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April , 1990

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Colorado State Normal School  
Bulletins  
1905 - 06  
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...COLORADO...  
STATE-NORMAL SCHOOL  
GREELEY, COLORADO



16-21

# State Normal School Bulletin

SERIES V. No. 1.

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# State Normal School of Colorado



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

JUNE  
1904-1905

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

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







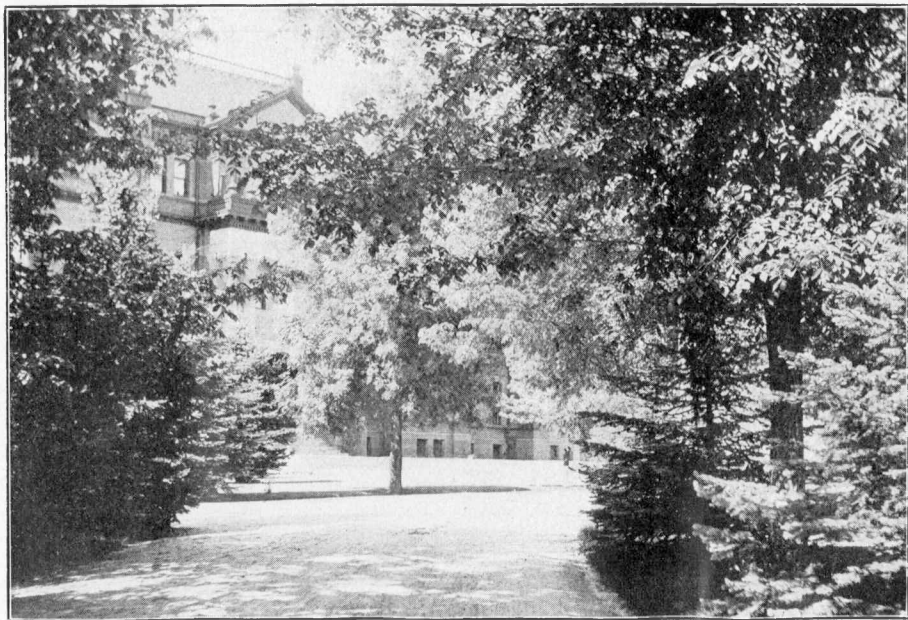
Normal Building.

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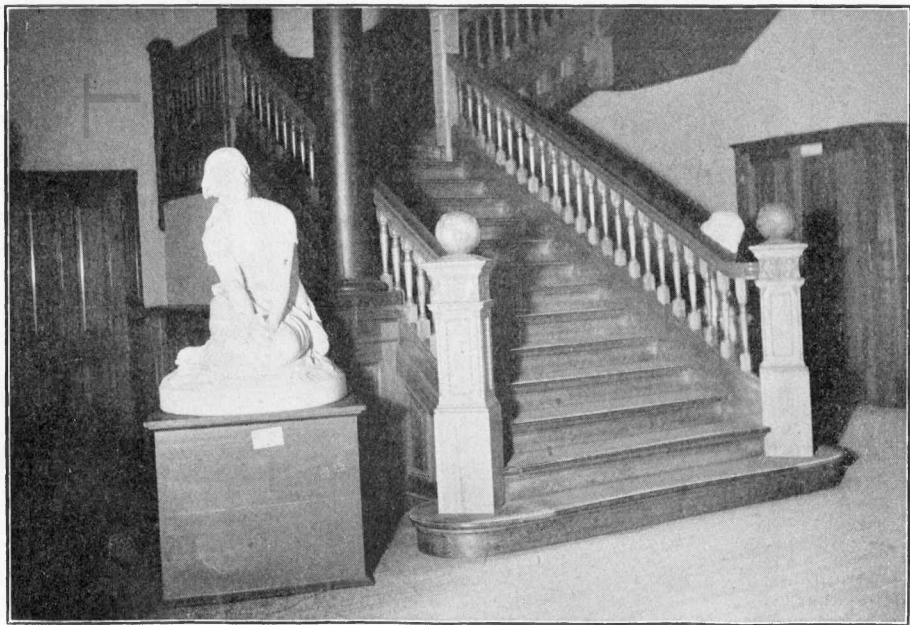
President's Residence.





Main Entrance.





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FIFTEENTH

ANNUAL CATALOGUE

OF THE

State Normal School

OF COLORADO

Greeley, Colorado

1905-1906

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PUBLISHED BY  
TRUSTEES OF STATE NORMAL SCHOOL

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# 1905

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## ANNOUNCEMENTS.

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1905-1906.

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### FALL TERM.

Opens Tuesday, September 12, 1905.

Closes Friday, December 8, 1905.

### WINTER TERM.

Opens Monday, December 11, 1905.

Closes Friday, March 16, 1906.

### SPRING TERM.

Opens Monday, March 26, 1906.

Closes Thursday, June 7, 1906.

### SUMMER TERM.

Opens Tuesday, June 19, 1906.

Closes Friday, August 10, 1906.

### COMMENCEMENT WEEK.

Baccalaureate Sermon, Sunday afternoon, June 3, 1906.

Class Day Exercises, Tuesday evening, June 5, 1906.

Alumni Anniversary, Wednesday, June 6, 1906.

Commencement, Thursday, June 7, 1906.

Reception to Graduating Class by President, Thursday evening, June 7, 1906.

Alumni Banquet, December, 1905, Denver, Colo.

## BOARD OF TRUSTEES.

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HON. L. H. TURNER.....Trinidad  
Term expires 1907.

HON. JAMES R. KILLIAN.....Denver  
Term expires 1907.

HON. RICHARD BROAD, JR.....Golden  
Term expires 1909.

HON. C. H. WHEELER.....Greeley  
Term expires 1909.

HON. MILTON R. WELCH.....Delta  
Term expires 1911.

MRS. THALIA RHOADS.....Denver  
Term expires 1911.

MISS KATHERINE L. CRAIG.....Denver  
Term expires 1907.

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A. J. PARK.....Secretary  
J. M. B. PETRIKIN.....Treasurer

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MISS CRAIG.

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MR. TURNER.

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MR. KILLIAN.

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1904-1905-1906.

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*Associate Professor of Biology—Nature Study.*

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*Training Teacher—Lower Grammar Grades.*

ELEANOR PHILLIPS, Pd. M.,  
*Training Teacher—Upper Primary Grades.*

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

ELIZABETH MAUD CANNELL, Director of Kindergarten,  
*Training Teacher.*

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

LILLIAN GRACE INGRAM, Pd. B., Assistant Librarian.

.....

*Professor of Bookbinding and Library Handicraft.*

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---

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HELEN GENET GARRIGUES, Pd. B., A. B.,  
*Fellow in Reading.*

WINIFRED CROSS PERRY MEDDINS, Pd. B.,  
*Fellow—Grammar Grades.*

MARCELLA AGNES GIBBONS, Pd. B.,  
*Fellow—Primary Grades.*

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*President's Secretary.*

A. L. EVANS,  
*Superintendent of Grounds.*

ADOLPH LAWSON,  
*Assistant Superintendent of Grounds.*

E. A. DOUGLAS,  
*Laborer on Grounds.*

CHARLES STEPHENS,  
*Engineer and Head Janitor.*

G. H. ORR,  
*Janitor.*

JAMES STONEKING,  
*Janitor.*

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EXAMINING BOARD.

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1905.

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MISS KATHERINE L. CRAIG,  
*State Superintendent of Public Instruction.*

MR. FRANK C. SPENCER,  
*County Superintendent, Rio Grande County.*

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

## FACULTY COMMITTEES.

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 1905-1906.
 

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*Executive.*

*Graduation, Classification, Standing, Graduate Work,  
Electives, Etc.*

PROFESSOR HAYS, MISS HANNUM, PROFESSOR HUGH,  
MISS CANNELL, PROFESSOR ABBOTT.

*Societies.*

PROFESSOR POWELL, MRS. HUGH, MISS PARKER.

*Registration, Records and Programmes.*

PROFESSOR ARNOLD, PROFESSOR HUGH,  
PROFESSOR POWELL.

*Alumni.*

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*Art.*

PROFESSOR ERNESTI, MRS. KLEINSORGE,  
PROFESSOR POWELL.

*Reception and Building.*

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

*Athletics.*

PROFESSOR BARRETT, MRS. HUGH, PROFESSOR HADDEN,  
PROFESSOR BULLOCK.

*Mentor.*

PROFESSOR BEARDSLEY, PROFESSOR ARNOLD,  
MISS WILKINSON, PROFESSOR GIDEON.

*Music.*

PROFESSOR STIFFEY, MISS KENDEL, PROFESSOR HAYS.

*Commencement.*

PROFESSOR HAYS, MISS HANNUM, PROFESSOR HUGH,

*Museum.*

PROFESSOR CRONE, PROFESSOR BEARDSLEY,  
PROFESSOR ABBOTT.

*Training School and Fellowships.*

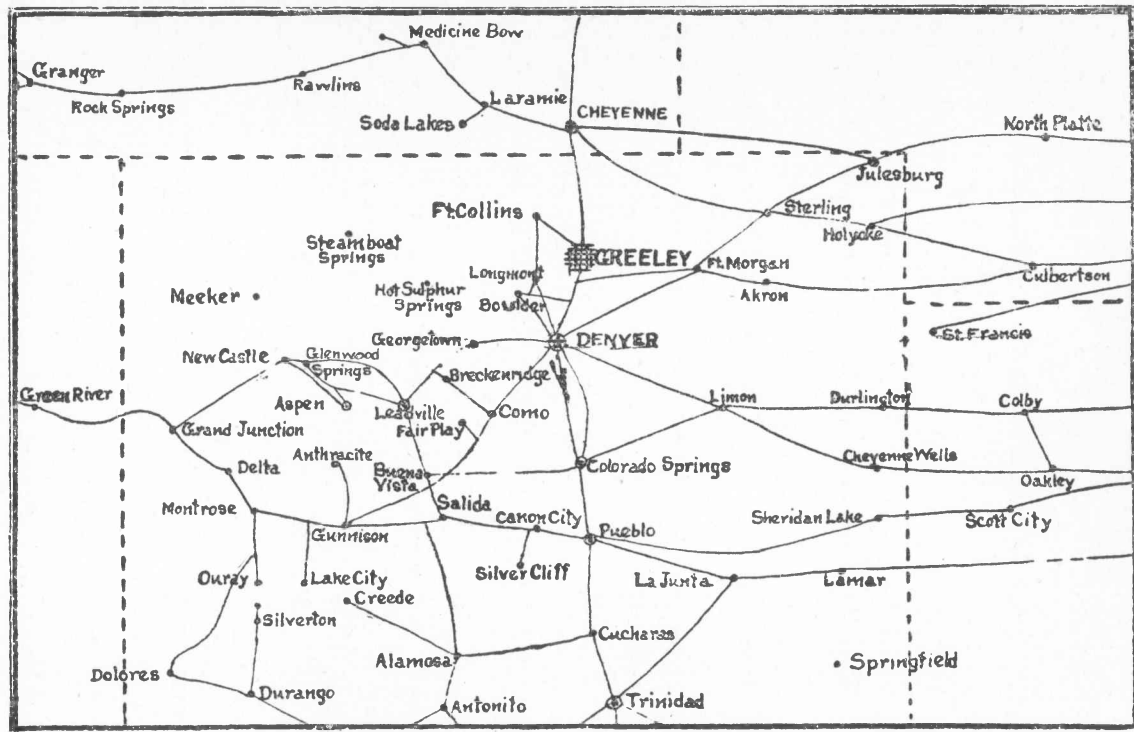
PROFESSOR HUGH, PROFESSOR BULLOCK,  
MRS. KLEINSORGE, MISS KENDEL, MISS PHILLIPS,  
MRS. SIBLEY, MISS CANNELL.

*High School.*

PROFESSOR BULLOCK, PROFESSOR HUGH, MISS PARKER,  
PROFESSOR GIDEON.

*Entertainments.*

MISS HANNUM, PROFESSOR CHAMBERS, MRS. HUGH.



GREELEY AND VICINITY

## HISTORY OF SCHOOL.

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The State Normal School of Colorado was established by an act of the legislature in 1889. The first school year began October 6, 1890.

At the beginning of the second year the school was re-organized and the course extended to four years. This course admitted grammar school graduates to its freshman year, and others to such classes as their ability and attainment would allow.

At a meeting of the board of trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers. This policy makes the institution a professional school in the strictest sense.

### LOCATION.

The Normal School is located at Greeley, in Weld county, on the Union Pacific and Colorado & Southern railways, fifty-two miles north of Denver. This city is in the valley of the Poudre river, one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is

a thoroughly prohibition town. There are about 6,000 inhabitants.

#### BUILDINGS.

The main building is of red pressed brick, trimmed with red sandstone. It is one of the best and most commodious normal school buildings in the United States. It is 240 feet long. This building is situated in the midst of a campus containing forty acres overlooking the city. The building is heated 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.

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

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

There is under contemplation a splendid library building 180 feet long.

#### MAINTENANCE.

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



# NORMAL DEPARTMENT



## THE FUNCTION OF THE NORMAL SCHOOL.

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

### I.—RELATION TO FACULTY.

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

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

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

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

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

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

## II.—RELATION TO THE CHILD.

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

## III.—RELATION TO THOSE PREPARING TO TEACH.

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

*b.* The individual who enters should have reasonably good health. The work of the Normal School demands

that the student should have good health. The work of the teacher requires it.

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

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

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

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

#### IV.—RELATION TO THE HOME.

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

#### V.—RELATION TO SOCIETY.

Since the child must become an organic part of society, the teacher should have an intelligent view of the relation of a child's education to the needs of society. The needs of the child and of society are reciprocal. The aim is to individualize and socialize the child.

## VI.—RELATION TO THE STATE.

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

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

## NORMAL COURSES OF STUDY.

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I. *a.* Courses leading to degrees in the Colorado State Normal School are of two kinds: 1. Normal; 2. Normal College.

*b.* The Normal course, leading to the degree Pd. B., is intended to qualify teachers for work in elementary schools, and the Normal College course, leading to the degree Pd. M., is intended to qualify teachers for work in high schools.

*c.* A Normal course is usually completed by a high school graduate or a student with equivalent preparation, in two years; and a Normal College course, in three years.

*d.* A preparatory course of one year is provided for those who are not high school graduates, but are of sufficient maturity to prepare for a regular course in one year. The course is planned primarily for teachers who have not had high school advantages.

II. *a.* The regular school year consists of three terms, aggregating thirty-eight weeks. In addition to this, there is a summer term in which work on the regular courses may be taken. As far as possible the work of each term in any subject is complete in itself.

*b.* Students are permitted to enter at the beginning of any term, but are advised that it is much to their advantage to enter at the beginning of the fall term.

*c.* During the summer term the amount of work given in any subject and the credit allowed for it are the same as in any other term. The necessary amount of work in the subject is accomplished by a proper increase in the number of recitations per week. The number of subjects taken by a student is proportionately decreased.

III. *a.* One recitation per week for a term shall count as a Term Hour.

*b.* Sixty term hours for the Junior year and sixty-three for the Senior year, in addition to Physical Training work, which is required of all students, constitute a regular year's work in a Normal course. Ordinarily this consists of four subjects with five recitations per week in each for three terms, with one additional recitation per week in Pedagogy throughout the senior year.

*c.* Forty-eight term hours in addition to Physical Training work constitute a regular year's work in a Normal College course. Ordinarily this consists of four subjects with four recitations per week in each of three terms. Five recitations per week in work planned primarily for a Normal course counts as four recitations per week in a Normal College course. In a Normal College course, also, three periods of laboratory work, or other work in which outside preparation is not necessary, counts as one recitation.

*d.* By special permission, a student in either a Normal or a Normal College course is allowed to elect one additional subject.

IV. A graduate of a Normal course, whose academic



qualifications are satisfactory, is allowed to complete a Normal College course in one year.

V. The following is an outline of the required work:

PREPARATORY YEAR.

	Number of Terms.	Recitations per Week.
Algebra .....	3	5
English .....	2	5
History .....	1	5
Physics .....	1½	5
Biology .....	1½	5
Geometry .....	3	5
Physical Education .....	3	2

REGULAR NORMAL COURSE.

*Junior Year.*

	Number of Terms.	Recitations per Week.
Psychology .....	2	5
Pedagogy .....	1	5
English .....	2	5
Reading .....	1	5
Biology, Physics in Machinery, or Nature Study.....	1	5*
Music .....	1	5
Mathematics .....	1	5
Art .....	2	5
Sloyd or Domestic Economy.....	1	5
Physical Education .....	3	2

\*Three extra periods of laboratory work per week are required.

*Senior Year.*

	Number of Terms.	Recitations per Week.
Education .....	3	5
Seminar .....	3	1
Teaching .....	3	5
English .....	2	5
Reading .....	1	5
History .....	1	5
Geography .....	1	5
Music .....	1	5
Physical Education .....	3	2

## NORMAL COLLEGE COURSE.

*First Year.*

	Number of Terms.	Recitations per Week.
English .....	2	5(4)*
†Electives .....	10	4
Physical Education .....	3	2

*Second Year.*

Psychology .....	2	5(4)
Pedagogy .....	1	5(4)
English .....	2	5(4)
†Electives .....	7	4
Physical Education .....	3	2

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\*Numbers in parenthesis designate Term Hours.

†Electives in each year must be approved by the proper faculty committee.

*Third Year.*

	Number of Terms.	Hours per Week.
Education .....	3	5(4)
Seminar .....	3	1
Teaching .....	3	5(4)
†Electives .....	6	4

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 EDUCATION.

PROFESSOR ZACHARIAH XENOPHON SNYDER.

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## COURSES OF STUDY.

1, 2, 3. *Senior.* The following is an outline of the three consecutive courses.

## I.—PHILOSOPHY OF EDUCATION.

## A.—INTRODUCTION.

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

## B.—INTERNAL ENERGIES.

- a.* Evolving, or Growing: The vital, the mental, the social, the spiritual principles.

*b.* Hereditary, or Directive: 1. Race Experiences; wonder, wander, heroic, romantic, altruistic. 2. National Experiences; national organism, national mind, national spirit. 3. Family Experiences; appearance, organic tendency, temperament, disposition, etc.

*c.* Volitional: desire, deliberation, choice.

*d.* Spiritual: deeper nature.

C.—EXTERNAL ENERGIES.

*a.* Nature: as matter and life.

*b.* Mind: man, home, church, state, society.

*c.* Spirit: of nature, of mind, of civilization, of God.

(1). *These build the potential.*

(2). *They occasion its unfolding.*

D.—NATURES.

*a.* The Physical Life: medium of revelation.

*b.* The Mental Life.

*c.* The Social Life: opinion, institutions.

*d.* The Spiritual Life.

E.—LIVING MOMENTUM.

*a.* Individuality.

*b.* Personality: transfiguration, humanity.

*c.* Spirituality: transformation, divinity.

F.—CHARACTER—EXPRESSION.

*a.* Pedagogical Graces: truth, beauty, good.

*b.* Christian Graces: faith, hope, love.

## 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 sciences of astronomy, physics, chemistry, biology, mathematics, etc. Equally is this apparent in the science of the mind—psychology. This conception of psychology has given rise to the scientific method in its study. The science of teaching grows out of the same conception. It consists of a knowledge of the physical, vital, mental and spiritual phenomena involved in and around the individual, and of the laws which regulate them, resulting in his development. Without psychology there can be no science of teaching.

## OUTLINE OF WORK.

## A.—AGENCIES INVOLVED IN EDUCATION.

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

## B.—REQUISITES OF THE TEACHER.

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

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

a. *Development of—*

1. Body—health, sanitation.
2. Mind.
3. Spirit.

b. *Participation—*

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

D.—REQUISITES TO THE ACCOMPLISHMENT OF  
THESE ENDS.

a. *Body must have:*

1. Food—dietetics.
2. Exercise—play, gymnastics, athletics.
3. Training.

b. *Mind must have:*

1. Knowledge—facts.
2. Thought—relations.
3. Training—practice.

c. *Spirit must actualize:*

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

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

a. Activity is fundamental in all development, whether physical, mental or spiritual.

b. Activity results, primarily, from energies acting from without.

c. All the natures of a child are interdependent.

### III.—ART OF EDUCATION.

#### A.—ORGANIZATION OF SCHOOL.

a. *Parts:*

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

b. *Functions:*

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

#### B.—GOVERNMENT OF SCHOOL.

c. *Harmony:*

- a. Object—preservation.
- b. Aim—discipline.
- c. End—freedom.

#### C.—INSTRUCTION.

a. *Processes:*

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

*b. Results:*

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

## IV.—HISTORY OF PEDAGOGY.

*a.* Educational systems—the conceptions underlying them, their evolution, their founders, their success, their failure.

*b.* A study of the great educators—theoretical and practical—and their influence on pedagogy and the social problems of their time.

*c.* The influence of the doctrine of evolution on pedagogy, and also its influence on moral and social problems—the universality of the doctrine.

*d.* The practical outcome of a study of the history of pedagogy in relation to teaching and in relation to life.  
*Three terms.*

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PEDAGOGY.

PROFESSOR DAVID DOUGLAS HUGH.

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1, 2, 3. *Senior.*

**The Senior Seminar.**

Once a week all seniors meet with the superintendent to discuss problems arising from their work as teachers in



the Training Department. During the earlier part of the year, these problems are the difficulties which are common to the young teachers at this time. As the problems of discipline and effective instruction are met and mastered, the discussions tend more and more to problems which look to the future progress and pedagogical growth of the student. The wider significance of the class work is pointed out, and an attempt made to form the habit of noting this significance. Conditions in the public school relating to programs, discipline and general management, are taken up. The students are led to form an acquaintance with the most helpful educational literature, both in book and periodical form. The aim is to secure strong teaching from the start, and to insure that the teacher will continue to grow in strength after graduation. *Three terms. One hour per week.*

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## SCIENCE IN GENERAL.

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

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

Science teaching is leading the pupil to be able to interpret his surroundings as a composite of objects and forces, and to see his own individual relation to nature, so

as to be able to utilize these objects and forces and to derive a discipline and culture therefrom, whereby he may be a potent factor in the development of the race; and as a being who possesses an immortal nature, see in objects and forces and laws Providence, as an intelligent and supreme ruler of the universe.

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

### LABORATORIES.

Almost the entire third story of the main building is now devoted to the departments of science. The laboratory for *Biology, Zoology and Botany*, 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 blackboards, large aquaria and cabinets containing the natural history collections and a department library. Especially worthy of notice are the herbarium cabinet and the fine cases for insects.

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 for the instructor's use, a large demonstration table, with sink and water, drawers and closets. This room and two others used by the instructors in biology and geography are equipped with facilities for solar projection work.

The *chemical laboratory* adjoins the physical labora-

tory, 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 keyboard.

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.

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## PSYCHOLOGY AND CHILD STUDY.

PROFESSOR WILL GRANT CHAMBERS.

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### PSYCHOLOGY.

The work of this department is based on the belief that psychology is of prime importance to the teacher. It

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

No body of psychological knowledge, however carefully acquired, can long be retained or be helpful while retained, unless it has been fitted into the personal living of the student—unless he constantly recognizes it in all his own daily perceiving, remembering, feeling and doing, and in the expression of these activities observable everywhere about him. As far as possible, therefore, principles are arrived at inductively, and reading and lectures are constantly supplemented by experiments and observations both in and out of class. Emphasis is continually placed on the importance of movement as the expression and the necessary completion of mental processes. Each process is studied, not only as it appears in adult life, but also with reference to its growth and its characteristics at each level of mental development as illustrated in child and animal life. The practical origin of all the conscious processes,

and the unitary character of mind in all its functionings, are principles upon which all instruction depends.

#### COURSES OF STUDY.

##### 1. *Junior.*

###### **Physiological and Experimental Psychology.**

Through lectures, readings, discussions and dissections a thorough study is made of the brain and central nervous system, of the sense organs, and of the relation of mind and brain. Physical growth, precocity and dullness, motor ability, and certain phases of the hygiene of instruction are dwelt upon in this connection. Sensation, affection, attention, perception and apperception, illusions, and memory are studied in detail with numerous laboratory experiments, personal observations, and exercises in introspection. Constant use is made of a well stocked library, and themes and note books give evidence of work done by students. *One term.* [Given in Fall Term.]

##### 2. *Junior.*

###### **Descriptive and Analytical Psychology.**

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

3. *Junior.***Pedagogical Psychology.**

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Starting with Dr. Dewey's conception of education as a "reconstruction of experience," it proceeds to show how all the sound principles of pedagogy are but aids to the mind's natural processes of reconstructing itself. From the view point of functional psychology the Herbartian formal steps are criticised and interpreted, and the culture epoch theory discussed. From a study of the nature and origin of knowledge as revealed in the development of the sciences in primitive society, the constructive activities are found to be the true center of correlation for the studies of the curriculum, and the methods of differentiating these studies from the pupil's social-industrial activities are suggested. The school as a social institution naturally comes to be a conspicuous thought of the course, and the best literature along that line is read. The psychology and pedagogy of drawing, writing, reading, and other school subjects are considered in their broader aspects. The work is closely correlated throughout with observation of teaching in the training school, and is expected to prepare the students to approach their own practice teaching with some measure of confidence and appreciation of its significance. *One term.* [Given in Spring Term.]

**CHILD STUDY.**

*Aim:* The purpose of this study is not to turn out scientific investigators of child life nor, primarily, to add

to the literature of the subject, though the latter is accomplished to some extent incidentally. The aim of the work in this department may be stated as follows:

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

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

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

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

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

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

*Method:* Diversity in the sources of material and in the purposes of the different courses makes a diversity in methods of presenting the material necessary. But the one insistent principle which dominates all methods is *informality*. No conventional routine nor rigid formality is allowed to stifle enthusiasm. Whatever the topic or the method, the class meets as a sort of seminar or informal club to talk the matter over in a familiar way. A formal

classification of methods used throughout the courses would include: (1) Lectures, (2) Student Reports on Reference Readings, (3) Recitations from Text Books, (4) Personal Observations, Experiments and Examinations, (5) Informal Discussions, Quizzes, etc., and (6) Papers or Theses on Topics Investigated.

#### COURSES OF STUDY.

##### 1. *Elective.*

###### **Systematic Child Study.**

The course includes:

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

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

III. *Interrelation of the Physical and the Mental.* Readings and discussions; (a) Mind and body; (b) Relation of motor power and intelligence; (c) Unidexterity and ambidexterity; (d) Fatigue; (e) Psychology of writing; (f) Psychology of drawing.

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

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

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



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

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

IX. An Inductive Study conducted by the class on some important topic. *Two terms.* [Begins in Fall Term.]

2. *Elective.*

**A Practical Course.**

This course is primarily for Juniors.

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

3. *Junior.*

**Observation and Direction of Play.**

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

to the observation of practice teaching in the training school. *Three terms.*

**Note.**—This course is continuous through the year, but different groups of students are making the observations at different times.

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## SOCIOLOGY.

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No subject of instruction has aroused such intense popular interest in recent years as sociology. This is due, according to one of our sociologists, to "a dawning social consciousness." We are beginning to realize that the society of which we form a part is not less worthy of our study than our physical environment. There is a growing conviction, moreover, that the organization of society and the modifications which it is undergoing should not be left to chance, but must be subject to intelligent direction if each member of society is to attain his highest possible well-being. Thus the interest in the study of sociology is not due merely to our curiosity, but is the outgrowth of the desire for better conditions of life for ourselves and others. Upon the teacher the subject has especial claims, for it is apparent that education does not mean merely the development of the powers of the individual, but his preparation for membership in a social organism. Hence the study of the child that is to serve as a basis for pedagogy must include a consideration of his social relations. We must know not only the value of the subjects of instruction, but also how the social environment of the school can be made most effective in the work of education.

## COURSE OF STUDY.

1, 2, 3. *Elective.*

The first topic considered is the scope of sociology and its relations to the allied branches of knowledge. This will be followed by a brief study of a number of problems of sociological and economic interest, as the evolution of our modern industrial system, trades-unions, strikes and lock-outs, arbitration, co-operation, profit-sharing, workingmen's insurance, charities, correction, trusts and monopolies, direct legislation, municipal ownership and socialism. In the latter part of the year the chief emphasis is placed upon the study of education from a sociological point of view. This includes a brief survey of the leading European educational systems in comparison with that of this country, and the consideration of the material for a course of study and of the methods of instruction that are best adapted to train children to be intelligent and useful members of society. The work of the class consists to a considerable extent of reports by the instructor and students and of the discussion of the subjects presented. References to reading matter are given in connection with each topic. Provision will be made in the library for suitable literature. A large addition has recently been made to the books of the sociological department, and every effort will be made to keep it abreast of the times. *Three terms.*

## BIOLOGICAL SCIENCE.

PROFESSOR ARTHUR EUGENE BEARDSLEY.

## BOTANY.

## COURSES OF STUDY.

1. *Preparatory.***Physiology.**

Protoplasm and its movements.  
Absorption. Diffusion. Osmose.  
Absorption of liquid nutriment.  
Turgescence. Root pressure. Transpiration.  
Path of movement of liquid in plants.  
Diffusion of gases. Respiration in plants.  
The carbon food of plants.  
Chlorophyll and the formation of starch.  
Nutrition. Members of the plant body.  
Growth.  
Irritability. Causes of movement in plants.

**Morphology.**

Spirogyra or "Brook silk." *Cedogonium*.  
Vaucheria or "green felt." *Colochæte*.  
Brown and red algæ.  
Fungi; moulds; downy mildews, rusts; ascomycetes.  
Liverworts; mosses.  
Ferns; horsetails; club-mosses; quillworts.  
Comparison of ferns and their relations.  
Seed-plants. Gymnosperms. Angiosperms.  
Lessons on Plant Families.

**Ecology.**

Winter buds. Growth of leafy shoots.

Leaf arrangement.

Seedlings.

Formation of early spring flowers.

Seed distribution.

Struggle for occupation of land.

Soil formation by plants.

Plant communities.

Adaptation of plants to climate.

*One and a half terms.* [Begins in Fall Term.]

**Note.**—This course extends throughout the year, the class meeting every other day, and alternates with *Physics 1*.

2, 3, 4. *Elective.*

**Advanced Botany.**

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

## ZOOLOGY.

## COURSES OF STUDY.

1. *Junior.***Morphology.**

Study and dissection of typical forms—

Earthworm.

Grasshopper.

A fish.

Frog.

Turtle.

A bird.

A mammal.

Study under the microscope of *Amœba* and *Paramœcium*, and of sections and tissues of animals of higher groups.

**Physiology.**

Protoplasm and the cell.

Animals consisting of a single cell.

One-celled plants.

Physiology of the simplest animal—

Manner and means of taking food.

Metabolism—

Secretion.

Digestion.

Assimilation.

Production of energy.

Elimination of waste—

Respiration.

Excretion.

Growth.

Movement.

Irritability.

Reproduction.

Physiology of many-celled animals—

Comparison of the functions of *Amœba* with those of higher organisms.

Organs for the performing of function.

Adaptation of form to function.

Adaptation of form to environment.

The elements of classification and the development theory. *One term.* [Given every term.]

2, 3, 4. *Elective.*

Principles and main outlines of classification.

Laboratory and field work.

Natural history studies of chosen groups.

The museum collections of entire animals and of dissections and preparations of special parts, together with a large series of permanently mounted microscopic preparations, furnish abundant material for illustration.

Students are required to dissect a considerable number of forms and to make permanent microscopic preparations. The laboratory is provided with a good equipment of microscopes, microtomes, stains and reagents. Alcoholic material for dissection is kept on hand and fresh material is obtained as required. Considerable time is devoted to field work; this comprises a study of the environment and of the habits and adaptations of the animal studied in relation to the factors of its environment. *Three terms.*

Prerequisite: *Zoology, Course 1.*

## BIOLOGY.

### 1. *Elective.*

#### **Biology for Domestic Science.**

##### I. Botany.

- a. This course includes the study of the classification of vegetables, herbs, roots, spices and condiments.
- b. Mounted specimens of herbs, leaves, spices and roots used in cooking, which can be obtained, are made and bound in folios for the student's future use in teaching.
- c. The aim of this course is to train students to observe the plants, trees and flowers about

them, to recognize familiar and edible plants wherever they may see them.

