARKS.

1. Graduates of good high schools, or their equivalent, will be admitted to the kindergarten department without examination.

2. It is expected that the applicant has the natural qualifications to live with, love, lead and inspire little children.

3. After the entrance of such applicant, it will require two years to complete the course.

4. Upon finishing the kindergarten course in the State Normal School a diploma is given, licensing the holder to teach in the public kindergarten and primary schools of the state without further examination in anything.

Miscellaneous.

MISCELLANEOUS.

GOVERNMENT.

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

Discipline consists in transforming objective authority into subjective authority.

The *object* of school government is to preserve the thing governed; the *aim* is to develop the power of self-control in the students; the *end* is to make the pupils willing subjects of their higher motives and obedient servants to the laws of man and God. This conception of Government put into execution is the only kind capable of developing high character. The school aims to develop this power of self-control, and to cultivate such sentiment as will render discipline unnecessary. Activity is the principle of development. Self-government makes him strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. Thus bringing the student's regulative powers into use—his self-acting—there is an abiding tendency to self-government remaining. This is nothing more than training the will. If in the *government* of a school no effort is made to develop the will, no other opportunity so potent presents itself. The aim should be to build up a symmetry of growth in the three general powers of the mind—intellect, sensibility and will. Students who can not conform to such training, and who

can not have a respectful bearing toward the school, will, after due trial and effort on the part of the faculty to have them conform, be quietly asked to withdraw.

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

DISCIPLINE--MORAL AND SPIRITUAL INFLUENCE.

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

TRAINED TEACHERS.

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

THE STANDARD OF THE SCHOOL.

It is the purpose of the trustees and faculty of the Colorado State Normal School to maintain a high standard of scholarship and professional training. Those who are graduated shall be thoroughly prepared and worthy of all for which their diplomas stand. It shall be the policy of the school to protect those who employ our graduates by making them "worthy of their hire;" because, in so doing, we also protect them (the graduates) and the children whom they teach.

DIPLOMA.

Any person who completes the required course of study, and who possesses skill in the art of teaching, and who is of good moral character, will receive a diploma, which, according to law, is a life certificate to teach in the state of Colorado; and, in addition, he will have conferred upon him by the trustees and faculty of the institution the degree of Bachelor of Pedagogy. Graduates of the kindergarten department will receive a diploma to teach in the state.

LIBRARY AND READING ROOM.

"The true university is a collection of books."—THOMAS CARLYLE.

"Reading makes a full man."—BACON.

For the delight and improvement of students and faculty the institution has connected with it an excellent library and reading room. As a means of education

this feature of a school is indispensable. It is a fountain of *knowledge*, a source of *discipline*, and a means of *culture*. The room is fitted up to serve the purpose of a "literary laboratory;" including reference books and works of a general nature, as history, biography, literature, fiction, poetry and science, there are about seven thousand volumes.

Among the reference books are: The Encyclopædia Britannica, American, Johnson's, People's, Young People's, and a number of smaller cyclopædias; Lippincott's Biographical and Geographical Gazetteers; Universal Biographical Cyclopædia; Webster's International Unabridged Dictionaries; Appleton's International Scientific Series, and several fine Cyclopædias of History; Reclus' Earth and Its Inhabitants; Century Dictionary; Standard Dictionary; Encyclopædic Dictionary; Dictionary of Woods.

In addition to the above there is a pedagogical library. It contains works on philosophy, history of philosophy, science and art of education, philosophy of education, history of education, psychology, school management, methods, and general pedagogics.

The reading room contains an assortment of the ripest, richest and freshest magazines and educational journals published. Among them are the following:

American Youth.
Athenæum.
Atlantic Monthly.
Art Amateur.
Arena.

Am. Journal of Psychology.
American Teacher.
American Naturalist.
Auk.
Am. Mathematical Journal.

-
- American Agriculturist.
Am. School Board Journal.
Art Education.
Book News.
Babylond.
Books.
Botanical Gazette.
Bulletin of the Tory Botanical Club.
Brain.
Contemporary Review.
Colorado School Journal.
Century.
Chautauquan.
Critic.
Current Literature.
Current History.
Cosmopolitan.
Child Garden.
Colorado Woman.
Eclectic.
Education.
Educational Review.
Educational Journal (Canada).
Educational Foundations.
Forum.
Fortnightly Review.
Forest and Stream.
Florida Journal.
Good-Housekeeping.
Great Divide.
Garden and Forest.
Harper's Monthly.
Harper's Weekly.
Harper's Bazar.
Harper's Round Table.
Historia,
Independent.
Illustrated American.
International Journal of Microscopy.
Journal of Am. Folk Lore.
Johns Hopkins University Studies.
Journal of Education (New England).
Journal of Pedagogy.
Journal of Geology.
Journal of Education (London.)
Kindergarten News.
Kindergarten Magazine.
Literary Digest.
Literary World.
Ladies' Home Journal.
Mind.
Magazine of Art.
Monist.
Music.
Monthly Bulletin.
Nineteenth Century,
North American Review.
New York School Journal.
Nature.
New England Magazine.
Northwestern Journal of Education.
National Geographic Monographs.
Nation.
Outing.
Overland Monthly.
Ornithologist.
Observer.

Outlook.
 Our Times.
 Popular Science Monthly.
 Public Opinion.
 Popular Educator.
 Pansy.
 Public School Journal.
 Political Science Quarterly.
 Pedagogical Seminary
 Pacific Educational Journal.
 Psychological Review.
 Philosophical Review.
 Popular Science News.
 Primary Education.
 Review of Reviews.
 Reader.
 Sports Afield.
 Scribner.
 St. Nicholas
 Scientific American.
 Scientific American (Supple-
 ment).
 Scientific American (Building
 Edition).
 Sun and Shade.
 School Review.

School Bulletin.
 School Education.
 Science.
 Southern School Journal.
 Teachers' Institute.
 Teachers' World.
 The New World.
 Virginia School Journal.
 Werner's Voice Magazine.
 Youth's Companion.
 Yale Review.

NEWSPAPERS.

Weekly Inter Ocean.
 Pittsburg Weekly Dispatch.
 New York World.
 Republic
 Denver Daily News.
 Denver Evening Post.
 Canon City Record.
 Ft. Morgan Times.
 Ft. Collins Courier.
 Greeley Sun.
 Weld County Republican.
 Greeley Herald.

THE LIBRARY CLASS.

Some work was done during the year of an irregular nature—such lessons as care of books, selection of reading matter for school, repairing books, binding books, making magazine binders and portfolios, classifying and accessioning books, etc.

