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COLORADO
STATE NORMAL SCHOOL
GREELEY, COLORADO

State Normal School of Colorado



AGRICULTURE AND NATURE STUDY FOR RURAL SCHOOLS

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for
Rural Schools

BY H. W. HOCHBAUM

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FOREWORD.

The introduction of agriculture as a special department in normal schools marks a step in the history of education that has great significance, for it is the beginning of a more rational, efficient system that will soon be followed in every school in the country—one that aims to train the child for life by teaching him in terms of life, by fitting him for life. Agricultural education may be a phase of so-called industrial education, but it is also more than that, in that it aims at more than instruction in vocation. Besides teaching the business of the country, farming, this new education should deal with all the life and affairs of the country. One can see that this means more than the mere addition of another subject, more than the giving of technical information in agriculture. Country life and rural affairs should be the spirit of every school, around which should center the teaching of all the subjects of the school. It is more than a subject; it is a point of view, one that is bound to revolutionize teaching methods. Professor L. H. Bailey of Cornell University, Chairman of the Country Life Commission appointed by Ex-President Roosevelt, has written a splendid book on the whole problem of country life and education. This book, *The State and the Farmer*, (The Macmillan Co.) should be in the hands of every country school teacher, supervisor, and patron. I have taken the liberty to quote freely from it.

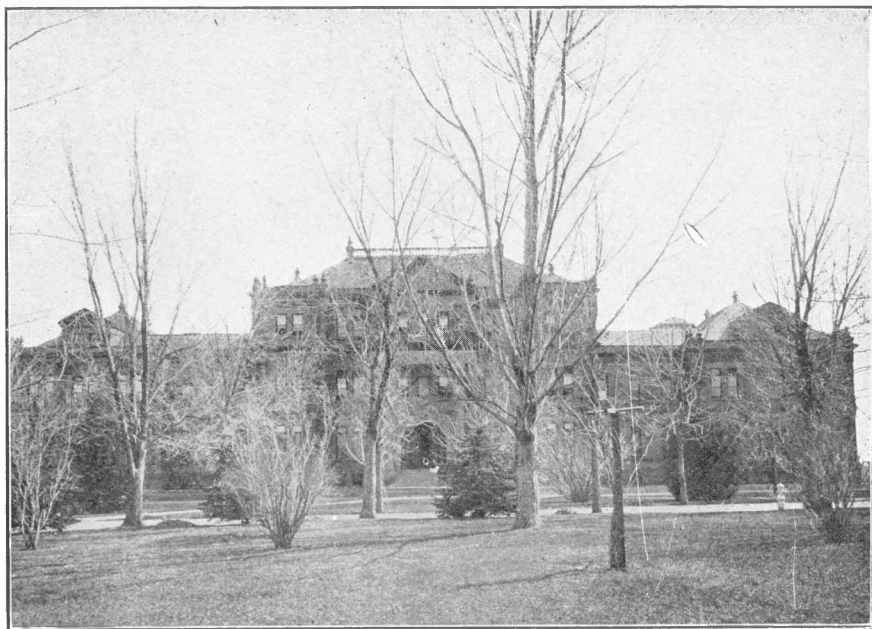
H. W. HOCHBAUM,

Dep't. of Agricultural Education.

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Administration Building.



Excursion to a Weld County Farm.
Harvesting Potatoes.



Eighth Grade Farm.
Potato Field.

Why Rural Schools are Inefficient.

“The country schools which train nearly one-half of the school population of the country, so far as school training goes, should definitely recognize the fact that the major portion of those being trained will continue to live upon the farm; and that there should be specific definite technical training fitting them for the activities of farm life. Such schools will not make farmers or housekeepers, but they will interest the boys and girls in farming and housekeeping and the problems connected with these two important vocations.” Committee on Industrial Education for Country Communities, National Education Association Report for 1905.

“Education is not confined to the institutions known as schools. It is the result of all experience and training. Many other agencies are contributing directly to this training, or are modifying its application. Some day the school will utilize and direct the experience that the child gains in the home life, as well as in the school life, towards a distinct educational end.” L. H. Bailey, *The State and the Farmer*, The Macmillan Co.

It is a maxim in education that education should grow out of the lives of the people and back into their lives. This maxim is as yet but little heeded, for most of our teaching has little to do with the people and is entirely unrelated to their lives. Thus, the home life of

the child, his daily activities outside of the school, the affairs of the community have no part in the school life. The child lives in one world and goes to school in another. Here little attention is paid to teaching in terms of the environment, life, and occupations of country people. The children of the country grow up in ignorance of the common things around them, of the influences which may shape the affairs of the country. Unless the home influences stimulate children to be interested in nature; the fields, woods, and roadsides are to them a sealed book. Of agriculture, the great business of the country, the work the majority of them will follow, they learn nothing except what is picked up at home; and since this information is too often affected by the discontent and disappointments of country people, because it may be faulty, or even untrue, their knowledge of agriculture is correspondingly faulty.

It would seem that if one were asked to establish an educational system in a new country, that he would embrace in this system something of the lives and activities of the people, something of their environment, their work, their customs, and the thousand and one influences affecting their lives. Instead, however, in the development of our educational systems here, of following such institutions, we slavishly adhere to a rigid, cut-and-dried system in which the life of a people plays little part. The common subjects of the school curriculum, the three R's, are the idols of our worship, and how blindly we kneel down, mistaking the means to an end for the end. In our search for "culture", the pot of gold at the end of the rainbow, we do not see the golden treasures under our feet and everywhere around us. Prof.