## II. Zoology.

- a. The subject is taken up in reference to Domestic Science or vegetation, treating especially of insects injurious to plants, the crustaceans, birds, fish, wild and domestic animals used for food by man.

## III. Bacteriology.

### 1. Yeast.

- a. Preparation and use of yeast plant.
- b. Its use, form, structure, and mode of growth.
- c. Experiments in growing yeast under various conditions necessary for its best development.
- d. The food of the yeast plant, its products—carbon dioxide, alcohol, etc.
- e. Functions of yeast in bread making.

### 2. Moulds.

- a. Structure of common moulds.
- b. Practical studies of their development and dissemination of spores.
- c. Means of preventing growth of moulds by sterilization.
- d. Edible and poisonous fungi, or mushrooms.

### 3. Bacteria.

- a. Their structure, mode of growth, development and reproduction.



- b. Conditions of growth, of dissemination; changes produced in food by bacteria.
  - c. Useful bacteria; deleterious effect of some bacteria.
  - d. Bacteria in Arts. *Two hours per week throughout the year.*
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## PHYSICAL SCIENCE.

PROFESSOR FRANCIS LORENZO ABBOTT.

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### PHYSICS.

Physics is studied 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 experiments for themselves, taking notes, making drawings and explaining what they observe. This is followed by reading from reference books and by discussions. Special attention is given to the application of physical principles in the explanation of common inventions and every-day phenomena. Illustrations of the law of the conservation of energy are everywhere sought for. The school is provided with a well-equipped laboratory containing all necessary apparatus; but though good use is made of this apparatus, the members of the class are taught to improvise, from such materials as may be gathered anywhere without expense, apparatus which they can take into the public schools and use in

performing simple experiments to explain the elementary facts of physics, chemistry, physical geography, meteorology and physiology.

#### COURSES OF STUDY.

##### 1. *Preparatory.*

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

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

##### 2. *Junior.*

###### **Physics in Machinery.**

The aim of this course is to prepare teachers to give a similar course in the grades and in the high school. The following is an outline of the work:

- a.* Pulleys: the making of single and double pulleys.
- b.* The making of some simple machine—a hay-stacker—and the study of pulleys by applying them in the machine.
- c.* The study of other principles in the hay-stacker, such as bracing, etc.
- d.* The making of a windmill.
- e.* The applying in the windmill of the principles of levers, cog wheels, wind pressure, etc.
- f.* The connecting of the windmill to other machines, and the study of transmission of power by various methods.
- g.* The making of a water pump, a circular saw, a churn, etc., which are used in *f.*

- h. The making and connecting of a water wheel, which is studied as above.
- i. The making of simple electrical apparatus.
- k. The making of an air pump from a small bicycle pump.
- l. The making of a complete gas plant—except the retort—from bottles.
- m. The working out of this course acquaints the student with lathe work—both iron and wood—with soldering, glass cutting, glass bending, and the use of ordinary tools. *One term.* [Given every term.]

## CHEMISTRY.

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

### COURSES OF STUDY.

#### 1, 2. *Elective.*

##### **General Chemistry.**

This course assumes that the student has had at least a half year's work in chemistry in some high school. The following is an outline of the work:

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

Prerequisite: *One-half year high school chemistry.*

3. *Elective.*

**Quantitative Analysis.**

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

Prerequisites: *Chemistry 1 and 2.*

4, 5. *Elective.*

**Organic Chemistry.**

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

- c. Oxygen Derivatives of Methane and Ethane. Alcohols—Fermentation—Formic and Acetic Acids, etc.
- d. Nitrogen Derivatives of Methane and Ethane or the Cyanides, etc.
- e. Hydrocarbons of Methane or Paraffins.
- f. Oxygen Derivatives of Paraffin Series, or the Higher Alcohols—Stearic Acid, Soaps, Glycerine, etc.
- g. Carbohydrates —Glucose-Sugars—Starch—Gums, etc.
- h. Benzene Series of Hydrocarbons and their Derivatives, etc.

Prerequisites: *Chemistry 1, 2 and 3.*

6. **Quantitative Analysis.**

Prerequisites: *Chemistry 4 and 5.*

7. *Elective.*

**Physiological Chemistry.**

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

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

This is followed by a study of various digestive processes.

- a. Saliva and the digestion of starch by ptyaline; amyloplin.

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

**Note.**—Required for Domestic Science diploma.

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## METHODS IN GEOGRAPHY.

PROFESSOR FRANCIS LORENZO ABBOTT.

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This course aims to make not only students of geography, but *teachers of geography*. 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 the mastery 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 these books most of the standard geographical magazines in the English language are subscribed for. The government

publications which are of interest to the student of geology are regularly received.

Daily observations are made of climatic elements, both for immediate results and as a preparation for advanced work. These observations include: Thermometer readings, barometer readings; observations of direction and velocity of wind; of clouds, rain or snow; of sun's noon altitude; of place and time of sun's rising 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 is supplied with the most faithful representations of nature, such as government maps and charts, photographs and models of actual and typical forms in nature. It also has all customary apparatus, such as terrestrial globes, a celestial globe, a black globe, a tellurian, a solar lantern, wall maps, relief maps, thermometers, barometers, hygrometers, a rain gauge, and a number of home-made pieces. Lantern views, photographs and models have become an important feature in our equipment.

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

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

## COURSE OF STUDY.

1. *Senior.***Methods in Geography.**

I. Primary Work (first four years), when Geography and Nature Study are not separated, embracing the following:

1. Mathematical Concepts.
2. Weather Elements (and seasons).
3. Plants.
4. Animals.
5. Minerals.
6. Physical Properties and Phenomena.
7. People.
8. Type Studies.
9. Representation.

II. The course of Geography proper (three or four years).

Material of Geographic Studies:

$\Delta_1$ (Anthropological (read down)).	}	<sup>1/2</sup> Races. Industries. Society. Political Divisions.
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Astronomical Mathematical Geography:	}	The traditional course, chiefly Areal Geog- raphy.
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Physical (read up.)	}	Natural Divisions. Life Distribution (formal). Life Conditions. Forms. Forces. Materials.
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The foregoing subjects are detailed and arranged in order according to the principles of Pedagogy to constitute a course of study.

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.

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## MATHEMATICS.

PROFESSOR DAVID LAFAYETTE ARNOLD.

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The courses in mathematics are prepared with the view to giving future teachers such principles for the selection of material, and such mathematical discipline, as will make their teaching of arithmetic, algebra and geometry more rational and effective. The best methods of study and of teaching are constantly considered.

COURSES OF STUDY.

1, 2, 3. *Preparatory.*

**Elementary Algebra.**

The usual high school work, including quadratics. Especial emphasis on interpretations of meaning, and on principles. Effort to develop independent thinking. Mechanical manipulation discountenanced. *Three terms.*

4, 5. *Preparatory.***Plane Geometry.**

The equivalent of high school work. Especial emphasis on original and inventive work. Course largely developed by the students. Memorizing and imitating discouraged. *Two terms.* [Begins in Fall Term.]

6. *Preparatory.***Solid Geometry.**

For scope and method compare with courses 4, 5. *One term.* [Given in Spring Term.]

7. *Junior.***Methods in Arithmetic.**

Special study of the material to be given in the grades, and of the best order and methods of presenting it. Study based on needs and capabilities of child. Effort to fit the arithmetic to the child instead of the child to the arithmetic. *One term.* [Given every term.]

8, 9. *Elective.***Advanced Algebra.**

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

10. *Elective.***Plane Trigonometry.**

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

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

## HISTORY.

PROFESSOR JAMES HARVEY HAYS.

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The ultimate end in the study of history is a knowledge of the life and dominating thought of man in organized society. It is an intelligent conception of all the problems which have affected, and yet affect, man *socially, industrially, religiously, politically* and *educationally*. History is a science, and as such is subject to method. Lack of historical interest is most frequently due to lack of method. This being true, the work offered in this department is in line with an attempt at supplying this lack.

## COURSE OF STUDY.

1. *Senior.***Methods in History.**

The course offered is one term's work in the Senior year. Students of this year are supposed to be able to do considerable independent research work, and to study historical movements and give them their proper interpretation. For so short a course it is thought best to use American History as the most available material. The facts of our own history are usually best known to the students, and therefore method can be most economically presented. It is also believed that American History is as rich in content as that of any country in the world, and in addition, possesses superior intrinsic value to the American student. No text is used in this course. The library is unusually rich in English and American History, and students are

trained to make the best use of all books treating of the history of our own country. *One term.* [Given every term.]

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## LATIN.

PROFESSOR JAMES HARVEY HAYS.

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

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

### COURSES OF STUDY.

#### 1. *Elective.*

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

2. *Elective.*

Readings from Horace. *One term.* [Given in Winter Term.]

3. *Elective.*

Readings from Cicero. *One term.* [Given in Spring Term.]

4, 5, 6. *Elective.*

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

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## MODERN LANGUAGES.

PROFESSOR ABRAM GIDEON.

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### GENERAL STATEMENT.

The work of this department is two-fold in purpose:

(a) Cultural, (b) Professional.

(a) In accordance with the first aim the department offers instruction in Modern Foreign Languages as part of a liberal education. The elementary school teacher needs, by way of indirect preparation for his life's work, the stimulus gained from and the broader horizon created through an acquaintance with some language other than the mother tongue. These courses are open to all students, and due credit is given for work accomplished.

(b) The professional courses aim to provide the student with the training necessary for the equipment of a teacher of Modern Foreign Languages. In order to meet

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

Persons desiring to equip themselves as teachers of Modern Foreign Languages in high schools may avail themselves of the opportunities offered by the Normal College course and elect work in this department. While the preliminary requirements serving as a basis are practically identical with those of the special Normal course, one year additional residence work is required for graduation and the subsidiary studies recommended differ somewhat in character from those of the other course.

**Note.**—For a detailed account of the principles governing the work of this department of instruction, the method pursued in general, and the plan of procedure of each course in particular, the provisions made for practice teaching in the grades and high school, the equipment, etc., consult the Bulletin issued by the Department of Modern Foreign Languages during the summer of 1905, which can be obtained by application to the Secretary.

## GERMAN LANGUAGE AND LITERATURE.

## COURSES OF STUDY.

1, 2, 3. *Elective.***Elementary German.**

Grammar, reading, reproduction, conversation, sight reading.

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

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

4, 5, 6. *Elective.***Intermediate German.**

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

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

[This course is open to students who have satisfactorily completed the course outlined above or one equivalent. Correct pronunciation, knowledge of the most common

grammar facts, appreciation of sentence structure are presupposed and therefore insisted upon as prerequisite.]

7, 8, 9. *Elective.*

**Advanced German.**

Grammar review, reading of texts selected from the literature of the past 150 years, reference reading, themes, sight reading. The literature read is chosen mainly from such works as Goethe's *Dichtung und Wahrheit* (in adequate extracts) or *Egmont*, Schiller's *Maria Stuart* or *Wallenstein*, Lessing's *Nathan der Weise*, or *Emilia Galotti*, Scheffel's *Ekkehard*, Freytag's *Soll und Haben* (extracts), Grillparzer's *Der Traum, ein Leben*, Heine's *Ueber Deutschland*, Hebbel's *Maria Magdalene*. *Three terms.*

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

[When circumstances permit the Intermediate and Advanced Courses are combined and given as one continuous course of five hours per week throughout the year.]

COURSES PRIMARILY PROFESSIONAL.

10. *Elective.*

**General Phonetics.**

A study of speech sounds with reference to their physiological origin and mode of production. *Lectures twice a*



*week, Fall Term.* This course is also given during the Summer Term, 1905.

11, 12. *Elective.*

**Comparative Phonetics.**

Continuation of course 10. The results arrived at through the preceding investigation are here applied in a comparative study of English, German and French sounds. Lectures supplemented by practice in reading phonetic texts. *Two terms, two hours per week.* [Begins in Winter Term.]

[While course 10 is introductory and open to all students, courses 11 and 12 presuppose a knowledge of either German or French, and are required of all students who contemplate teaching a modern foreign language.]

13, 14, 15. *Elective.*

**German Philosophers.**

Kant, Pestalozzi, Herbart, Natorp. A characteristic work of each of these writers is examined, both for its contribution to education and as literature. Conducted in German. *Three terms, three times a week.* [Offered in alternate years, not in 1905-1906.]

16, 17, 18. *Elective.*

Selected works of Lessing, Goethe, Schiller and Heine. *Three terms, three times a week.* [Offered in alternate years, not in 1905-1906.]

19, 20. *Elective.*

**German Lyrics and Ballads.**

von Klenze's *Deutsche Gedichte* is used as a handbook. Conducted mainly in German. *Two terms, three times a week.* [Offered in alternate years.]

21, 22. *Elective.*

**History of the German Language.**

*Two terms, twice a week.* [Offered in alternate years, not in 1905-1906.]

23, 24, 25. *Elective.*

**Teachers' Seminary.**

Discussion of practical problems arising in the Training School. All students who do practice teaching in this department of instruction during the autumn term or who contemplate doing so during any term throughout the year constitute the Seminary. *Three terms, once a week.*

## FRENCH.

### COURSES OF STUDY.

1, 2, 3.

**Elementary French.**

Grammar, reading, reproduction, conversation, sight reading.

Text Books: Fraser & Squair's French Grammar, Part I; reading matter selected from Modern French prose, *e. g.*, some of Daudet's short tales, Halévy's *L'Abbé Constantin* or Meilhac & Halévy's *L'Été de la Saint Martin*, Ereckmann-Chatrion's *Le Conscrit de 1813*, or *L'Histoire d'un Paysan*, Merimée's *Colomba*, Labiche's *La Grammaire*. *Three terms.*

4, 5, 6.

**Intermediate French.**

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

Text Books: Fraser & Squair's French Grammar, Part II; Francois's Advanced French Prose Composition;

reading matter chosen from such texts as Daudet's *La Belle-Nivernaise* or *Tartarin de Tarascon*, Dumas's *La Tulipe Noire*, Sand's *La Merè au Diable*, Saint Pierre's *Paul et Virginie*, or others of a similar degree of difficulty. *Three terms.*

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

7, 8, 9.

**Advanced French.**

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

[When circumstances permit the Intermediate and Advanced Courses are combined and given as one continuous course of five hours per week throughout the year.]

COURSES PRIMARILY PROFESSIONAL.

10, 11, 12.

**General and Comparative Phonetics.**

See courses 10, 11 and 12, under German Language and Literature.

13, 14, 15.

**History of French Literature.**

Study of a standard compendium, supplemented by extensive reading. *Three terms, twice a week.* [Offered in alternate years.]

16, 17.

**Modern French Drama.**

*Three terms, twice a week.* [Offered in alternate years. Not given in 1905-1906.]

## ITALIAN.

## COURSES OF STUDY.

1, 2, 3.

**Elementary Course.**

Grammar, reading, conversation, sight reading.

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

[Open only to students specializing in the department, except by special arrangement with the instructor.]

## ENGLISH, LITERATURE AND HISTORY.

PROFESSOR LOUISE MORRIS HANNUM.

ASSOCIATE PROFESSOR RICHARD HOLMES POWELL, JR.

ASSOCIATE PROFESSOR ACHSA PARKER.

The general aim of the work of this department is four-fold: First, to establish the evolutionary view-point, both for aid in conceiving the greater forms of literary expression in their relation to the development of man and for the understanding of primitive forms, especially the myth and folk-epic, as the great storehouse for the teacher of children; second, to introduce the student to a few masterpieces in such a way as to lay the foundation for enjoy-

ment of literature as art; third, to develop the power of self-expression side by side with knowledge and interest; fourth, to bring forward and illustrate in the treatment of the pieces read those fundamental principles which should be used by grade teachers in preparing the literary material selected for English work, and in correlating with it oral and written composition. The primary purpose of the preparatory course in English is to prepare for regular junior work a class of pupils who have not received regular high school training, but who have in most instances had experience as teachers. There is accordingly presupposed on the part of the student more maturity of mind than is usually found in high school classes, and more work is attempted than in any high school class. In fact, there is made in this class an attempt to give in one year the essentials, both in knowledge and mental attitude, of what is given in the high school course. The Junior year is devoted to a more critical presentation of foundation work in the various disciplines of English; constructive grammar; oral and written composition, particularly the structure of the expository paragraph and the handling of the narrative; the life—significance—of literature, and the primary principles of its interpretation. In the Senior year the viewpoints established in the Junior year are applied to a larger conception of the history of literature, to a survey of the principles of English teaching in the grades, and to more thorough interpretation of the great drama and the novel. The Junior elective course gives a study of English literature from Shakespeare's time to the present in its relation to the history of England during the same time.

The Senior elective courses offer in alternate years a study of Georgian (or Victorian) poetry, and extended practice in selecting and working over material for the grades.

1. *Preparatory.*

Studies in narrative poetry; Enoch Arden, Sohrab and Rustum, the Rime of the Ancient Mariner.

Studies in the drama: Macbeth.

Composition. *One term.* [Given in Fall Term.]

2. *Preparatory.*

Studies in the essay: Sesame and Lilies, Crown of Wild Olive.

Studies in the complex modern poem: In Memoriam.

Composition. *One term.* [Given in Winter Term.]

3. *Junior.*

Grammar: function of sentence-members, laws of syntax, forms of words; good use in oral and written speech.

Composition: theory of the paragraph as an organic unit; elementary laws of the chief types of composition; practice in narrative and expository paragraph-writing. *One term.* [Given in Fall and Winter Terms.]

4. *Junior.*

Literature: Introductory study for conception of the fundamental meaning of literature in its relation to the developing human consciousness (State Normal School Bulletin, series IV, No. 3). Presentation of the first great form of literature, the natural epic, with study of the Iliad as the greatest example of this form. Brief study of transition from epic to lyric and drama in Greece. Presentation of *Ædipus Tyrannus* and *Ædipus Colonus* for simple

dramatic structure and for the indwelling idea as illustrating the growth of the Greek consciousness since its expression in the Iliad.

Composition: practice in narrative structure through selecting a *motif* and synthesizing an appropriate action in such a way as to show clearly the development of the idea; continued paragraph-writing; one long theme. *One term.* [Given in Winter and Spring Terms.]

#### 5. *Senior.*

Pedagogy: a view of the principles of English teaching as concerned with grade work.

Literature: review of the evolutionary conception of literary development, with special emphasis on the significance of the "unconscious period;" introductory survey of the development of English poetry to the time of Shakespeare, applying the principles gained from the outline study of the development of Greek literature.

Composition: practice in presenting in good outline form material of wider range; one theme. *One term.* [Given in Fall and Winter Terms.]

#### 6. *Senior.*

Literature: careful study of one of Shakespeare's great tragedies; study of one novel for theme, structure, treatment, and comparison with the epic and drama; brief study of the development of English prose, with readings in the essay.

Composition: application of principles to large wholes; two long themes. *One term.* [Given in Winter and Spring Terms.]

7, 8, 9. *Elective.*

Earlier Nineteenth Century Poetry. The chief aims of the course are: (1) To develop the characteristics of a particular literary period (that of the Georgian poets) more fully than is possible in the required courses. (2) To give special attention to a great form of literature not taken up in the other courses, namely, the lyric. (3) To study in detail a variety of lesser art-wholes for greater refinement of appreciation and for aid in presenting literature to children with more point and delicacy.

I. Introductory study for (1) deeper conception of the nature of poetry; (2) primary laws of poetic form as related to content.

II. (1) Conditions and characteristics of poetic expression in the eighteenth century, with some study of (a) Pope, (b) the transition poets.

III. (1) New sources of inspiration in nineteenth century poetry. (2) Careful reading of many individual poems of Burns, Wordsworth, Coleridge, Shelly, Byron, Keats. (3) Study of the characteristic quality, feeling and attitude toward life and its deeper questions of the Georgian poets, based on the poems read. (4) Suggestions for comparison of the Georgian with the Victorian poets. *Three terms.* [Given in 1904-1905.]

10, 11, 12. *Elective.*

The aim of this course is to discuss more fully the application of principles of selection to literary material for each of the eight grades; to establish principles of treatment appropriate to various kinds of material and to different ages and degrees of development in grade pupils;



to consider the value and limits of correlation with history, geography and other studies, and of the aid to be derived from drawing, construction work, dramatic presentation, graphic schematizing and other devices; and especially to give thorough practice in preparing material for actual use by adapting, developing, and interpreting it in accordance with the purpose of the teacher. *Three terms.* [Given in 1905-1906.]

13, 14 and 15. *Elective.*

**History of English Literature.**

This course is planned primarily for Juniors. Its purpose is to acquaint the student with a large quantity of the best English literature; and through the study of this material to show the relation of the literature of any period with the life of the people—their ideals, their intellectual attitude, their social customs, etc.—during the period, and to trace the relations of literary movements to the life growth of the nation.

In course 13 a study is to be made of the Elizabethan period and of the sixteenth century. Shakespeare is not taken up, but through other dramatists of the time and through writers not dramatists, the rise, culmination and decline of the Elizabethan period is studied. The latter part of the term deals with the Puritan movement and other phases of seventeenth century literary history. The course closes with a short study of Dryden.

In course 14 there is a study of the "classical period," principally through the works of Pope, Steele and Addison, and of the transition from the classical to the romantic period.

In course 15 is taken up the movements of the nineteenth century, closing with present day writers. *Three terms.*

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## READING.

PROFESSOR ANNA HEILEMAN HUGH.

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The courses in Reading are based upon the use made of books in life:

*a.* Training in grasping factual matter rapidly, orderly, accurately and silently. (History, science, biography.)

*b.* Training in finding the ethical and emotional content of a book or story through the study of characters. This involves complete mastery of the thought and vivid imaging to experience the feeling portrayed. (Fable, myth, epic, drama.)

*c.* Training in interpretative power. Responding vocally and physically to such subject-matter as needs expression for its fullest appreciation gives deeper insight into the text and increases the power of self-expression. (Poetry, drama, orations, story.)

### COURSES OF STUDY.

1. *Junior.*

*A.* A brief application of the scope mentioned above.

*B.* A Culture Reading Course.

*a.* The reading of a biography followed by a topical outline of the contents.

b. The reading of a standard novel or drama followed by a written discussion of some phase of the central thought, and the recital of a cutting, setting forth some vital part of the whole.

c. The reading aloud of such verse and poetry as fill out the individual's needs. The finding of each one's favorite poet.

C. A study of the methods of teaching.

a. The finding of criteria for the choice of text books for the grades; the relation of reading to other school work.

b. Intensive study of text books used in the grades from the standpoint of treatment.

c. The examination of methods used in the mastery of the reading vocabulary.

d. Discussion and observation of the legitimate use of children's love for dramatic performances.

e. Collecting and classifying of data given in pedagogical literature on children's reading.

f. The analysis of vocal expression. The correspondence of thought and feeling to modulation, tone color, phrasing, gesture, and other vocal elements.

g. The teaching of classes by the supervisor, followed by a discussion of the application of principles and theories.  
*One term.* [Given every term.]

## 2. *Senior.*

The Senior course is a continuation of the foregoing course, worked out more intensively. The scope of each division of the work is also enlarged. Vocal defects are

analyzed and treated. More subtle interpretations are required. In methods, model lesson plans are examined, and the details of the reading recitation are worked over in class. *One term.* [Given every term.]

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## MUSIC.

PROFESSOR WILLIAM KENNEDY STIFFEY.

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### COURSES OF STUDY.

1. *Junior.*

Comprises sixty forty-minute recitations in sight singing and theory. The material is written by pupils from teacher's dictation, sung and transferred to books. This material constitutes a thorough graded course of studies suitable for any school. *One term.* [Given every term.]

2. *Senior.*

**Pedagogy of Music.**

Deals with the application of teaching principles in presentation of materials acquired in Junior year with some additional matter. *One term.* [Given every term.]

3, 4. *Elective.* Seminar work included.

Persons preparing for special and supervisory work, take the following in addition to the foregoing:

5, 6. *Elective.*

**History of Music.**

Daily recitations throughout the year, covering the history of the art from simplest beginnings, noting leaders





Pottery Work, Junior.

and works of each period. Characteristic illustrations intersperse this study. *Three terms.*

7, 9. *Elective.*

**Harmony.**

Daily recitations in constructive harmony, designed to develop musical consciousness by realizing all effects indicated by notation. A thoroughly practical course. *Three terms.*

10, 11, 12. *Elective.*

**Composition and Analysis.**

The application of modern counterpoint and harmony to original matter. *Three terms.*

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## ART.

PROFESSOR RICHARD ERNESTI.

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This department offers full courses of instruction in public school art, such as is required in most of the graded and high schools of this country, and also has a special art course to qualify graduates to act as supervisors of art education in public and private schools.

### COURSES OF STUDY.

1, 2. *Junior.*

The first year, two terms, will be spent in the study of the underlying principles of art instruction, the study of drawing in pencil, charcoal, pen and ink, and water colors, from the standpoint of public school art, covering the three

branches of representation or the pictorial, decoration and design and mechanical drawing. The study of perspective, clay modeling, water colors from the still life model and from nature in landscape. *Two terms.* [Begins in Fall and Winter Terms.]

3, 4, 5. *Elective.*

In the second year, three terms, it is expected that the student will spend the afternoons in academic drawing and painting in the different media, continue work in clay modeling and all such work in art as is given in this department, and in design for Manual Training Department. *Three terms.*

6, 7, 8. *Elective.*

**History of Art.**

*Three terms.*

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## MANUAL TRAINING.

PROFESSOR SAMUEL MILO HADDEN.

MRS. BELLA BRUCE SIBLEY.

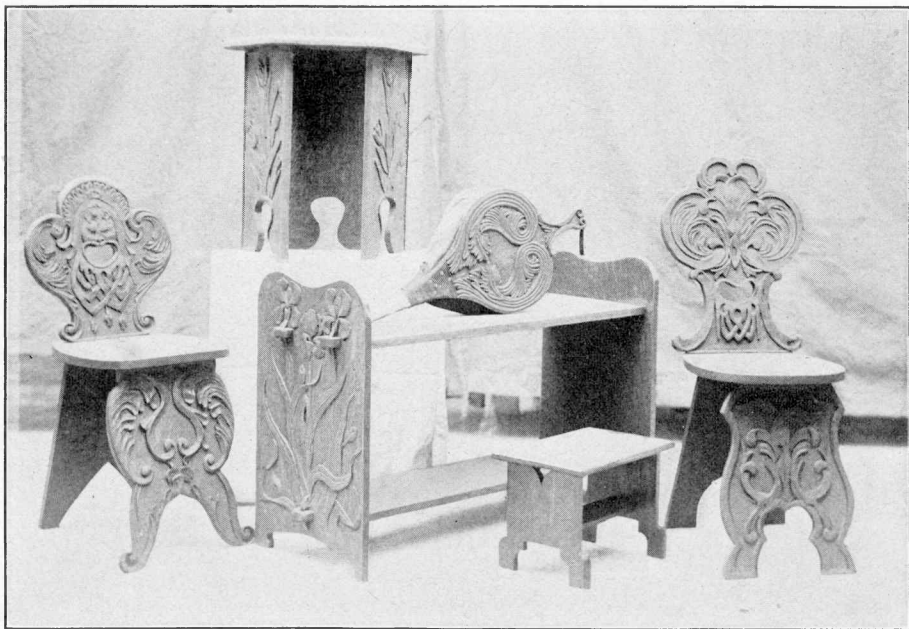
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### PRINCIPLES UNDERLYING TOOL WORK.

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

II. In tool work the children in the elementary school should make, not things that are ultimately useful,





Sloyd Work.





Basketry Work.



but such things as are useful in *their* lives *now*; then the things they make are part of *their* lives.

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

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

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

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

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

#### 1. *Junior.* COURSE OF STUDY.

##### **Elementary Course in Woodwork.**

This course is designed to give a general knowledge of woods, a fair degree of skill in using wood-working tools,

and an acquaintance with the underlying principles of manual training. It will also include mechanical and free-hand drawing in their application to constructive design and decoration. *One term.* [Given every term.]

2. *Elective.*

**Elementary Wood Carving.**

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

3. *Elective.*

**Advanced Wood Carving.**

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

Prerequisite: *Wood Carving 2.*

4. *Elective.*

**Constructive Woodwork.**

This course should be taken in connection with the wood carving courses, as the principles of cabinet and furniture construction receive special attention with a view to

applying them in the construction of pieces carved in the carving courses. Special attention is also given to the different methods of staining and finishing of woods. *One term.* [Given in Spring Term.]

Prerequisite: *Manual Training 1.*

5. *Elective.*

**A Course in Woodwork Suitable for the Elementary Schools.**

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

Prerequisite: *Manual Training 1.*

6. *Elective.*

**Textiles.**

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

7. *Elective.***Industrial Development.**

This course includes a study of the early industrial processes of primitive people; the history, evolution and logical development of tools; fundamental and necessary steps involved from the first crude operations to the more complex. The development of the social and artistic impulses of prehistoric people is considered in connection with the handicrafts having an intimate place in their daily life. The course also includes the history and development of the manual training notion from the economic and pedagogic standpoints, a study of the different European systems and of their influence upon the manual training movement in the United States. The four movements in the United States and their influence upon industrial development in the different schools of the country receives careful study. This course includes the planning of manual training equipment and the development of a course of work for the different elementary grades, based upon the knowledge of the subject obtained in the pursuit of the earlier courses and a practical experience in teaching in the training school. *One term.* [Given in Spring Term.]

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

8. *Elective.***Metal Working—Elementary.**

This course is a laboratory course of eight hours per week, and deals entirely with the simple processes, those suitable for the elementary school. It will include work with Venetian iron and sheet metal, and aims to create objects of artistic worth. The purpose of this course is to







Cooking.

make evident those qualities characteristic of good design, as fine proportion, elegance of form, and correct construction. *One term.* [Given in Spring Term.]

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## DOMESTIC SCIENCE.

PROFESSOR ELEANOR WILKINSON.

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### COOKING.

#### COURSES OF STUDY.

1. *Junior.*

General principles of cookery.

Methods of cooking.

Effect of heat upon food.

Cooking of simple foods.

Serving. *One term.* [Given every term.]

2, 3. *Elective.*

Study of food principles.

Simple experiments in foods.

Food combinations.

Simple menus.

Cooking of foods.

Serving. *Two terms.* [Begins in Winter Term.]

4. *Elective.*

Canning, pickling, preserving, marketing. *One term.*  
[Given in Fall Term.]

5. *Elective.*

Fancy cookery.

Chafing dish cookery.

Menus for full course dinners.

Accounts. *One term.* [Given in Winter Term.]

6. *Elective.*

Invalid cookery.

Study of dietaries. *One term.* [Given in Spring Term.]

## SEWING.

## COURSES OF STUDY.

1. *Junior.*

Patching, mending and simple repairing; draughting patterns and making simple garments involving all the principles of hand sewing. *One term.* [Given every term.]

2. *Elective.*

Study of textiles—history, growth and manufacture; garment making continued, combining hand and machine sewing. *One term.* [Given in Spring Term.]

3, 4. *Elective.*

Study of form and color; drawing, cutting, fitting and making of elaborate garments, such as a thin dress, a linen skirt, etc. *Two terms.* [Begins in Winter Term.]

## HOUSEHOLD SCIENCE.

1. *Elective.*

Study of the development of homes from huts, showing how what we now enjoy was developed as an out-

growth from the experience of others, or where we fall back instead of progressing; the history of the development of furniture; the study of beautiful shapes, etc.; a discussion of furnishing and decoration of modern houses, apartments, etc. *One term.* [Given in Winter Term.]

2. *Elective.*

Emergencies; home nursing.

3. *Elective.*

**Physiology for Domestic Science.**

The study of physiology covers:

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

## PHYSICAL EDUCATION.

PROFESSOR GEORGE WASHINGTON BARRETT.

## AIMS OF THE DEPARTMENT.

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

## EQUIPMENT.

The equipment of the department is large and in every way adequate to the carrying out of its work. There is an examining room containing a complete set of anthropometric instruments; there is a large and roomy gymnasium, thoroughly equipped with apparatus for all kinds of drills and in-door exercise, and there are large and well cared for athletic grounds containing four tennis courts, three out-door basket ball courts, a quarter mile running track, which incloses a baseball and a football field, jumping and vaulting pits, and a place for the weights, and a ground for out-door drills.