It is planned for the coming year to give instruction

regularly to those who may choose it in the above lines, together with any other work belonging to running a library.

To assist those who go out to teach in the way of building up school libraries and in creating interest in them, it is intended to establish a model school library for the study of devices in furnishings, pictures and simple school room equipment. We already have about four hundred volumes of a juvenile nature in this model library.

PEDAGOGICAL MUSEUM.

I.—OBJECT.

1. It assists teachers and those preparing to teach by giving them an opportunity to examine text books, supplementary books, charts, apparatus, devices, school work, etc.

2. They learn where to get this material and at what price.

3. In short, they become acquainted with the implements of education.

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

II.—MUSEUM.

It contains publications donated by authors and publishers; school apparatus; charts; devices, school supplies in general; and work done by the different schools of the country.

III.—MANAGEMENT.

Whatever is donated to the museum is kept in cases and is not used by the institution. It is simply upon to inspection by teachers, those preparing to teach and by visiting teachers. As an evidence of good faith, anything placed in the museum is subject to the order of the person or house placing it.

IV.—DONORS.

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

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

ORGANIZATIONS.

LITERARY SOCIETIES.

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



FOOTBALL TEAM.

pression. In short, there is attained a mastery over self.

These societies are quite an element in the life of the school. Much interest is manifested by the members. Interesting features are the public entertainments given each term. Every student is expected to join one of these. The initiation fee is one dollar. The term dues are twenty-five cents.

ATHLETIC ASSOCIATION.

"A sound mind is a sound body."—JUVENAL.

There is an athletic association, in which is manifested considerable interest. Its object is two-fold: Recreation, or enjoyment, and physical training.

The plays consist of *Foot Ball, Lawn Tennis, Croquet, Alley Ball, Tug of War, Base Ball, Delsarte Calisthenics.*

All teachers and students in the school are members of the athletic association. The membership fee is fifty cents per year, if paid in advance, or twenty-five cents per term. This fee is compulsory.

THE CRUCIBLE COMPANY.

The *Crucible* was started in the fall of '92. It is a monthly magazine, conducted entirely by the students. It contains articles in literature, science, art and pedagogy, beside school news in general and of the Normal especially. It has a circulation of about 800.

CRUCIBLE STAFF



MARGARET WASH-CEN. NOTES



CARRIE LOUISE RICHARDSON-RECORDER



JOSEPH COTTON-ADV. ED.



CEPHAL CARLSON-FED. SEC. OF ED.



LEANDER IN CHIEF



ARTHUR ISEN-GEN. SEC. ATHLETIC ED.



FRED CLARKE-EX-CHAIRMAN



CHARLES G. PALMER



WALTER H. WHITE-CIRCULATOR



KATHRYN D. THOMAS-LITERARY ED.



HERBERT G. HEATH-ALUMNI ED.



MISS MILLER-ASST. LITERARY

WILLIAM SMITH & CO.
PHOTOGRAPHERS
NEW YORK

The staff for the school year ending June, 1897, is as follows:

Editor in Chief.—J. E. Coover.

Business Manager.—C. A. Lory.

Advertising Agent.—Semar Coston.

Associate Editors.—Kate Thomas, Literary Editor; Margaret Nash, General Notes; Fred Clark, Exchange Editor; Carrie Richards, Kindergarten Editor; G. A. Carlson, Pedagogic Editor; Herbert Heath, Alumni Editor; Mary F. Miller, Assistant Literary Editor.

Circulator.—Walter White.

The Crucible, One Year, in advance.....	\$.50
One Term in advance.....	\$.25
Single Copy.....	\$.10

ATHENIAN CLUB.

During the early part of the school year the students organized a debating club, to which they gave the name "Athenian." The motto is "Live;" the emblem, "The Parthenon." The membership includes the members of the school and the Alumni.

THE SAPPHO CLUB.

During the past winter about twenty of the young women of the junior class organized a debating society, known as the Sappho Club. Its prime object is to cultivate the habit of speaking in public with ease and grace;



JUNIOR GLEE CLUB

Wm. H. Haller
Eng. Co. B. M. K.

and also, to promote and foster an interest in the pertinent questions of the day; in short, to afford a means of broader culture and more general information.

CHRISTIAN UNION.

Realizing the necessity for religious culture in the school, and believing much good would come of Christian association, a number of those interested organized themselves into a union early in 1892. The membership has averaged nearly 150 each year, and has represented the religious thought of the school. Meetings are held every Sabbath afternoon.

THE SOCIAL THIRTY.

The social side of education is systematically cared for. During the fall term, clubs of ten in each of the three higher classes, consisting of an equal number of young men and women are formed. These thirty constitute a social organization of great vigor. Successful socials are held. The club is an important factor in the life of the school.

ALUMNI ASSOCIATION.

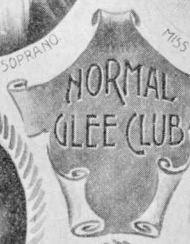
The Alumni Association is the strong organization for influence connected with the school. There are now 193 members, This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."



MISS O'BRIEN 1ST SOPRANO



MISS LUNA SMITH 2ND SOPRANO



MISS AMY SMITH ALTO



MISS NORA BOYLAN 2ND ALTO



PROF. WHITTMAN DIRECTOR



MISS LIZZIE KENDEL PIANIST



KATHRYN P. THOMAS READER



MISS LUCY DELLRIDGE VIOLINIST

PEDAGOGICAL CLUB.

This is a faculty organization. It meets frequently during the year. At each meeting there is a technical paper read and discussed upon some educational subject. During the past year papers on the following subjects were read and discussed: *Nerve Centers, Reflex Action, Automatic and Voluntary Action, Habit, Physiological Association, Apperception, The Child and the Race, Instruction, The Law of Weber, Child Study.*

MUSEUM.

A museum is an indispensable adjunct to an educational institution. In this age of science teachers of public schools must have a working knowledge of the subject, as well as skill in presenting it. While outdoor work is first as a means in giving a knowledge and cultivating a sentiment for nature, yet, collections are valuable in giving a view of nature in small compass, if they are properly arranged. The school has a fair working museum. There is no special room under lock and key set apart for storing specimens, but the cases are built in the laboratories where the specimens are to be used. About 200 linear feet of casing, ten feet high, and from ten to thirty inches deep, line the walls of the various laboratories. In them are found most of the birds of Colorado and many from other states; many insects from this and other states; plants of Colorado and

surrounding states; a great variety of liquid specimens; a number of mammals, fossils, etc.

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

DIRECTIONS.

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

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

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

Trains leave Denver for Greeley at 4:10 a. m. and 6:45 p. m. They arrive here from the north at 5 a. m. and 9 a. m. and 4 p. m., and from Fort Collins at 12:15 p. m.