L. H. Bailey, tersely sums up the situation in the following paragraph: (*The State and the Farmer*, L. H. Bailey—The Macmillan Co.)

“The old schools were built on the four R’s, reading, ’riting, ’rithmetic, and the ruler. They were a combination of certain formal subjects and what is called good discipline. There are still those who hold that the pursuit of reading, ’riting, and ’rithmetic is of itself an end in education. These subjects, however, are but a means to be used in the acquiring of knowledge and power. Of course, the pursuit of them is an educational process, but the basis of education is at first to develop the child by means of the activities and of the things that make up his world; he needs reading, ’riting, and ’rithmetic to enable him to make use of his world and to understand it.”

To-day we hear much of discontent with country life and farming. I sometimes think that this is greatly exaggerated by writers who write from the experience of the study, rather than from actual knowledge and insight; but taking the statement for granted, how can we expect sympathy, interest, and content in the country and all its affairs, unless we teach in terms of these things, in terms of the country and its affairs? How much do we consider the many influences which have shaped the affairs of a community, its settlement, changes, life, occupations, and industry, in the training of the children who tomorrow will be citizens of that community? How little we really try to extend their sympathies and interests in these directions! How little must we expect then of sympathy, interest and content!

To make matters worse, the teacher, the one person

who could exert the greatest influence in turning the interests and sympathies of the children countryward may, consciously or unconsciously, exert a reverse influence. Often she lacks sympathy with the country, and thus, can hardly be expected to broaden the sympathies of her charges in that direction. In her training, her education, her thoughts, this has never entered, has never been considered. She may be too much a slave to method, subject matter, and discipline. Often she is city bred, and the country school is only a temporary factor, the country only a temporary abode. Thinking and living in terms of the city, to which she returns at the end of the school year, and for every vacation, she influences her children towards the city, of whose attractions she may tell them so much, and of whose disadvantages she tells them so little. With her she brings city methods and city ideals, which still further lead the children astray. One criticism that is made of the consolidation of schools is that these may bring into the country schools city teachers with city methods, ideals, and practices. What we want in the country is a country school, not a city one, a school teaching in terms of the country, one having teachers who have been brought up in the country, or in sympathy with the country and its problems, country teachers who will use the materials of the country.

The country people, too, are to blame for the ineffectiveness of the country school. The school is so often to them something apart that they take but little interest in its affairs. Little attention is paid to the selection of a teacher. Often the cheapest one is chosen, for the school is to such people an expensive thing, not a necessary, integral part of their lives. The board of directors

may or may not be chosen because of any fitness they may have for the office. All have not been trained to realize the role that the school should take in the affairs of the community. We find such people so conservative that they resent the introduction of new methods, "fads" they call them. Teachers who come with new, live ideas, have a hard row to hoe, are discouraged instead of encouraged. Nature study and agriculture are considered "fads", frivolities; and the three R's as the only means to an education. The sympathies of such people are not along the newer lines. Education, to them, means something above the industries and occupations of the people, something apart from this life, something in which the life, activities, vocations and affairs of the region play no part. If these people were trained to see the relation that life and vocation should play in the education of people, that preparation for life is not something apart from education, then the rural school problem (or city school problem) would not be so difficult. Education is preparation for life. In this preparation we must train the worker as well as the man, must consider vocation as well as avocation. The following quotations illustrate this point of view in education.

"It is said that Wendell Phillips once remarked, that, 'the best education in the world is that got by struggling for a living.' But we have said, 'we will first train men and then we will train workers'. Should we separate these ideas? Practically we have failed to a large degree in the first purpose, simply because a man's work is part of the man. So far, we have failed almost entirely in the second purpose because the boy has not waited for us to get through with the process of training him as a man,

according to our ideas of what the training should be. So we have had no chance to train him as a worker.

"We are yet inclined to treat preparation for life as something apart from general education. In some way we must coordinate these things. We must fuse them. Preparation for vocation must bear somewhat the same relation to schooling as vocation bears to life." Kenyon L. Butterfield, Page 273, 1909 Report N. E. A.

"No scheme of education is truly universal or can hope to become so until it not only touches and uplifts all classes of men but also touches and uplifts their industries as well; for it is not expedient that men should desert industry as soon as they are educated, but rather that they should remain and apply their education to the development of the industries, that the people may be better served, and the economic balance of things not disturbed by the evolution of an educational system aiming to be universal.

"The thing which all men everywhere now demand, whatever their vocation or means of livelihood, is not training merely, but education, and they mean by that, such contact and intimacy with the world's stock of knowledge as shall first develop the industry, and, second, but not secondarily, develop the man." Eugene Davenport, P. 277, 1909 Report N. E. A.