All students are required to wear at physical training classes the regular gymnasium uniform. The uniform for women consists of a navy blue blouse and divided skirt, and gymnasium shoes. The uniform for men consists of gray flannel trousers, a navy blue quarter-sleeve shirt, and gym-

nasium shoes. These suits can be secured in Greeley, made to order, at very reasonable club rates, and for this reason students are advised to wait until they arrive at school to secure gymnasium suits.

#### MEDICAL AND PHYSICAL EXAMINATIONS.

All students are required to take the medical and physical examination. The examination is made by the director of the department, who is also the school physician. It consists of a thorough medical examination of the heart and lungs, and of the recording of abnormalities, such as round or uneven shoulders, flat chest, weak back, spinal curvature, etc.

After the examination each student is given a handbook of personal hygiene, which contains his prescription of exercise for correction of his physical defects. The handbook also contains valuable health hints on diet, bathing, exercise and general health.

#### COURSES OF STUDY.

##### 1, 2, 3. *Junior.*

##### **Required Course for Junior Women.**

The work for the Junior girls is primarily recreative, secondarily corrective. In the fall and spring much of the work, such as basket ball, tennis and athletics, is done out of doors. The gymnasium work consists of marching tactics, dumb-bells, wands, Indian clubs, elementary fencing with single sticks, fancy steps and gymnastic games. Training in foot placing and correct walking is given. *Three terms, two hours per week.*

4, 5, 6. *Senior.***Required Course for Senior Women.**

The work for the Senior women is based upon the Swedish system of educational gymnastics for the school room. This work is arranged in five series. Each series representing a year's work in a particular grade in the grammar school. In the winter term class work in French foil fencing, fancy step and gymnastic games are given. In the spring the time is devoted to the study and practice of school yard games, plays and out-door athletics. Marching tactics has a large place, as there is an annual contest in military drill between the Junior and Senior girls. *Three terms, two hours per week.*

7, 8, 9. *Junior.***Required Course for Junior Men.**

More vigorous work is given the Junior men. It consists of dumb-bell drills, apparatus work, instruction in indoor athletics, such as high jumping, pole vaulting, shot-put form, sprinting starts, the hurdle form, and the like. Class work is given in "catch-as-catch-can" wrestling. *Three terms, two hours per week.*

10, 11, 12. *Senior.***Required Course for Senior Men.**

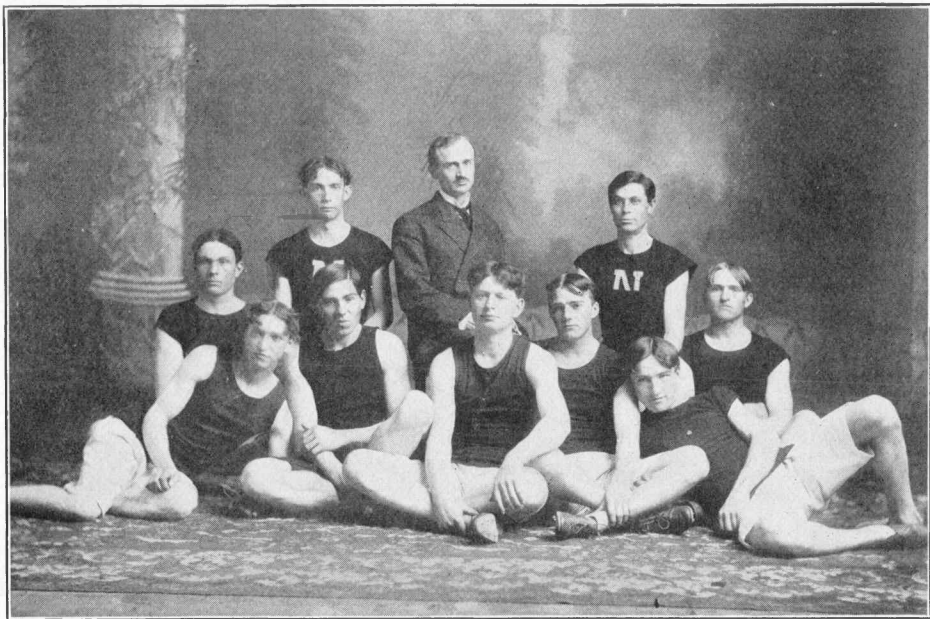
Senior men have the same training in Swedish educational gymnastics as is given the Senior women. In addition they have gymnastic games, in-door athletics and class work in boxing. In the spring all men have systematic training in track and field athletics. *Three terms, two hours per week.*





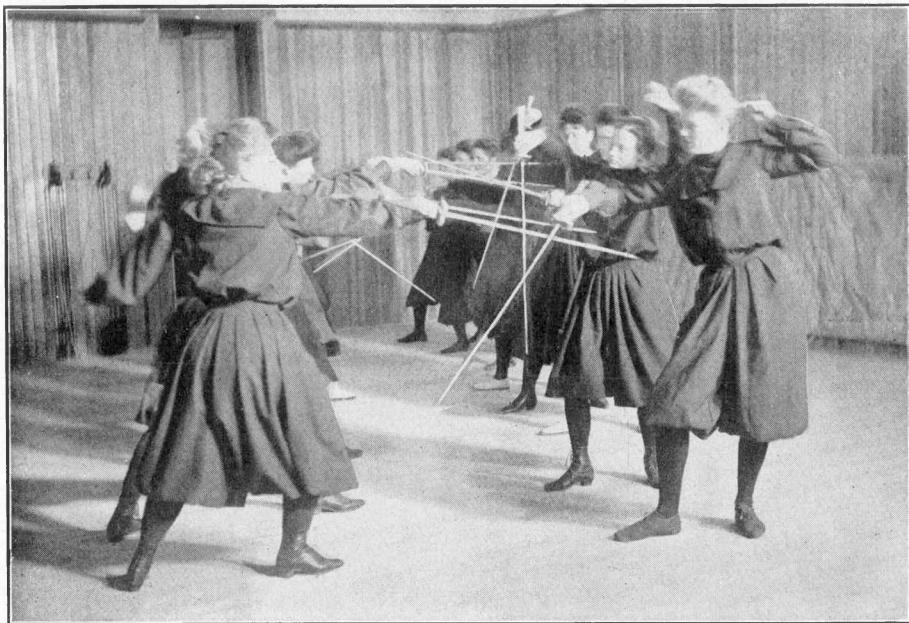
Basket Ball.





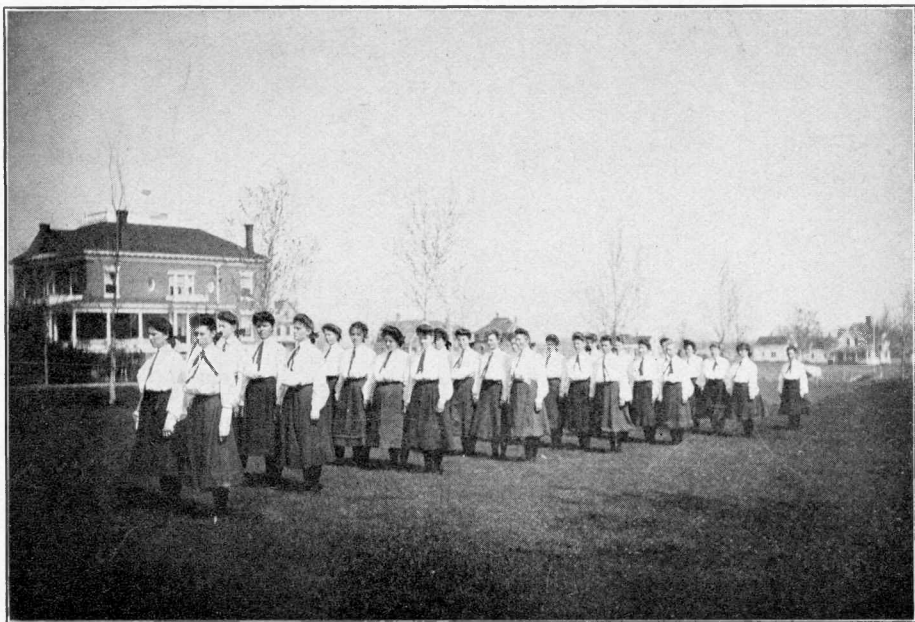
Normal School Track Team, '05.





Gymnasium.





Senior Military Drill.





13. *Elective.***Anatomy.**

The time spent in anatomy will be devoted to the discussion of the more important structures of the body, such as the number and form of the bones of the spine, thorax and extremities; articulations or joints; muscles and their fasciæ; arteries and veins (chief arteries and veins of the trunk and extremities); nervous system; viscera or heart, lungs, alimentary tract, salivary glands, intestines, pancreas, liver, spleen, kidneys and pelvic organs.

Text: Potter's Compend, Gray's Anatomy. *One term.*  
[Given in Fall Term.]

14. *Elective.***Physiology.**

The physiology of the muscular system, the heart and circulatory system, the blood; processes of digestion, absorption, metabolism, nutrition and excretion; mechanism of light, vision, sound and hearing; cutaneous and muscular sense; spinal cord and brain. *One term.* [Given in Winter Term.]

15. *Elective.***Anthropometry and Applied Anatomy.**

In the study of Anthropometry consideration is taken of the history of physical measurements, and of variations in physical characteristics and proportion as affecting the health and vigor of the individual or race. Correct methods of taking measurements, tabulating data, plotting charts and chart making. Prescription and corrective work is considered in connection with the study of anthropometry. There is ample opportunity to become familiar

with the modern methods and instruments in use, and with the different school and college strength tests.

Under the head of Applied Anatomy are considered the applications of general laws of muscular action; man developed by his environment and methods of work; careful consideration of the effect of muscular activity on the various parts of the body; application of the law of levers to problems of development, different tasks to be performed, the different feats to be accomplished; and a careful consideration of the various forms of gymnasium apparatus and the relative value of each. *One term.* [Given in Fall Term.]

16. *Elective.*

**First Aid to the Injured and Symptomatology.**

First aid is prompt aid in common accidents and emergencies. This course consists of practical talks on what to do first in cases of loss of consciousness due to fainting, asphyxia, coma; how to distinguish the difference and what to do in each case; the difference in sunstroke, apoplexy, epilepsy; how to care for sprains, fractures, dislocations, etc.; how to rescue a drowning person and produce artificial respiration; practice in bandaging various parts of the body for sprains, dislocations, fractures, scalp wounds, etc.; what to do in poison cases, snake bites and burns. Consideration of the causes, symptoms and recognition of the most common diseases. *One term, two hours per week.* [Given in Spring Term.]

17. *Elective.*

**Personal Hygiene and School Hygiene.**

Personal hygiene is the science of maintaining health. It embodies the consideration of subjects treating of agents

and conditions of life, namely, diet, sleep, exercise, bathing, clothing, air, occupation; the care of the eyes, ears, nose, throat, etc., using as a basis the anatomical structure and physiological functions of the body.

School hygiene deserves the attention of interested parents and well-trained teachers. Practical talks and discussions will be devoted to the following topics: School location, drainage and water supply; methods of ventilation and heating; effects of overwork, overheating and overcrowding; light in rooms; school desks and seating; school lunches; treatment of delicate children; medical supervision. *One term, two hours per week.* [Given in Spring Term.]

19. *Elective.*

**Chemistry of Nutrition.**

This course consists, in the first half, of a series of lectures on the foods and the chemical changes taking place in the transformation of energy by the body; the manner in which energy is stored up in the body; how the foods are digested; conservation of energy, and allied topics. *One term.* [Given in Winter Term.]

20. *Elective.*

**Organization, Construction and Equipment.**

This course consists of the consideration of the pedagogy of physical education, its different interests—educational, remedial, hygienic, recreative, gymnastic, and athletic; importance of selecting good building sites; laying out of athletic fields, and public play grounds, running tracks, tennis courts, base-ball and foot-ball fields, etc.; planning and construction of gymnasium, both outdoor and

indoor; locks and locker rooms, bath rooms, etc.; selection and arrangement of apparatus. *One term, three hours per week.* [Given in Spring Term.]

18. *Elective.*

**History of Physical Education, and Nomenclature.**

The history of physical training in Greece, Rome, Ancient Germany, the Middle Ages, the Renaissance period, etc., gymnastics in Modern Germany, Sweden, France, England, and America; the military system; Dio Lewis and Winship period; interest in athletic sports and games; medical gymnastics and the physical treatment of disease. Nomenclature is gymnastic terminology, indicating the positions of the body and limbs in the various movements in the different drills and exercises on the different pieces of apparatus. *One term.* [Given in Spring Term.]

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## KINDERGARTEN DEPARTMENT.

MISS ELIZABETH MAUD CANNELL, DIRECTOR.

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

In the evolution of public education it is becoming apparent that the kindergarten is to serve as a transition from the home to the primary school. 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 the kindergarten a part of the educational system of the State of Colorado. Hence, there



Kindergarten.



is a demand throughout the state for well-equipped kindergartners. To this end the Normal School has increased the efficiency of its Kindergarten Department, and its primary purpose is to give a strong and thorough theoretical and practical training for teachers of kindergartens.

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

## KINDERGARTEN COURSES.

### ENTRANCE REQUIREMENTS.

Graduates from high schools or schools whose course is equivalent to that of a high school, are admitted to the Kindergarten Department without examination, provided they give evidence of some musical ability. Failing to have the musical requirement, and other requirements being satisfactory, the applicant by taking lessons and practicing at least one hour a day may overcome this condition. At the close of the Senior year, each student is required to play music suited to the various needs of the kindergarten, as found in such books as Miss Hofer's Volumes of Music for the Child World, rhythms and marches by Anderson and Scammell, and the best kindergarten song books.

As character, culture and a certain aptitude are peculiarly necessary for kindergarten work, the department reserves the right of selection and decision in each case;

and as soon as it is determined that the individual has no aptitude for the work, she is requested to withdraw from the class.

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

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

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

#### 1. *Junior.*

#### COURSES OF STUDY.

##### **Kindergarten Theory.**

Discussion of practical child-training questions, based upon the observation of the children in the kindergarten, supplemented by the student's recollection of his own childish interests and pleasures. The discussions will include such topics as the significance of physical activity, proper means for securing motor co-ordination, the uses and limitation of imitation, the proper training of the senses, etc. From a first hand discussion of such topics the student will pass to the study of Froebel's *Mutter und Kose Lieder*, which embodies his philosophy of child nature. Abstracts will be written on each song.

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

Occupations—Theory and practical working out of perforating, sewing, intertwining and weaving. These, in connection with all kindergarten occupation, are used as



points of departure for the general construction work of today with the effort to use chiefly nature's materials and those found in the usual home surroundings.

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

## 2. *Junior.*

### **Kindergarten Theory.**

*Mutter und Kose Lieder* continued.

Gift—Theory and practice with the fourth and fifth gifts.

Occupations—Free-hand weaving and folding.

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

## 3. *Junior.*

### **Kindergarten Theory.**

*Mutter und Kose Lieder* continued.

Gift—Theory and practice with the sixth and seventh gifts.

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

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

Program—A discussion of the value and limitations of the kindergarten program as based on the work students have now had in their pedagogical seminar. Practice in making programs for circle and table work.

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

#### 4. *Senior.*

##### **Kindergarten Theory.**

Froebel's *Mutter und Kose Lieder* continued.

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

Froebel's Education of Man—A careful study of the first division as the ground work of kindergarten philosophy with parallel reading from educational writers of today. Theses will be written on selected topics making practical application to the problems of daily teaching in kindergarten and beyond.

Gift—Theory and practice with gifts dealing with the line and the point.

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

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

Games—Same as Junior work.

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

**Practical Work in Kindergarten.**

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

5. *Senior.*

**Kindergarten Theory.**

*Mutter und Kose Lieder* continued.

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

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

Games—Same as Junior work.

Stories—Original stories presented in sketch form for discussion and tested with the children.

Teaching in kindergarten continued. *One term.*  
[Given in Winter Term.]

6. *Senior.*

**Kindergarten Theory.**

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

Teaching in kindergarten continued. *One term.*  
[Given in Spring Term.]

7, 8, 9. *Elective.*

Realizing that the educational sentiment of to-day asks that all teachers have at least a general understanding of Froebel's philosophy, and also that the best primary positions are open only to those who can make close connection with public school kindergartens, an elective course is offered to prepare Normal students to meet these requirements. This is a one-year course giving the same credit as other elective courses, and is designed especially to meet the need of those preparing for lower grade work. The work is similar to that of the special kindergarten course in the Junior year, but less minute. It aims to give a general survey of kindergarten philosophy as it relates to general educational theories, with discussions on the resulting reconstruction of school curriculum and methods. The kindergarten hand work is selected and adapted to primary needs. This course in games and rhythms corresponds to that of the Junior year. Observation in the kindergarten is required, followed by interpretative and critical discussion with the supervisor. *Three terms.*

#### GENERAL KINDERGARTEN OBSERVATION.

It is a necessary part of the pedagogical training that the principles and practice of the kindergarten be understood by all the graduates of the school. Hence in connection with their pedagogical seminars all the students of the Normal School occasionally observe in the kindergarten

room. This is followed by critical discussions of the work seen.

### THE TRAINING SCHOOL KINDERGARTEN.

The morning kindergarten gives opportunity of putting into practice the principles and instructions given in the theoretical work. One is useless without the other. The points made under the Training Department are equally applicable in the kindergarten. The real center about which all the kindergarten work revolves is the child's instinctive interest in nature and life, and it is the endeavor of the kindergarten to make the child's contact with nature as close and vital as possible. To this end each child has a garden plot in which he digs, sows seed, and watches and tends the growth of his plants. This garden work is the basis of much of the nature work with the children.

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

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

Since the kindergarten is situated at the edge of town it is specially conducive to the frequent excursions which each Senior takes with her group of children. The flowers, leaves, stones, etc., gathered upon these walks are brought back to the kindergarten and are there utilized in

some way, such as being pressed, pasted or painted. While it may be necessary that the Senior have sufficient scientific knowledge as a basis for this work, she must also have an appreciative love of nature, that she may unconsciously lead the children to see the beauties and mysteries of nature.

*“The child’s first tutor is nature and her tuition begins from the moment that the child’s senses are open to the impressions of the surrounding world.”—PESTALOZZI.*

### 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 supervisor 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.

Besides the correspondence work, the supervisor of the kindergarten would be glad to meet such clubs, at a time to be arranged, and give talks 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.

The supervisor holds occasional mothers’ meetings during the year at the Normal School.

## DEPARTMENTAL DIPLOMAS.

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The following special departments of the Normal School have been established: *The Department of Manual Training, The Department of Domestic Science, The Department of Modern Languages, The Department of Music, The Department of Art, The Department of Physical Education, The Kindergarten Department.* Each of these special departments has a special course of study so arranged that a high school graduate may complete the work in two years, or a graduate of the Normal School may complete it in one year. When the course of study of any department is satisfactorily completed, the student is granted a special diploma from that department. These special diplomas are not identical with the regular Normal diploma, though of equal grade with it.

### DEPARTMENT OF MANUAL TRAINING.

#### REQUIREMENTS FOR GRADUATION.

Manual Training: Courses 1, 2, 3, 4, 5, 6, 7, 8.

English: Courses 3, 4, 5, 6.

Art: Courses 1, 2.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Physical Education: Courses 1, 2, 3, 4, 5, 6, or 7, 8, 9, 10, 11, 12.

Teaching: Three terms.

## DEPARTMENT OF DOMESTIC SCIENCE.

## REQUIREMENTS FOR GRADUATION.

- Cooking: Courses 1, 2, 3, 4, 5, 6.  
Sewing: Courses 1, 2, 3, 4.  
Household Science: Courses 1, 2, 3.  
Chemistry: Courses 1, 2, 3, 7.  
Biology: Course 1.  
English: Courses 3, 4, 5, 6.  
Psychology: Courses 1, 2, 3.  
Pedagogy: Course 1.  
Education: Courses 1, 2, 3.  
Physical Education: Courses 1, 2, 3, 4, 5, 6, or 7, 8,  
9, 10, 11, 12.  
Teaching: Three terms.

## THE DEPARTMENT OF MODERN LANGUAGES.

Students not offering the high school courses in German or French for admission will be required to first complete this introductory work before entering upon the professional courses. (See 1, 2, 3, 4, 5, 6, 7, 8, 9.)

The following courses in other departments are prescribed for all students:

- English: 3, 4, 5, 6.  
Psychology: 1, 2, 3.  
Pedagogy: 1.  
Education: 1, 2, 3.  
Physical Education: 1, 2, 3, or 4, 5, 6.  
Teaching: Three terms.



For the departmental diploma in German are required: German: 10, 11, 12; 13, 14, 15; or 16, 17, 18; 19, 20; 23, 24, 25;

Recommended: English 10, 11, 12.

For the Normal College diploma in German are required: German: 10, 11, 12; 13, 14, 15; or 16, 17, 18; 19, 20; 21, 22; 23, 24, 25;

Recommended: French (introductory courses); English 10, 11, 12; Latin (introductory courses).

For the diploma in French are required: French: 10, 11, 12; 13, 14, 15; 16, 17;

Recommended: German (introductory courses); English 10, 11, 12; Latin (introductory courses).

## DEPARTMENT OF MUSIC.

### REQUIREMENTS FOR GRADUATION.

Music: Courses 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

English: Courses 3, 4, 5, 6.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Teaching: Three terms.

## DEPARTMENT OF ART.

### REQUIREMENTS FOR GRADUATION.

Art: Courses 1, 2, 3, 4, 5, 6, 7, 8.

Manual Training: Courses 1, 2.

English: Courses 3, 4, 5, 6.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Physical Education: Courses 1, 2, 3, 4, 5, 6, or 7,  
8, 9, 10, 11, 12.

Teaching: Three terms.

## DEPARTMENT OF PHYSICAL EDUCATION.

### REQUIREMENTS FOR GRADUATION.

Physical Education: Courses (for women) 1, 2, 3,  
4, 5, 6; (for men) 7, 8, 9, 10, 11, 12; (for both) 13, 14,  
15, 16, 17, 18, 19.

English: Courses 3, 4, 5, 6.

Psychology: Courses 1, 2, 3.

Biology: Course 1.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Teaching: Three terms.

## KINDERGARTEN DEPARTMENT.

### REQUIREMENTS FOR GRADUATION.

Kindergarten: Courses 1, 2, 3, 4, 5, 6.

English: Courses 3, 4, 5, 6.

Reading: Courses 1, 2.

Art: Courses 1, 2.

Music: Courses 1, 2.

Manual Training: Course 1.

Psychology: Courses 1, 2, 3.

Pedagogy: Course 1.

Education: Courses 1, 2, 3.

Teaching: Three terms in Kindergarten Department  
and one term in primary grade of Training Department.

THE TRAINING DEPART-  
MENT

## FACULTY OF TRAINING DEPARTMENT.

ZACHARIAH XENOPHON SNYDER, Ph. D., President.

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### EDUCATION.

DAVID DOUGLAS HUGH, A. M., Superintendent of Training Department.

ROYAL WESLEY BULLOCK, Principal of High School.

ELIZA KLEINSORGE, Pd. M., Training Teacher—Grammar Grades.

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

ELEANOR PHILLIPS, Pd. M., Training Teacher—Primary Grades.

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

### SUPERVISORS.

JAMES HARVEY HAYS, A. M., Latin and History.

LOUISE MORRIS HANNUM, Ph. D., English and Literature.

ARTHUR EUGENE BEARDSLEY, A. M., Biological Sciences.

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

ANNA HEILMAN HUGH, Reading.

RICHARD ERNESTI, Art.

ELEANOR WILKINSON, Domestic Science.

SAMUEL MILO HADDEN, Pd. M., Manual Training.

JOHN VALENTINE CRONE, Pd. M., Nature Study.

FRANCIS LORENZO ABBOTT, A. M., Physical Science.

ABRAM GIDEON, Ph. D., Modern Languages.

DAVID LAFAYETTE ARNOLD, A. M., Mathematics.

WILLIAM KENNEDY STIFFEY, Music.

GEORGE WASHINGTON BARRETT, M. D., Physical Education.

# THE TRAINING SCHOOL.

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## WHAT IT IS.

19863  
The Training Department is the heart of the Normal School. It is the teacher's professional laboratory. In it the student teacher works out the ideals which he gains in other departments of the Normal School. In it the regular instructors of the Normal Department, acting as supervisors, realize in the concrete the principles which they teach. The interaction between the Normal Department and Training Department is constant and vital. Each is continually modified and helped by the other.

But it is more than a mere department of the Normal School. It is a complete school system in itself. It forms the larger part of the life of the child for a dozen years, for in it a pupil may enter the kindergarten and go from grade to grade, until a broad and thorough high school training has been completed.

In as much as it is the life of the child, the work of the school is made to center about that life, to broaden and enrich it.

More of the culture which comes from participating in the social and industrial life of man is present: not so much time is given to some phases of the traditional curriculum as in most public schools. Though the essentials of all subjects are taught, less time is wasted on the unessentials of arithmetic and geography, and on spelling

grinds. More attention is given to the vital parts of literature, to the development of the power to express one's self in language, in drawing, in sloyd, and other forms of handicraft; to the appreciation of the meaning of life as revealed by the cultivation of a taste for the best in literature and art and music, and by living the life of literature, history, and society about them.

#### GAINING THE IDEAL.

The first distinctly professional work of the teacher in training is a thorough grounding in the fundamentals of psychology to lay a foundation for a sound pedagogy. This, with kindred work in the normal development of the child, continues throughout the Junior year.

Toward the middle of the year and running parallel with the psychology course, is a course leading to the formation by each student of a definite ideal of what a teacher's work should be, and a careful study of the proper condition of development, which furthers the realization of this ideal. This latter study includes not only the proper hygienic conditions, but those general psychological principles which form the basis of scientific instruction, and of rational discipline.

This course is constantly supplemented by observation of classes in the Training Department, use being made of the following outline to guide and unify the work.

#### OBSERVATION.

I. The Juniors report at assigned times to their training teachers, who determine the class or classes to be visited during the week and the hour for general dis-

cussion of the visit, as well as any special points to be noted.

II. On visiting a recitation, the following things are to be especially noted:

A. Hygienic conditions and their causes. (a) Light—amount, direction; (b) Air—condition, evidences; (c) Temperature— $68^{\circ}$ - $70^{\circ}$ —signs of wrong condition; (d) Posture, incorrect—occasion; (e) General spirit of room, (1) Busy and contented, or restless and inattentive; (2) Unnecessary tension, as shown by worry, fatigue or confusion.

B. Criticism of the recitation.

a. Activity of the pupils.

(1) Toward what end?

(2) How shown? (In silent thinking?  
In oral or written expression? In  
creative expression?)

b. Interest.

Due to the nature of the subject? Or  
to the manner of presenting it?

c. The Lesson. (Written observations on  
this.)

(1) Aim—What is being taught, and  
why?

(2) Method—Describe the recitation  
briefly from beginning to end.

(a) The steps, preparation, presenta-  
tion, comparison, generaliza-  
tion, application. Which of  
these are used, and which em-  
phasized in the recitation?

- (b) Notice the form, sequence, and purpose of the questions asked.
- (3) Results obtained.
  - (a) What facts have been taught?
  - (b) In what other particulars have the pupils been helped?

The observation is carefully organized so that each student gets a broad and comprehensive view of the entire school system from kindergarten to high school, inclusive. The universality of the general principles of method are thus emphasized, and the differences, due to the development of the child, shown more definitely. An attempt is made not only to see all grades, but also all the different subjects, in order that each teacher in training may have his ideals of school work definite and well rounded. The observation is so arranged that only the best work is seen, and every lesson observed is critically discussed under the guidance of the faculty of the Training Department. This criticism is positive. The emphasis is on those essentials which go to make an ideal recitation.

After sufficient progress has been made in the study of principles, the teacher in training is instructed in the preparation of plans. The outline followed not only allows for the application of these principles, but in practice helps to form the habit of careful attention to details, while it insures superior teaching.

#### PLANNING WORK.

A training school is often loosely thought of, and spoken of as a "practice school," implying that it is a place in which young people learn to teach by experimenting



upon the children. Such a view is incorrect and unjustifiable. If properly conducted, there is much less of experimentation and inferior work in a training school than in the average public school.

To accomplish anything with certainty, with economy of energy and time, it is necessary to be able to forecast the end and the intermediate steps. Good teaching implies such forecasting of the work. A teacher should know, (1) what is to be taught, (2) why this is to be taught, and (3) how this is to be taught.

The Training Department enables the young teacher to do the first teaching in a limited field which permits of thorough preparation, and under such careful guidance that the teaching shall be done properly from the first. Continued practice in teaching a little well gives the power to plan and carry out work when the details multiply, as in the public school.

All Senior teachers while in charge of a class make out the following plans:

#### FORECASTING WORK.

I. *General plan* for entire period of teaching a subject, to be left with training teacher before beginning to teach. It should include the following topics:

1. *Scope.* A clear and definite topical outline of the subject matter to be taught.

2. *Purpose.* A definite statement of the general benefits that the pupils may be expected to derive from the work.

3. *Method.* The student's general plan of conducting in the particular subject.

4. *Sources.* A list of the references, pictures and other illustrative material the student intends to use.

II. *Weekly plan*—Tuesday to Tuesday, due every Monday morning.

1. *Scope.* A more detailed outline of subject matter.

2. *Purpose.* In addition to general aim of study, any special results expected to be secured during the week.

3. *Method.* The manner of presenting the work. A very definite statement of the work to be required of the pupils. Plan with the children and try to get their standpoint.

4. *Sources.* A list of sources of information and material for illustrations used in preparation.

III. *Daily Plan.*

1. *Scope.* A statement of what the student expects to teach on that day.

2. *Purpose.* Reasons for teaching these particular things.

3. *Method.* The important details of the lesson, with special emphasis on the part the children are to take in the recitation.

4. *Sources.* A list of the sources consulted for the day.

## THE REALIZATION OF THE IDEAL.

At the close of the Junior year the teacher in training is assigned a class to teach during the first twelve weeks of the Senior year. This assignment is made by those knowing best the capabilities of the individual Juniors and the

needs of the training school. Thus by assigning congenial work the success of the young teacher is made more certain, and the progress of the children is assured. By making out a general plan, working with his supervisor and training teacher, the teacher in training acquires the habit of seeing school work in larger wholes than the single recitation. Working with the same helpers in his daily teaching, he rapidly acquires the art of effective instruction and discipline. A wider experience is gained by changing the subject and grade every twelve weeks.

The aim throughout the work is to safeguard the children and render the growth in power of the student teacher rapid and positive. No student is given a diploma until he has shown his ability to discipline and instruct successfully. Power to do effective work is the test.

### COURSES OF STUDY OF THE TRAINING SCHOOL.

Making use of a physiological figure, we may consider a course of study merely as the blood vessels which determine the general trend of the material furnished for the growth of the pupil, while the material itself of each subject, constantly changed and enriched by the influence of all, children, teachers and supervisors, more nearly corresponds to the life-giving blood. But even such a figure is too static. It does not allow for the change constantly being made in the general trend. The following course gives a glimpse of the work of the Training Department in its present plastic condition.

In several particulars it differs from the course followed in most schools. While none of the essentials of the common branches are neglected, less time is devoted to geography, history and arithmetic. Each is studied for but a part of each year, but this study is made more definite and more intensive.

This definiteness of purpose and richness in meaning is best seen in the courses for literature and reading. "Literature is meaning," and this course has meaning.

Reading, instead of being the most perfunctory and meaningless study of the school, has a definite purpose and is taught in every grade with this purpose in mind. Throughout one can trace: *Study I*, an attempt "to grasp the meaning"; *Study II*, an attempt "to feel the literature"; *Study III*, an attempt "to express the thought and feeling" of all that is read.

The time gained by more intensive work, and by the neglect of many unessentials, allows more time for the literature, reading, arts and crafts, including manual training, drawing, weaving, etc., for vocal music and the development of an appreciation of what is good in art through picture study, and in instrumental music through the pupils' constantly hearing classic music and being guided in recognizing and interpreting what is heard.