PLATONIAN GLEE CLUB.

SESSIONS OF SCHOOL.

There is one session a day, commencing at 8:15 a. m. and closing at 12:40 p. m. Study hours are from 3 to 5 and from 7 to 10. Students are expected to conform to these as far as is reasonable. A pupil is more liable to contract habits of study who has a time to study and a time to exercise.

EXPENSES.

To all persons sixteen years old or over, who declare their intention to teach in the public schools of the state of Colorado, and who fulfil the conditions for entrance, the school is free.

Persons attending who do not so declare their intention, pay tuition at the following rates per term:

Fall term, \$7.50; winter term, \$6.50; spring term \$6.00.

Students can board in private families from \$3.00 to \$4.50 per week. Club boarding, \$1.25 to \$2.25. Self-boarding costs from \$1.25 to \$2.00. Room rent from 50 cents to 75 cents per week.

A fee of \$1.50 per term is charged each student for the use of text books. Also a reading room fee fifty cents a term is charged each student for the use of periodicals, magazines and other papers, making \$2.00 per term.

All students are required on entering the school to pay a laboratory fee of \$1.00 each.

A fee of \$1.00 is charged all Normal students who work in the sloyd laboratory.

ADMISSION.

At a meeting of the board of trustees, held June 2, 1897, a resolution was passed making the course three years—namely, Sophomore, Junior, and Senior years.

The resolution regulates the admission.

1. All who enter must give evidence of good moral character.
2. High school graduates, or those having at least an equivalent education, may enter the Junior class without examination.
3. Persons who are practical teachers will be admitted to the Sophomore class without examination.
4. Graduates of other normal schools of high standing will be admitted to the Senior year.
5. College graduates will be admitted to the Senior year.

VISITORS.

The school is open to visitors. All are made welcome. The teachers and educators of the state are especially invited. The school belongs to the state—it belongs to the teachers of the state. Anyone 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 model school. The work is done by experts.

COSTUMES.

All members of the Senior class provide themselves with the College gown and Normal cap. Gowns may be purchased ready made at prices ranging from \$4.00 to \$14.50. The price of the caps ranges from \$1.60 to \$2.50. The color of both gown and cap is black.

TEXT BOOKS.

Arithmetic.—Numbers Applied, Wentworth and White.

Algebra.—Sensenig.

Geometry.—Wentworth Hill.

History.—Myer's General, Sheldon's and Fiske's United States.

Civics.—Macy.

Psychology.—Linder, Herbart, Tracy, Sanford, Ziehen, Tompkins, etc.

History of Education.—Compayre, Williams.

Philosophy of Education.—Rosenkranz, Herbart, Tompkins.

Rhetoric.—Genung.

Latin.—Collar and Daniel, Kelsey's and Harper's Cæsar.

Physical Geography.—Tarr.

Political Geography.—Potter, Niles, Frye, Guyot.

Grammar.—Maxwell.

Music.—Tonic Sol-Fa and Staff Systems.

Physics.—Hall, Shaw, Gage.

Geology.—Winchell, Le Conte.

Botany.—Bessey, Gray and Coulter, Spalding.

Chemistry.—Shepard, Phenix.

Physiology.—Martin, Foster and Shore.

Composition.—Lockwood, Chittenden.

Zoology.—Colton, Packard.

Literature.—Shaw.

Latin Grammar.—Bennet.

Civil Government of Colorado.—Young.

Catalogue of Students.

 CATALOGUE OF STUDENTS.

 PORT GRADUATES—20.

Boylan, Margarette M.....	Greeley, Colo.
Clark, Charles Edgar.....	Greeley, Colo.
Dunn, Rosalie M.....	New Windsor, Colo.
Floyd, Andrew J.....	Greeley, Colo.
Guyann, Horace G.....	Ordway, Colo.
Hadden, S. Milo.....	Orchard, Colo.
Heath, Herbert G.....	Silver Plume, Colo.
Kendel, Elizabeth H.....	Greeley, Colo.
McDonald, Ralph A.....	Greeley, Colo.
Marsh, Mary B.....	Canon City, Colo.
Miles, (Mrs.) Cornelia.....	Denver, Colo.
Phillips, Eleanor H.....	Greeley, Colo.
Ragan, James B.....	Denver, Colo.
Shumway, William.....	Denver, Colo.
Snyder, Edwin R.....	New Windsor, Colo.
Stevenson, Eleanor.....	Denver, Colo.
Ward, John J.....	Brighton, Colo.
Westhaver, J. B.....	Edgewater, Colo.
Williams, Nellie.....	Greeley, Colo.
Wood, James.....	Canon City, Colo.

 SENIOR CLASS—58.

Amsden, Elmer E.....	Groton, S. D.
Ashley, Helen M.....	Denver, Colo.
Bartels, Bina.....	Pueblo, Colo.

Bryant, Fannie.....	Sedalia, Colo.
Burgess, Edith.....	Fort Collins, Colo.
Butler, May.....	Trinidad, Colo.
Butscher, Louis C.....	New Windsor, Colo.
Carlson, George A.....	Evans, Colo.
Clark, Fred W.....	Greeley, Colo.
Coover, (Mrs.) Carrie E.....	McPherson, Kan.
Coover, J. E.....	McPherson, Kan.
Cronkhite, Theodora.....	Berthoud, Colo.
Delbridge, Wychie.....	Greeley, Colo.
Dolan, Alice.....	Leadville, Colo.
Downey, Elijah H.....	Ava, Ohio.
Farmer, Grace.....	Albion, Neb.
*Fennell, Anna.....	Greeley, Colo.
Fowler, O. S.....	Goff, Kan.
Harrison, Virginia.....	Canon City, Colo.
Hawes, Mary M.....	Creeley, Colo.
Hetrick, Grace D.....	Denver, Colo.
Hodge, Louise W.....	Pueblo, Colo.
Hogarty, Michaella.....	Greeley, Colo.
Howard, Ethel.....	Greeley, Colo.
Howard, Sadie.....	Greeley, Colo.
Howett, Edwin L.....	Flora, Ill.
Johnson, Minnie.....	Leadville, Colo.
Kridler, Grace.....	Denver, Colo.
Llewellyn, Sarah.....	Coal Creek, Colo.
Lory, Charles A.....	New Windsor, Colo.
McCracken, Mary.....	Denver, Colo.
McKeehan, Cora.....	Canon City, Colo.
Montag, Ida C.....	Como, Colo.

*Deceased.