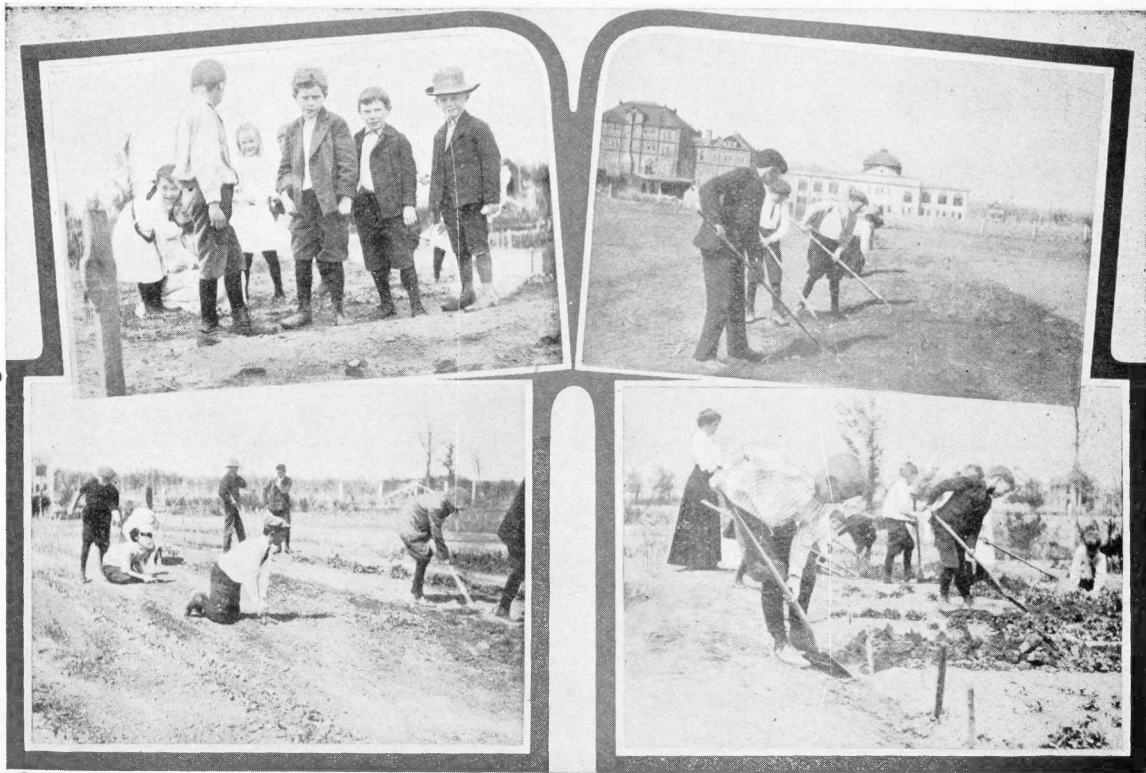
We hold that education should fit for life; yet how much has the rural school to do with the lives of the people of the community. Beyond some small attempts to correlate a few problems of the farm with arithmetic, we find no effort really to make the school life have any relation to the daily life of the child. History, reading, geography, writing, spelling, arithmetic, a little drawing



Clearing up the Gardens.
Fourth Grade.



Nature Study—Hen and Chickens.



Young Gardeners at the Colorado State Normal School.



Cleaning up Gardens.

and singing, these comprize the entire effort of the school. Nor is any attempt made in any way to make these vital to the children, but in the main these are taught and studied as something apart, something to be studied just to be studied, because that is the method of all schools, of all education, because these subjects are part of an arbitrary standard. Textbooks dealing with these subjects give fine evidence of the development of subject matter and precious little of the development of the child. They are the same for Portland, Maine, San Francisco, California, or Hale's Corners, Indiana. Lessons are assigned in them by the measure, and learned by heart in the good old Chinese way of some twenty centuries ago. Why should we be Chinamen?

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The Work of the Rural School Needs to be Redirected.

Now, it is not the wish to decry the value of these subjects and the part these should play in our education, but it does seem desirable to emphasize the need for an effort which will cast them anew, leaving out much that is useless, and bringing in much that is useful and vital to the child, something that will not make them alike for all classes and conditions of people, for all situations. We need, also, to emphasize the necessity of an awakening to the fact that these things are not the end of education, but only a means to an end, that really to make them vital we must connect them up with the child's experience, environment, and life, something which will make him realize on them. We must emphasize the need of teaching country-life subjects, of the fields and woods, streams and mountains, and all that lives there. Our subjects and our teaching should have more to do with the country and less with foren countries, more of the industries of the country and less of those of the city, more of the literature of the country and all its affairs, more of agriculture. The ideals should be changed so as to put the child more in touch with the country and country life; and to make him better prepared to live there. All the children may not live there, but the majority will.

Why give all a misfit education which fits none of them to live there, when so many will do so? As Prof. Warren tersely expresses it, "While it may not seem desirable to make farmers, it does seem desirable to stop unmaking them."

Agriculture will always be the chief business of the country, if we are to exist and prosper as a nation, if we are to endure, if we are to keep pace with the improvements in other industries, if our agriculture is to grow with these, country people must be placed in sympathy with their work, must be trained and educated in terms of agriculture and country affairs. In agriculture lies the prosperity of a nation, and in country life, its health and vigor. By careless, wasteful ignorant methods in agriculture we have depleted our natural stores of fertility. Agriculture, still destructive, must be made constructive.