The physical training and athletic work touches every pupil, not only a selected few.

High social ideals are fostered by regular social afternoons in each grade. The pupils meet at stated intervals for a good time, which includes some definite work,

as basketry or sewing. Simple programmes are given, while the conversation and conduct is carefully directed along proper channels.

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## ENGLISH.

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### A.—LITERATURE.

The course of work for the grades aims to nourish the best impulses and cravings of the child in their natural order of development, and to do this by means of such material as presents most clearly and nobly the great types of human experience. Thus the mind of a child who should have passed from the first to the ninth grade would be furnished with a large store of these myths, legends and folk-stories that have in themselves rich human significance, and that have entered again and again into the most lasting products of art. It is sought to make this material so coherent and sequential in its arrangement as to build up larger and larger wholes in the child's world of discourse, and to convey a sense of inter-connection and mental significance in the ideal values of life. (See summary after grade 8.)

Since the best and most carefully arranged material will fail of effectiveness unless its possibilities are developed by skillful and pointed adaptation, a mere list of pieces cannot indicate the nature of a plan, and is therefore omitted from the brief account of the special purpose of each grade given below. But a detailed scheme is in course of preparation for the use of the English Depart-

ment, which will afford a fuller conception of the plan, indicate methods of interpretation and treatment, and show the close interrelation of the various disciplines included in the teaching of English.

#### GRADE 1.

I. The animal home and the primitive human home as the center in which is fulfilled the need of shelter, food, clothing, mutual service and companionship; the child introduced to the fundamental instincts and activities of home-making, to the close relation between nature and human life, and to the simpler manifestations of human progress and development. II. The natural world presented through the simplest myths of the Greeks about the sky, the sun, the moon, and their connection with the earth; children led to claim the out-door world as a home, and to identify the far-away radiant objects which it contains with the idea of great and benignant personality.

#### GRADE 2.

I. More developed human homes: that of the thirteenth century, expressing idealized feudal relations, particularly service given and protection received, labor in the common fields, exchange of work in a self-sufficing community, devotion to the over-lord; that of the sixteenth century, showing the essentials of security, beauty and convenience in the modern home, with the relation of the family to the nation and the place in the home of the nursery, with its songs and stories. II. The animal, the primitive human, and the developed human home used as stages in progress toward a home-idea involving sacrifice of

material comfort to spiritual well-being, as illustrated by the search of the Pilgrim Fathers for a true home. III. Bible stories illustrating the faith that the Pilgrims loved.

#### GRADE 3.

Stories, poems and myths embodying the impulses, desires and longings of the separate individual; these so presented as (1) to call forth the child's latent consciousness of his own personal possibilities, (2) to develop comprehension and sympathy through imaginative participation in a wide range of feeling, and (3) to cultivate judgment on varied aspects of conduct and motive—the wise and unwise, moderate and excessive, efficient and inadequate, tactful and bungling, beautiful and repellent, noble and petty, right and wrong.

#### GRADE 4.

Stories of remarkable situations and wonderful heroes such as carry the individual beyond ordinary restricted experience, beyond normal human limitations, into the exaltation and delight of great deeds, wonderful personalities, supreme achievements; these unusual experiences arranged in a sequence to lead gradually from the triumphs of physical strength and endurance through those of mental gifts and resources to an order of worth that lies deeper than the most brilliant adventure can reach.

#### GRADE 5.

The growth of the ideal of manhood as shown in the deeds and purposes of the viking, the knight-errant, the Crusader, the poet-monk and the Puritan warrior; pupils

led to compare these types and the societies they stand for as presented in the stories of the course, to feel the beauty and value of a life imbued with ideal aims as distinguished from one influenced by merely personal and material desires, and to begin to distinguish the ideal from the material aims in the life about them.

#### GRADE 6.

The deeds and ideals of the individual as a part of the epic life of the whole. Vivid sketches of the immigration, establishment, rise and greatest national achievement of three remarkable peoples, the Greeks (fall term) the Romans (winter term), the Norman-French (spring term). Development through these nation-stories of the characteristic qualities and ideals of each people and the expression of these in the folk-epic of each (*Iliad*, *Æneid*, *Story of Roland*). Children led to compare the mode of development and the national aims of each of the peoples studied with their notion of the character and ideals of their own country.

#### GRADE 7.

A beginning of the study of the actual text of formed products of literature: the narrative of stirring action presenting types of personal conflict and development in close connection with national situations and movements. The *Odyssey* (adapted) used especially to aid pupils in applying to the interpretation of the printed page the grasp of human significance gained in the preceding grades. Three works of Scott (*Tales of a Grandfather*, *Ivanhoe*, *Lady of the Lake*) studied for adding to the interest which has



already been gained in the relations between individual and nation, a sense of the way in which that relation is vivified by an author with a strong feeling for the romance of the past. *Ivanhoe* used to carry on the interest in the English nation gained in the last term of the preceding year, and to give practice in seeing wholeness of meaning in the braided threads of a complex story.

#### GRADE 8.

An introduction to American literature: more distinct study of periods of writing as reflecting both the elements of individual experience and the larger phases of the people's change and development. The heroic age of America as compared with that of the people already studied (grade 6). The national period represented by *Snow Bound*, *The House of Seven Gables*, and certain stories and lyrics.

*Summary*—It will be seen that the course of development which literature is to mediate assumes the following sequence: 1. Establishing—in aid of home and kindergarten—the child consciousness in its first grasp of larger human life (grades 1 and 2), enriching this consciousness (grade 3), extending and stimulating it (grade 4), purifying and exalting (grade 5), and setting it in its relation to the larger life of man (grade 6), thus showing, in the work of the sixth grade, a return to that of the first after a cycle of growth. The work of the seventh grade exercises and further develops this mental content through the interpretation of literature which presents in artistic wholeness what has been separately assimilated, while that of the

eighth grade adds to the same discipline a more explicit conception of literature in its relation to national life.

#### B.—COMPOSITION.

Oral composition predominant in the lower grades: aims furnished the pupil which stimulate the desire to relate a certain incident, to show a particular picture, to hold the attention of classmates. The impulse to draw and to make dramatic representation encouraged for vivifying and giving variety to self-expression. Oral development of the paragraph from the third grade on, with increasing practice through the later grades in writing lesser wholes and entire stories. Character sketches, simple debates, and short pieces of exposition, with special drill in the sentence.

#### C.—GRAMMAR.

The study of grammar used as an aid to oral and written expression; hence development of the sentence-sense the primary, and correct use of word-forms the secondary, purpose in teaching. Grammar facts and elementary rhetorical facts interrelated and taught from the standpoint of their function as tools for the adequate expression of meaning.

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### READING.

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Throughout the course material is supplied to train the pupils in three directions:

A. Training in comprehending the meaning of the text, or in grasping the facts as related, apart from the emo-

tional content of the subject-matter. This training eventually leads to the power to penetrate rapidly into all reading matter.

B. Training in realizing the spirit, the feeling, of the literature, using the facts only in so far as necessary for experiencing the real life portrayed. This is largely a cultivation of the imagination and the ethical sense. This training leads to literary insight and wholesome aversion of sickly sentimentality.

C. Training in expressing the thoughts and feelings portrayed as a means to a greater appreciation of them. This includes a mastery of the mechanics of reading. From this training is derived the fuller enjoyment and realization of all the more subtle phases of literary art.

A well-selected library in each room furnishes supplementary reading, and reference books for use in other studies. To aid in the cultivation of a reading habit, the children's tastes are carefully observed and directed. The memorizing of such literature as is suited to each grade is made a part of the training of each child to increase his enjoyment of books and of life.

The following is a condensed synopsis of the scope of the reading in the grades:

#### GRADES 1 AND 2.

*Purpose.* To enable the child to think in response to printed or written stimuli, and to express such thoughts in oral language, writing, action and dramatic representation.

*Material.* Nature excursions and study; classic stories; poetry; constructive work; home experiences; black-

board exercises; charts; fifteen sets of primers and first and second readers. (The Art-Literature Readers; Eskimo Stories; The Thought Reader, etc.)

*Method.* A proceeding from the content to the form, from the whole to the parts. An appeal to all the child's senses in teaching new words. A utilization of his dramatic instinct in the representation of sounds and movements in nature, in order to retain his vocal and bodily freedom. (For example, let him imitate the lark's note, the bear's walk.)

#### GRADES 3 AND 4.

*Purpose.* To teach the pupil to reproduce a factual lesson in a classified manner. To lead him to study personalities separately, to follow their growth or change, and so understand the relation of the parts to the whole. To assist him to express fluently the direct discourse and the feeling it contains. To help him to get the meaning of the vocabulary from the context, and the pronunciation by the use of diacritical markings.

*Material.* Much material should be studied, but not intensively. The biography of those artists whose pictures the children have studied (Stories of Great Artists); stories of wonderful happenings, nature myths (Robinson Crusoe; Hans Anderson's Best Stories); Poetry marked by imagery; ten sets of texts with Baldwin's Readers for the basal work; library books.

*Method.* Rapid extensive treatment rather than accurate intensive study; fixation of new words by means of visualization drills, action, writing, phonetic spelling, and pictures; the mass of new words taught from the stand-

point of use rather than of form. The impersonation of characters to fix their qualities; dramatic representation of longer wholes to give play to natural activities; exercises in formation continued.

## GRADES 5 AND 6.

*Purpose.* To fix the habit of curiosity in regard to the meaning of unfamiliar words; to train the pupil to image as he reads; to get fluent and intelligent reading; to direct the pupil's taste for the enjoyment of the best stories of adventure, heroism and knighthood.

*Material.* Such reading as correlates with the history and nature study (The Spanish in the Southwest; Four American Inventors; Wood Folk at School; etc.); material which appeals to his emotions and ideals (Pilgrim's Progress; The King of the Golden River); patriotic poems and dramatic narrative poems; the use of the library books.

*Method.* Debates, discussions and dramatizations as the chief means of reproduction, constant attention to the vocabulary; use of the dictionary and a few rules to aid in the mastery of spelling and pronunciation; the beginning of intelligent use of emphasis, tone color, and phrasing in oral reading.

## GRADES 7 AND 8.

*Purpose.* To train pupils to get factual matter silently, rapidly, accurately and independently; to make the best literature have meaning and attractiveness; to make use of the simpler elements of vocal expression as applied to reading; to form the habit of mastering the vocabulary of any matter read.

*Material.* Texts in history and literature; short wholes having an ethical truth, (The Nuremberg Stove, Ulysses); descriptions and poetry marked by vividness, beauty, or stirring action (The Courtship of Miles Standish; Evangeline, etc.).

*Method.* Continuation of the same methods of reproduction; the subjective paraphrase by the teacher to get vivid realization of the personalities portrayed, and the presentation for the use of the pupil of a systematic mode of preparation; the use of sight reading and recitation, contents, debates, extempore speaking, orations, and plays, to give practice in deportment and voice culture; daily exercises in articulation and enunciation, with remedies for vocal defects.

**Note.**—The teacher will need to make use of the best training and a genuine love of the artistic if she succeeds in leading pupils successfully through the grades.

## MUSIC.

### FIRST YEAR.

Songs and exercises from teacher's pattern. The production of the third and fifth of any key tone and their octaves. Accent and sign for the same. The singing and writing of exercises from memory. The pointing of phrases on modulator after teacher's pattern. The indication of the same by manual signs. Primary and secondary forms. The beat divided into halves; into quarters. Two-part exercises from manual signs. Ear exercises. Exercises sung to a given syllable. Daily practice with manual signs and modulator. Notation necessary to the foregoing.

## SECOND YEAR.

The dominant chord. The singing of every interval possible with the tones of the tonic and dominant chords. Songs and exercises sung, written, pointed from modulator, and indicated by manual signs, from memory. Two-part rounds. Exercises and songs beginning with half-beat tones. The beat-and-a-half tone. Two-part songs. Daily use of ear exercises, manual signs and modulator. Familiarization of pupils with rhythm employing half-beat and quarter-beat tones.

## THIRD YEAR.

The sub-dominant chord and all new intervals possible with tones of the same. Melodic resolution of tones. Motion of parts. Two-part singing. Simple dissonances. Singing, writing, pointing, and indicating of the half-and-two-quarters beat; the two-quarters-and-a-half beat; the three-quarters and quarter beat; the triplet. Given the key tone, to recognize and write any exercise or song involving the foregoing elements. Ear exercises daily.

## FOURTH YEAR.

Meaning of key and time signs. Ear exercises daily. Chromatic seconds. The reproduction of easy songs from teacher's singing. Three and four-part rounds. Two-part songs. Transition to first remove. Given C, to find any key. The reproduction of the modulator as far as four sharps and four flats. Part pulse dissonances. Daily use of modulator and manual signs.

## FIFTH YEAR.

Daily use of ear exercises, modulator and manual signs. Quarter-beat rest. Syncopations. Chromatic tones taken by leaps. Sharp four and flat seven as chromatics. Voice leadings indicating transition. Chromatic resolution.

## SIXTH YEAR.

Minor modes. Phases, sections, periods, melodic cadence. Daily use of modulator, ear exercises and manual signs. Major, minor and diminished chords contrasted.

## SEVENTH YEAR.

The writing of the relative minor to a given major phrase or section, and the singing of the same. Three-part songs and exercises. The modulator by tone. Knowing the common chords of the major and minor mode, and also the dominant seventh and supertonic seventh of both modes. Daily use of ear exercises and modulator.

## EIGHTH YEAR.

Transitional modulation. Transposition. Rare divisions of time. Transitions of two and three removes. The determination of the key in imperfect notation. Three-part songs and exercises. Daily use of ear exercises and modulator.

**Note.**—This outline is intended to give the natural order in which the elements of music are acquired and the time necessary to their acquirement by the average pupil under good teaching. It is a guide to the teacher as to the order of presentation, however, rather than as to the time necessary. Technical exercises are to be incidental to singing.



## HIGH SCHOOL.

Pupils who have had no previous training have daily instruction during the first year in the Elements of Music, with special attention to the following items: Key-relationship, tone quality, rhythm, simple forms, pronunciation, breath control, voice training, ear training, expression and notation.

Those who are prepared for it are assigned to classes doing such advanced work as they may properly undertake. It is the intention to grade the work according to the needs of the student, offering advantages in music as advanced as their preparation may warrant.

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ART.

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## ARRANGEMENTS OF TOPICS.

GRADES 1, 2, 3.

*Nature Drawing.*

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

*Color.*

Natural order of colors as found in the spectrum, washes of pure color; the six standard colors and middle tones of gray; the tints and shades midway between standards and white and black; harmonies of contrast.

*Pictorial Drawing.*

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

*Structural Drawing.*

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

*Decorative Drawing.*

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

## GRADES 4, 5, 6.

*Nature Drawing.*

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

*Color.*

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

*Pictorial Drawing.*

Representation of proportions and of foreshortened surfaces, as seen in leaves, flowers, etc.; study of pictures

for illustrations of effects; elements of good pictorial arrangement; principles of foreshortening; memory drawing of foreshortened forms in any position.

### *Structural Drawing.*

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

### *Decorative Drawing.*

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

GRADES 7, 8.

### *Nature Drawing.*

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

### *Color.*

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

### *Pictorial Drawing.*

Principles of convergence studied from pictures and objects; memory drawing of type forms in any position; elements of pictorial composition; values; interiors; landscapes; composition in color.

*Structural Drawing.*

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

*Decorative Drawing.*

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

## HIGH SCHOOL COURSE.

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

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## HISTORY.

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No effort towards formal work in history is attempted before the fifth grade. Much work, however, in the previous years and in the kindergarten in connection with language, geography and literature is valuable history material, and should be so regarded by the teachers of these grades. In the kindergarten, such historical concepts as *time* and *change* as shown in the celebration of birthdays in the comparison of *then* and *now*, as exemplified in stories

of social, domestic and industrial interests in the life of the child, his parents and his grandparents, are most valuable beginnings in history work.

So, too, the celebration of Thanksgiving and Christmas brings the child, in the one case, into touch with the early settlers of our land, and into a knowledge of the home life of that kind; and in the other, into a realization of the existing of other lands and other peoples beyond the seas.

Many of the classic and Norse myths are taught in the early grades. Many historic stories found in the reading books of these grades are valuable material. National holidays are observed, and their meanings are explained.

No fact of history within the comprehension of the children should be neglected. In the fifth year formal history lessons are given in accordance with the following outline of the course:

#### GRADE 5.

(Last half of year.)

*Purpose.* To acquaint pupils with several historic types of men of the several nations which explored or colonized portions of America. These should be studied as types, not as heroes.

*Material.* The stories of La Salle, Cortez, Drake, Raleigh, Smith, Bradford, Boone, Carson, and the story of the Lewis and Clark expedition.

#### GRADE 6.

(Last half of year.)

*Purpose.* To give pupils a comprehensive view of the history of the United States, without going too much into

the tedious details; to direct attention to facts and matters of real importance only; to avoid all questions which are beyond the understanding of pupils of this grade.

*Material.* McMaster's Primary History of the United States, supplemented by appropriate readings and frequent discussions of local government, with observations of such civic and social life as may come within the grasp of pupils.

#### GRADE 7.

(Last half of year.)

*Purpose.* To prepare pupils for a fuller interpretation of the essential facts of American history; to unfold the motives of exploration and colonization of European nations in the new world, and the causes which resulted in permanent English control; to show how European history and civilization have been carried over into American history through colonization.

*Material.* Guerber's Story of the English, Green's History of the English people (adapted), brief stories of the other nations of Western Europe, and their relations to England. Harding's Story of the Middle Ages.

#### GRADE 8.

(Entire year.)

*Purpose.* To organize the facts of American history by a proper interpretation of the great thought movements; to acquire an intelligent conception of the problems which have affected, and are yet affecting, the American people socially, educationally, religiously, politically and industrially; to prepare pupils to enter intelligently and sympathetically into all questions of social order.

*Material.* Fisk's United States History, supplemented by McMaster's and others. (Efforts to acquire ability to consult authorities.)

### GEOGRAPHY.

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

#### GRADE 3.

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

#### GRADE 4.

(First half of year.)

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

#### GRADE 5.

(First half of year.)

In the fifth grade the pupil studies Europe, Asia, South America, Africa and the Philippine Islands, much

as he studied North America in the fourth grade, but in a somewhat more advanced manner.

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

Students build relief maps of sand and of paper pulp.

#### GRADE 6.

(First half of year.)

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

*North and South America—*

- I. Relief maps made in connection with study of topics.
- II. Industrial topics.
  - A. Industries of mountain regions.
    1. Mining: coal, iron, gold, etc.
    2. Lumbering.
  - B. Industries of plains.
    1. Stock raising: cattle and sheep.
    2. Agriculture.
  - C. Industries of prairies.
    1. Agriculture: corn, wheat, other grains, stock raising and fattening, and fruits.



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

## GRADE 7.

(First half of year.)

Careful study of Europe; general review.

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## NATURE STUDY.

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

lems of all ages, nature-knowledge is of the most vital kind; but it is in the broadening and deepening of everyday life through interest in and sympathy for Nature that results are most to be hoped for.

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

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

The *Scope* of the present nature study course consists entirely of lessons with animals and lessons with plants. Each kind of plant and animal is studied as an individual, and the child is expected to learn to know it by sight and to become acquainted with those things about it that are most adapted to interest him at his particular stage of develop-

ment; those that are, in other words, most closely correlated with the child's life.

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

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

#### THE COURSE OF STUDY.

(As followed by each grade.)

##### I. *Lessons with Animals*—

1. Domestic animals—as listed.
2. Birds—as listed.
3. Mammals—as listed.

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

## II. *Lessons with Plants*—

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

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

The *Results* of the nature study work hoped for, and that it is expected will be realized from the course, are: (1) a wide *acquaintance* (comparatively) with plants and animals, both wild and domesticated; (2) a deep and active *interest* in “seeing and doing” along the lines touched upon in the course; (3) a large stock of fundamental knowledge necessary to a proper understanding of present day problems; (4) loving and sympathetic contact with nature, resulting in a broader and deeper life.

## ARITHMETIC.

## GRADES 1 AND 2.

- (1) The thirty-three primary addition facts.
- (2) The corresponding subtraction facts.
- (3) The multiplication facts to products 12.
- (4) The corresponding division facts.
- (5) The corresponding partition facts.
- (6) The meaning of 1-2, 1-3, 1-4, \* \* \* 1-12, and 2-3, 3-4, 2-5, 3-5, 4-5, 5-6.
- (7) Relations of foot, yard, inch; pint, quart, gallon; nickel, dime, dollar; used primarily in illustrations.
- (8) Use of known number facts in space 1-100.
- (9) Ratio. (10) Area and volume.

## GRADE 3.

- (1) Mastery of operations with integers in number space 1-100. New facts especially.
- (2) Easy work in space to 1000.
- (3) Meaning and use of fractions to twelfths, in addition, subtraction, and simpler cases of multiplication, division and partition.
- (4) Relations between fractions to twelfths.
- (5) Denominate number facts where relations are expressed by numbers less than 100. (Used primarily in illustrations.)
- (6) Ratio. (7) Area and volume.

## GRADE 4.

- (1) Mastery of operations with integers in number space 1-1000.
- (2) Easy work in space to 100,000.
- (3) General meaning of fractions, and general use in partition.
- (4) General method of addition and subtraction of fractions,—work confined, however, to fractions in common use.
- (5) Simpler cases of multiplication and division of fractions. Relations to thirtieths.
- (6) Denominate numbers in common use. (Used primarily in illustrations.)
- (7) Simpler multiplication and division by numbers of two places.
- (8) Decimal notation for tenths.
- (9) Ratio. (10) Area and volume.

## GRADE 5.

- (1) Work mainly in space to 10,000.
- (2) Some easy work in space to 1,000,000.
- (3) Multiplication and division by numbers of two or three places.
- (4) General methods of multiplication and division of fractions.
- (5) Decimal notation for hundredths, thousandths, etc. Work mainly confined to hundredths and thousandths.
- (6) Ratio. (7) Area and volume.

## GRADE 6.

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

## GRADE 7.

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

## GRADE 8.

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

## MANUAL TRAINING.

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### PRIMARY GRADES.

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

#### FIRST GRADE.

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

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

The weaving of a doll's blanket for a doll's bed, on a simple loom, consisting of a small frame with ten nails driven at each end. This work is done in the nature work in connection with the study of the sheep. Cutting and pasting of the Pilgrims during the Thanksgiving season. The clay work consists of the modeling of birds, bird nests, people, houses, animals of various kinds, as dogs, horses, cows, sheep, etc. Molding of peaches, pears, apples, etc., in connection with the study of fruits. Sewing: the gathering of seeds to fill a cushion for the doll house. Basketry: the making of baskets of raffia, during the study of fiber, home work or Indian basketry.

#### SECOND GRADE.

Pasteboard cutting and pasting preparatory to the developing of the playhouse, as a small village made



by entire class, consisting of houses of various sizes, bridges, rivers, etc. Building Indian village while studying Hiawatha. Log house, brick house, or house of any other material suggested by the children. The house may be built in connection with the study of the Puritan, as in the case of the log house, or the kinds of material used for building purposes. Building and furnishing of pasteboard house in connection with the study of the home. The house should have four rooms, or the number thought necessary by the children for the carrying on of actual house-keeping. Below are a few suggestions as to furniture and fixtures for the house. These should vary according to the notions the children have as to what constitute essentials in the way of furniture for the house. Kitchen: tub, washboard, washstand, bucket, stove, chairs, table, designed and colored oilcloth for the floor may be made of pasteboard. The servants' pots, kettles, pans, etc., may be made of clay. Dining room: chairs, table, sideboard, etc. of pasteboard. Bed room: bed and chairs of raffia, dresser of pasteboard, bowl and pitcher of clay. Parlor: chairs of various kinds, stand made of pasteboard, carpet of silkline strips woven on loom, curtains of thin paper or cloth, people of pasteboard, dresses of cloth or tissue paper, hats of raffia.

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

#### THIRD GRADE.

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

Pupils are encouraged to make any objects that will

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

#### FOURTH GRADE.

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

## FIFTH GRADE.

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

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

## SIXTH GRADE.

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

## SEVENTH GRADE.

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

## EIGHTH GRADE.

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

## HIGH SCHOOL.

The work in the high school is entirely individual, each pupil being expected to work out his own design, pre-

paratory to the constructive work. The course in general consists of constructive work, picture frames, chairs, tabourets, stools, bookcases, tables, etc. Decorative practice in designing, uses of ornament with a view of suiting the decorating to the object to be decorated. Wood carving, marquetry, staining and finishing are studied.

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## SEWING.

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### GRADE 5.

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

### GRADE 6.

Review of former stitches.	French seam.
Overhanding.	Placket.
Bands.	Aprons.
Gathering.	Fancy bags.
Felled Seam.	Petticoat.

## GRADE 7.

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

## GRADE 8.

Cooking.

## HIGH SCHOOL.

Suit of underwear, shirtwaist suit, study of material, cooking.

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## PHYSICAL EDUCATION.

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### HYGIENE.—GYMNASTICS.

The purpose of these courses is to secure health, improved bodily development, recreation, promotion of growth and functions, discipline and attention. The means employed to these ends are play, games and sports, drill, gymnastics. The basis of efficiency in developing the physical condition is a proper understanding of the individual health. This understanding is accomplished by the careful physical examination given at the beginning of each year. This investigation of the conditions of health, growth, and general and special development is carried on by a specialist, and forms a valuable aid in the direction of the child's instruction. All the influences that bear upon

the preservation of the best physical conditions for the child are scrutinized and regulated as far as possible.

#### GRADES 1 AND 2.

*Aim.* Development of co-ordination, muscular and rhythm senses. Emphasis of recreative element. Development of spontaneous activity and attention.

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

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

#### GRADES 3 AND 4.

*Aim.* Requirement of discipline and attention, ease and precision of muscular co-ordination and control.

*Means.* Free exercise by command: Breathing drill, fancy steps and marching, running games, ball games, easy dumb bell drill. Alphabet of wands. Gradual increase of required attention and precision. Instruction as to carriage and posture, breathing, etc.

#### GRADES 5 AND 6.

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

*Means.* Swedish free exercises. Fancy steps and marching. Military drill, with organization of company.

Setting up exercise. Drills with one club, bells and wands. Manual of arms with wands. Competitive games. Field day sports.

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

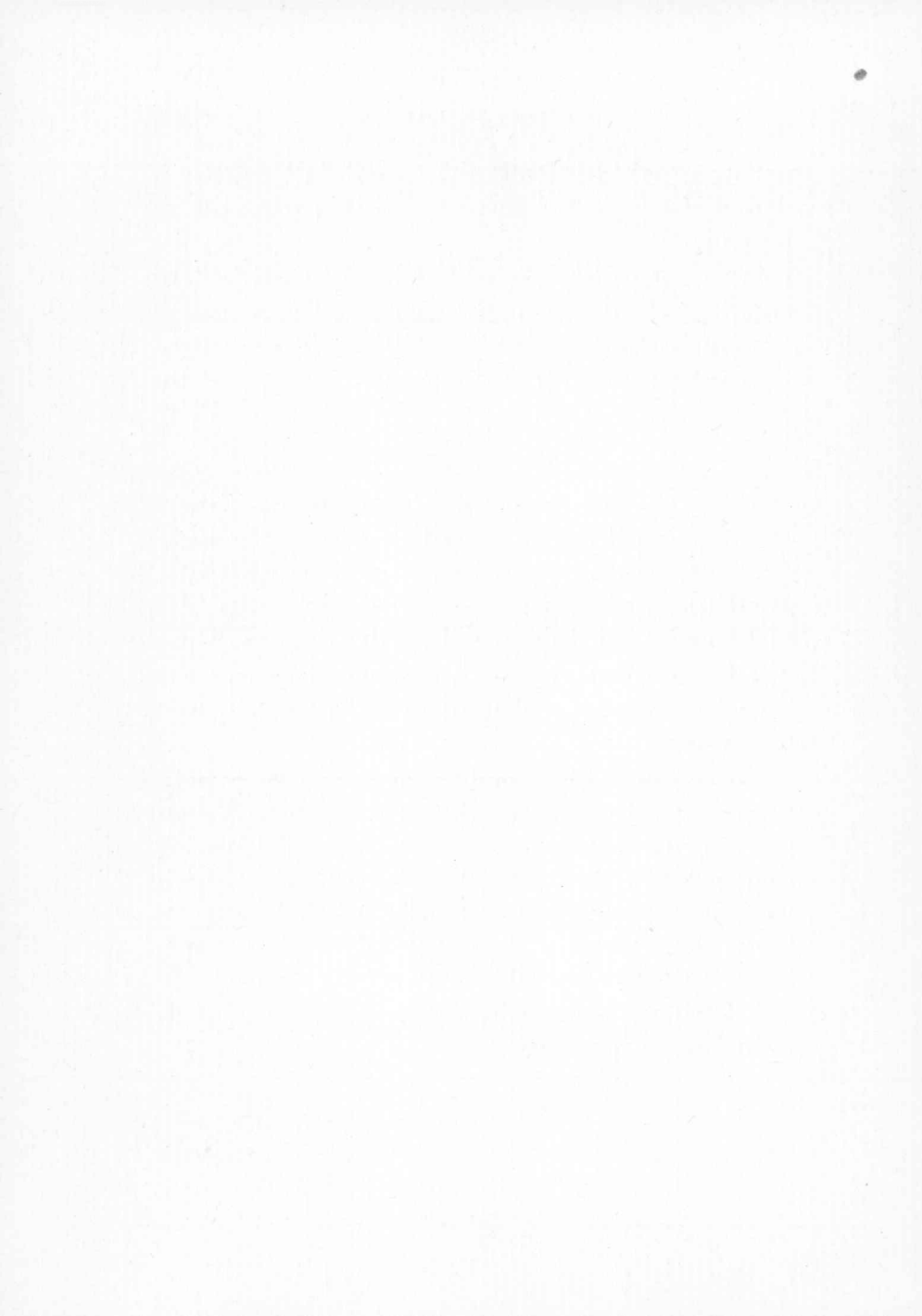
#### GRADES 7 AND 8.

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

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

The boys will have military drill, with the organization of a regular company with officers, military "setting up" exercise, wooden and iron bell drill, Indian clubs. In more advanced class work, there is required exercise on fixed apparatus in gymnasium, field and track sports outdoors, school fencing. The hygienic value of the relaxation of gymnasium games and exercise is fully utilized.

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





HIGH SCHOOL DEPART-  
MENT



## HIGH SCHOOL.

ROYAL WESLEY BULLOCK, PRINCIPAL.

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In the High School Department of the Normal Training School at Greeley the state offers an excellent opportunity for high school training free of tuition to those who have completed the eighth grade work of a public school, or its equivalent.

Students who hold an eighth grade county diploma are admitted to the ninth grade without an examination.

### GENERAL NOTES.

High School students have full use of the various laboratories of the Normal School, and of the studios and library, on the same condition as the Normal students.

Tuition is free. Text books are furnished by the school. A library fee of \$2.50 per term is charged for the use of books.

A deposit of \$2.00 is required when the student registers, and is returned, less the value of any books damaged or not returned, when the student leaves school or at the end of the year.

The Shakespearian Literary Society is organized, officered, and controlled by the students, and offers opportunity for practice in literary, dramatic, forensic, and musical work. It meets weekly at 2:15 Friday afternoons.

“The Normal High School Cadets” is a military company organized, officered, uniformed, and managed by the High School boys.

The enrollment in the High School for the year 1904-1905 is 161.

### COURSE OF STUDY 1905-1906.

1. 36 weeks in a year's work.
2. 22 recitations per week required.
3. 792 recitations in one year's work.
4. 12 recitations count one credit.
5. 66 credits in one year's work.
6. 198 credits required for graduation.
7. “R” indicates required subjects.
8. “E” indicates elective subjects.
9. Figures below indicate number of recitations per week and number of terms during the year.
10. In order to take full work pupil must take all the required work of each year and enough electives to make at least 22 recitations per week.