Morehouse, Geneva.....	Lamar, Colo.
Nash, Margaret.....	Silver, Plume, Colo.
O'Brien, Emma L.....	Denver, Colo.
Putnam, Nellie.....	Fort Morgan, Colo.
Reeder, John M.....	Greenhill, Ohio.
Richards, Carrie L.....	Burton, Ill.
Riddell, Fannie.....	Denver, Colo.
Ross, Hettie M.....	Montrose, Colo.
Scanlon, Mary.....	Lyons, Colo.
Sibley, (Mrs.) Bella B.....	Trinidad, Colo.
Smith, Helen Fay.....	Denver, Colo.
Stebbins, Helen H.....	Tampa, Fla.
Stevenson, Mildred.....	Greeley, Colo.
Tate, Ethel H.....	Lakin, Kan.
Taylor, Nellie A.....	Fort Collins, Colo.
Thomas, Helen.....	Greeley, Colo.
Thomas, Kathryn.....	Denver, Colo.
Van Horn, George.....	Marion Center, Penn.
Waite, Vesta M.....	Highland Lake, Colo.
Watson, Ola.....	Denver, Colo.
White, Walter.....	Greeley, Colo.
Wilkins, Emma T.....	Timnath, Colo.
Williams, Mary E.....	Gunnison, Colo.
Wintz, Claudia.....	Colorado Springs, Colo.
Zimmerman, George.....	Allamont, Ill.

JUNIOR CLASS—120.

Albee, Emma L.....	Platteville, Colo.
Allred, Kellaphene.....	Howard, Colo.
Amick, Ethel.....	Canon City, Colo.
Anderson, Emma.....	Avalanche, Colo.
Bartels, Harriet.....	Pueblo, Colo.

Bashor, Zetta.....	Platteville, Colo.
Belot, Louemma.....	Denver, Colo.
Bennett, Lena.....	Greeley, Colo.
Braucht, Frank E.....	Little Horse Creek, Wyo.
Bready, Grace.....	Greeley, Colo.
Bunnell, Clara.....	Trinidad, Colo.
Burnett, Fannie.....	Gunnison, Colo.
Camp, Archie.....	Greeley, Colo.
Campbell, Florence.....	Granite, Colo.
Colwell, Alida.....	Cripple Creek, Colo.
Coryell, Mary E.....	Crاند Junction, Colo.
Coston, Semer A.....	Wray, Colo.
Coston, Viola B.....	Greeley, Colo.
Curran, Katie.....	Coaldale, Colo.
Devinney, Sadie.....	La Salle, Colo.
De Votie, Vernon C.....	Greeley, Colo.
De Weese, (Mrs.) Luella.....	Canon City, Colo.
Dingman, Jennie King.....	Pueblo, Colo.
Donahue, Mary V.....	Worcester, Mass.
Doolittle, Margaret S.....	Greeley, Colo.
Dungan, (Mrs.) Mary P.....	Greeley, Colo.
Eades, Xula.....	Trinidad, Colo.
Edwards, Ella P.....	Greeley, Colo.
Ellis, Ada A.....	La Salle, Colo.
Ellis, Esther.....	La Selle, Colo.
Evans, Anna L.....	Greeley, Colo.
Evans, Cecelia A.....	Loveland, Colo.
Fagan, Jennie.....	Berthoud, Colo.
Galucia, Alyce.....	Greeley, Colo.
Graham, Mary.....	Greeley, Colo.
Gregg, Florence.....	Pueblo, Colo.
Gregg, Maude.....	Pueblo, Colo.

Greenwood, Laura.....	Columbus, Ohio.
Guenther, Laura M.....	Madison, Wis.
Hammersly, Mabel.....	Florence, Colo.
Harrington, Ada.....	Colorado Springs, Colo.
Hawes, Mabel O.....	Cheyenne, Wyo.
Heath, Edith.....	Greeley, Colo.
Hendren, Virgie.....	Walsenberg, Colo.
Hersey, Nell.....	Denver, Colo.
Holliday, Walter.....	Fairplay, Colo.
Hooper, Gertrude.....	Archer, Neb.
Huigen, Carrie.....	Denver, Colo.
Jensen, H. Eiler.....	Denver, Colo.
Jones, Lulu M.....	Platteville, Colo.
Jones, Maude J.....	Platteville, Colo.
Kellogg, Gertrude.....	Rocky Ford, Colo.
Kendel, Arthur J.....	Greeley, Colo.
Kimball, Effie.....	Greeley, Colo.
Kuhlenbeck, Ada.....	Denver, Colo.
Law, Daisy.....	Severance, Colo.
Law, Nona.....	Severance, Colo.
Leonard, Edward.....	Como, Colo.
Leonard, Violet.....	Como, Colo.
Long, Olive.....	Denver, Colo.
Lundy, Granville.....	Ft. Morgan, Colo.
McCord, Emma D.....	Colorado Springs, Colo.
McIntosh, Edith L.....	Ouray, Colo.
McLellon, Evadne Irene.....	Denver, Colo.
McNee, Lizzie.....	Blairsburg, Iowa.
Mayne, Fanny.....	Greeley, Colo.
Meeker, Maud M.....	Greeley, Colo.
Miller, (Mrs.) Mary F.....	Tacoma Park, D. C.
Mors, Fred C.....	Greeley, Colo.

Neel, Ora.....	Greeley, Colo.
Newby, Florence.....	Longmont, Colo.
Noel, Maud.....	La Salle, Colo.
Orr, Irma J.....	Greeley, Colo.
Patterson, Daisy.....	Santa Fe, N. M.
Poirson, Henrietta.....	Silver Plume, Colo.
Pollock, Rose.....	Greeley, Colo.
Potts, J. George.....	Longmont, Colo.
Powelson, Pearl E.....	Gunnison, Colo.
Price, Virginia E.....	Elizabeth, Colo.
Proffit, Olla C.....	Saguache, Colo.
Randolph, Margaret F.....	Atchison, Kan.
Rankin, Pearl.....	Greeley, Colo.
Roberts, Stella.....	Canon City, Colo.
Robinson, Angie.....	Glenwood Springs, Colo.
Robinson, Blanche.....	Glenwood Springs, Colo.
Robinson, Nellie.....	Woodland Park, Colo.
Rochat, Emma.....	Painesville, Ohio.
Romans, Ab. H.....	Venice, Mo.
Rose, Mary.....	Anaconda, Colo.
Ross, Maud E.....	Montrose, Colo.
Rowland, Fannie.....	Trinidad, Colo.
St. Cyr, Helen.....	Mosca, Colo.
Scheffler, Bertha S.....	Central City, Colo.
Scriven, Dee M.....	Lamar, Colo.
Seaton, Janet.....	Georgetown, Colo.
Sennett, Terese B.....	Central City, Colo.
Small, Lavina.....	Denver, Colo.
Smith, Amy A.....	Greeley, Colo.
Stampfel, Jennie M.....	Colorado City, Colo.
Stark, Lena.....	Durango, Colo.
Stewart, Georgia.....	Denver, Colo.