Of late years the warnings have been sounded in many quarters. Conservation is the great by-word. Some go so far as to ascribe the present high cost of living to the wasteful, careless methods of farming. The story of the abandoned farm is heard everywhere (Prof. Bailey says it is a case of "abandoned brains.") We hear much of the need for a more scientific system of agriculture, of soil conservation, crop rotations, intensive and not extensive methods, that the farmer must be brought to realize the need of more scientific methods in tilling his fields, that he must be educated to better agricultural and business methods. Experiment stations, the U. S. Department of Agriculture, agricultural colleges, railroads, the better class of farm papers, all are working wonders in the spreading of the gospel of a new agriculture, bring-

ing to the farmer the principles and methods which countless experiments, analyses, and observations have proved. Wonderful indeed is the progress that has been made. The following statement of Prof. Bailey, Dean of the Cornell College of agriculture, Ithaca, N. Y., gives an idea how great the influence of such an institution is and how much greater it might be if the institution were given better support.

“We are conducting reading courses with no less than 16,000 farmers and farmers’ wives in New York, yet there are a half million such in the state. We are reaching at this moment no less than 7,000 teachers, but there are 40,000 school teachers in the State and hundreds are being prepared each year. We are reaching 65,000 children this year, out of one and one-half million in the elementary and high schools of the State. We are conducting demonstrations or test work on some 300 farms out of the 227,000 in the State. We are teaching one student for about every 500 farms.”

Agricultural papers and the bulletins of the experiment stations bring to the farmers of all the states the facts and principles of a better agriculture. Great is the effort made to reach the farmer, yet the great majority are still not reached. Then, too, while some may be reached, these may not be touched. It is one thing to read and another to apply.

So far the greater majority of our country people have not been educated in terms of agriculture. They cannot interpret the many natural factors influencing agricultural operations, for they have not been trained in terms of nature, to adjust their operations according to her laws and workings. The application of an agricultural

principle, rests on a knowledge of natural laws, and therefore must be difficult where no knowledge of these laws and workings exists. The business of raising crops is influenced by more natural factors than any other, and these influences vary with every locality, farm, and perhaps, field. A farmer who has been farming his life long according to some arbitrary standard of his fathers before him, or of his neighbors, cannot so easily adjust himself to scientific methods whose application depends on a knowledge of conditions of which he is ignorant, of terms in which he has not been educated. How can we reasonably expect a rapid adjustment to influences when so little attention has been paid to utilizing these means and terms of education?

Better farming, improved business methods in the production and sale of crops, a greater agricultural prosperity, a more contented, rural population, will come only when the people of the country are educated in terms of the country, when their education grows out of their lives and back into their lives, when, in addition to the development of the man, some attention is given to the development of what he does, to the development of a sympathy and interest in all that influences country life and affairs. Nor can we catch up by beginning with the farmer. The place to begin is in the rural school, for here we have the farmers and the farmer's wives of tomorrow. Here the twig must be bent that the bough may be inclined.

If the children of the country of to-day are trained natureward, homeward, and farmward now, they will have a wider base of knowledge, wider sympathies and interests in the future to help them in all their occupa-

tions and activities of the farm and home. Children who are stimulated to study nature, to see what they are looking at, will think for themselves, interpret the facts of nature, and this will lead to knowledge and principles, which later will be applied in their occupations, in farming. Boys trained thus, have already opened wide the eyes of their fathers, not so trained, by the increased yields which the application of principles thus learned have brought them. In the *World's Work* for July, 1910, is a picture of the "Corn Kid," a little Southern lad who raised 80 bushels of corn where only 15 had been raised before, thereby winning as a prize a free trip to Washington, D. C. Scientific agriculture must always consider careful observation, reasoning, and interpretation of the facts Nature presents, for who is more directly concerned with nature than the farmer? Does not he work with soil, plants, and animals, and all the things that make these prosper or perish? Would it not be of inestimable value to him as a worker in Nature's workshop to be able better to understand her workings? A vast number of farmers still farm by the moon. The nature-student farmer does not farm by the moon, but according to the laws of nature, plowing his soil and planting his seed when the soil is fit whether the moon is so or not. He does not farm by rule of thumb, or by his grandfather's precepts and precedents, but by watching nature and following her. He farms by principle, but his application of such principles is modified by his knowledge of the influence of nature in his own fields, by his knowledge of the particular conditions prevailing on his own farm. The successful manufacturer must know every outside influence that may affect his business, yet see how few these

are compared with the outside influences affecting the business of farming. The farmer is at the mercy of all the elements, of all nature, for his workshop is in the open; and yet see how little he has concerned himself with becoming familiar with these influences. Nature study aims for a better acquaintanceship with nature. A direct result of this would be a greater knowledge of nature's laws, a wider base of knowledge to help in all the business of farming, since farming is so influenced by nature.

Then, too, country children who are trained nature and countryward, to be interested in nature, will see more in the country than a business, for they will grow more into sympathy with their environment. With wider interests, with eyes wide open to the beauty and charm of the open country, aware of the many advantages of fresh air, clear skies, green fields, of brooks and woods, they will see in the country a beautiful place for a home. As they grow up, they will strive to improve this as well as the farm. With this will come a greater content, a better satisfaction with country life, a new rural spirit which will uplift all. The higher ideals will be expressed in better farms, and better homes as well, in better roads, schools and churches, and a better country life.