#### NINTH GRADE.

Literature and English.....	5 R	2 T
Reading .....	5 R	1 T
Algebra .....	5 R	3 T
Physical Culture .....	1 R	3 T
Ancient History .....	4 E	3 T
Zoology .....	4 E	3 T
Latin .....	4 E	3 T
German .....	4 E	3 T

French .....	4 E	3 T
Sloyd .....	4 E	3 T
Cooking .....	4 E	3 T
Sewing .....	4 E	3 T
Art .....	4 E	3 T
Library Work (limited to four students) . . . .	4 E	3 T
Vocal Music .....	4 E	3 T

## TENTH GRADE.

Literature and English .....	5 R	2 T
Reading .....	5 R	1 T
Physical Culture .....	1 R	3 T
English and Modern History .....	5 E	3 T
Algebra .....	5 E	2 T
Botany .....	4 E	3 T
Physics .....	4 E	3 T
Commercial Geography .....	4 E	2 T
Latin .....	4 E	3 T
German .....	4 E	3 T
French .....	4 E	3 T
Sloyd .....	4 E	3 T
Cooking .....	4 E	3 T
Sewing .....	4 E	3 T
Art .....	4 E	3 T
Library Work .....	4 E	3 T
Vocal Music .....	4 E	3 T

## ELEVENTH GRADE.

Literature and English .....	5 R	2 T
Reading .....	5 E	1 T
Physical Culture .....	1 R	3 T

Industrial History .....	5 R	3 T
Geometry .....	5 E	3 T
Arithmetic .....	5 E	1 T
Chemistry .....	4 E	3 T
Physiology .....	4 E	1 T
Latin .....	4 E	3 T
German .....	4 E	3 T
French .....	4 E	3 T
Sloyd .....	4 E	3 T
Cooking .....	4 E	3 T
Sewing .....	4 E	3 T
Art .....	4 E	3 T
Library Work .....	4 E	3 T
Vocal Music .....	4 E	3 T

# MISCELLANEOUS





## ADMISSION.

At a meeting of the board of trustees, held June 2, 1897, a resolution was passed making the course three years—namely, Preparatory, 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 hold a teacher's certificate will be admitted to the Preparatory class without examination. All also who have an equivalent education will be admitted.

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.

## GOVERNMENT.

That government of a 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 one 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 the student strong and fits him for life, while coercion, or government from without, renders him unfit for self-regulation. By thus bringing the student's regulative powers into use—*i. e.*, by his self-acting—there is produced an abiding tendency to self-government. There 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.

## THE STANDARD OF THE SCHOOL.

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

## 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.

The school gives special diplomas in certain lines of work, which entitle holders to teach these studies in the schools of the state. See page 99.

### 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.

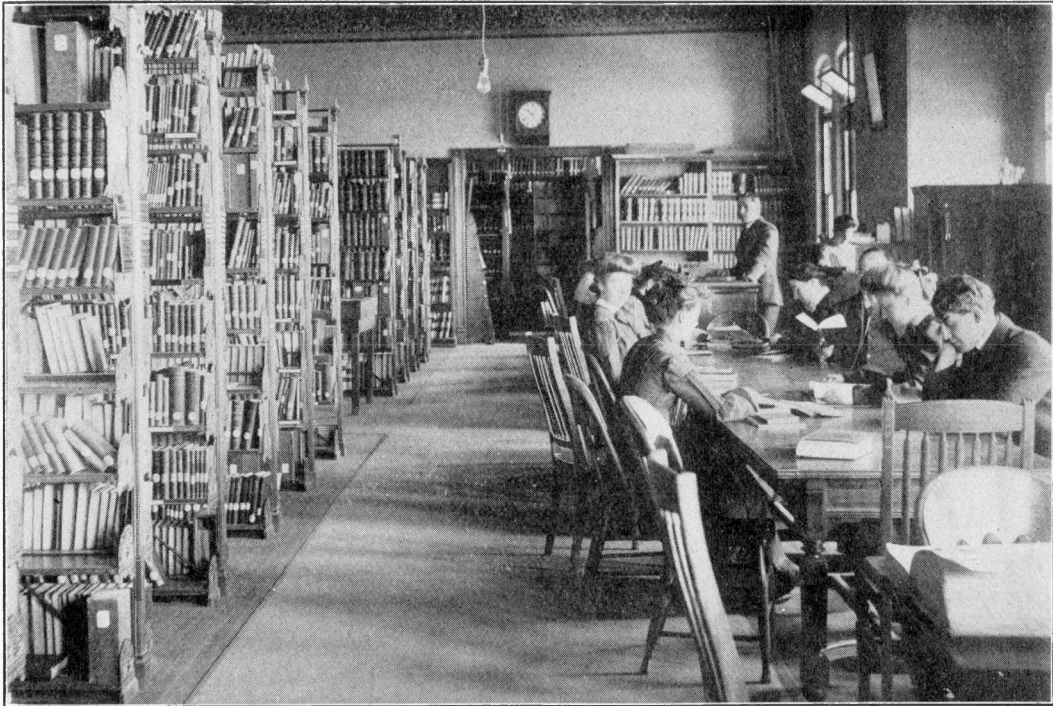
### LIBRARY AND READING ROOM.

*The true university is a collection of books.—Carlyle.*

*Reading makes a full man.—Bacon.*

For the use of all connected with the school, there is an excellent library and reading room containing about twenty-five thousand volumes. This is an essential feature of the school. It is a fountain of knowledge, a source of discipline and a means of culture. The shelves are open to all. No restrictions are placed upon the use of books, except such as are necessary to give all users of the library an equal opportunity and to provide for a reasonable and proper care of the books.

Among the reference books are the following: Encyclopedias—the Britannica, the American, the New Inter-



Section of Library.



national, Johnson's, the Iconographic, the People's, the Universal, the Young People's, etc. Dictionaries—The Century, The Encyclopedic, The Standard, The Oxford, Webster's, Worcester's, etc.; dictionaries of particular subjects, as Architecture, Education, Horticulture, Painting, Philosophy, Psychology, etc.; Lippincott's Gazetteers; Larned's History of Ready Reference; Harper's Cyclopaedia of United States History; etc.

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

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

The library subscribes regularly for about two hundred and twenty of the best magazines and educational journals. It also receives through the courtesy of the publishers, most of the country papers of the state, and many of the religious papers of the country. As volumes of the leading magazines are completed, they are bound and placed on the shelves as reference books. To facilitate the use of periodicals, Poole's and many other good indexes are provided.

A course in library handicraft has been arranged for those who wish to become familiar with library methods. For more detailed information as to the library and as to the course in library handicraft, see library bulletins.

## MUSEUM OF FINE ARTS AND ARTS-CRAFTS.

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

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

In pottery there is a good collection. It is possible that there is no normal school in the country that has as good a ceramic collection. The specimens are used in the arts-craft work, to inspire and instruct, to the end of creating a feeling for the beautiful in the useful. The ceramics of a number of countries are already represented in the museum. Among them are a number of American potteries; a very good Japanese collection; China; Mexico; Italy; Hungary; Holland; France; Ireland; many pot-





Sloyd Museum.





Indian Pottery.





Indian Corner, Art Museum.



teries of England; Sweden; Belgium; Norway; Russia; etc. There is also a very fair collection of Cliff Dweller and Indian pottery.

### NATURAL HISTORY MUSEUM.

A museum is indispensable to an educational institution. It is a center of information and inspiration. If properly classified, it brings nature into a small compass and enables the pupil to see the orderly whole. In this age of science, teachers of public schools must have a working knowledge of the subjects of elementary science, and also know how to present them as nature study that they may be able to lead children to have a feeling for nature, to love nature and to know it. The school has a good, working museum. The specimens are not in a separate room under lock and key, but the cases are in the laboratories, halls and rooms where they are to be used. The museum contains the birds of Colorado, the birds' eggs of Colorado and surrounding states, many nests and eggs mounted as they are in nature, many insects of this and other states and countries, numerous specimens prepared in liquids, the best collection of Colorado fishes in the state, nearly all the mammals of the state, about 6,000 plants, numerous fossils, an excellent collection of microscopical specimens, charts, maps, living specimens, and a fair collection of minerals. There are about 25,000 individual specimens in the museum.

The museum is the outgrowth of the field work done in the school by teachers and pupils. In science and na-

ture study great stress is laid on coming in contact with the objects of nature in their natural habitat. It is the field work that makes the museum so vital in our work. In all the grades of the training school the museum has its influence. Specimens suitable to the grade are in every room.

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

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

### CHRISTIAN ASSOCIATIONS.

Realizing the necessity for religious and social culture in the school, and believing much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's and Young Men's Christian Associations. Meetings are held at various times, and persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings. Much good is also done by these





Y. W. C. A. Cabinet, '05.



associations in the way of creating closer social relations among the students.

The officers of the Christian associations at present are:

## Y. M. C. A.

President.....	C. E. STEWART
Vice-President.....	H. H. HEDSTROM
Secretary.....	E. L. JOHNSON
Treasurer.....	A. T. NEAR

## Y. W. C. A.

President.....	SUE PAXTON
Vice-President .....	LULU SHERRY
Secretary.....	ANNA QUICK
Treasurer.....	MARTHA BOWEN

## LITERARY SOCIETIES.

## CLIONIAN, PLATONIAN, CHRESTOMATHIAN.

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

The present organization of the societies is as follows:

CLIONIAN.

President.....	EARL K. TERRY
Vice-President .....	EVERETTE DRAPER
Secretary.....	LAURA KIBBY
Treasurer.....	MARY TAYLOR
Sergeant-at-Arms .....	RALPH ELLIS

PLATONIAN.

President.....	AMY FOOTE
Vice-President .....	ETHEL BUTTERFIELD
Secretary.....	ADALINE BUTTERFIELD
Treasurer .....	WINIFRED SIBLEY
Sergeant-at-Arms.....	EMMA SPARLING

CHRESTOMATHIAN.

President.....	MYRTLE SAYER
Vice-President.....	MYRTLE MINCEY
Secretary.....	MATTIE ASMUS
Treasurer.....	LUELLA V. HENRY
Sergeant-at-Arms.....	YOLANDE COMSTOCK

ALUMNI ASSOCIATION.

The Alumni Association is the strong organization for influence connected with the school. There are now 810 members. This means as many centers of influence for better educational work and for their *Alma Mater*, "Old Normal."

## PUBLICATIONS.

1. The State Normal School publishes the annual catalogue. Fifteen of these catalogues have appeared.

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

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

4. The Young Men's Christian Association gets out an annual directory setting forth its work in the institution.

## SESSIONS OF SCHOOL.

In the Normal Department there are no regular daily sessions which all students are required to attend. The library is open every morning at 7:30, and regular recitations begin at 8:20. Students are required to be present only at their recitation and laboratory periods; the rest of the time they are free to employ as they find most to their advantage. Regular recitations are over for the day at 3:30, and the library classes at 4:30 in winter and at 5:00 in autumn, spring and summer.

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

## EXPENSES.

Tuition is free.

The use of all text books (our plan of work requires a great many), all library books (25,000 in all); the use of 250 magazines; all material, such as iron, wood, rattan, raffia, etc., for the Manual Training Department; all foods and material in the Domestic Science Department; all chemicals in the laboratories are furnished by the school, and the students pay the following fees:

## NORMAL DEPARTMENT.

All Normal students pay \$3.50 per term book fee; there are three terms in the regular school year.

All Normal students pay \$1 per term laboratory fee.

All who take an industrial subject, as sloyd, library handicraft, sewing or cooking, pay \$2.00 per term.

All students pay \$1.00 per term athletic fee.

All students who take art, pay \$1.00 per term art fee.

## TRAINING DEPARTMENT.

All students of the high school pay \$2.50 per term book fee.

All students of the high school pay \$1.00 per term athletic fee.

All students of the high school who take it, pay \$1.00 per term for sloyd, cooking or sewing.

All students of the grammar department pay \$1.50 per term book fee.

All students of the grammar department who take it, pay \$1.00 per term sloyd, sewing or cooking fee.

All pupils of the primary department pay \$1.00 per term book fee.

#### KINDERGARTEN.

All kindergarten children pay \$1.00 per term.

#### PERSONS FROM OTHER STATES.

All persons in the Normal Department not citizens of Colorado pay \$10 per term tuition fee, besides the fees of the Normal Department enumerated above.

#### CAPS AND GOWNS.

All members of the Senior class provide themselves with college gowns and caps. Gowns may be purchased ready made at prices ranging from \$4.00 to \$6.00. The price of the caps ranges from \$1.60 to \$2.50. The color of both gown and cap is black.

#### SUGGESTIONS TO PROSPECTIVE STUDENTS.

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

2. Any one who purposes attending our school should write as soon as he has made up his mind, letting us know how he wishes to board, and whether he wishes us to make arrangements for him, and letting us know on what train he will arrive.

For further information, address the Secretary or President.

## VISITORS.

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

## STUDENTS' RELIEF FUND.

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

The money constituting this fund consists of contributions from persons and organizations disposed to help in the work, and of the interest derived from loans. The treasurer of the Board of Trustees of the Normal School is the custodian of the fund.



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

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

### GIFTS TO NORMAL SCHOOL.

The school has received some generous gifts from various sources.

#### I. Money and Land—

1. The Colorado Mortgage & Investment Company . . . . . \$15,000
2. John T. Cranford, 32 acres of land valued now at \$1000 per acre . . . . . 32,000
3. Citizens of Greeley, 8 acres . . . . . 8,000

## II. Gifts by Classes—

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

## III. Other Gifts—

1. Two fine pieces of pottery from Teco Company, Chicago.
2. Three plates from Robinson & Co., England.
3. Six pieces of porcelain from Haviland, France.
4. A collection of tiles from Pittsburg, Pa.
5. Piece of delft ware, Holland.
6. Several pieces of Beleck, Ireland.
7. Vase, Hermann Kahler, Holland.
8. Several ceramic medallions, Italy.
9. Vase, Owens, Zanesville, by W. C. Wilson, Greeley.

10. Six pieces of pottery, by Weller, Zanesville.
  11. Fifteen books for library, F. A. Meredith, Fort Lupton.
  12. The Infusoria, by Mr. Plumb, Greeley.
  13. Twenty Cliff Dweller skulls, by Prof. Hewett.
  14. A porcupine.
  15. An American eagle, mounted, by Mr. Thayer, Greeley.
  16. Two mounted blue herons, by Mr. Freeman, Greeley.
  17. Mastodon tooth.
  18. A number of books for library.
  19. A collection of eggs, by Tyndall Snyder.
  20. A collection of birds, Colorado and Pennsylvania.
  21. A collection of minerals and fossils from Pennsylvania.
  22. A lifting machine, Dr. Marsh, Greeley.
  23. A pelican, Mr. Martin, La Salle.
  24. Pair of tongs, old timers, Mrs. Cheeseman, Greeley.
  25. A New England ferrule, Mrs. Thayer, Greeley.
  26. Shrubs and trees, by different classes and by citizens of Greeley.
  27. Collection of plants, by Prof. F. H. Byington.
  28. An oil portrait of Judge J. M. Wallace, first President of Board Trustees, Prof. Ernesti.
  29. A large Indian olla, Prof. Ernesti.
- IV. Gifts by Training School—
1. Dance of the Muses, High School.
  2. Picture.

3. A mission clock, by Eighth Grade.
  4. Flying Mercury, plaster, Eighth Grade.
  5. Picture—Holland scene, Eighth Grade.
  6. Three Madonnas, Eighth Grade.
  7. Portrait of Tennyson, Eighth Grade.
  8. Bust of Lincoln, Eighth Grade.
  9. Bust of Washington, Eighth Grade.
  10. Pictures—Three others, Eighth Grade.
- V. On Deposit—
1. A collection of birds' eggs of Iowa, Mr. Crone.
  2. A collection of minerals, polished, Mr. Lyons.
  3. A collection of Indian relics, Mr. Hewett.

CATALOGUE OF  
STUDENTS



# CATALOGUE OF STUDENTS.

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## NORMAL DEPARTMENT.

### GRADUATE STUDENTS—8.

Collins, C. Bruce	Greeley, Colo.
Garrigues, Helen	Greeley, Colo.
Gibbons, Marcella	Leadville, Colo.
Jones, Katharine	Stratton, Neb.
Meddins, W. C. P.	Greeley, Colo.
Sutherland, Mary L.	Grand Ledge, Mich.
Tate, Ethel H.	Lakin, Kan.
Williams, Mary E.	Gunnison, Colo.

### SENIORS—129.

Adams, Roxana	Greeley, Colo.
Alexander, Raymond P.	Greeley, Colo.
Avery, Camilla C.	Denver, Colo.
Ball, Maud	Greeley, Colo.
Beardsley, Eugene D.	Greeley, Colo.
Beckford, Edith R.	Greeley, Colo.
Bentson, Hilma C.	Holyoke, Colo.
Blaine, William D.	De Beque, Colo.
Boyd, Helen	Cripple Creek, Colo.
Broman, Cora	Greeley, Colo.
Browne, M. J. (Mrs.)	Delta, Colo.
Brush, Mary	Greeley, Colo.
Brush, Ruth	Greeley, Colo.
Brown, Arba	Sterling, Colo.
Buchanan, Lucile	Barnum, Colo.
Bunning, Elsie L.	Benkelman, Neb.
Butcher, Arthur J.	Erie, Colo.
Carson, Jessie	Denver, Colo.
Carson, Madge	Denver, Colo.

Chace, Bertha M.	Fort Morgan, Colo.
Chivington, Cordelia (Mrs.)	Cheyenne, Wyo.
Churchill, Harry V.	Greeley, Colo.
Collins, Edith M. (Mrs.)	Greeley, Colo.
Connell, Cliffe	La Junta, Colo.
Cope, Myrtle	Salida, Colo.
Correll, Gertrude E.	Cripple Creek, Colo.
Cox, Wilford	Cedar City, Utah
Craine, Carrie E.	Denver, Colo.
Crawford, Mabel Lee	Washington, Ia.
Cummings, Josie	Greeley, Colo.
Cuney, Nannie I.	Wray, Colo.
DeSelle, Belle (Mrs.)	Greeley, Colo.
Eadie, Isabel P.	Soda Springs, Idaho
Eldridge, Eva	Denver, Colo.
Ellis, Ralph W.	La Salle, Colo.
English, Myrtle	Greeley, Colo.
Evans, Clara	Greeley, Colo.
Fergus, Mabel E.	Greeley, Colo.
Ferguson, Mabel C.	Denver, Colo.
Ford, Rae	Denver, Colo.
Forsyth, Clara	Greeley, Colo.
French, Sarah T.	Greeley, Colo.
Fulweider, Eva	Denver, Colo.
Glaze, Anna W.	Denver, Colo.
Goldacker, Mary V.	Las Animas, Colo.
Godley, Sophie	Edgewater, Colo.
Graham, Anna D.	Greeley, Colo.
Graham, Veda S.	Denver, Colo.
Grimoldby, Winifred A.	Colorado Springs, Colo.
Hall, I. C.	Greeley, Colo.
Hanel, Bertha	Trenton, Neb.
Heighton, W. H.	Colorado Springs, Colo.
Hogue, Rose	Salida, Colo.
Holland, M. Pearl	Greeley, Colo.
Hooper, Dorothy	Sugar City, Colo.
Hughes, Mildred B.	Fowler, Colo.
Hull, Cora B.	Steamboat Springs, Colo.
Hummer, Ruthella	Cripple Creek, Colo.



Hunter, Leoma D.....	Lake City, Colo.
Hunting, Addie L.....	Arapahoe, Colo.
Hutchison, Jessie .....	Denver, Colo.
Jenkins, Marie .....	Denver, Colo.
Johnson, Alice .....	Denver, Colo.
Jones, Ella M.....	Julesburg, Colo.
Kerr, Harriette .....	Fort Collins, Colo.
Kibby, Laura .....	Berthoud, Colo.
Kniest, Eleanor .....	Colorado Springs, Colo.
Kuhnley, Mabel .....	Delta, Colo.
Kulp, Freeda .....	Denver, Colo.
LaMar, Leona .....	Elmo, Mo.
Lawrence, Edna .....	Victor, Colo.
Lewis, Mabel A.....	Raleigh Springs, Tenn.
Lucas, M. Adella.....	Canon City, Colo.
Magner, Bessie .....	Grand Junction, Colo.
Mahoney, Elizabeth .....	Pueblo, Colo.
Maine, Lottie .....	Denver, Colo.
Martin, Maude E.....	Denver, Colo.
McBreen, Barbara .....	Denver, Colo.
McDermet, Ella .....	Gibbs, Mo.
McDonald, Anna .....	Leadville, Colo.
McFarland, Rachel B.....	Salida, Colo.
McKelvey, Nina .....	Denver, Colo.
McKune, Hazel D.....	Del Norte, Colo.
McLravy, Pearl .....	Aspen, Colo.
McRobbie, Sarah L.....	Leadville, Colo.
Mead, Lexie .....	Greeley, Colo.
Meddins, Beatrice .....	Greeley, Colo.
Morand, Earle G.....	Trinidad, Colo.
Morrison, Charlotte D.....	Denver, Colo.
Mosier, Leila .....	Denver, Colo.
Nash, Kathryn A.....	Georgetown, Colo.
Nash, Katharine F.....	Georgetown, Colo.
Newsome, Ethel .....	Colorado Springs, Colo.
Norine, Phoebe .....	Grand Junction, Colo.
Pasley, Edith L.....	Grand Junction, Colo.
Pate, Pearl A.....	Denver, Colo.
Porter, F. Gertrude.....	Fruita, Colo.

Pressly, Kathryn	Greeley, Colo.
Reed, Adaline	Denver, Colo.
Reedy, Mary B.	Beatrice, Neb.
Reid, Pearl	Greeley, Colo.
Remington, Kathryn C.	Fairplay, Colo.
Rendahl, Martin	Longmont, Colo.
Riggs, Caroline	Colorado Springs, Colo.
Robb, Mary	Greeley Colo.
Robb, Pearl	Greeley, Colo.
Robinson, Frances	La Junta, Colo.
Rupp, Gertrude	Grand Junction, Colo.
Scott, Madeleine	Denver, Colo.
Sexson, John A.	Franklin, Neb.
Sheely, Nellie L.	Seward, Neb.
Shumate, Letha	Rocky Ford, Colo.
Sibley, Blanche T.	Greeley, Colo.
Smith, Alma	Longmont, Colo.
Smith, L. T. (Mrs.)	Greeley, Colo.
Smith, Carrie T.	Greeley, Colo.
Snook, Harry J.	Greeley, Colo.
Sparling, Emma	Denver, Colo.
Taylor, Mary D.	La Salle, Colo.
Terry, Earl K.	Denver, Colo.
Thomas, Myra	Greeley, Colo.
Thorley, Frank	Cedar City, Utah
Twomey, Jennie	Julesburg, Colo.
Veazey, Oma	Fort Collins, Colo.
Welty, J. Florence	Boulder, Colo.
Wilson, Mary	Greeley, Colo.
Work, Josephine	Fort Morgan, Colo.
Yardley, Alice E.	Greeley, Colo.
Zorn, Frederica E.	Pueblo, Colo.

## JUNIORS—180.

Abbott, Vivian	Greeley, Colo.
Alps, Rosa L.	Loveland, Colo.
Anderson, Eloise	Denver, Colo.
Anderson, Grace M.	Cheyenne, Wyo.
Anderson, Pearl	Fort Collins, Colo.

Andrews, Blanche .....	Greeley, Colo.
Appleby, Carrie L. ....	Poncha Springs, Colo.
Arbuckle, Jennie .....	Aspen, Colo.
Aulsebrook, Martha F. ....	Florence, Colo.
Bassler, Mary B. ....	Ironton, Colo.
Beach, Rae L. ....	La Junta, Colo.
Biddle, Ruth .....	Fort Morgan, Colo.
Bohen, Mae P. ....	Marshalltown, Colo.
Bowen, Martha C. ....	Wray, Colo.
Boyer, Ella F. ....	Georgetown, Colo.
Bracewell, C. W. (Mrs.) ....	Greeley, Colo.
Brink, E. Gertrude. ....	Ophir, Colo.
Brown, Edith L. ....	Denver, Colo.
Bucks, Ada .....	Denver, Colo.
Burgess, Grace E. ....	Denver, Colo.
Burns, Margaret .....	Leadville, Colo.
Butterfield, M. Ethel. ....	Monte Vista, Colo.
Byers, Joseph C. ....	Mt. Pleasant, Pa.
Candlin, Fanny .....	Greeley, Colo.
Cheese, Cora E. ....	Platteville, Colo.
Christopherson, Genevieve .....	Georgetown, Colo.
Coldwell, Bunnye .....	Denver, Colo.
Coles, Joseph D. ....	Greeley, Colo.
Comstock, Yoland B. ....	La Junta, Colo.
Cooper, Majorie C. ....	Colorado Springs, Colo.
Craig, Carrie M. ....	Durango, Colo.
Cronin, Josephine .....	Leadville, Colo.
Curtius, Mabel V. ....	Denver, Colo.
Daniels, Laura A. ....	Saguache, Colo.
Dale, Ruth A. ....	Edgewater, Colo.
Danforth, Emma C. ....	Little Cedar, Iowa
Day, Grace T. ....	Masters, Colo.
Dean, Edna .....	La Salle, Colo.
Dillman, Josephine .....	Cheyenne, Wyo.
Doherty, Anita .....	Greeley, Colo.
Doke, Carrie A. ....	Greeley, Colo.
Donovan, Margaret .....	Longmont, Colo.
Draper, Ethel P. ....	La Junta, Colo.
Draper, Everett .....	Greeley, Colo.

Dunn, Lulu E.	Spokane, Wash.
Dyekman, Ruby B.	Fort Collins, Colo.
Dyer, Edna L.	Golden, Colo.
Easterly, Sara B.	Gunnison, Colo.
Edminster, Ethel	Greeley, Colo.
Ellis, Edith E.	La Salle, Colo.
Emery, Bernice	Boulder, Colo.
Filger, Irma C.	Breckenridge, Colo.
Finch, Myrtle M.	Greeley, Colo.
Finney, Emma A.	Ridgway, Colo.
Fitzpatrick, Mary	Littleton, Colo.
Folts, Vera O.	Denver, Colo.
Foote, Amy R.	Hugo, Colo.
Frank, Alice	Duff, Ky.
France, Josephine	Del Norte, Colo.
Fry, Jessie K.	Boulder, Colo.
Fuqua, Gertrude	Greeley, Colo.
Galer, Anna G.	Denver, Colo.
Gardner, Marian A.	Denver, Colo.
Gibson, Florence	La Veta, Colo.
Gibson, F. Emma.	Fort Morgan, Colo.
Glaze, Carrie E.	Denver, Colo.
Griffith, Fay E.	Greeley, Colo.
Hall, Elizabeth P.	Victor, Colo.
Hall, Mabel G.	Greeley, Colo.
Hansen, Laura W.	Denver, Colo.
Hansen, Zelma E.	Denver, Colo.
Harkey, Tula L.	Birmingham, Ala.
Heiskell, Bettie G.	Fort Morgan, Colo.
Henry, Luella V.	Ni Wot, Colo.
Hepburn, Veta D.	Denver, Colo.
Hershey, Janet	Denver, Colo.
Hiatt, Grace	Greeley, Colo.
Hilsher, Helen	Denver, Colo.
Hocker, E. Maud (Mrs. Webster)	Monte Vista, Colo.
Hoffman, Ethel A.	Platteville, Colo.
Hoffman, E. Pearl	Platteville, Colo.
Holmes, Luella	Canon City, Colo.
Howard, Maud	Green Mountain Falls, Colo.

Hughes, Mildred B.....	Fowler, Colo.
Hulaniski, Ruth .....	Ouray, Colo.
Jamison, Stella L.....	Beatrice, Neb.
Johnson, Roy C.....	Buena Vista, Colo.
Johnston, Earl L.....	Evans, Colo.
Jordan, Katie .....	La Junta, Colo.
Karns, Antoinette .....	Ouray, Colo.
Kelley, Maude .....	Greeley, Colo.
Kendel, J. C.....	Greeley, Colo.
Kern, Estella .....	Beaver City, Neb.
Landrum, Mabel R.....	Sterling, Colo.
Laughrey, Maude L.....	Greeley, Colo.
Lewis, Alta C.....	Buena Vista, Colo.
Lieurance, Faye C.....	Denver, Colo.
Light, Edith M.....	Aspen, Colo.
Light, Effie A.....	Aspen, Colo.
Little, Zelma .....	Beulah, Colo.
Lloyd, Elizabeth .....	Greeley, Colo.
Madden, Frank A.....	Greeley, Colo.
Marshall, Myrtle E.....	La Junta, Colo.
Marteeny, Maud .....	Mt. Vernon, Ill.
McAfee, Harry E.....	Greeley, Colo.
McCave, James I.....	Greeley, Colo.
McKnight, Chas. R.....	Eskridge, Kan.
McMillan, Ella .....	Greeley, Colo.
McMillan, Mary A.....	Greeley, Colo.
Midgett, Alma M.....	Platteville, Colo.
Mincey, Myrtle F.....	Eaton, Colo.
Montague, Ruth E.....	Denver, Colo.
Moore, Grace G.....	Greeley, Colo.
Moore, Mac .....	Evans, Colo.
Morrison, Marguerite E.....	Evans, Colo.
Murray, Grace E.....	Fort Collins, Colo.
Nash, Ella .....	Georgetown, Colo.
Nelson, Louise .....	Greeley, Colo.
Norris, Luella .....	Kersey, Colo.
Palsgrove, Mary .....	Anaconda, Colo.
Pattee, Fay .....	Greeley, Colo.
Paxton, A. Lue.....	Colorado Springs, Colo.

Peck, Ethel G.	Grand Junction, Colo.
Peterson, Mary A.	Fort Collins, Colo.
Philip, Bluebell	Fort Lupton, Colo.
Philip, J. Lonie.	Fort Lupton, Colo.
Pittman, Alice	Buffalo, Mo.
Pohle, Carl	Gilman, Iowa
Porges, Nettie	Cripple Creek, Colo.
Powell, Olive E.	Rockville, Colo.
Pressly, Gladys Mae.	Lacona, Iowa
Preston, Charles W.	Romeo, Colo.
Purdy, Ethel M.	Pueblo, Colo.
Quick, Anna	Fort Collins, Colo.
Radford, Minnie E.	Greeley, Colo.
Reedy, Effie	Beatrice, Neb.
Renkes, Josephine	Boulder, Colo.
Rist, Irene E.	Fort Collins, Colo.
Row, Pearl	Greeley, Colo.
Rowe, Edith	Lamar, Colo.
Saline, Emma	Denver, Colo.
Sanford, Edith	Greeley, Colo.
Sanford, Margaret	Hardin, Colo.
Saunders, Edith	Aspen, Colo.
Sayer, Emma	Florence, Colo.
Sayer, Myrtle P.	Florence, Colo.
Sayer, Nellie	Florence, Colo.
Schafranka, Ella	Durango, Colo.
Scheid, Ethel M.	Delta, Colo.
Scholl, Florence O.	Buena Vista, Colo.
Schoppe, Effie	Cherryfield, Me.
Schroeder, Helen M.	Greeley, Colo.
Scott, May	Greeley, Colo.
Sherry, Lulu J.	Denver, Colo.
Shumate, Mary D.	Rocky Ford, Colo.
Sibley, Winifred	Greeley, Colo.
Smith, Anna P.	Greeley, Colo.
Smith, Ettella	Greeley, Colo.
Stewart, C. E.	Fort Morgan, Colo.
Stephens, Mary F.	Edgewater, Colo.
Sweetland, Adalene	Denver, Colo.