Strayer, Grace.....	Ouray, Colo.
Strickler, C. S.....	S. Auburn, Neb.
Sydner, Myrtle.....	Las Animas, Colo.
Tharp, Ella.....	La Porte, Colo.
Thatcher, Lulu M.....	Greeley, Colo.
Thompson, Jettie.....	Trinidad, Colo.
Tuttle, Carrie C.....	Denver, Colo.
Walker, Evaline M.....	Russell Gulch, Colo.
Walker, Ola M.....	Denver, Colo.
Wallace, E. Louise.....	Colorado Springs, Colo.
Warden, Susie J.....	Lockett, Colo.
Webster, May D.....	Denver, Colo.
West, Edna W.....	Greeley, Colo.
Wheeler, Etta M.....	Canon City, Colo.
Williams, Curtis M.....	Greeley, Colo.
Williams, Lizzie E.....	Saguache, Colo.
Wise, Effie M.....	Canfield, Colo.
Witzler, Clara.....	Perrysburg, Ohio.
Wood, Mary.....	Golden, Colo.

SOPHOMORE CLASS—104.

Adams, Pearl.....	Greeley, Colo.
Allnutt, F. J.....	Greeley, Colo.
Bailey, Louise.....	Trinidad, Colo.
Baller, Lucie.....	Trenton, Neb.
Beetham, James S.....	Greeley, Colo.
Blurton, Clara.....	Villa Grove, Colo.
Bright, Maud.....	Harris, Colo.
Bright, Myrtle.....	Harris, Colo.
Burch, Carl.....	Crawford, Colo.
Campbell, Bessie.....	Dickinson, Mich.
Campbell, Nettie.....	Grand Junction, Colo.

Carey, Mary F.....	Alcott, Colo.
Carlson, Will A.....	Evans, Colo.
Carter, Carrie M.....	Paonia, Colo.
Chapelow, Effie.....	Greeley, Colo.
Cooperrider, Albert O.....	Trenton, Neb.
Congdon, Mary.....	Evans, Colo.
Cornell, Hattie A.....	Greeley, Colo.
Coston, Minnie E.....	Argonia, Kans.
Danielson, Cora.....	Texas Creek,
Davis, (Mrs.) Ida.....	Pueblo, Colo.
DeVine, (Mrs.) Elsie.....	Greeley, Colo.
Dickerson, Adda.....	New Windsor, Colo.
Dixon, Maude.....	Gandy, Neb.
Dolan, Mae G.....	Maxwell, Neb.
Dolittle, Minnie E.....	Ft. Collins, Colo.
Ehrler, Matilda.....	Denver, Colo.
Fitch, (Mrs.) E. E.....	Longmont, Colo.
Fowler, Ruby E.....	Goff, Kan.
Frampton, Ida M.....	Ft. Collins, Colo.
Frink, Clarence.....	Ft. Lupton, Colo.
Frink, Mabel.....	Denver, Colo.
Frink, Marguerite.....	Ft. Lupton, Colo.
Gibson, Mildred.....	Greeley, Colo.
Gilfillin, Irma.....	Colorado Springs, Colo.
Givens Teena.....	Craig, Colo.
Goodale, Nellie L.....	Lamar, Colo.
Hanna, Lizzie.....	Bonanza, Colo.
Holly, Charles.....	Longmont, Colo.
Hoover, Meta.....	Boulder, Colo.
Hudson, Lee.....	Yuma, Colo.
Jenks, Florence.....	Cheyenne, Wyo.
Jessup, Ada.....	Greeley, Colo.

Jessup, Leona.....	Greeley, Colo.
Jones, Alta M.....	Kankakee, Ill.
Kierns, (Mrs.) R. E.....	Greeley, Colo.
Kierns, Rosa.....	Berthoud, Colo.
Kibby, Laura.....	Berthoud, Colo.
Kirdendall, Lillie D.....	Salida, Colo.
Kirsch, Marguerite.....	Granite, Colo.
Kitchen, Flora.....	Evans, Colo.
Knowlton, Charles.....	Greeley, Colo.
Knowlton, Richard.....	Greeley, Colo.
Lavelle, Mary.....	Greeley, Colo.
Leonard, Sadie.....	Como, Colo.
Lightburn, Icie.....	Morrison, Colo.
Lundy, Katie.....	Fort Morgan, Colo.
Lundy, Roy G.....	Burlington, Colo.
Lytle, Edith.....	Boulder, Colo.
McCain, A. C.....	La Lalle, Colo.
McGeever, Nellie.....	Glenwood Springs, Colo.
McNee, Jennie.....	Greeley, Colo.
Mahr, Rose.....	Sidney, Neb.
Melville, Besse L.....	Bellvue, Colo.
Mitchell, Charles.....	Butler, Colo.
Nelson, Loyd.....	Berthoud, Colo.
Newman, Stella.....	Greeley, Colo.
O'Donnell, Mary.....	Greeley, Colo.
Oliver, Mamie.....	Eaton, Colo.
Parkinson, (Mrs.) Etta.....	Vulcan, Colo.
Pepper, Maud.....	Biglow, Ore.
Potter, D. D.....	Crawford, Colo.
Randall, Florence.....	Greeley, Colo.
Remington, Lilian A.....	Fairplay, Colo.
Ricketts, Joy.....	Fort Collins, Colo.

Riek, Meta	Rico, Colo.
Riggs, Edith.....	Greeley, Colo.
Robertson, Jennie	Meeker, Colo.
Robinson, Armina.....	Evans, Colo.
Ronald, Myra	Gunnison, Colo.
Schuch, Minnie R	Del Norte, Colo.
Schutz, Tyro W.....	Granville, Iowa.
Smith, Ella K.....	Ft. Lupton, Colo
Smith, Nellie.....	Red Cliff, Colo.
Snyder, Laura	Greeley, Colo.
Spier, Lou	Greeley, Colo.
Steck, Belle	Greeley, Colo.
Stewart, Louie	Berthoud, Colo.
Swan, Charles.....	Greeley, Colo.
Swan, Fred	Greeley, Colo.
Swan, Rosa A	Greeley, Colo.
Tefft, Ruth	Rico, Colo.
Thomas, Myra	Greeley, Colo.
Thornton, Cora.....	Berthoud, Colo.
Titler, Cora	Greeley, Colo.
Turner, Susie	Berthoud, Colo.
Ward, Fred	Greeley, Colo.
Waters, Eva M.....	Yuma, Colo.
Welch, Hattie	Greeley, Colo.
Welch, Harry	Greeley, Colo.
Whiting, Maude.....	Harrisburg, Neb.
Williams, Claude	Fort Collins Colo.
Williams, May	Fort Collins, Colo.
Wilson, Grace M	Greeley, Colo.