The rapid spread of the Nature study movement is a flattering indication that educators are gradually awakening to the fact that if education should fit for life, that it must teach in terms of life, in terms of the environment and affairs of people. To-day, nature study and agriculture are taught in many schools the country over. Some states have passed laws compelling instruction in agriculture. Some are establishing special elementary and secondary agricultural schools. Our colleges of agri-

culture are hard prest to supply the demands for instruction in agriculture. One measure of the popularity of these subjects at the present time, is the great number of textbooks on agriculture and nature study which have been publisht within the past few years. Nature study and agricultural leaflets are being publisht by the score. We even have nature study readers and arithmetics.

The Aims in Teaching Nature Study and Agriculture.

Nature study has been defined in many terms and taught by many methods. Long and wonderful is the list of things that have been taught under this name, and many are the ways in which these have been taught. I know of no subject which has been received with so much enthusiasm and yet has received so much criticism, no subject which has caused the teacher more concern. Many mistakes have been made. There are those who cannot adjust their ideas of formal discipline to the informal methods that mark good nature study teaching. Some extremists develop only certain phases of nature, thereby giving one sided views of nature, in their studies of a few types. Such teachers make "complete" studies and analyses of insects, for example. Often nature study is taught as a sort of elementary science, something to be studied for the facts that are to be gained. On the other hand, many teachers teach nature study as a kind of amusement, with bright, interesting fairy tales about nature. Others, again, "correlate" nature study to death. All seem to have misunderstood, or failed to see, the true point of view, seeing in nature study only another subject of the schoolroom, something to be studied for the facts to be gained. So accustomed are we to the information

giving and examination method, that this has blinded us in the attempt to teach nature study. We are still slaves of the book-teaching habit and cannot adjust ourselves to a point of view so radical that it will have nothing to do with text-books and information giving; one that does not consider so much subject matter, so many pages to learn to-day, so many to-morrow. The formal learn-by-heart method has bound us.

Then, too, people who have never been trained to study nature, to see what they are looking at, can hardly be expected all at once to teach others to look for themselves. It is startling how little the average person sees of nature, tho he may be outdoors all day. It is as if our eyes were covered with black goggles, and our ears filled with cotton. New students of the Normal School must be brought to a flower, tree, or any unusual or even common nature object, which our beautiful campus may boast, must have this pointed out to them in a special lesson, before they are aware of something which they may pass three times a day. The campus is the home of many birds of many species, yet the average student hardly sees these, can hardly distinguish a sparrow from a housefinch. It is astonishing how little we see of the world around us, how closed our eyes are to nature. What wonderful secrets roadsides, fields, woods, and streams hold for us, if we could only learn to open our eyes to look for them and to read them.

This is the true aim of nature study, the awakening of a living sympathy with all that lives and is about us. Nature study is nature sympathy primarily. It is not another subject to be added to an already crowded list. It is not facts. It is not science, not knowledge. It is spirit,

a spirit which should be part of the teaching of every subject of the schoolroom. It should be the spirit of every school, and the teaching of every subject should center around it, for nature is the environment of children, and these should be taught in terms of their environment. In this way the child will be placed in first-hand sympathetic relation with the common things of the outdoor world, and be inspired to have a living and ever increasing interest in everything that lives and is. Then the country will have a new and greater meaning to country people. Then the country will be the ideal home. And this must come if farming and farm life are to be permanent. A better agriculture alone will not improve the conditions as they are, will not make for the greatest content. You cannot appeal to all people in terms of more bushels of wheat, more tons of hay, more bales of cotton. No matter how profitable the business may be, unless the home conditions are what they should be, we shall not have content. We need better farming, but we need better farm homes, a better country life also. The new education must touch the home and the business by interesting the country children in the country, in farming and the home, by teaching in terms of those things which make these up.

The solution seemed easy to many. All that would have to be done would be to add nature study and agriculture to the curriculum of the school. That this has failed we already have many evidences. The reason for these failures lies in the fact, already pointed out, that these are taught as separate subjects, while the spirit is missing. The whole problem is not so much the addition of the new subjects to the curriculum, as it is the

need of a redirectiv effort which will recast the whole teaching methods of all the subjects of a school. The mere addition of technical studies in nature study and agriculture will not bring about a change in the point of view. As Professor Bailey says: "A consideration of the school question will enable me at once to illustrate what I mean by the redirecting of rural institutions, and also allow me to suggest the relation of such redirection to local pride and initiative. These rural schools fail because they do not meet the needs of the people. They do not teach the objects and affairs of their community. But in all this they differ from all other schools only in the fact that they are slower. Neither are city schools often really vital. Neither, perhaps, is the greater part of our collegiate instruction. Until very recent years even the agricultural colleges have not taught vitally. The public schools do not yet teach the essentials. The first object of any school should be to teach people how to live. I hold that education in terms of the environment is the right of every man; and in the open country this kind of education is agricultural education, whether it is called so or not."

"All effective education should (1) develop out of experience; (2) this experience should have relation to vocation or to the pupil's part in life; and (3) every school should be the natural expression of its community. If these statements are accepted then it will be seen that the mere addition of a subject here and there in the school curriculum may not be sufficient to put the school into relationship with its environment."