Theimer, Walter C.....	Colby, Kan
Thomas, Amy L.....	Greeley, Colo.
Uzzell, Margaret .....	Denver, Colo.
Van Buren, Arthur.....	Rariton, Ill.
Waggoner, Reba .....	Greeley, Colo.
Wallace, Etta .....	Fort Lupton, Colo.
Walsh, Ella P.....	Aspen, Colo.
Watson, Margaret R.....	Denver, Colo.
Webb, Margaret E.....	Fort Collins, Colo.
Webber, Jennie E.....	Monte Vista, Colo.
Wells, Leila .....	Grand Junction, Colo.
Wilson, Minnie .....	Victor, Colo.
Whiteman, Alda .....	Greeley, Colo.
Wogan, Arthryn .....	Cripple Creek, Colo.
Wolfe, Clara L.....	Oberlin, Kan.
Work, Anna D.....	Colorado Springs, Colo.
Wyatt, Louis E.....	Greeley, Colo.
Young, Alida .....	Montpelier, Ohio
Young, Viøne .....	Montpelier, Ohio

## PREPARATORY—11.

Augur, Charlotte .....	Denver, Colo.
Bohen, Ida V.....	Marshalltown, Colo.
Chambers, Francis .....	Greeley, Colo.
Haven, Isabel .....	Granada, Colo.
Hedstrom, Horace .....	Shoemaker, N. Mex.
Houtchens, S. F.....	Greeley, Colo.
Miner, L. Etta.....	Holdridge, Neb.
Near, Ashley T.....	La Junta, Colo.
Sprague, Susie .....	Holyoke, Colo.
Thatcher, Olive D.....	Granada, Colo.
Thompson, Ira A.....	Trenton, Mo.

## SPECIALS—14.

Allen, John N.....	Greeley, Colo.
Asmus, Almata, C.....	Greeley, Colo.
Boulware, Edna J.....	Fort Lupton, Colo.
Cozzens, Mabel .....	Lucerne, Colo.
Draper, Bert G.....	Hudson, Colo.

Gibson, Frank E.....	Greeley, Colo.
Lohr, Charles S. (Mrs.) .....	Greeley, Colo.
Munford, Roy H.....	Greeley, Colo.
Muth, Alma (Mrs.).....	Greeley, Colo.
Runnette, Anna Majorie.....	Denver, Colo.
Runnette, Mabel .....	Denver, Colo.
Sheffield, Nathan S.....	Brighton, Colo.
Vanwinkle, Grace I.....	Cope, Colo.
Winbourn, Mary E.....	Fort Lupton, Colo.

## SUMMER TERM—111.

Alexander, Raymond .....	Greeley, Colo.
Arbuthnot, Melissa .....	Boulder, Colo.
Ashby, Carrie .....	Greeley, Colo.
Bailey, Alpha .....	Akron, Colo.
Bailey, Latilla W.....	Holyoke, Colo.
Bailey, W. L.....	Greeley, Colo.
Banta, Elizabeth .....	Greeley, Colo.
Baxter, Julia .....	Akron, Colo.
Beardsley, Eugene .....	Greeley, Colo.
Benson, Lulu H.....	Fort Collins, Colo.
Blaine, William D.....	De Beque, Colo.
Bostwick, Inez .....	Pueblo, Colo.
Boyd, Helen .....	Cripple Creek, Colo.
Briggs, James A.....	Bridgeport, Neb.
Brooks, Harriett A.....	Pueblo, Colo.
Brooks, Ella .....	Windsor, Colo.
Brown, Leone .....	Sterling, Colo.
Brown, Phoebe K. (Mrs.) .....	Fort Lupton, Colo.
Burbridge, George .....	Platteville, Colo.
Bushyager, Genette .....	Sheffield, Iowa
Butcher, Arthur .....	Greeley, Colo.
Butler, Effie .....	Fort Collins, Colo.
Caleen, Ida O.....	Denver, Colo.
Carrel, Mabel .....	Greeley, Colo.
Christopherson, Jennie .....	Georgetown, Colo.
Churchill, Harry V.....	Greeley, Colo.
Cook, Florence .....	La Junta, Colo.
Craig, A. B.....	Greeley, Colo.



Cummings, Josephine .....	Greeley, Colo.
Day, Etta .....	Masters, Colo.
Day, Fannie .....	Masters, Colo.
DeBolt, Etta .....	Colorado Springs, Colo.
Dixon, Josephine S. ....	Greeley, Colo.
Doherty, Anita .....	Greeley, Colo.
Donnelly, Celeste .....	Holyoke, Colo.
Drumm, Frank C. ....	Greeley, Colo.
Dullam, Ethel P. ....	Denver, Colo.
Duncan, Edith .....	Akron, Colo.
Durell, Edna .....	Monmouth, Ill.
Forsyth, Bessie .....	Longmont, Colo.
Forsyth, Clara .....	Greeley, Colo.
French, Sarah .....	Greeley, Colo.
Garrigues, Helen .....	Greeley, Colo.
Gehring, Emma .....	Ni Wot, Colo.
Gibbons, Marcella A. ....	Leadville, Colo.
Gottier, Elizabeth .....	Buena Vista, Colo.
Hammitt, Grace .....	Platteville, Colo.
Hamilton, Isabelle .....	Holyoke, Colo.
Heath, Edith V. ....	Greeley, Colo.
Heighton, H. W. ....	Colorado Springs, Colo.
Helms, Mabel .....	Glenwood Springs, Colo.
Houtchens, E. H. ....	Greeley, Colo.
Jones, Katharine .....	Stratton, Neb.
Johnson, Ella .....	Denver, Colo.
Johnson, Hannah .....	Denver, Colo.
Johnson, Ida (Mrs.) .....	Georgetown, Colo.
Kay, Elizabeth .....	West Point, Neb.
Kay, Mabel .....	Wisner, Neb.
Kavanaugh, Ela .....	Durango, Colo.
Kavanaugh, Milton .....	Durango, Colo.
Keeler, Bessie .....	Greeley, Colo.
Kelso, Monta .....	Colorado City, Colo.
Kendel, J. C. ....	Greeley, Colo.
King, Reta .....	Sterling, Colo.
Knight, Elizabeth .....	Evans, Colo.
Knight, Marian .....	Telluride, Colo.
Knowlton, Sarah .....	Ault, Colo.

Lawrence, Helen	Golden, Colo.
Lee, Corena M.	Greeley, Colo.
Mayne, Fannie	Greeley, Colo.
Marteeny, Maud	Mt. Vernon, Ill.
Merrill, Ada M.	Leadville, Colo.
Meredith, Nora	Boulder, Colo.
McKelvey, Nina	Denver, Colo.
McAfee, Anna	Mexico, Mo.
McFarland, Rachel	Greeley, Colo.
Miller, Grace M.	Denver, Colo.
Mitchell, Miriam V.	Denver, Colo.
Morey, Jessie	Brush, Colo.
Mullen, Margaret	Denver, Colo.
Nash, Margaret A.	Georgetown, Colo.
Neumann, Ella	Victor, Colo.
Newmeyer, Mary	Denver, Colo.
Phillips, Pansy	Greeley, Colo.
Pitman, Francis	Florence, Colo.
Rathbun, Ruth H.	Denver, Colo.
Richardson, Etta E.	Greeley, Colo.
Robinson, Armina E.	Evans, Colo.
Robinson, Blanche	Glenwood Springs, Colo.
Rooney, Anna C.	Fairfield, Vt.
Runnette, Mabel	Greeley, Colo.
Ryon, Laura	Colorado City, Colo.
Shay, Blanche	Berthoud, Colo.
Shilts, Grace	Greeley, Colo.
Shumate, Agnes	Rocky Ford, Colo.
Sutherland, Mary L.	Greeley, Colo.
Smith, Anna	Greeley, Colo.
Smith, Carrie T.	Greeley, Colo.
Snook, J. E.	Greeley, Colo.
Stiles, Bessie	Georgetown, Colo.
Sydner, Myrtle	Las Animas, Colo.
Taylor, Mary	La Salle, Colo.
Thedinga, Mary	Colorado Springs, Colo.
West, Edna W.	Greeley, Colo.
Wiedmann, D. E.	Panora, Iowa
Williams, Mary E.	Gunnison, Colo.

Wittle, Rowena .....	Denver, Colo.
Wood, Edith M.....	Hugo, Colo.
Worley, J. H.....	Akron, Colo.
Wren, Lena .....	Pueblo, Colo.

## HIGH SCHOOL DEPARTMENT.

## ELEVENTH GRADE—43.

Allen, John N.	Johnson, Blanche
Baird, Olive	Kelsey, Cammie
Bane, Naomi	Koster, Bettie
Barry, Lois	Lanham, Iva
Beattie, Bessie	Laughrey, Leona
Bly, Winnie	McKelvey, Florence
Burns, John	Moore, Attie
Cook, Alfaretta	North-Tummon, Allene
Chestnut, Maud●	Patterson, Mae
Duenweg, Rose	Pearcy, Lillie
Doke, Nettie	Reid, Glenn
Dean, Sherman	Romans, Frank
Dean, Iva	Scott, Laura
Edgington, Blanche	Spence, Mary
Gill, Emma	Stampfel, Alvene
Harbottle, Annie	Stephens, Joe
Hedgpeth, Lena	Smith, Clinton
Herriott, Mary	Smith, Maude
Herrington, Edith	Schwertfeger, Emma
Hiatt, Paris	Waite, Nellie
Joyce, Gertrude	Wilkinson, Mabel
Johnston, Harry	

## TENTH GRADE—42.

Albee, Ida	Beattie, McKim
Archibald, Allie	Brainard, Fay
Armstrong, Nellie	Brainard, Ona
Barry, Susie	Brewster, Fred
Barmettler, Alice	Brown, Lottie
Baker, Georgia	Cornelius, Georgia

Comer, Robert  
 Crawford, Ada  
 Duenweg, Anna  
 Delling, Olive  
 Finley, Ethel  
 Gammon, Hallie  
 Haberman, Caroline  
 Hurley, Will  
 Johnson, Ellwood  
 Kyle, Homer  
 Kibby, Bertha  
 Knight, Iva R.  
 Long, Ruth  
 Morris, Archie  
 McAfee, George

Montague, Pearl  
 Meyers, Ewald  
 Piedalue, Laura  
 Pier, Harold  
 Putney, Maude  
 Rawls, Bernice  
 Robb, Ben  
 Row, George  
 Ramsdell, Fred  
 Radeka, Maude  
 Saunders, Fred  
 Scott, Robert  
 Tormey, Minnie  
 Tormey, Marie  
 Warner, Ruth

## NINTH GRADE—70.

Alexander, Edith  
 Beardsley, Edith  
 Bartlett, Gray  
 Bergeman, Emma  
 Billings, Mildred  
 Brake, Jessie  
 Craig, Maude  
 Conrad, Myrtie  
 Cobb, Ruth  
 Crawford, Charles  
 Clifford, Frank  
 Calvin, Pearl  
 Copeland, Raymond  
 Crawford, Lottie  
 Durning, Bertha  
 Delling, Evalyn  
 Dick, Jeanie  
 Erskine, Cora  
 Emerson, May  
 Finch, Lester  
 Foster, Maud  
 Gammon, Minnie

Hall, Carl  
 Hubbard, David  
 Holland, Ethel  
 Houghton, Dorothy  
 Jackson, James  
 Jenkins, Robert  
 Johnson, Alma  
 Kindred, Avis  
 Kibby, Edwin  
 Lohr, Leroy  
 Lockhart, James  
 Long, Alberta  
 Little, Ada  
 Lanzendorf, Hattie  
 Magner, Lucile  
 Morey, Fred  
 Mashburn, Burt  
 Munford, Mary  
 McCreery, Mildred  
 McMillan, Jeannette  
 Morris, Clara  
 Miller, Earl

Moore, Neal	Sharritt, Daisy
Norcross, Joe	Stewart, Harold
Patterson, Ethel	Smith, Cora
Patterson, Margie	Stephens, Daniel
Pattee, Paul	Snodgrass, George
Rowe, Clara	Thompson, May
Rhoads, Clyde	Thompson, Irving
Robb, Roy	VanGorder, Lizzie
Royer, Russell	Watt, Lena
Richardson, Clyde	Werkheiser, Ola
Reid, Jeannette	Warner, Otis
Rygren, Emma	Williams, Lester
Stargrant, Lillian	Youngblood, Florence

## GRAMMAR DEPARTMENT.

## EIGHTH GRADE—30.

Billings, Carrie	Joyce, Mary
Bradley, Ethel	Kested, James
Bledsoe, Nellie	Lohr, Roy
Browman, Rae	Lanham, Myrtle
Campbell, Susie	Lundy, Bernard
Clegg, Belva	McClenahan, Stella
Dent, Edna	Pattee, Paul
Erkenbeck, Minnie	Park, Olive
Elmer, Marjory	Pier, Stanhope
Finch, Clarence	Paine, Velma
Hunter, Calla	Rogers, Kenneth
Hart, Alex	Saunders, Leota
Houghton, Vera	Smith, Bessie
Harsh, Arvle	Thompson, Laura
Hosack, Walter	Weikert, Hallie

## SEVENTH GRADE—25.

Beardsley, Inez	Brainard, Rose
Brockway, Ada	Chambers, Earl
Bradley, Rose	Cobb, George
Barnes, Ralph	Carruthers, Glessner

Davidson, Mabel  
 Erickson, Clara  
 Folie, Ruth  
 Gherig, Hilda  
 Hays, Harold  
 Jackson, Robert  
 Kimbley, Ona  
 Loewus, Sidney  
 Launch, Richard  
 Milton, Fred

Newton, Frankie  
 Ovesin, Esther  
 Phelps, Archie  
 Ringle, Margaret  
 Ringle, Harold  
 Stoneking, Fay  
 Tegtman, Eddie  
 Tegtman, Ernest  
 Waite, Clarence

## FIRST GRADE—33.

Adams, Elizabeth  
 Aldrich, Aaron  
 Anderson, Lilie  
 Bergman, George  
 Berry, Hallie  
 Carlson, Tillie  
 Carlson, Annie  
 Crawford, Kenneth  
 Dedrick, Walter  
 Eberly, Forest  
 Gherig, Ada  
 Hall, Wilburn  
 Heuring, Frances  
 Jackson, Lulu  
 Johnston, Gladys  
 Johnston, Robert

Kirkham, Meldan  
 Lawrence, Willie  
 Lofgren, Mabel  
 Lowe, Florence  
 Michael, Hanna  
 Moose, Victorine  
 Milton, Carl  
 McAfee, Hazel  
 Oberg, Hazel  
 Rominger, Edna  
 Stoneking, May  
 Sweet, Mildred  
 Tegtman, Frank  
 Talbert, John  
 Wilkinson, Brice  
 Wilkinson, Wayne

## KINDERGARTEN—36.

Adams, Willie  
 Barger, Virgil  
 Bliss, Mark  
 Bracewell, Helen  
 Bresnahan, Charles  
 DeSellem, Wesley  
 Dickinson, Marian  
 Draper, Edwin  
 Draper, Ranney

Erickson, Carl  
 Ernesti, Virginius  
 Goodman, Kenneth  
 Hall, Eddie  
 Hays, Thelma  
 Hays, Robert  
 Houghton, Albert  
 Howard, June  
 Johnston, Robert

Ling, Cecil  
McArthur, Donald  
McClenahan, Hugh  
McKelvey, Russell  
McPherson, Charles  
Morrison, John  
Murray, Evalyn  
Muth, Lysle  
Oberg, Ernest

Paulsen, Lysle  
Phelps, Earl  
Seamens, May  
Shaw, Kenneth  
Steans, Lionel  
Tisdell, Bertram  
VanAntwerp, Lois  
Weikerd, Hugh  
Wilkins, Everett

## SUMMARY OF ATTENDANCE.

## NORMAL DEPARTMENT.

## GRADUATES.

Females .....	6	
Males .....	2	
	—	8

## SENIORS.

Females .....	115	
Males .....	14	
	—	129

## JUNIORS.

Females .....	164	
Males .....	16	
	—	180

## SOPHOMORES.

Females .....	7	
Males .....	4	
	—	11

## SPECIALS.

Females .....	8	
Males .....	6	
	—	14

## SUMMER TERM.

Females .....	96	
Males .....	15	
	—	111
Total.....		— 453



## TRAINING SCHOOL.

## High School Department:

Eleventh Grade .....	43
Tenth Grade .....	42
Ninth Grade .....	70

— 155

## Grammar Department:

Eighth Grade .....	30
Seventh Grade .....	25
Sixth Grade .....	26
Fifth Grade .....	27

— 108

## Primary Department:

Fourth Grade .....	27
Third Grade .....	26
Second Grade .....	25
First Grade .....	33

— 111

Kindergarten Department ..... 36

Summer Term Specials..... 141

Total registration ..... 1006

Registered both terms..... 27

Total..... 979

## ALUMNI.

## OFFICERS.

Charles E. Clark.....	President
Mrs. Elijah Downey.....	Vice-President
Eva McKelvey .....	Secretary
Vernon McKelvey .....	Treasurer

## DIRECTORY.

## GRADUATE COURSE.

Collins, C. Bruce.....	Greeley, Colo.
Fenneman, Sarah Glisson (Mrs.).....	Madison, Wis.
Garrigues, Helen .....	Greeley, Colo.
Heath, Herbert .....	Lake City, Colo.
Hewett, E. L.....	Espanola, N. M.
Jackson, O. E.....	Holyoke, Colo.
Keightley, Annie K.....	Pueblo, Colo.
Kendel, Elizabeth .....	Greeley, Colo.
Ladd, Dora C.....	Denver, Colo.
Meddins, W. C. P.....	Greeley, Colo.
Miles, Cornelia (Mrs.).....	Denver, Colo.
Mooney, William B.....	Spearfish, S. D.
Phillips, Eleanor .....	Greeley, Colo.
Reid, Lois E.....	Greeley, Colo.
Stockton, Le Roy.....	New York City, N. Y.
Sutherland, Mary L.....	Grand Lodge, Mich.
Ward, John J.....	Castle Rock, Colo.

## CLASS OF 1891.

Berryman, Eliza E. (Mrs. Howard).....	Denver, Colo.
Bliss, Clara S. (Mrs. Ward).....	Greeley, Colo.
*Bybee, W. F.....	Colorado Springs, Colo.
Evans, Bessie B. (Mrs. Edgerton).....	Paonia, Colo.
Fashbaugh, Carrie E.....	Evans, Colo.

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\*Deceased.

Hardcastle, Amy B. (Mrs. Davidson)	Fort Collins, Colo.
John, Grant B.	Denver, Colo.
Lincoln, Generva	Utah
*Montgomery, Jessie	
McNair, Agnes	Eaton, Colo.
Spencer, Frank C.	Monte Vista, Colo.
Whiteman, John R.	Greeley, Colo.

## CLASS OF 1892.

Van Craig, Edna E. (Mrs.)	Greeley, Colo.
Dresser, Helen C. (Mrs. Dressor)	Cheyenne, Wyo.
Jones, Edith Helen	Denver, Colo.
Jones, Winifred	Denver, Colo.
Lynch, Andrew R.	Morenci, Ariz.
McFie, Mabel (Mrs. Miller)	Albuquerque, N. M.
McFie, Vina (Mrs. LeRoy)	Steamboat Springs, Colo.
Meek, Idela	Colorado Springs, Colo.
Miller, J. A.	Albuquerque, N. M.
Moore, Mamie F.	Denver, Colo.
Mumper, Anna T. (Mrs. Wallace)	Fort Collins, Colo.
McClelland, Robert A.	Ruby Hill, Nev.
Putnam, Kate (Mrs. Elms)	South Denver, Colo.
Robinson, Fannie F.	Denver, Colo.
*Smith, May L. (Mrs. Batterson)	Erie, Colo.
Wilson, Elma A.	Greeley, Colo.

## CLASS OF 1893.

Bybee, Carrie S.	Colorado Springs, Colo.
Dace, Mary (Mrs. Farnsworth)	Fort Morgan, Colo.
Dunn, Rosalie M.	St. Louis, Mo.
Heath, Herbert G.	Lake City, Colo.
Hewett, Edgar L.	Espanola, N. M.
Hewett, Cora W. (Mrs.)	Espanola, N. M.
Houston, George M.	Greeley, Colo.
Jacobs, Mary Fay (Mrs. Lunt)	Eaton, Colo.
*Johnson, Hattie L. (Mrs. Wallace)	Denver, Colo.
Knight, Lizzie M.	Evans, Colo.
MacNitt, E. Alice (Mrs. Montgomery)	Longmont, Colo.

\*Deceased.

McLain, Minnie E.	Fort Collins, Colo.
Marsh, Mary B.	Gunnison, Colo.
Nixon, Alice M. (Mrs. Jacobs)	Greeley, Colo.
Pearce, Stella	Cripple Creek, Colo.
Priest, Lee (Mrs. Shepherd)	Cripple Creek, Colo.
Seed, Stella H. (Mrs. Freeman)	South Pasadena, Cal.
Stockton, J. Leroy	New York City
Struble, Lizzie (Mrs. Cole)	Denver, Colo.
Thomas, Cora M.	Greeley, Colo.
Varney, Julia A.	Idaho Springs, Colo.
Walter, Clara B.	Riverside, Cal.
Wheeler, B. B.	Denver, Colo.

## CLASS OF 1894.

Bond, Dell	Dennison, Ia.
Burnett, Ruth	Mendota, Ill.
Catherwood, Grace A. (Mrs. Billig)	Boulder, Colo.
Clark, Charles E.	Greeley, Colo.
*Coffey, Gillian	Denver, Colo.
Cordes, Carrie (Mrs. Loftiss)	Akron, Colo.
Creager, Katie (Mrs. Bullock)	Greeley, Colo.
Day, Nellie (Mrs. Tolman)	Cripple Creek, Colo.
Delbridge, Eloise (Mrs. Petrikin)	Denver, Colo.
Durkee, Alice (Mrs. Rockafellow)	Canon City, Colo.
*Freeman, Maude (Mrs. Felton)	San Francisco, Cal.
Gardiner, Julia	Denver, Colo.
Gass, Maud	Denver, Colo.
Lewis, Lottie (Mrs. Davis)	Central City, Colo.
Lynch, John	Pueblo, Colo.
Melvin, Pearl (Mrs. Ruthledge)	Belleville, Tex.
*McGee, May (Mrs. Winzer)	Cripple Creek, Colo.
Merrill, Louisa A.	Denver, Colo.
Messenger, Edna (Mrs. West)	Boulder, Colo.
Nauman, Minnie (Mrs. Lauritsen)	Cambridge, Neb.
Peters, Anna	Trinidad, Colo.
Rank, Margaret	Denver, Colo.
Robinson, Anna	Eaton, Colo.
Severance, Dora (Mrs. Tinsman)	Windsor, Colo.

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\*Deceased.

Shumway, William .....	University Park, Colo.
Trehearne, Beatrice .....	Denver, Colo.
Turner, Flora B.....	Hartland, Vt.
Welch, Irene (Mrs. Grisson) .....	Portland, Ore.
Williams, Nellie .....	Castle Rock, Colo.
Woods, James .....	Del Norte, Colo.
Work, Anna (Mrs. Shawkey) .....	Charleston, W. Va.
Work, Ella (Mrs. Bailor) .....	Golden, Colo.
Wright, Lulu (Mrs. Heileman) .....	Pueblo, Colo.
Wright, Nana .....	Greeley, Colo.
Yard, Jessie .....	Canon City, Colo.

## CLASS OF 1895.

Allen, Mame C.....	Long Beach, Cal.
Brown, Rebecca .....	Gallup, N. M.
Canning, Annetta .....	Aspen, Colo.
Coleman, Mary B.....	Florence, Colo.
Clark, Ruth M. (Mrs. Russell) .....	Denver, Colo.
Dobbins, Nettie M.....	West Point, Miss.
Downey, Abner .....	Telluride, Colo.
Felton, Mark A.....	San Francisco, Cal.
*Freeman, Maude (Mrs. Felton) .....	Greeley, Colo.
Gale, Grace M. (Mrs. Clark) .....	Los Angeles, Cal.
Goddard, Susan .....	Denver, Colo.
*Hadley, Laurie .....	Eagle, Colo.
Hubbard, Nettie L. (Mrs. Lynch) .....	Pueblo, Colo.
Huecker, Lydia E. (Mrs. Dr. Rover) .....	Denver, Colo.
King, L. C. (Mrs.) .....	Axiel, Colo.
*Lines, Celia .....	Platteville, Colo.
McClave, Blanche M.....	Platteville, Colo.
McCoy, Maude M. (Mrs. Frazier) .....	Ordway, Colo.
*Marsh, C. T.....	Platteville, Colo.
Miller, Edwin .....	Timnath, Colo.
Molnar, Louis .....	Washington, D. C.
Newman, Emma .....	Denver, Colo.
Peck, Vera .....	Denver, Colo.
Phillips, Stella (Mrs. North) .....	Goldfield, Colo.
Price, J. M.....	Del Rio, Tex.

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\*Deceased.

Stanton, Kate M. (Mrs. Wallace)	Boulder, Colo.
Snyder, E. R.	San Jose, Cal.
Stratton, Ella E.	Cripple Creek, Colo.
Sydney, Cecil E.	Las Animas, Colo.
Uhri, Sophia	Canon City, Colo.
Woodruff, Myrna	Colorado Springs, Colo.
Wyman, Ree (Mrs. Moyer)	Denver, Colo.

## CLASS OF 1896.

Agnew, Minerva (Mrs. Brotherton)	Cortez, Colo.
Ault, C. B.	Denver, Colo.
Bell, J. R.	Denver, Colo.
Berger, Florence (Mrs. Miller)	Greeley, Colo.
Bliss, Lillian M.	Denver, Colo.
Boyd, Sela M.	Greeley, Colo.
Briggs, Jennie M. (Mrs. Mayo)	Rocky Ford, Colo.
Cameron, William F.	Ashland, Ore.
Cameron, Agnes (Mrs. Palmer)	Canon City, Colo.
Collom, Mattie (Mrs. Singleton)	Pearl, Idaho
Dithey, Mollie	Lynchburg, Ohio
Donahue, J. Leo	Denver, Colo.
Graham, Kate (Mrs. Nierns)	Montrose, Colo.
Hamilton, Ida M. (Mrs.)	Colorado Springs, Colo.
Hanks, Alberta (Mrs. Stevens)	Durango, Colo.
Hollingshead, C. A.	Denver, Colo.
Howard, Florence	Denver, Colo.
Howard, Wellington	Denver, Colo.
James, Annie (Mrs. Preston)	Denver, Colo.
Jamison, Grace (Mrs. Rowe)	Denver, Colo.
Kendel, Elizabeth	Greeley, Colo.
Mathews, Minnie V.	Delta, Colo.
Newman, Winnifred (Mrs. Scoville)	Platteville, Colo.
Norton, Nell (Mrs. Lawyer)	Victor, Colo.
Paul, Isabel (Mrs. Clayton)	Greeley, Colo.
Patton, Mabel	Pueblo, Colo.
Pollock, Emma	Denver, Colo.
Probst, Emma	Denver, Colo.
Shull, Grace (Mrs. Eichmann)	Elwell, Colo.
Smith, Luna	Greeley, Colo.
Stevenson, Audrey	Manitou, Colo.

## CLASS OF 1897.

Adams, Helen.....	New York City
Benson, Franc V. (Mrs. Lanham).....	Loveland, Colo.
Brownlee, Sylvia.....	Rocky Ford, Colo.
Buffington, Lulu (Mrs. Hogan).....	Kokomo, Colo.
Burns, T. E.....	Greeley, Colo.
Dowell, H. L.....	Goldfield, Colo.
Ellis, Carrie E.....	Fort Morgan, Colo.
Guyenn, H. G.....	Smithton, Pa.
Hadden, S. M.....	Greeley, Colo.
Hamilton, Jessie M.....	Denver, Colo.
Hammond, Eva V. (Mrs. Blood).....	Denver, Colo.
Hersey, Rose (Mrs. New).....	Evans, Colo.
Hinkley, Anna C. (Mrs. Mathis).....	Denver, Colo.
Hoch, Lillian E.....	Montclair, Colo.
Holiday, Minnie (Mrs. Rathmell).....	Ouray, Colo.
Holliday, Maud (Mrs. Bell).....	Denver, Colo.
Ingersol, May.....	Lewiston, Idaho
Jones, B. Ida (Mrs. Stockton).....	New York City
Kendel, Juanita.....	Greeley, Colo.
King, Alpha E.....	Rocky Ford, Colo.
Knapp, Edith A.....	Lamar, Colo.
Lockett, Margarette (Mrs. Patterson).....	Waverly, Tenn.
McDonald, R. A.....	El Paso, Tex.
McKinley, Hattie (Mrs. Shaffer).....	Idaho Springs, Colo.
McLeod, Carrie.....	Canon City, Colo.
Newell, Agnes (Mrs. Coston).....	Fort Morgan, Colo.
Putnam, Jennie (Mrs. Lyford).....	Greeley, Colo.
Rudolph, Victoria (Mrs. Eldred).....	Cripple Creek, Colo.
Sanborn, Mabel (Mrs. Marsh).....	Platteville, Colo.
Slatore, Nelson (Mrs. Thompson).....	Colorado Springs, Colo.
Smith, Cora E. (Mrs. McDonald).....	El Paso, Tex.
Stearns, Henry G.....	Chicago, Ill.
Stevenson, Eleanor (Mrs. Kittle).....	Greeley, Colo.
Stockton, Guy C.....	New York City
Thompson, Andrew W.....	Colorado Springs, Colo.
Walker, F. A.....	Del Norte, Colo.
Wheeler, Gertrude E. (Mrs. Bell).....	Bakersfield, Cal.
White, Esther F. (Mrs.).....	Canon City, Colo.

Wilkinson, Bessie M.	Pueblo, Colo.
Wilson, Edith	Redlands, Cal.
Witter, Stella (Mrs. Kerlee)	Greeley, Colo.
Work, C. M.	Fort Morgan, Colo.
Wright, Olive	Canon City, Colo.
Young, Kate (Mrs.)	Mankato, Minn.

## CLASS OF 1898.

Amsden, Elmer E.	Durango, Colo.
Ashley, Helen M. (Mrs. Hawkins)	Hope, Idaho
Bartels, Bina	Pueblo, Colo.
Bryant, Fannie	Denver, Colo.
Burgess, Edith (Mrs. Stockton)	New York City
Butler, May (Mrs. Wiles)	Trinidad, Colo.
Butscher, Louis C.	East Las Vegas, N. M.
Carlson, George A.	Fort Collins, Colo.
Clark, Fred W.	Trinidad, Colo.
Coover, Carrie E. (Mrs.)	San Francisco, Cal.
Coover, J. E.	Palo Alto, Cal.
Cronkhite, Theodora (Mrs. Hubbell)	Fort Lupton, Colo.
Delbridge, Wychie (Mrs. Desch)	Grand Junction, Colo.
Dolan, Alice	Leadville, Colo.
Downey, Elijah H.	Greeley, Colo.
Farmer, Grace (Mrs. Sweetser)	Lihue, Kanai, Hawaiian Islands
*Fennell, Anna	Greeley, Colo.
Fowler, O. S.	University Park, Colo.
Harrison, Virginia (Mrs. White)	Montrose, Colo.
Hawes, Mary M. (Mrs. Ames)	Seattle, Wash.
Hetrick, Grace C. (Mrs. McNabb)	Denver, Colo.
Hodge, Louise W. (Mrs. Pitcarthy)	Pueblo, Colo.
Hogarty, Michaela (Mrs. Carpenter)	Greeley, Colo.
Howard, Ethel (Mrs. Dowell)	Goldfield, Colo.
Howard, Sadie (Mrs. Johnson)	Gray Creek, Colo.
Howett, Edwin L.	Rocky Ford, Colo.
Johnson, Minnie (Mrs. Nelson)	Leadville, Colo.
Kridler, Grace (Mrs. Haff)	Cripple Creek, Colo.
Llewellyn, Sarah (Mrs. Snyder)	San Jose, Cal.
Lory, Charles A.	Boulder, Colo.

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\*Deceased.