MODEL SCHOOL.

UPPER GRAMMAR.—44.

Adams, Lewis	Kimball, Carrie
Armstrong, Addie	Lavelle, Julia
Armstrong, Margaret	Lundy, Claude
Ankney, Iva	Lutes, Charles
Baker, Myrtle	McCreery, Paul
Baldwin, Fred	Oney, Roscoe
Buckley, Emma	Putnam, Wilton
Burbank, Ira	Reynolds, Enone
Butler, Albert	Robertson, Lizzie
Danielson, Edina	Rugh, Nora
Dolan, Maggie	St Cyr Louis
Fortune, Walter	Sibley, Blanche
Foster, Bessie	Smith, Louis
Hale, Dolly	Snyder, Tyndall
Hart, Jesse	Stillwell, Evelyn
Hill, Rudy	Struble, Benton
Holly, Lura	Wambaugh, Harry
Howard, Lyman	Waters, Julia
Johnson, Eddie	Wearin, Guy
Johnson, Clara	Wilkinson, Mabel
Kelly, David	Wilkinson, Fred
Kimball, Elsie	Wilson, Arthur

LOWER GRAMMAR—47.

Adams, Roxie	Hitt, E. B.
Baker, Earl	Jennaway, Bert
Baldwin, Myrtle	Jennaway, Fanny
Beal, Roy,	Jessup, Loren

Beardsley, Eugene	Johnson, Ernest
Benge, Clarence	Johnson, Winona
Bond, Florence	Johnson, Edna
Bauer, Henry	Johnson, Millie
Cary, Guy	Jones, Pearl
Dixon, May	McCreery, Dean
Eaton, Amy	Miller, Mollie
Evans, Dottie	Pepper, Frank
Evans, Ethel	Rugh, Dukie
Felmlee, Walter	Sibley, Winnie
Finch, Myrtle	Skinner, Grace
Fitch, Lizzie	Smith, Ed
Foster, John	Stearns, Benjamin
Freeman, Troupie	Stevenson, Onslow
Gross, Allan	Struble, Etta
Hale, Bert	Ward, Olive
Hart, Arthur	Waters, George
Heath, Willie	Wilson, Jesse
Hicks, Dessie	Young, Forrest
Hicks, Nora	

UPPER PRIMARY—32.

Armstrong, Ellen	Kimball, Kittie
Beardsley, Edith	Knowlton, Thomas
Campbell, Jessie	Levis, Edna
Center, Gussie	McCreery, Mildred
Eaton, Willie	Nelson, Ella
Evans, Laurie	Nelson, Marshall
Finch, Lester	Nelson, Mary
Foster, Mabel	Peterson, Erick
Freeman, Fred	Peterson, Leonard
Freeman, Joe	Randall, Bertha

Freeman, John	Stephens, Dannie
Gross, George	Struble, Ollie
Hotchkiss, Sarah	Waters, Albert
Hudson, Virgie	Waters, Laura
Ingram, Nezzie	Wearin, Fern
Jones, Mamie	Wilson, John

LOWER PRIMARY—31.

Beal, Marie	Kimball, Helen
Benge, Johnnie	Ling, Bessie
Beardsley, Inez	Levis, Mabel
Bradley, Rosie	McKinney, Carl
Center, Fred	Nelson, Willie
De Weese, Blanche	Paine, Velma
Evans, Stella	Romey, Viola
Eaton, Roy	Swanson, Harry
Finch, Clarence	Swanson, Lois
Foster, Chester	Swanson, Lela
Gross, Ruth	Struble, Rushie
Hamilton, Harvey	Struble, Frank
Hudson, Myrtle	Todd, Wilson
Hudson, Belle	Waters, Harry
Ingram, Annie	Young, Ray
Knowlton, Ralph	

KINDERGARTEN—45.

Bunker, Jerome	Nelson, Burns
Canfield, Edno	Oberg, Alfred
Daniels, Dorothy	Oney, Dana
Esteb, Helen	Parker, Bruce
Evans, Calvin	Phelps, Dryden

Evans, Willie	Reynolds, Nelson
Finch, Callie	Robinson, Ethel
Fitch, Frances	Rugh, Winnie
Floyd, Fay	Shrewsbury, Jack
Freeman, Etta	Simpson, Jesse
Freeman, Sydney	Sipperly, Dorothy
Henderson, John	Sipperly, Irene
Henschel, Mamie	Stephens, Louis
Henschel, Polly	Stevens, Clover
Hopkins, Mildred	Stuart, Halsey
Houghton, Evelyn	Swanson, May
Houghton, Jenette	Taylor, Frieda
Hung, Lena	Van Sickle, Hazel
Hunter, Evelyn	Wilson, Harold
Kimball, Annie	Woodbury, Edith
Klein, Caddie	Work, Florence
Mason, Alice	Wyatt, Bud
McCreery, Virginia	

 SUMMARY.

ATTENDANCE.

NORMAL DEPARTMENT.

Post Graduates		20	
SENIORS.			
Females		45	
Males		13	
		58	
JUNIORS.			
Females		106	
Males		14	
		120	
SOPHOMORES.			
Females		84	
Males		21	
		105	
Total.		303	

MODEL DEPARTMENT.

Upper Grammar		44	
Lower Grammar		47	
Upper Primary		32	
Lower Primary		31	
Kindergarten		45	
		199	
Grand total		502	

ALUMNI.

OFFICERS.

GUY C. STOCKTON, '97.....	President.
S. M. HADDEN.....	Secretary and Treasurer.

TRUSTEES.

GUY C. STOCKTON.	S. M. HADDEN.
NORA BOYLAN.	

DIRECTORY.

CLASS OF 1891.

Berryman, Eliza E.....	Denver, Colo.
Ward (Bliss), Clara S.....	Greeley, Colo.
Bybee, W. F.....	Colorado Springs, Colo.
Davidson, Amy B. (Hardcastle).....	Fort Collins, Colo.
Evans, Bessie B.....	Denver, Colo.
Fashbaugh, Carrie E.....	Evans, Colo.
John, Grant B.....	University Park, Colo.
Lincoln, Generva.....	Utah.
*Montgomery, Jessie.....	
McNair, Agnes.....	Denver, Colo.
Spencer, Clarence F.....	Boulder, Colo.
Whiteman, John R.....	Greeley, Colo.