To repeat then, we have failed in teaching nature study because we have misunderstood the aim, have failed

to catch the point of view. We have tried to teach nature study and agriculture as separate subjects, from leaflets and text-books, in about the same way as we teach ancient history. Text-books on agriculture are appearing by the score, yet these, too, fail to catch the point of view. All try to cover the agriculture of the world, from cotton-growing to landscape gardening, and only briefly touch the affairs of country life, in a few principles applicable to the particular community, but which, in turn, may not be applied because the teacher may not see. They are all studied as is the rest of the book. In teaching agriculture the principles must have direct bearing on the particular community, and, thus, some effort must be made to use the affairs of that community and then branch out. We have a well known text-book on agriculture, which in a chapter on farm crops devotes some thirty pages to the following crops, viz: cotton, corn, tobacco, wheat, peanuts, sweet potatoes, and rice. Of these only one, namely, wheat, is grown in Colorado. No doubt the book was written for Southern conditions, but it is being distributed all over the country. How about the children of Colorado in whose hands it should fall, who will have to learn about these crops and nothing of the crops which are grown in Colorado? Why study the sweet potato and learn nothing about the common potato; why learn all about peanuts and nothing about the sugar beet—peanuts and sweet potatoes, sugar beets and common potatoes, which are most familiar to the country children of Colorado, and which will be most considered in their lives? It is good to know something of the farm crops of the world, but why neglect those of the community for those of foren regions? One should learn

something of the general principles of agriculture, but this should grow out of the methods and experiences of the community first. Then, after the application to home methods has been made, we may study the wider application briefly. The principles of crop management and tillage are entirely different here from those of the South or East, so much so that farmers from the East or South who engage in farming here, must unlearn much and learn anew. Of what use is a text-book, then, written in New York or Virginia? We must learn to sidetrack the text-book and begin with the community; and let our agricultural education be one too, which will consider something more than facts and principles. A true agricultural education would be defined in broader terms. When agriculture is the spirit of a school, one felt in all the material, subjects, and methods, in the attitude of teachers, pupils and patrons, then we may truly call the teaching of such a school, agricultural. Professor Bailey tersely defines agricultural education "as the training of a man by means of country life and rural subjects, not merely the making of farmers." Agricultural text-books may make for better methods of farming, but, as I have pointed out, the problem of the country is deeper than that. We need more than technical knowledge of better farming. By the text-book we merely add another subject to the curriculum. The ineffectiveness of such teaching is well summed up in the following statements of Professor Bailey:

"The final ineffectiveness of merely adding agriculture to the curriculum lies in the fact that it does not constitute of itself a real redirection of the whole point of view of the school, altho it may be a most useful means

of starting a revolution that will bring about that desired end.

“The problem of the rural school is not so much one of subjects as of methods of teaching. I can conceive of a school in which no agriculture is taught as a separate study which will still present the subject vitally from day to day by means of the customary studies and exercises.

“I would not isolate agriculture from the environment of life in order to teach it. I would teach the entire environment.” *The State and the Farmer*, L. H. Bailey; The Macmillan Co.

How to Redirect the Work of Work of the Rural School.

The difficulty lies in the fact that we have not been trained in terms of our environments and cannot teach in terms of this, yet once the point of view is got hold of, once we see the need of a redirective effort in rural school teaching, this will be found to be easy. This point of view insists that we must teach in terms of the environment, and that the material of the school should be made up of the things with which the child comes in daily contact. These can be grouped under the general terms "nature study and elementary agriculture," and the customary subjects of the school will be taught from a nature study and agricultural standpoint. To put this another way, the subjects and methods will be developed with the study of nature and agriculture as the general spirit of all, and these will be the soul of the teaching.

To illustrate, geography has been defined as the study of the earth as the home of man. How little we concern ourselves in the ordinary school in our studies of geography with the relation of man to the earth of that particular community in which we are teaching. How little we have to do with the affairs of that community, with its settlement, industries, occupations, markets, climatic influences, natural features, streams, hills, woods, and roads,

of the customs and practises that prevail there. Surely, it would seem as if these should, at least, be the beginnings of our geographical studies. Yet what do we teach? The average boy knows more about the principal products of Turkey than he does of those of his own community, county or state, knows the boundaries of foren countries and not those of his own township or county, knows the customs and industrial history of the whole world, but not of his own people.

And so with arithmetic. How little it has to do with country affairs and the problems country people have to solv. A teacher confest that she was nonplust, when, after an entire course in arithmetic, an eighth grade pupil of hers wanted to sell a stack of hay and could not figure out the amount of hay it containd. We could easily make arithmetic more vital by using problems which the farmer meets every day. In mensuration, for example, problems might be given in computing farm areas, (actual measurements should be made on the ground) estimates on the cost of building construction, in board measure, in square and cubic measurement, as in concrete work, fence building, and road building. Also one might have many problems involving the cost of production of the various crops and products of the farm, and the freight and market charges in getting these to the market. Some simple experiments in the growth of plants might also furnish problems by which the amount of water used by plants might be learned. A thousand and one applications might be made. As we teach it today, arithmetic in the rural school has too much to do with problems that have little relation to the life and industry of the people. We give too many problems in

stocks, bonds, and percentage, and none in terms of the farm, problems in cornstalks, barns, crops and animals. Our arithmetic has little to do with the child's experience and environment.