McCracken, Mary (Mrs. Steans) .....	Leadville, Colo.
McKeehan, Cora .....	Denver, Colo.
Montag, Ida C. ....	Como, Colo.
Moorehouse, Geneva .....	Denver, Colo.
Nash, Margaret .....	Cripple Creek, Colo.
*O'Brien, Emma L. ....	Fort Collins, Colo.
Putnam, Nellie (Mrs. Moseley) .....	Fort Morgan, Colo.
Reeder, John M. ....	Buena Vista, Colo.
Richards, Carrie L. (Mrs. Lory) .....	Boulder, Colo.
Riddell, Fannie .....	Denver, Colo.
Ross, Hettie M. (Dr.) .....	North Denver, Colo.
Scanlon, Mary .....	New Britain, Conn.
Sibley, Bella B. (Mrs.) .....	Greeley, Colo.
Smith, Helen Fay (Mrs. Duluth) .....	Denver, Colo.
*Stebbins, Helen H. (Mrs. McLeod) .....	Leadville, Colo.
Stevenson, Mildred .....	Manitou, Colo.
Tate, Ethel H. ....	Greeley, Colo.
Taylor, Nellie A. (Mrs. Akin) .....	Fort Collins, Colo.
Thomas, Helen .....	Greeley, Colo.
Thomas, Kathryn (Mrs. Russell) .....	Denver, Colo.
Van Horn, George. ....	Loveland, Colo.
Waite, Vesta M. (Mrs. Daeschner) .....	Sterling, Colo.
Watson, Ola .....	Littleton, Colo.
White, Walter (Dr.) .....	Greeley, Colo.
Wilkins, Emma T. ....	Fort Collins, Colo.
Williams, Mary E. ....	Greeley, Colo.
Wintz, Claudia .....	Goldfield, Colo.
Zimmerman, George .....	Emmit, Idaho.

## CLASS OF 1899.

Amick, M. Ethel. ....	Canon City, Colo.
Anderson, Emma L. (Mrs. Lyon) .....	Greeley, Colo.
Anderson, Myra M. ....	Colorado Springs, Colo.
Bartels, Harriet B. (Mrs. Robinson) .....	Leadville, Colo.
Bashor, Sarah E. ....	Longmont, Colo.
Braucht, Frank E. ....	Manila, P. I.
Burnett, Fannie .....	Gunnison, Colo.
Camp, Archibald L. ....	Salida, Colo.

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\*Deceased.

Campbell, Florence E.	Granite, Colo.
Clonch, Minnie B. (Mrs. Decker)	Crested Butte, Colo.
Curran, Katie	Florence, Colo.
Dare, Adela F. (Mrs.)	Telluride, Colo.
*DeWeese, Luella (Mrs.)	Pueblo, Colo.
Dill, Victoria M.	Racine, Wis.
Dingman, Jennie K.	Pueblo, Colo.
Fleming, Guy B.	Dowagiac, Mich.
Graham, Mary M. (Mrs. Badger)	Greeley, Colo.
Gregg, Florence E.	Pueblo, Colo.
Gregg, Maud C.	Pueblo, Colo.
Hammersley, Mabel (Mrs. Moore)	Bisbee, Ariz.
Harrison, Lucian H.	Greeley, Colo.
Heath, Edith V.	Loveland, Colo.
Hersey, Nellie R. (Mrs. Luper)	Evans, Colo.
*Huffman, E.	Evans, Colo.
Kellogg, Gertrude F.	Rocky Ford, Colo.
Kendall, Zella A.	Denver, Colo.
Kendel, Arthur I.	Alamosa, Colo.
Kimball, Effie M. (Mrs. Weir)	Windsor, Colo.
Law, Daisy N.	Greeley, Colo.
Law, Nona J. (Mrs. Harris)	New Windsor, Colo.
Long, Olive	Lafayette, Colo.
Lundy, Granville E.	Evans, Colo.
McCord, Emma D. (Mrs. Weaver)	Colorado Springs, Colo.
McIntosh, Edith L.	Telluride, Colo.
McLellon, E. Irene (Mrs. Bledsoe)	Bisbee, Ariz.
McLeod, Mary C.	Loveland, Colo.
Manifold, W. H.	Lincoln, Neb.
Miller, Mary F. (Mrs.)	Denver, Colo.
Morehouse, Florence A. (Mrs. Berry)	Lamar, Colo.
Newby, Florence	Longmont, Colo.
Noel, Maud (Mrs. McMillen)	LaSalle, Colo.
Patterson, Daisy P. (Mrs. Paul)	Pittsburg, Pa.
Poirson, Henriette (Mrs. Dillie)	Greeley, Colo.
Pollock, Rose M. (Mrs. Jeter)	Colorado Springs, Colo.
Potts, J. George	Denver, Colo.

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\*Deceased.

Powell, Frances L.....	Colorado City, Colo.
Powell, M. Evelyn.....	Colorado City, Colo.
Powelson, Pearl E. (Mrs. Clark).....	Grand Junction, Colo.
Price, Virginia E.....	Orchard, Colo.
Rankin, Pearl B.....	Greeley, Colo.
Roberts, Stella E. (Mrs. Naylor).....	Canon City, Colo.
Robinson, Angelina B. (Mrs. Johnson).....	Glenwood Springs, Colo.
Robinson, Nellie.....	Colorado Springs, Colo.
Rochat, Emma Cecile (Mrs. Weaver).....	Greeley, Colo.
Ross, Maud E. (Mrs. Casner).....	Pueblo, Colo.
St. Cyr, Helen E. (Mrs. McMechen).....	Salida, Colo.
Scheffler, Bertha S.....	Alamosa, Colo.
Seaton, Janet.....	Georgetown, Colo.
Small, Lavina A.....	Denver, Colo.
Smith, Amy A. (Mrs. Moynahan).....	Breckenridge, Colo.
Sparlin, Nellie.....	Denver, Colo.
Strayer, Grace A.....	Ouray, Colo.
Strickler, C. S.....	Stratton, Neb.
Swan, Rosa E.....	Denver, Colo.
Tharp, B. Ellen.....	Eaton, Colo.
Weiland, Adelbert A.....	Boulder, Colo.
West, Edna W.....	Greeley, Colo.
Wilkinson, Marguerite.....	Cripple Creek, Colo.
Williams, Lizzie F. (Mrs. McDonough).....	Las Pinos, Colo.
Wise, Effie M.....	Canfield, Colo.

## CLASS OF 1900.

Albee, Emma.....	Berthoud, Colo.
Ashback, Margaret (Mrs.).....	Durango, Colo.
Bliss, Nellie M.....	Greeley, Colo.
Bresee, Minnie.....	Mattoon, Ill.
*Brown, L. E.....	Boulder, Colo.
Calder, Henrietta.....	Canon City, Colo.
Churchill, Isabella (Mrs.).....	Greeley, Colo.
Clonch, May (Mrs. McDonald).....	Crested Butte, Colo.
Collins, C. Bruce.....	Greeley, Colo.
Cooper, Theda A.....	Denver, Colo.

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\*Deceased.

Cooperrider, A. O.	Boulder, Colo.
Cornell, Hattie (Mrs. Goodfellow)	Edgewater, Colo.
Danielson, Cora	Denver, Colo.
DeVine, Elsie (Mrs.)	Greeley, Colo.
Doyle, Mabel	Saguache, Colo.
Evans, Emma (Mrs. Hahn)	New Windsor, Colo.
Ellis, Adda	Fort Morgan, Colo.
Ellis, Esther	La Salle, Colo.
Fagan, Jennie	Berthoud, Colo.
Fowler, Ruby	Boulder, Colo.
Frink, Marguerite R.	Denver, Colo.
Gibson, Mildred	Denver, Colo.
Goodale, Nellie	Lamar, Colo.
Grout, Lizzie M.	Pueblo, Colo.
Hughes, Adella	Trinidad, Colo.
Hughes, Ida	Georgetown, Colo.
Imboden, J. W.	Greeley, Colo.
Jamison, Rea	Pueblo, Colo.
Jones, Jennie	Montrose, Colo.
Kendel, Alice	Leadville, Colo.
Kenwell, Joseph C.	Evans, Colo.
Kersey, Margaret (Mrs. Cahill)	Greeley, Colo.
Ketner, Sarah	Denver, Colo.
Latson, Elmer	Manila, P. I.
Lewis, W. A.	Boulder, Colo.
Lowe, Elizabeth F.	Central City, Colo.
Lowther, Laura	Canon City, Colo.
Markuson, Martha	Denver, Colo.
Mayne, Fannie	Lamar, Colo.
McKelvey, Eva	New Windsor, Colo.
McNee, Elizabeth	Kersey, Colo.
Melville, Bessie L.	Las Animas, Colo.
Mulnix, Sadie S.	Pueblo, Colo.
Neel, Ora	Eaton, Colo.
Nutting, Drusilla	Canon City, Colo.
O'Boyle, Lila	Grand Junction, Colo.
O'Connell, Mamie	Cheyenne, Wyo.
Olson, Mamie	Georgetown, Colo.
Orr, Irma	Eaton, Colo.

Poland, Belle .....	Las Animas, Colo.
*Probst, Rose .....	Denver, Colo.
Resor, Virginia .....	Canon City, Colo.
Riek, Meta (Mrs. Irving) .....	Fay, Nev.
*Robbins, W. F. ....	Highland Lake, Colo.
Romans, Ab. H. ....	Loveland, Colo.
Sarell, Jessie (Mrs. Rudd) .....	Golden, Colo.
Schmidt, Kari (Mrs. Williams) .....	Central City, Colo.
Searles, Nina (Mrs. Kendel) .....	Greeley, Colo.
Seybold, Bertha .....	Durango, Colo.
Stockdale, Martha .....	Colorado Springs, Colo.
Smith, Frances .....	Cripple Creek, Colo.
Smith, Olive .....	Greeley, Colo.
Taylor, Hazel .....	Durango, Colo.
Veniere, Cecilia .....	Denver, Colo.
Warning, G. A. ....	Grand Junction, Colo.
Waters, Eva .....	Brush, Colo.
Williams, S. D. ....	Rico, Colo.
Williamson, Lucy (Mrs. Griffie) .....	Emporia, Kan.
Wilson, Marie (Mrs. Benham) .....	Mt. Vernon, Ia.
Wood, Carolyn (Mrs. Greenacre) .....	Fort Collins, Colo.

## CLASS OF 1901.

Adams, Mary .....	Lamar, Colo.
Allnutt, Frederic .....	Greeley, Colo.
Andrews, Adell .....	Denver, Colo.
Bailey, Louise .....	Bisbee, Ariz.
Barnard, Margaret .....	Pueblo, Colo.
Bent, Clinton .....	Castle Rock, Colo.
Beswick, Dolphine .....	Colorado Springs, Colo.
Breuer, Emma (Mrs. Brownell) .....	Coal Creek, Colo.
Broquet, Prudence (Mrs. Bailey) .....	Manhattan, Kan.
Carter, Carrie .....	Paonia, Colo.
Carter, Lina .....	Denver, Colo.
*Craven, May (Mrs. Clemens) .....	Leadville, Colo.
Crone, John V. ....	Greeley, Colo.
Day, Reba .....	Greeley, Colo.

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\*Deceased.

Delbridge, Lucy	Greeley, Colo.
Dempsey, Nettie	Pueblo, Colo.
Dugan, Julia	Durango, Colo.
Edwards, Mabel	Greeley, Colo.
Filkins, Grace	Greeley, Colo.
Gibbs, Elizabeth	Monte Vista, Colo.
Graham, Melcena	Colorado Springs, Colo.
Hall, Agnes	Leadville, Colo.
Hamm, Elsie	Longmont, Colo.
Harrington, Ada	Ames, Iowa
Henderson, Alice (Mrs. Bryant)	Cripple Creek, Colo.
Holland, Nena (Mrs. Gedge)	Kersey, Colo.
House, Louise (Mrs. Downey)	Greeley, Colo.
Jones, Katie	Denver, Colo.
Kesler, Joseph	Denver, Colo.
Keyes, Victor	Colorado Springs, Colo.
Kittle, Helen	Greeley, Colo.
Knowlton, Charles	San Louis, Colo.
Lowe, Anna	Denver, Colo.
Lundy, Katie	Fort Morgan, Colo.
McCarthy, Mary	Pueblo, Colo.
McCloskey, Viola (Mrs. Waddle)	Worcester, Mass.
McCoy, Anna	Denver, Colo.
McMullin, Edith (Mrs. Collins)	Greeley, Colo.
McKelvey, Katharyn	Windsor, Colo.
McPherson, Mattie	Boulder, Colo.
McPherson, William	Greeley, Colo.
Merchant, Maud (Mrs. Harvey)	Leadville, Colo.
Morris, Florence	Cripple Creek, Colo.
Needham, Charles	Boulder, Colo.
Norine, Mayme	Grand Junction, Colo.
Norton, Nona (Mrs. Broadbent)	Ordway, Colo.
O'Brien, Rhoda	Denver, Colo.
O'Connor, Charles	Boulder, Colo.
Onstine, Eulalia	Colorado Springs, Colo.
O'Keefe, Agnes	Denver, Colo.
Parrett, Kate	Alcott, Colo.
Peterson, Hanna	Silver Plume, Colo.
Remington, Mayme	Fairplay, Colo.

Robinson, Abbie .....	Basalt, Colo.
Robertson, Jean .....	Chicago, Ill.
Schutz, Tyro .....	Henson, Colo.
Scott, Lucy .....	Eaton, Colo.
Scheffler, Josephine .....	Antonito, Colo.
Sellers, Gilbert .....	Greeley, Colo.
Snyder, Laura (Mrs. Hadden) .....	Greeley, Colo.
Tefft, Ruth .....	Las Vegas, N. M.
Veverka, Madeline .....	Sterling, Colo.
Watson, Alice .....	Denver, Colo.
Welch, Hattie .....	Boulder, Colo.
Welch, Harry .....	Boulder, Colo.
Weller, Mary .....	Colorado Springs, Colo.
Webster, Ella .....	Los Angeles, Cal.
Wolfenden, Anna (Mrs. Allnutt) .....	Greeley, Colo.
Wood, Florence (Mrs. Leavitt) .....	Los Angeles, Cal.

## CLASS OF 1902.

Allen, Alice .....	Long Beach, Cal.
Anthony, Anna .....	Denver, Colo.
Bailey, W. L. ....	University Park, Colo.
Bowen, Claudia .....	Leadville, Colo.
Bowman, Julia B. ....	Pueblo, Colo.
Boylan, Daisey D. ....	Hubbard, Iowa
Bracewell, Cora .....	Salida, Colo.
Carter, Ethel L. ....	Denver, Colo.
Cheeley, Ella (Mrs. Frink) .....	Fort Lupton, Colo.
Coil, Lina D. ....	La Salle, Colo.
Crone, John V. (Normal College) .....	Greeley, Colo.
Day, Fannie L. ....	Masters, Colo.
Enoch, Mary Priscilla. ....	Grand Junction, Colo.
Farlow, Floe .....	Leadville, Colo.
Floyd, A. J. (Normal College) .....	Trinidad, Colo.
Follett, Celinda G. ....	Elkton, Colo.
Fugate, Inda (Mrs. Bowman) .....	Guffey, Colo.
Fugate, Laura E. (Mrs. Bent) .....	Castle Rock, Colo.
Gale, Edith V. ....	Greeley, Colo.
Garcia, James .....	Boulder, Colo.
Geffs, Bessie (Mrs. Carlson) .....	Eaton, Colo.

Gibbons, Marcella .....	Greeley, Colo.
Green, Hilda .....	Ludlow, Colo.
Grove, Rhena M. ....	Greeley, Colo.
Harbottle, John .....	Antonito, Colo.
Henderson, Alice (Mrs. Bryant) .....	Cripple Creek, Colo.
Hiatt, J. Frances (Mrs. Reid) .....	Apex, Colo.
Hotchkiss, Esther .....	Boulder, Colo.
Jessup, Leona (Mrs. Kesler) .....	Denver, Colo.
Keightley, Anna K. ....	Pueblo, Colo.
Kelsey, Sofia (Mrs. Decker) .....	Greeley, Colo.
Kennedy, Ethel (Mrs. Rugh) .....	Greeley, Colo.
Keplinger, Peter .....	Monte Vista, Colo.
Knowlton, Richard G. ....	Colorado Springs, Colo.
Ladd, Dora .....	Leadville, Colo.
Leonard, Sadie K. ....	Denver, Colo.
Lewis, Charlotte .....	Pueblo, Colo.
Llewellyn, Mary J. ....	Rockvale, Colo.
Lovering, Esther A. ....	Boulder, Colo.
Marshall, Estella D. (Mrs. Darrah) .....	Denver, Colo.
Martin, Teena (Mrs. Willson) .....	Boulder, Colo.
McNee, Jessie .....	Blairsburg, Iowa
Mitchell, Bessie .....	Cripple Creek, Colo.
Mooney, William B. ....	Spearfish, S. D.
Mosher, Abbie .....	Florence, Colo.
Moss, Eva May .....	Colorado Springs, Colo.
Mundee, Helen A. ....	Silverton, Colo.
Packer, W. R. ....	Cheyenne Wells, Colo.
Pechin, Zadia .....	Eaton, Colo.
Pendell, Dorcas M. ....	Saginaw, Mich.
Porter, Della E. ....	McComb, Ill.
Powers, Myrtle A. ....	Windsor, Colo.
Proctor, Ula .....	Canon City, Colo.
Rankin, Bessie (Mrs. Adams) .....	Palmer, Neb.
Reid, Lois E. ....	Greeley, Colo.
Reynolds, Alma S. ....	Denver, Colo.
Rhys, Mary G. ....	Denver, Colo.
Richardson, E. Florence .....	Canon City, Colo.
Robinette, Sara J. ....	Denver, Colo.
Scriven, Dee M. ....	Granada, Colo.



Sellers, Will .....	Cheyenne Wells, Colo.
Smith, Adda Wilson (Mrs.) .....	Los Angeles, Cal.
Smith, Frank B. ....	Windsor, Colo.
Thompson, Blanche .....	Colorado Springs, Colo.
*Thompson, Jettie (Mrs. McElfresh) .....	Starkville, Colo.
Thompson, Nellie .....	Colorado Springs, Colo.
Tilyou, Mabel L. ....	La Salle, Colo.
Washburn, Lizzie (Mrs. Coffman) .....	Greeley, Colo.
*Welch, Fred .....	Greeley, Colo.
West, Olive .....	Telluride, Colo.
Wiedmann, D. E. ....	Brush, Colo.
Willcox, Margaret (Mrs. Baltosser) .....	Fruita, Colo.
Willie, Anna (Mrs. Malonnee) .....	Denver, Colo.
Wood, Florence (Mrs. Leavitt) .....	Los Angeles, Cal.

## CLASS OF 1903.

Allyn, Emily .....	Windsor, Colo.
Asmus, Karina .....	Cripple Creek, Colo.
Atherly, Varina .....	Fort Collins, Colo.
Ayers, Lucy E. ....	Warluka, Hawaiian Islands
Bandy, Pearl .....	White Water, Colo.
Balch, Edith J. ....	Manzanola, Colo.
Bay, Minnie .....	Ouray, Colo.
Beardsley, Earl .....	Pryor, Colo.
Bodle, Veda .....	Independence, Colo.
Carnine, Stella M. ....	Fort Morgan, Colo.
Churchill, Flossie E. ....	Greeley, Colo.
Clement, H. Harman. ....	Eaton, Colo.
Clement, Aurora W. (Mrs.) .....	Eaton, Colo.
Clonch, Nell P. ....	Crested Butte, Colo.
Cooley, Ruth .....	Trinidad, Colo.
Day, Etta M. ....	La Salle, Colo.
Eaton, Fern B. ....	Grand Junction, Colo.
Fagan, Katie D. ....	Leadville, Colo.
Faus, Ada .....	Monte Vista, Colo.
Farnworth, Mary (Mrs. Hilsalock) .....	Angus, Neb.
Fisher, Edna V. ....	Pueblo, Colo.

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\*Deceased.

Gordon, Carrie .....	Leadville, Colo.
Gruber, Mayne F. ....	Leadville, Colo.
Hayward, Lois .....	La Salle, Colo.
Henebry, Agatha C. ....	Cripple Creek, Colo.
Herrick, Olive M. (Mrs. Wilson) .....	Loveland, Colo.
Howard, Mildred .....	Fort Collins, Colo.
Hogarty, Viola Collins (Mrs.) .....	Pueblo, Colo.
Hughell, Samuel L. ....	Platteville, Colo.
Hunter, Maud E. ....	Rinn, Colo.
Ingram, Grace .....	Greeley, Colo.
Inman, Minnie J. ....	Fort Morgan, Colo.
Jones, Allie .....	Rock Springs, Wyo.
Keeler, Bessie .....	Kersey, Colo.
Kemp, Josephine .....	Yuma, Ariz.
Kendel, Mary .....	Alamosa, Colo.
Kleinsorge, Louise J. ....	Riverside, Cal.
Lauenstein, Minnie V. ....	Durango, Colo.
Martin, Beatrice E. ....	Denver, Colo.
McCoy, Minnie E. (Mrs. Bradfield) .....	Greeley, Colo.
McCracken, Katherine .....	Leadville, Colo.
McCullough, Edith E. ....	Grover, Colo.
McIntyre, Jennie .....	Corona, Colo.
McNeal, Chandos L. (Mrs. Funk) .....	Central City, Colo.
Mergelman, Lulu .....	Iola, Colo.
Middleswarth, Harriet E. ....	Denver, Colo.
Mitchell, Miriam V. ....	Greeley, Colo.
Mundie, Isabelle F. (Mrs. Mabee) .....	Central City, Colo.
Nevitt, Eva E. (Mrs. Wood) .....	Del Norte, Colo.
Nauman, Ella .....	Victor, Colo.
Newcomb, Anna H. ....	Saguache, Colo.
Phillips, Jessie .....	Delta, Colo.
Poirson, Louise .....	Fort Collins, Colo.
Reynolds, Gerda .....	Eaton, Colo.
Robinson, Goldie W. ....	Leadville, Colo.
Ross, M. Esther .....	Evans, Colo.
Scherrer, Josephine L. ....	Denver, Colo.
Schweitzer, Katharine .....	Florence, Colo.
Scofield, Beulah F. ....	Cheyenne, Wyo.
Singleton, Helen A. (Mrs.) .....	Florence, Colo.

Slavin, Helen A.....	Leadville, Colo.
Sleeper, Sarah E.....	Johnstown, Colo.
Stealy, Elza R.....	Iowa City, Iowa
Stokes, Katharine E.....	Leadville, Colo.
Stone, Alice I.....	Colorado Springs, Colo.
Taylor, Hope C.....	Aspen, Colo.
Tilyou, Blanche .....	Longmont, Colo.
Tucker, Hazel .....	Central City, Colo.
Van Cleave, Ada M.....	Wilsonville, Neb.
Wakeman, Alleah .....	Denver, Colo.
Watson, Edna (Mrs. Knowlton).....	Colorado Springs, Colo.
Welch, Jeanne .....	Fort Collins, Colo.
White, Mabel .....	Erie, Colo.
Whitham, Bronte .....	Denver, Colo.
Whitham, Xavia .....	Denver, Colo.
Wilson, Isabelle D.....	Eaton, Colo.
Worth, Katie .....	Sargents, Colo.
Worrell, Blanche .....	Leadville, Colo.
Wood, Texie M. (Mrs. Armatage).....	Eaton, Colo.
Young, Charles .....	Panora, Iowa
Youngclaus, Emma .....	Del Norte, Colo.
Youngclaus, Katherine .....	Goldfield, Colo.

## CLASS OF 1904.

## GRADUATE COURSE.

Clement, Aurora W. (Mrs.).....	White Hall, Mich.
Clement, H. Harman.....	White Hall, Mich.
Crone, John V.....	Greeley, Colo.
Kleinsorge, Eliza .....	Des Moines, Iowa
Mitchell, Miriam V.....	Denver, Colo.
Sibley, Bella B. (Mrs.).....	Greeley, Colo.

## REGULAR COURSE.

Alexander, Grace L.....	Ault, Colo.
Alps, George W.....	La Salle, Colo.
Blunt, Carrie E.....	Longmont, Colo.
Buckley, Emma F.....	Los Angeles, Cal.
Burbank, Myrtle E.....	Longmont, Colo.
Bushyager, Genetta .....	Las Vegas, N. M.

*Campbell, Jennie M.	Loveland, Colo.
Candor, Ethel	Colorado Springs, Colo.
Carrel, Mabel	Monte Vista, Colo.
Cartwright, Mabel	Ordway, Colo.
Cassidy, Eva	Ames, Iowa
Cleave, Clara J.	Kokomo, Colo.
Coleman, Cora	Grand Junction, Colo.
Cook, Florence,	Antonito, Colo.
Cope, Minnie M.	Salida, Colo.
Crawford, Sadie R.	Daffodil, Colo.
Curtis, Grace E.	Fruita, Colo.
Doane, Maude S.	Fairfax, S. D.
Dale, Dora (Mrs. Steck)	Greeley, Colo.
Dayton, Georgian I.	Pueblo, Colo.
Dillman, Caroline	Cheyenne, Wyo.
Dolan, Margaret J.	Leadville, Colo.
Douglas, Edith S.	Pietou, Colo.
Doull, Elizabeth G.	Greeley, Colo.
Dullam, Ethel P.	Spearfish, S. D.
Evans, Katharyne M.	Delta, Colo.
Elliott, Elizabeth	Brighton, Colo.
Elliott, Caroline (Mrs. Canady)	Brighton, Colo.
Frink, Ruby	Fort Lupton, Colo.
Garrigues, Helen	Greeley, Colo.
Hughes, Emma E.	Eaton, Colo.
Ingersoll, Nettie R.	Delta, Colo.
Johnson, Axel E.	Gray Creek, Colo.
Jones, Bessie E.	Telluride, Colo.
Jones, Katherine	Eaton, Colo.
Kauffman, Harriett	Hardin, Colo.
Kelley, Edith (Mrs. Dugall)	Eaton, Colo.
Kelsey, Wheeler	Fort Lupton, Colo.
Kendel, Mary	Greeley, Colo.
Kerr, Berdie	Pagosa Junction, Colo.
Lakin, Irene R.	Victor, Colo.
Lewis, Ella M.	Loveland, Colo.
Lincoln, Clara S.	Eaton, Colo.

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\*Deceased.

Little, Isabel M.....	Denver, Colo.
MacArthur, Jessie J.....	Fairplay, Colo.
McDonald, Mollie A.....	Malta, Colo.
McKeon, Madge L.....	Cripple Creek, Colo.
McMurphey, Jessie.....	Ponca City, Okla.
Meddins, Winfred C. P.....	Greeley, Colo.
Menke, Alice .....	Denver, Colo.
Merrill, Ada M.....	Fort Pierre, S. D.
Miller, Mary G.....	Denver, Colo.
Morey, Jessie .....	Independence, Colo.
Nelson, Josephine .....	Masters, Colo.
Nelson, Lena M.....	Canon City, Colo.
Oldham, Ethel J.....	Holbrook, Colo.
Osborne, Mary C.....	Monte Vista, Colo.
Pendery, Alice E.....	Sargents, Colo.
Patterson, Elizabeth V.....	Greeley, Colo.
Perry, Geraldine M.....	Littleton, Colo.
Porter, Frances .....	Greeley, Colo.
Ramsey, L. Fern.....	Bracewell, Colo.
Reid, Pearl .....	Greeley, Colo.
Russell, Mabel N.....	Cripple Creek, Colo.
Said, Nettie A.....	Los Angeles, Cal.
Sanborn, Roma .....	Alamosa, Colo.
Savage, Ella G.....	Salida, Colo.
Scott, Bertha L.....	Deuel, Colo.
Scott, Ethel .....	Hotchkiss, Colo.
Singer, Harriet H.....	Pictou, Colo.
Smith, Lavinia .....	Colorado Springs, Colo.
Snyder, E. Tyndall.....	Boulder, Colo.
Stevens, Laura C.....	Yuma, Colo.
Sutherland, Mary L.....	Greeley, Colo.
Thedinga, Mary E.....	Colorado Springs, Colo.
Thomas, Lillie .....	Denver, Colo.
Turner, Mattie .....	Lamar, Colo.
Wetzel, George L.....	Willow Springs, Mo.
Woodbury, May .....	Greeley, Colo.
Worley, James .....	Alamosa, Colo.
Worley, Victor E.....	Akron, Colo.

## CLASS OF 1905.

## GRADUATE COURSE.

Collins, C. Bruce.....	Greeley, Colo.
Garrigues, Helen .....	Greeley, Colo.
Meddins, W. C. P.....	Greeley, Colo.
Sutherland, Mary L.....	Grand Ledge, Mich.

## REGULAR COURSE.

Adams, Roxana M.....	Greeley, Colo.
Alexander, Raymond P.....	Greeley, Colo.
Ball, Maud .....	Greeley, Colo.
Beckford, Edith R.....	Greeley, Colo.
Bentson, Hilma C.....	Holyoke, Colo.
Blaine, William D.....	De Beque, Colo.
Browne, Mergé J. (Mrs.) .....	Delta, Colo.
Broman, Cora .....	Greeley, Colo.
Brown, Arba D.....	Sterling, Colo.
Buchanan, Lucile B.....	Barnum, Colo.
Carson, Madge .....	Denver, Colo.
Carson, Jessie .....	Denver, Colo.
Chace, Bertha M.....	Fort Morgan, Colo.
Churchill, Harry V.....	Greeley, Colo.
Crawford, Mabel L.....	Washington, Iowa
Cope, Myrtle .....	Salida, Colo.
Correll, Gertrude E.....	Cripple Creek, Colo.
Craine, Carrie E.....	Denver, Colo.
Cummings, Josephine .....	Greeley, Colo.
Cuney, Nannie L.....	Wray, Colo.
DeSelle, Belle (Mrs.) .....	Greeley, Colo.
Eadie, Isabel P.....	Soda Springs, Colo.
Eldredge, Eva .....	Denver, Colo.
Ellis, Ralph W.....	La Salle, Colo.
English, Myrtle .....	Greeley, Colo.
Evans, Clara .....	Greeley, Colo.
Fergus, Mabel C.....	Greeley, Colo.
Ferguson, Mabel C.....	Denver, Colo.
Forsyth, Clara .....	Greeley, Colo.
Graham, Anna D.....	Greeley, Colo.

Graham, Veda S.	Denver, Colo.
Godley, Sophie	Edgewater, Colo.
Goldacker, Mary V.	Las Animas, Colo.
Heighon, Harry W.	Colorado Springs, Colo.
Holland, M. Pearl	Greeley, Colo.
Hooper, Dorothy	Sugar City, Colo.
Hughes, Mildred B.	Fowler, Colo.
Hummer, Ruthella	Cripple Creek, Colo.
Hunter, Leoma D.	Lake City, Colo.
Hutchinson, Jessie A.	Denver, Colo.
Hunting, Addie L.	Arapahoe, Colo.
Kerr, Harriette	Fort Collins, Colo.
Kibby, Laura M.	Berthoud, Colo.
Kuhnley, Mabel L.	Delta, Colo.
Kulp, Freeda	Denver, Colo.
LaMar, Leona	Elmo, Mo.
Lewis, Mabel A.	Raleigh Springs, Tenn.
Lucas, M. Adella	Canon City, Colo.
Magner, Bessie M.	Grand Junction, Colo.
Mahoney, Elizabeth	Pueblo, Colo.
Maine, Lottie	Denver, Colo.
Martin, Maude E.	Denver, Colo.
McBreen, Barbara	Denver, Colo.
McDermet, Ella	Gibbs, Mo.
McFarland, Rachel B.	Salida, Colo.
McKelvey, Nina	Denver, Colo.
McDonald, Anna	Leadville, Colo.
McKune, D. Hazel	Del Norte, Colo.
McLravy, M. Pearl	Aspen, Colo.
Meddins, Beatrice	Greeley, Colo.
Morand, Earle G.	Trinidad, Colo.
Nash, Kathryn A.	Georgetown, Colo.
Nash, Katharine F.	Georgetown, Colo.
Pasley, Edith L.	Grand Junction, Colo.
Porter, F. Gertrude	Fruita, Colo.
Reid, Pearl	Greeley, Colo.
Riggs, Caroline	Colorado Springs, Colo.
Robb, Pearl	Greeley, Colo.
Rupp, Gertrude	Grand Junction, Colo.

Scott, Madeleine .....	Denver, Colo.
Sexson, John A. ....	Franklin, Neb.
Sibley, Blanche T. ....	Greeley, Colo.
Smith, Alma .....	Longmont, Colo.
Smith, T. Carrie .....	Greeley, Colo.
Sparling, Emma .....	Denver, Colo.
Terry, Earl K. ....	Denver, Colo.
Thomas, Myra .....	Greeley, Colo.
Twomey, H. Jennie. ....	Julesburg, Colo.
Wilson, Mary .....	Greeley, Colo.
Zorn, Frederica E. ....	Pueblo, Colo.