*Deceased.

CLASS OF 1892.

*Batterson, May L. (Smith)	Erie, Colo.
Craig, (Mrs.)Edna C.	Greeley, Colo.
Dresser, Helen C. (Dresser)	Victor, Colo.
Jones, Edith Helen, 1815 Humboldt	Denver, Colo.
Jones, Winifred, 1615 Humboldt	Denver, Colo.
Le Roy, Mabel (McFie)	Florence, Colo.
Lynch, Andrew R.	Rico, Colo.
Meek, Idela	Colorado Springs, Colo.
Miller, J. A.	Ferguson, Mo.
Miller, Vina (McFie)	Ferguson, Mo.
Moore, Mamie F	Denver, Colo.
Mumper, Anna T.	Greeley, Colo.
McClelland, Robt. A.	College Springs, Iowa.
Putnam, Kate	South Denver, Colo.
Robinson, Fannie F., 46 S. Lincoln ave.	Denver, Colo.
Wilson, Elma A.	Salida, Colo.

CLASS OF 1893.

Bybee, Carrie S.	Colorado Springs, Colo.
Dace, Mary	Fort Collins, Colo.
Dunn, Rosalie M.	New Windsor, Colo.
Heath, Herbert G.	Silver Plume, Colo.
Hewett, Edgar L.	Las Vegas, N. M.
Hewett, (Mrs.) Cora W.	Las Vegas, N. M.
Houston, George M.	Greeley, Colo.
Jacobs, Alice M. (Nixon)	Greeley, Colo.
Knight, Lizzie M.	Evans, Colo.
Lunt, Mary Fay (Jacobs)	Eaton, Colo.

*Deceased.

MacNitt, E. Alice.....	Longmont, Colo.
McLain, Minnie E.....	Fort Collins, Colo.
Marsh, Mary A.....	Canon City, Colo.
Pearce, Stella.....	Cripple Creek, Colo.
Priest, Lee.....	Victor, Colo.
Seed, Stella H.....	Greeley, Colo.
Stockton, J. Leroy.....	Greeley, Colo.
Struble, Lizzie (Married).....	Timnath, Colo.
Thomas, Cora B.....	Boulder, Colo.
Varney, Julia A.....	Idaho Springs, Colo.
Wallace, Hattie L. (Johnson).....	Ogden, Utah.
Walter, Clara B.....	East Fairfield, Ohio.
Wheeler, B. B.....	Apex, Colo.

CLASS OF 1894.

Bailor, Ella (Work).....	Boulder, Colo.
Bond, Dell.....	Dennison, Iowa.
Bullock, Katie (Creager).....	Boulder, Colo.
Burnett, Ruth.....	Burlington, Colo.
Catherwood, Grace A.....	Boulder, Colo.
Clark, Charles E.....	Greeley, Colo.
Coffey, Lillian.....	Denver, Colo.
Cordes, Carrie.....	Greeley, Colo.
Day, Nellie.....	Central City, Colo.
Delbridge, Eloise.....	Greeley, Colo.
Durkee, Alice.....	Canon City, Colo.
Freeman, Maude.....	Silver Plume, Colo.
Gardiner, Julia.....	South Denver, Colo.
Gass, Maud.....	Florence, Colo.
Lewis, Lottie.....	Central City, Colo.
Lynch, John.....	Durango, Colo.
Melvin Pearl.....	Florence, Colo.

Merrill, Louis A.....	Denver, Colo.
Messinger, Edna.....	Denver, Colo.
Sorenson, Minnie (Nauman).....	Nebraska.
Peters, Anna.....	Trinidad, Colo.
Rank, Margaret.....	Central City, Colo.
Robinson, Anna.....	Evans, Colo.
Severance, Dora.....	Severance, Colo.
Shumway, William.....	Denver, Colo.
Trehearne, Beatrice.....	Denver, Colo.
Turner, Flora B.....	Arvada, Colo.
Welch, Irene.....	Greeley, Colo.
Williams, Nellie.....	Greeley, Colo.
*Winzer, May (McGhee).....	Cripple Creek, Colo.
Woods, James.....	Canon City, Colo.
Work, Anna.....	Denver, Colo.
Wright, Lulu (married).....	Monte Vista, Colo.
Wright, Nana.....	Greeley, Colo.
Yard, Jessie.....	Canon City, Colo.

CLASS OF 1895.

Allen Mame C.....	Fort Collins, Colo.
Brown, Rebecca.....	Gallup, New Mexico.
Canning, Annetta.....	Poughkeepsie, N. Y.
Coleman, Mary B.....	Florence, Colo.
Clark, Ruth M.....	Denver, Colo.
Dobbins, Nettie M.....	Longmont, Colo.
Downey, Abner.....	Colorado Springs, Colo.
Felton, Mark A.....	Boulder, Colo.
Freeman, Maude.....	Silver Plume, Colo.
Gale, Grace M.....	Greeley, Colo.
Goddard, Susan.....	Fort Morgan, Colo.

*Deceased.

Hadley, Laurie (married).....	Grand Junction, Colo.
Lynch, Nettie L. (Hubbard).....	Durango, Colo.
Huecker, Lydia E.....	Denver, Colo.
King, (Mrs.) L. C.....	Meeker, Colo.
*Lines, Celia.....	Platteville, Colo.
McClave, Blanche M.....	Eaton, Colo.
McCoy, Maude M.....	Ordway, Colo.
Marsh, C. T.....	Greeley, Colo.
Miller, Edwin.....	Timnath, Colo.
Molnar, Louis.....	Denver, Colo.

CLASS OF 1896.

Agnew, Minerva.....	Cripple Creek, Colo.
Ault, C. B.....	Lawrence, Colo.
Bell, J. R.....	Alma, Colo.
Berger, Florence.....	Eaton, Colo.
Bliss, Lillian M.....	Denver, Colo.
Boyd, Sela M.....	Boulder, Colo.
Briggs, Jennie M.....	Rocky Ford, Colo.
Cameron, Agnes.....	Canon City, Colo.
Cameron, Wm. F.....	Oregon.
Collom, Mattie.....	Golden, Colo.
Dithey, Mollie.....	Colorado Springs, Colo.
Donahue, J. Leo.....	
Hamilton, (Mrs.) Ida M.....	Greeley, Colo.
Hanks, Alberta.....	Salida, Colo.
Hollingshead, C. A.....	Castle Rock, Colo.
Howard, Florence.....	Denver, Colo.
Howard, Wellington.....	Colorado Springs, Colo.
James, Annie.....	Lamar, Colo.