The same general criticism can be made of the other subjects of the average school in the country. How little our readers have to do with country life and rural affairs, how little they instill a love for the country and all its affairs, how little they make for a country spirit. We need readers that will help to spiritualize the country, glorify the country and the man who works there. Our readers tell too much of the affairs of other countries, of war, deeds of heroism, etc. They should have more poetry and more prose of nature, of country life and the farmer. Our spelling books still deal with catch-words, rather than with those of everyday usage.

Manual training still aims for skill and not for service and utility. The formal exercises that characterize so much of the Manual Training work in this country is likely to stifle interest and enthusiasm. Manual Training should come in our rural schools, but it should have application to the lives of the boys. No expensive equipment is needed; a hammer, saw, plane, square, and some nails, these will be sufficient at the start. Instead of engaging the time in making miniature articles meant to develop mechanical skill, things that have no practical use, the work should have a more direct application. Begin with the school. Here doors and fences may be repaired, the gates hung; outhouses, sheds, garden frames, and window boxes, chicken-coops, wheel-racks, shelves and other useful things can be made. The younger people might construct toys and the hundred and one things the average

boy wants to make,—traps, boats, water-wheels, wind-mills, and so forth. In making the smaller buildings, one could bring in the first principles of line and design, which would be of great benefit in the future building of barns and houses that might be done in the community.

In history, we are likely to know all about the significant events of the Old World, of the explorations and settlements of new countries, but nothing of the early settlement and history of our own community, township, and county or state. We know the government of foren countries by heart; yet are ignorant of the government of our hamlet, city, or state. We are familiar with the biographies of the great men of the world, but know nothing of the people who have most influenced the affairs of our own community.

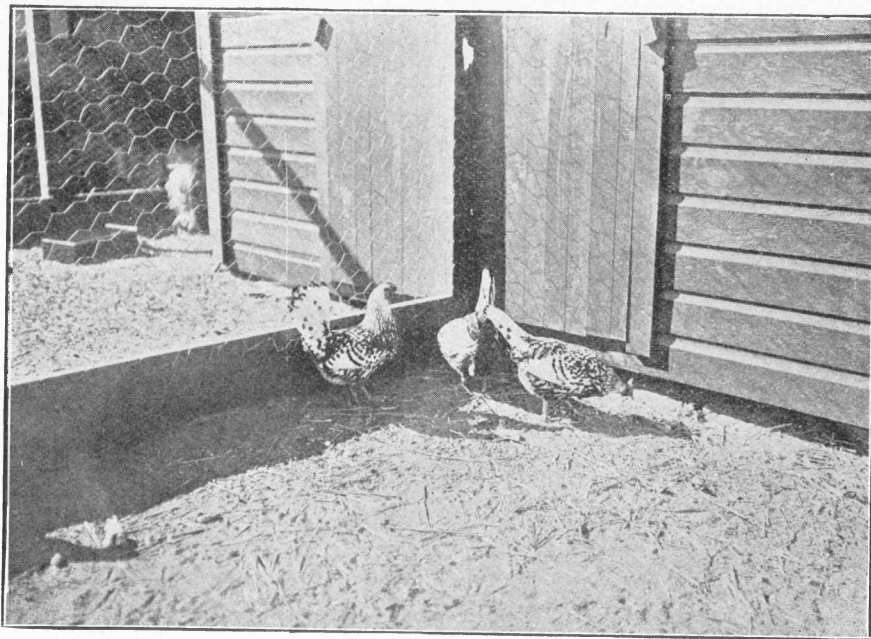
Our school-gardening is still a thing of sentiment, rather than one of practical utility. The average child does not realize on it, carries little away with him that is useful. This is one of the richest agricultural regions in the world, and yet I know of no place where school gardening might have a greater application. The grounds of the school-houses and farm houses need to be made less dreary and cheerless by planting of trees, shrubs, and flowers. Some of the country people even buy their vegetables of a vegetable peddler, or eat cand goods, instead of the fresh, crisp vegetables home gardens might produce for the entire year. We need school gardening which will tell the people what varieties of fruit, vegetable and ornamental plants are best suited to this region, and the management of these. A well managed vegetable and fruit garden would have a wonderful practical value in bringing home to the pupils of to-day, the farmers of

to-morrow, the important principles of agriculture, besides stimulating a desire for a more diversified and intensiv farming, and a more comfortable farm life. Yet, Arbor Day is for the most part still without meaning or utility. We sing songs on that day, recite poems and read about what Nebraska has done, and then go to work on the spelling lesson, leaving the grounds as desolate and cheerless as they always have been, while the home premises are disorderly and neglected. Most country school teachers will give a dozen reasons why school gardening cannot be done in the country school. Hardly one will tell how it might be done or why it should be done. We look for excuses—poor soil, lack of water, and a hundred and one other things, instead of beginning by planting. In the cities this movement has met with wonderful success. Whole cities have been improved and beautified. Surely it is much harder to raise plants in the city. Why do we have civic improvement and not rural improvement?