## KINDERGARTEN AND PRIMARY COURSE.

Brush, Ruth G. ....	Greeley, Colo.
Ford, Rae R. ....	Denver, Colo.
Fulweider, Eva .....	Denver, Colo.
Grimoldby, Winifred A. ....	Colorado Springs, Colo.
Hanel, Bertha .....	Trenton, Neb.
Jenkins, Marie .....	Denver, Colo.
Jones, Eleanor M. ....	Julesburg, Colo.
Kniest, Eleanor E. ....	Colorado Springs, Colo.
Mosier, Leila .....	Denver, Colo.
Newsome, Ethel .....	Colorado Springs, Colo.
Pate, Pearl A. ....	Denver, Colo.
Reed, Adaline W. ....	Denver, Colo.
Robb, Mary .....	Greeley, Colo.
Robinson, Frances I. ....	La Junta, Colo.
Shumate, Letha .....	Rocky Ford, Colo.
Taylor, Mary D. ....	La Salle, Colo.
Veazey, Oma .....	Fort Collins, Colo.

## ART COURSE.

Boyd, Helen .....	Cripple Creek, Colo.
Sheely, Nellie I. ....	Seward, Neb.
Reid, Pearl .....	Greeley, Colo.
Welty, J. Florence .....	Boulder, Colo.

## MANUAL TRAINING COURSE.

Hunting, Addie L. ....	Arapahoe, Colo.
Lewis, Mabel A. ....	Raleigh Springs, Tenn.



Mahoney, Elizabeth M.....	Pueblo, Colo.
Maine, Lottie .....	Denver, Colo.
Nash, Kathryn A.....	Georgetown, Colo.
Nash, Katharine F.....	Georgetown, Colo.
Riggs, Caroline .....	Colorado Springs, Colo.
Smith, T. Carrie.....	Greeley, Colo.
Terry, Earl K.....	Denver, Colo.
Work, Josephine .....	Fort Morgan, Colo.

## DOMESTIC SCIENCE COURSE.

Brush, Mary .....	Greeley, Colo.
Reedy, Mary B.....	Beatrice, Neb.
Work, Josephine .....	Fort Morgan, Colo.

## LIBRARY COURSE.

Rupp, Gertrude .....	Grand Junction, Colo.
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# State Normal School Bulletin

SERIES V. No. 2.

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## State Normal School of Colorado



**SUMMER TERM**  
**1906**

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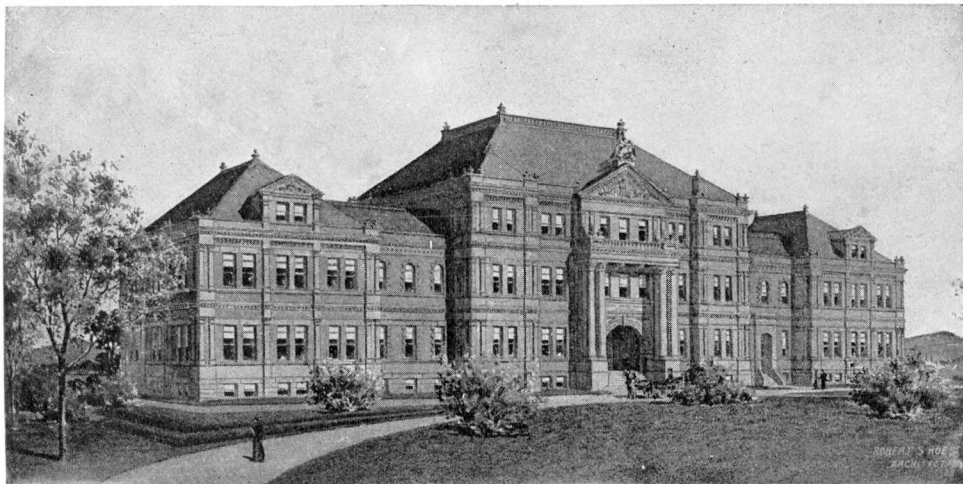
FIFTH  
ANNOUNCEMENT  
OF THE  
SUMMER TERM  
OF THE  
State Normal School  
OF COLORADO  
Greeley, Colorado

1906

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PUBLISHED BY  
TRUSTEES OF STATE NORMAL SCHOOL





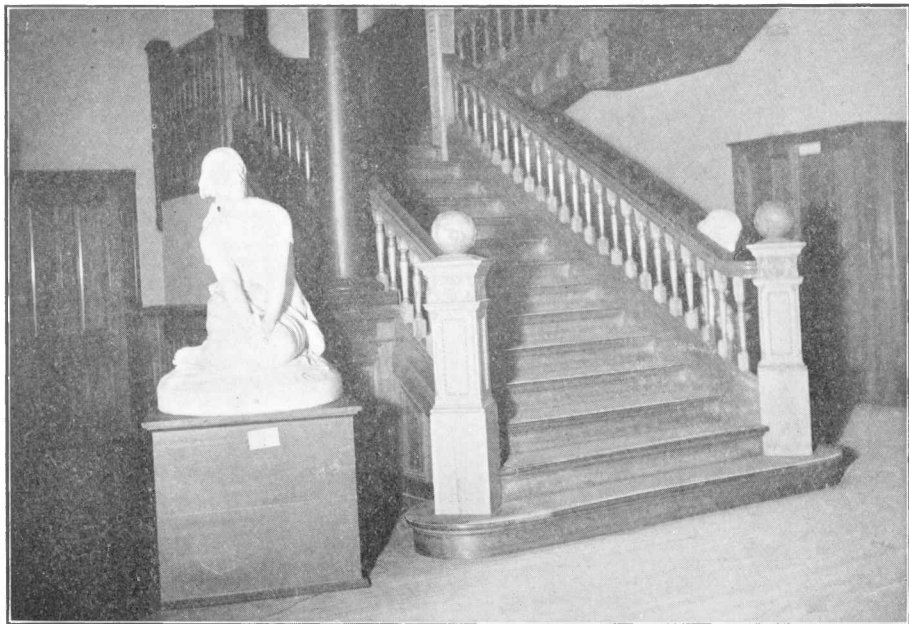
Administration Building.





President's Home.





Stairway.







Campus.





Campus.





Clay Work.





Basketry.







Sixth Grade Work in Manual Training.



# NORMAL SCHOOL FACULTY.

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1904-1905-1906.

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

JAMES HARVEY HAYS, A. M., Vice-President,  
*Professor of Latin.*

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

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*Professor of Biology and Economic Biology.*

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*Professor of Psychology and Child-Study.*

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*Professor of Reading and Interpretation.*

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*Professor of Drawing and Art.*

ELEANOR WILKINSON,  
*Professor of Domestic Sciences.*

SAMUEL MILO HADDEN, Pd. B.,  
*Professor of Manual Training.*

FRANCIS LORENZO ABBOTT, A. M.,  
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*Associate Professor of English, Literature and History.*

DAVID LAFAYETTE ARNOLD, M. A.,  
*Professor of Mathematics.*

WILLIAM KENNEDY STIFFEY,  
*Professor of Vocal Music and History of Music.*

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

RICHARD HOLMES POWELL, JR., M. A.,  
*Associate Professor of English, Literature and History.*

ABRAM GIDEON, Ph. D.,  
*Professor of Modern Foreign Languages.*

GEORGE WASHINGTON BARRETT, M. D., School Physician,  
*Professor of Physiology, Director of Physical Education.*

JOHN VALENTINE CRONE, Pd. M., Curator of Museum,  
*Associate Professor of Biology—Nature Study.*

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

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

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

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

ELEANOR PHILLIPS PHELPS, Pd. M.,  
*Training Teacher—Upper Primary Grades.*

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

ELIZABETH MAUD CANNELL, Director of Kindergarten,  
*Training Teacher.*

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

GERTRUDE RUPP, Pd. B., Assistant Librarian.

.....  
*Professor of Bookbinding and Library Handicraft.*

---

FELLOW ASSISTANTS.

---

BLANCHE SIBLEY, Pd. B.,  
*Fellow in Mathematics.*

ANNA GRAHAM, Pd. B.,  
*Fellow in Reading.*

FRANK BRAUCHT, Pd. B.,  
*Fellow in Grammar Grades.*

## STATE NORMAL SCHOOL,

MRS. M. J. BROWNE, Pd. B.,  
*Fellow in Primary Grades.*

HILMA BENTSON, Pd. B.,  
*Fellow in Languages.*

EARL K. TERRY, Pd. B.,  
*Fellow in Manual Training.*

MARY ROBB, Pd. B.,  
*Fellow in Kindergarten.*

MARY B. REEDY, Pd. B.,  
*Fellow in Domestic Science.*

ROSA ALPS,  
*Fellow in Physical Training.*

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VERNON MCKELVEY,  
*President's Secretary.*

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

## ANNOUNCEMENTS.

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The Summer Term of The Colorado State Normal School opens Tuesday, June 19, 1906, and closes Friday, July 31, 1906, making a term of six weeks.

The work done during the summer term is: (1) The regular Normal work arranged in courses, for which credit is given when completed, enabling teachers who cannot attend at any other time than during the summer terms, to complete the Normal Course, get the diploma, which is a license to teach in the state for life, and receive the professional degree of Bachelor of Pedagogy. (2) The work is arranged to enable graduates of the State Normal School of Colorado, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the master's diploma. (3) The work is so arranged that persons who wish to pursue special lines may have the opportunity to do so. (4) An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach. (5) An opportunity is given to principals and superintendents to study the educational problems which confront them in their daily work. (6) An opportunity is given to regular Normal students to make up their work when, through sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.

## SURROUNDINGS.

---

Greeley is a city of 6,000 inhabitants. It has beautiful streets lined with trees, and comfortable homes in which the students live. There is a feeling of comfort and a spirit of culture; there is a true social democratic spirit pervading the institution and the community. Two hundred miles of snowy mountains are seen from the Normal campus.

### **Campus.**

The campus is the most beautiful in the state and is as beautiful as any in the country. It is situated on an eminence overlooking the city, and consists of forty acres of ground, improved with thousands of trees, shrubs and flowers, artistically arranged and well kept.

### **Buildings.**

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

---

## ADVANTAGES.

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Some of the advantages of the school are: A strong faculty especially trained, both by education and experience; a library of 25,000 volumes; well equipped laboratories of biology, physics, chemistry, manual training and physical education; a first-class athletic field, gymnasium,



etc., all under the direction of specialists; a strong department of art; field and garden work in nature study; a model and training school; a kindergarten; and all other departments belonging to an ideal school.

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## HISTORY OF SCHOOL.

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The State Normal School of Colorado was established by an act of the legislature in 1889. The first school year began October 6, 1890.

At the beginning of the second year the school was reorganized and the course extended to four years. This course admitted grammar school graduates to its freshman year, and others to such classes as their ability and attainment would allow.

At a meeting of the board of trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers. This policy makes the institution a professional school in the strictest sense.

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## LOCATION.

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The Normal School is located at Greeley, in Weld county, on the Union Pacific and Colorado & Southern railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest

agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 6,000 inhabitants.

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### EXPENSES.

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1. Boarding and room from \$3.25 to \$4.50, two in a room.

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

3. All students who take Manual Training will pay a fee of \$2.00 to pay for material.

4. All students who take Cooking will pay a fee of \$2.00 to pay for material.

5. Students who take Sewing will pay a fee of \$2.00.

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### THE OPPORTUNITY.

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The holding of this summer term at the Normal School offers an excellent opportunity to those who have to teach. It enables one who teaches a full year to attend the Normal during the summer term, get credit for

work done, and when sufficient credits are secured, to graduate from the school, receiving a diploma which licenses to teach in the public schools of Colorado for life and confers upon the holder the degree of Bachelor of Pedagogy.

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## COURSES OF WORK.

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Courses are offered in all of the following departments.

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### PSYCHOLOGY.

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

**1. Physiological and Experimental Psychology.**

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

**2. Descriptive and Analytical Psychology.**

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

**3. Pedagogical Psychology.**

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Starting with Dr. Dewey's conception of education as a "reconstruction of experience," it proceeds to show how all the sound principles of pedagogy are but aids to the mind's natural processes of reconstructing itself. From the view point of functional psychology the Herbartian formal steps are criticised and interpreted, and the culture epoch theory discussed. From a study of the nature and origin of knowledge as revealed in the development of the sciences in primitive society, the constructive activities are found to be the true center of correlation for the studies of the curriculum, and the methods of differentiating these studies from the pupil's social-industrial activities are suggested. The school as a social institution naturally comes to be a conspicuous thought of the course, and the best literature along that line is read. The psychology and pedagogy of drawing, writing, reading, and other school subjects are considered in their broader as-

pects. The work is closely correlated throughout with observation of teaching in the training school, and is expected to prepare the students to approach their own practice teaching with some measure of confidence and appreciation of its significance.

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## PEDAGOGY.

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### **Junior.**

(See Psychology 3.)

### **Senior.**

The pedagogy course of the Senior year is designed to accompany the practice teaching of Seniors in the Training School. It consists chiefly of the study of the application of psychological principles with which the students are already acquainted, to the method of the recitation and the organization of the curriculum of the elementary school. It also includes the discussion of a number of practical problems of school management.

The work of the class is carried on by means of lectures, recitations, and conferences. The theoretical part of the work is kept in close relations with the practical experience of the school room. To accomplish this purpose, frequent reports are made by the members of the class of their own experiences in teaching. These reports furnish a basis for the discussion of various phases of school work in the light of current educational thought. In this connection, also, the best accessible book and periodical literature, pertinent to the subjects under discussion, is reviewed.

## SCHOOL MANAGEMENT.

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

- I. The teacher's equipment for his work.
  1. Natural fitness. His personality, aptness, adaptability, appreciation of children and his work.
  2. Diplomas, as evidences of work done.
  3. Certificates—city, county, state.
  4. Testimonials.
  
- II. The teacher seeking a position.
  1. Applications—by letter, in person.
  2. Recommendations—most effective, manner of presentation.
  3. Teachers' agencies or bureaus—use, abuse.
  
- III. The teacher employed.
  1. The teacher's relation and duties to the board.
  2. His relation to patrons and community.
  3. His relation to the pupils and the school.
  4. His relation to the school property.
  5. School room and school grounds sanitation.

## IV. The teacher—

1. As an instructor—class management, individual instruction, school gradation.
2. As an executive—in the school room, on the play ground. Ability to direct and invent helpful games.

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

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

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## BIOLOGY.

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**I. Botany.**

1. Elementary course in botany, based upon laboratory and field work with common plants.
2. Ecological botany. The study of plants in their relations to the environment. The different forms of plant societies which are to be found in the vicinity are studied, with a view to the determination of the laws which govern them.

3. Systematic botany. In this course a study is made of one or more plant groups as exemplified in the flora of the vicinity.

**II. Zoology.**

1. Elementary course in zoology, including laboratory and field work.

2. Faunal studies. In this course the animals of some particular group are studied, particular attention being given to the fauna of Colorado.

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

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## NATURE STUDY.

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The work in Nature Study is elective and receives credit toward either the B. Ped. or M. Ped. degree; hence it is open to any student at the summer school. It follows along two main lines:

**I. The Practice of Nature Study.**

The time devoted to this part of the work is spent in the actual study of nature. The aim is not only to illustrate by actual practice the pedagogy of the subject, but also in so far as is possible, to increase and develop interest in and sympathy for the nature-environment of the class.

**II. The Pedagogy of Nature Study.**

Under this head it is designed to acquaint the students with the subject of nature study from the school



standpoint. The topics usually treated in the discussion of any school subject; viz., the aim, source, scope, method, values and results are considered, and govern largely the practice in nature study as outlined above.

In general, the course is designed rather to teach teachers how and why to teach nature study than to increase their knowledge of scientific subjects. A considerable amount of the latter is however the incidental result of the work as planned. Plants and animals are the subject matter upon which the course is founded.

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## PHYSICS, CHEMISTRY AND GEOGRAPHY.

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### **Magnetism, Electricity and Light.**

This course is so planned that many of the fundamental experiments can be taken into the grade work of the schools, where they can be performed by the pupils with much interest and profit. This course includes, besides the fundamental principles of magnetism, electricity and light, the study of radio-activity and wireless telegraphy.

### **Chemistry.**

This course includes the study of the following: The elements oxygen, nitrogen, hydrogen, carbon and their compounds; valence; writing and interpreting chemical equations; acids, bases, salts; Periodic law.

**Methods of Geography.**

We believe if the subject of geography be properly presented the time usually given to it in the public schools can be materially shortened and better results obtained. Special effort is made to put theory into practice in presenting this subject. Much attention is given to field work.

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**MATHEMATICS.**

Courses in Arithmetic, Algebra and Geometry are given.

The fundamental purpose of the department of Mathematics is two-fold; namely, to induce and cultivate power in mathematical thinking, and to apply this power to the practical use of making the teaching of Arithmetic and of Algebra and Geometry in our public schools more rational and practical.

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**HISTORY AND SOCIOLOGY.****I. A Course in American History.**

Comprising a survey of European commercial and political history from 1452 to 1492; a detailed study of American civilization; industrial conditions, and educational and political growth of the colonies; a study of the American Revolution from the records of the British par-

liament; a study from original sources of the formation and ratification of the American Constitution; and special individual study of the biographies and political doctrines of American statesmen, tracing the rise of political parties, and the progress of American educational, industrial, and social life.

This course includes lectures on methods in history, and outlines of history courses for both elementary and high schools. The seminar method of study is followed the major part of the term, thus offering special opportunity for library research to all students.

#### **II. A Course in Sociology.**

This course includes a study of the development of human society from the primitive family to the present highly organized civil community. Special attention is given to the industrial activities of primitive peoples, and the possible relation of these activities to the present elementary school curriculum.

Fundamentally this course treats of the development of the individual character and personality through contact with human society. The seminar method is used exclusively, each student pursuing a special distinct library course. Class room work includes discussions of students' reports, and lectures by the head of the department.

## LATIN.

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

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

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

*Third.* An advanced course, consisting of discussions on the art of teaching Latin, instruction in the art of reading Latin, drills in *sight* reading and "*ear*" reading, and reviews of such parts of the grammar as seem necessary. Much attention is given to the mastery of idiomatic expressions, and to the history and literature of the Roman people. The literature read consists of poetry, history and essays, taken from Horace, Cicero, Sallust, Livy and Tacitus. This course is intended for those fitting themselves for positions as teachers of Latin, and it presupposes at least as much Latin as is offered in our best high schools.

## MODERN FOREIGN LANGUAGES.

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### **I. Elementary German.**

For beginners. The phonetic-colloquial method is employed, *i. e.*, the language-facts are studied rather as an introduction to the living language than as a gateway to the literature.

### **II. German Reading.**

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

### **III-IV. Courses in French.**

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

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## ENGLISH.

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The following courses in English are offered:

### **3. Junior.**

Grammar: function of sentence-members, laws of syntax, forms of words; good use in oral and written speech.

Composition: theory of the paragraph as an organic unit; elementary laws of the chief types of composition; practice in narrative and expository paragraph-writing.

**4. Junior.**

Literature: Introductory study for conception of the fundamental meaning of literature in its relation to the developing human consciousness (State Normal School Bulletin, series IV, No. 3). Presentation of the first great form of literature, the natural epic, with study of the Iliad as the greatest example of this form. Brief study of transition from epic to lyric and drama in Greece. Presentation of Œdipus Tyrannus and Œdipus Colonius for simple dramatic structure and for the indwelling idea as illustrating the growth of the Greek consciousness since its expression in the Iliad.

Composition: practice in narrative structure through selecting a *motif* and synthesizing an appropriate action in such a way as to show clearly the development of the idea; continued paragraph-writing; one long theme.

**5. Senior.**

Pedagogy: a view of the principles of English teaching as concerned with grade work.

Literature: review of the evolutionary conception of literary development, with special emphasis on the significance of the "unconscious period;" introductory survey of the development of English poetry to the time of Shakespeare, applying the principles gained from the outline study of the development of Greek literature.

Composition practice in presenting in good outline form material of wider range; one theme.

**6. Senior.**

Literature: careful study of one of Shakespeare's great tragedies; study of one novel for theme, structure,

treatment, and comparison with the epic and drama; brief study of the development of English prose, with readings in the essay.

Composition: application of principles to large wholes; two long themes.

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## READING AND INTERPRETATION.

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### **I. Reading.**

1. Work on short selections for power (a) to grasp the meaning of the text accurately and rapidly; (b) to separate the characters one from the other, and enter into their experiences; (c) to give expression with life and interest.

### **II. Interpretation.**

1. Selected scenes from *The Merchant of Venice*.
  - (a) Rapid reading for the theme and the subjects and functions of the scenes related.
  - (b) Impersonation of the characters.
  - (c) Presentation of the scenes by the classes.

### **III. Methods.**

1. Selection of material for the grades.
2. Treatment of subject matter according to the steps given in "1" under Reading.
3. Observation lessons.
4. Correction of vocal defects in speech and voice.
5. Discussion of questions of interest to the grade teacher.

## MUSIC AND HISTORY OF MUSIC.

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### **I. Vocal Music.**

A series of music lessons is given covering tonality, as involved in hearing and singing in major keys without transition or modulation; in simple transitions and modulations; in notation necessary to the foregoing.

The practice includes methods of presentation, illustrating ear training, dictation, the child voice, and the other items of practical teaching in the modern school.

### **II. History of Music.**

In this subject there is a series of twelve lectures given on the following topics: Music as an Art; the Elements of Music; Musical Appreciation; Age of Counterpoint; Age of Harmony; Meaning of Mode; What is Classical Music; Romanticism and Its Ideals; Folk Songs; the Art Song; Oratorio; Opera.

These lectures are largely biographical, showing how each composer, using the material at his command, discovered new means of expression. They endeavor also to make clear how each master expressed the spirit of his age in its highest ideals. They are illustrated by the lantern, by the piano, and by the voice.



## DRAWING AND PAINTING.

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Course I. Showing the method of teaching drawing and painting in the elementary school from first to eighth grade inclusive.

Course II. A course in sketching for the teachers themselves.

Course III. A course in fine art work in water color and in oil.

Course IV. A course in the history of Art.

Course V. A course in clay modeling and artistic pottery making.

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## MANUAL TRAINING.

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The following courses in Manual Training are offered:

**1. Elementary Course in Woodwork.**

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

**2. Elementary Wood Carving.**

This course, which is conducted by laboratory methods, consists of eight hours per week, and includes prelim-

inary exercises in the care and use of tools, and aims to give a general training in the practical application of the fundamental principles of art in drawing, design, clay modeling and historic ornament, as applied to the special work of wood carving. The regular course in art should be taken in connection with this work.

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

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

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## BASKETRY.

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**I. Basketry.**

1. Its place in the history of art.
2. Its relation to pottery.
3. Its symbolism.
4. Its color.

**II. Materials.**

1. Raffia.
2. Rattan.
3. Grasses.

**III. Braids.**

1. Flat with odd number of strands.
2. Notched.
3. Hats.

**IV. Raffia Embroidery.**

1. Stitches.
2. Napkin rings.
3. Whiskbroom holders, etc.

**V. Playhouse Furniture.**

1. Tables.
2. Chairs.
3. Beds.

**VI. Coil Work.**

1. Stitches.
2. Bundling.

**VII. Rattan Models.****VIII. Original Work—Making Baskets.**

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## WEAVING.

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The purpose of the summer course in weaving is primarily to teach such essentials of the art as will enable a student to introduce and successfully conduct courses of weaving in the grades. To this end various simple forms of looms are discussed, and some simple looms are constructed, actual weaving is done by the students on a few kinds of looms, and the necessary details of the process are learned by practice, and finally there are discussions of the pedagogy of the work, and of the means of securing the greatest benefit from its use in the schools.

## DOMESTIC SCIENCE.

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The following courses in Domestic Science are offered:

### COOKING.

**1. Junior.**

General principles of cookery.

Methods of cooking.

Effect of heat upon food.

Cooking of simple foods.

Serving.

### SEWING.

**1. Junior.**

Patching, mending and simple repairing; draughting patterns and making simple garments involving all the principles of hand sewing.

Special work in cooking and sewing is offered, the exact nature of it depending upon the preparation and the needs of applicants.

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## PHYSICAL EDUCATION.

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1. Practice: One-half hour five times a week.

- (a) Marching tactics.
- (b) Swedish free movements.
- (c) Bells, wands, clubs, etc.
- (d) Games.

2. Gymnasium work for special individuals, including a series or "system" of health exercises for the professional person. One-half hour daily following 1.

3. Practical Hygiene, four hours weekly. Adapted to the requirements of the teacher, personally and in relation to the pupil and the school.

Lectures and discussions.

Special bearing upon theory and practice of exercise and body culture.

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## KINDERGARTEN.

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### **I. Theory.**

The work covers the regular work as laid out for the fall quarter of the kindergarten junior course. This includes theory and practice with the first three gifts, the practical working out of the occupations representing the point and the line with original utilization of nature's materials, the early songs of the Mutter und Kose Lieder, and practice in playing kindergarten and traditional street games.

### **II. Practice.**

A well equipped kindergarten is open for observation and practice during the entire time. Stress is laid on garden work, outdoor games, and construction work with the nature materials to be found in the environment. Practice teaching in the kindergarten receives the same credit as its equivalent during any other quarter of the year.

## EQUIPMENT.

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

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

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

The library has 25,000 volumes bearing on the work of the Normal School. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library whereby a student may learn how to run a library, as well as many other things.

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







BULLETIN.

Series V.

No.3.

A small folder. Fall announcements.

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any in the country; forty acres of it, with thousands of trees, shrubs and flowers, artistically arranged and well kept.

### Buildings.

The buildings are beautiful, commodious and well arranged for the purpose intended. They are situated on an eminence overlooking the city in the midst of a well-kept campus.

### Advantages.

#### IV.

There is a strong faculty especially trained, both by education and experience. A library of 25,000 volumes. Well equipped biological, physical, chemical, sloyd and physical education laboratories. First class athletic field, gymnasium, etc., all under the direction of specialists. Art department; field and garden work in nature study; Model and Train-

ing school; Kindergarten; and all other departments belonging to an ideal school.

### Expenses.

#### V.

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For further particulars, address  
Z. X. SNYDER, Pres.,  
Greeley, Colo

## PRELIMINARY BULLETIN

## Summer Term

OF THE

# Colorado State Normal School

GREELEY, COLO.



SERIES V, NO. 4.

## Announcements.

### I.

The Summer Term of The Colorado State Normal School opens June 19, 1906.

The work done during the summer will be: (1) The regular Normal work arranged in courses for which credit will be given when completed, enabling teachers who cannot attend any other time than during the summer term to complete the Normal course, get the diploma, which is a license to teach in the state for life, and receive the professional degree of Bachelor of Pedagogy. (2) The work will be arranged to enable graduates of the Colorado Normal, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the master's diploma. (3) The work will be so arranged that persons who wish to pursue special lines may have the opportunity to

do so. (4) It will give High School teachers an opportunity to study the subjects they are to teach from a pedagogical standpoint. (5) It will give principals and superintendents an opportunity to study the educational problems which confront them in their daily work. (6) It will give regular Normal students who, through sickness or otherwise, have not been able to complete their work satisfactorily during the regular year, an opportunity to make it up.

## Courses of Work.

### II.

Work in Training School; Pedagogy, general and special; Science and Art of Education; Sociology and Education; Mathematics, elementary and higher; Physics, Chemistry, Geography; Latin; German and French; English; Literature; Biology, Botany, Zoology,

Physiology, Nature Study; Physical Education, Hygiene, Gymnastics, Athletics, Field Day Sports; Reading; Art, Drawing and Painting; Manual Training. Wood Work, Basketry, Weaving, etc.; Music, vocal, instrumental and history of; Kindergarten, Domestic Science, Cooking and Sewing.

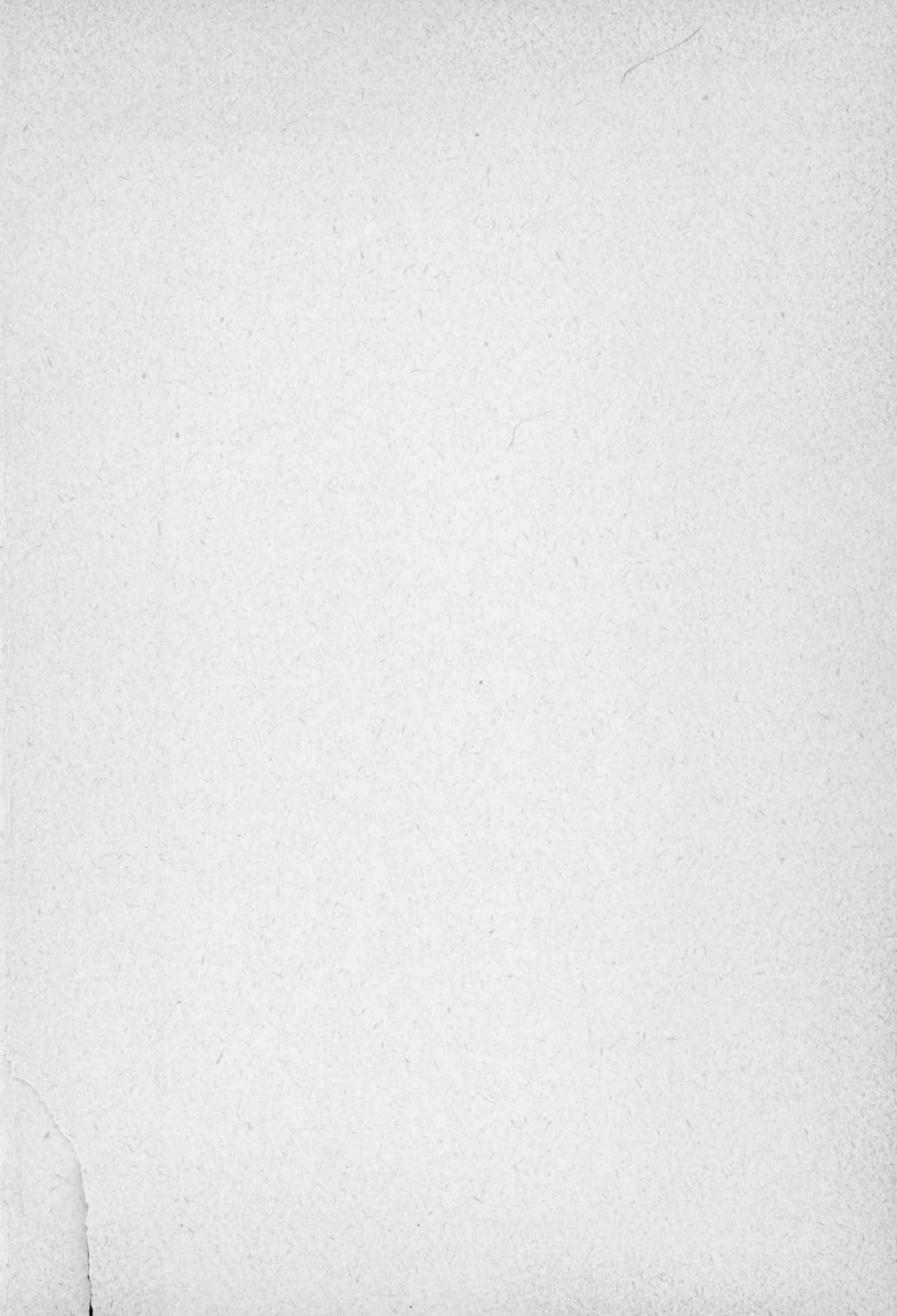
## Surroundings.

### III.

Greeley is a city of 6,500 inhabitants. It has beautiful streets lined with trees, comfortable homes, in which the students live. There is a feeling of comfort and a spirit of culture; there is a true social, democratic spirit pervading the institution and the community. Two hundred miles of snowy range are seen from the Normal campus.

### Campus.

The campus is the most beautiful in the state, and as beautiful as



STATE NORMAL SCHOOL  
GREELEY COLORADO



STATE SCHOOL  
GREELEY 1900