*Deceased.

Jameson, Grace.....	Golden, Colo.
Kendel, Elizabeth.....	Greeley, Colo.
Mathews, Minnie V.....	Delta, Colo.
Newman, Winnifred.....	Longmont, Colo.
Nierns, Kate (Graham).....	
Norton, Nell.....	Silver Plume, Colo.
Paul, Isabel.....	Longmont, Colo.
Patton, Mabel.....	1279 Pearl Street, Denver, Colo.
Pollock, Emma.....	Longmont, Colo.
Probst, Emma.....	Alma, Colo.
Shull, Grace.....	Greeley, Colo.
Smith, Luna.....	Eaton, Cols.
Stevenson, Audrey.....	Greeley, Colo.

CLASS OF 1897.

Adams, Helen.....	Denver, Colo.
Benson, Frank V. (Miss).....	Loveland, Colo.
Brownlee, Sylvia.....	Rocky Ford, Colo.
Buffington, Lulu.....	Kokomo, Colo.
Burns, T. E.....	Loveland, Colo.
Dowell, H. L.....	Ridgeway, Colo.
Ellis, Carrie E.....	La Salle, Colo.
Guynn, H. G.....	Smithton, Pa.
Hadden, S. M.....	Orchard, Colo.
Hamilton, Jessie M.....	Pueblo, Colo.
Hammond, Eva C. (married).....	Denver, Colo.
Hersey, Rose.....	Denver, Colo.
Hinkley, Anna C.....	Denver, Colo.
Hoch, Lillian E.....	Denver, Colo.
Holaday, Minnie.....	Ridgway, Colo.
Holliday, Maud.....	Fairplay, Colo.

Ingersol, May.....	La Junta, Colo.
Jones, B. Ida.....	Denver, Colo.
Kendel, Juanita.....	Merino, Colo.
King, Alpha E.....	Rocky Ford, Colo.
Knapp, Edith A.....	Lamar, Colo.
Lockett, Margarette.....	Saguache, Colo.
McDonald, R. A.....	Providence, R. I.
McKinley, Hattie.....	Idaho Springs, Colo.
McLeod, Carrie.....	Central City, Colo.
Newell, Agnes.....	New Windsor, Colo.
Putnam, Jennie.....	Fort Morgan, Colo.
Rudolph, Victoria.....	Canon City, Colo.
Sanborn, Mabel.....	Greeley, Colo.
Slatore, Nelson (Miss).....	Altman, Colo.
Smith, Cora E.....	Fort Morgan, Colo.
Steans, Henry G.....	Ouray, Colo.
Stevenson, Eleanor.....	Denver, Colo.
Stockton, Guy C.....	Sterling, Colo.
Thompson, Andrew W.....	Green Mountain Falls, Colo.
Walker, F. A.....	Russell Gulch, Colo.
Wheeler, Gertrude E.....	Golden, Colo.
White, Esther F. (Mrs.).....	Canon City, Colo.
Wilkinson, Besse M.....	Greeley, Colo.
Wilson, Edith.....	Lamar, Colo.
Witter, Stella.....	Walsenburg, Colo.
Work, C. M.....	Atwood, Colo.
Wright, Olive.....	Canon City, Colo.
Young, Kate (Mrs.).....	Ann Arbor, Colo.

CLASS OF 1898.

Amsden, Elmer E.....	Groton, S. D.
Ashley, Helen M.....	Denver, Colo.
Bartels, Bina.....	Pueblo, Colo.
Bryant, Fannie.....	Sedalia, Colo.
Burgess, Edith.....	Fort Collins, Colo.
Butler, May.....	Trinidad, Colo.
Butscher, Louis C.....	New Windsor, Colo.
Carlson, George A.....	Evans, Colo.
Clark, Fred W.....	Greeley, Colo.
Coover, (Mrs.) Carrie E.....	McPherson, Kan.
Coover, J. E.....	McPherson, Kan.
Cronkhite, Theodora.....	Berthoud, Colo.
Delbridge, Wychie.....	Greeley, Colo.
Dolan, Alice.....	Leadville, Colo.
Downey, Elijah H.....	Ava, Ohio.
Farmer, Grace.....	Albion, Neb.
*Fennell, Anna.....	Greeley, Colo.
Fowler, O. S.....	Goff, Kan.
Harrison, Virginia.....	Canon City, Colo.
Hawes, Mary M.....	Creeley, Colo.
Hetrick, Grace D.....	Denver, Colo.
Hodge, Louise W.....	Pueblo, Colo.
Hogarty, Michaella.....	Greeley, Colo.
Howard, Ethel.....	Greeley, Colo.
Howard, Sadie.....	Greeley, Colo.
Howett, Edwin L.....	Flora, Ill.
Johnson, Minnie.....	Leadville, Colo.
Kridler, Grace.....	Denver, Colo.

*Deceased.

Llewellyn, Sarah.....	Coal Creek, Colo.
Lory, Charles A.....	New Windsor, Colo.
McCracken, Mary.....	Denver, Colo.
McKeehan, Cora.....	Canon City, Colo.
Montag, Ida C.....	Como, Colo.
Morehouse, Geneva.....	Lamar, Colo.
Nash, Margaret.....	Silver, Plume, Colo.
O'Brien, Emma L.....	Denver, Colo.
Putnam, Nellie.....	Fort Morgan, Colo.
Reeder, John M.....	Greenhill, Ohio.
Richards, Carrie L.....	Burton, Ill.
Riddell, Fannie.....	Denver, Colo.
Ross, Hettie M.....	Montrose, Colo.
Scanlon, Mary.....	Lyons, Colo.
Sibley, (Mrs.) Bella B.....	Trinidad, Colo.
Smith, Helen Fay.....	Denver, Colo.
Stebbins, Helen H.....	Tampa, Fla.
Stevenson, Mildred.....	Greeley, Colo.
Tate, Ethel H.....	Lakin, Kan.
Taylor, Nellie A.....	Fort Collins, Colo.
Thomas, Helen.....	Greeley, Colo.
Thomas, Kathryn.....	Denver, Colo.
Van Horn, George.....	Marion Center, Penn.
Waite, Vesta M.....	Highland Lake, Colo.
Watson, Ola.....	Denver, Colo.
White, Walter.....	Greeley, Colo.
Wilkins, Emma T.....	Timnath, Colo.
Williams, Mary E.....	Gunnison, Colo.
Wintz, Claudia.....	Colorado Springs, Colo.
Zimmerman, George.....	Allamont, Ill.

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