In this redirectiv effort to make the country school more efficient, we must first look to the teacher for aid. Afterwards we may reach superintendents, patrons, and the country people, but the first molding of a new point of view must come from the country school house. This should be the center of the community in every way. The teacher should realize the importance of her position, that she is something more than a hearer of lessons, that she may be a missionary, a molder of public opinion a' ug many lines. Her influence will be felt in the homes, as the children carry to mother, father, and sister the new ideas. The country children of to-day are the farmers and farmers' wives of to-morrow, and that to-morrow,



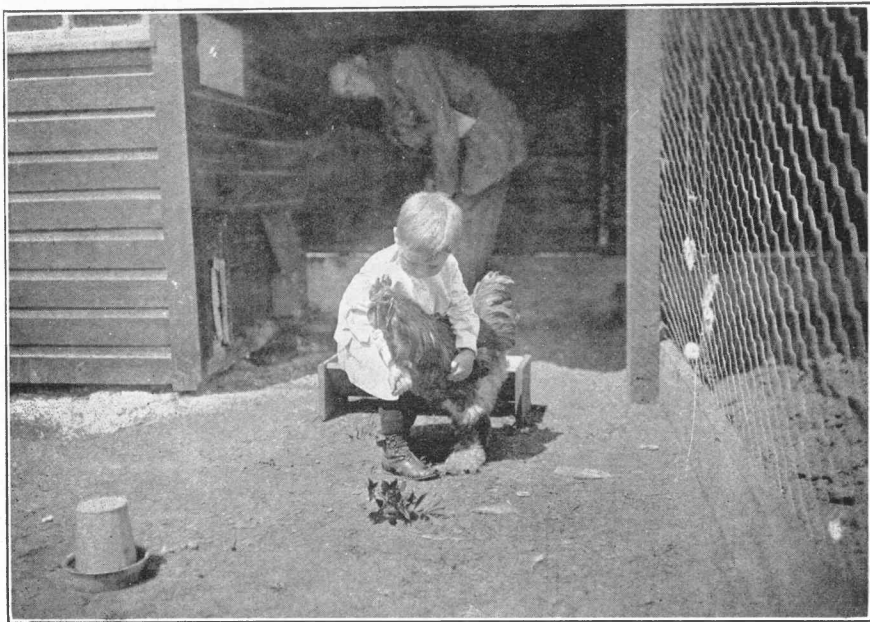
Museum of Elementary Agriculture.



Elementary Agriculture—Poultry.
Silver Spangled Hamburgs.



Nature Study—Watching a Porcupine.



Nature Study.

with its men and women inclined by their early teaching to a more rational educational and life spirit, will soon be here. Then the work will more easily be carried on, but we must begin with the children of the country school, and we must begin NOW.

For this missionary work, to carry on the gospel of a new country life and spirit, to build a new country, we must have teachers who are trained in terms of country life and rural affairs, and who have been led to be in sympathy with all that makes up life in the country. Such teachers must have considerable knowledge of nature and the open country, must be trained in terms of these things, must be brought into touch with the newer points of view. The new country teacher must be educated and trained along the lines of this new redirective teaching. Above all she must be brought into sympathy with her field, to realize her great opportunities there, to be led to realize that she is something more than a hearer of lessons.

The Training of Rural School Teachers.

The logical place for this training is the Normal School. There are those who favor agricultural colleges, but here again we are placing emphasis on technical training; whereas, attitude, spirit, and enthusiasm are to be developed. Technical training may seem essential, but just now we need teachers who will first of all spread a new interest and enthusiasm in country life. These will need some knowledge of agricultural methods and principles, and this can be got at the Normal School as well as anywhere. There are agricultural colleges that are taking up this work, but, unwillingly, perforce, because the normal schools fail to realize their position, refuse to teach the newer gospel. Agricultural colleges have other functions to perform. Some might favor the agricultural college as a training place for the country teacher because of the greater equipment such institutions have. But here again we make the mistake of being blind to the true situation, one that demands not so much technical training as practice and spirit. With the aid that will come, once the interest is fully awakened and the need realized, a better equipment will be provided for the

normal schools. The normal school has many distinct advantages for training teachers which the agricultural college does not possess.

The normal school is the heart of the educational system of a state. Here is where teachers are trained. Here actual practice in teaching is given. Here the many problems of teaching are presented and met. It is the business of the normal school to fit teachers.

The Colorado State Normal School is especially well fitted for training teachers for teaching in rural communities in terms of the new point of view here expressed. At this school the effort has always been to interest all in nature and country life. It has never encouraged merely scientific specialization except for those who intend to teach science. It can truly be said that we have never encouraged the fact-giving sort of scientific study which characterizes so much of the science and nature study in this country. The attitude has always been that of putting the students in sympathy with their surroundings, with nature, not one of high specialization. The view has always been broad.

A special diploma will be given to students who take the major part of their work in the Department of Agricultural Education of this school. In this department the following courses are offered for 1910-1911. No doubt in the near future more courses will be offered. These courses fall into three groups, viz: (1) natural science; (2) agriculture; (3) The rural home and community.

Course 1. Nature Study.

The theory, practice, and material of nature study. De-

signed to fit teachers for teaching nature study in the elementary school. In this course we consider:

I. The Nature Study Idea. A review of the writings of Professor L. H. Bailey, S. C. Schmucker, C. F. Hodge and others, on the aims and ideals of nature study teaching. The significance and importance of the nature study movement. The theory and practice of nature study teaching.

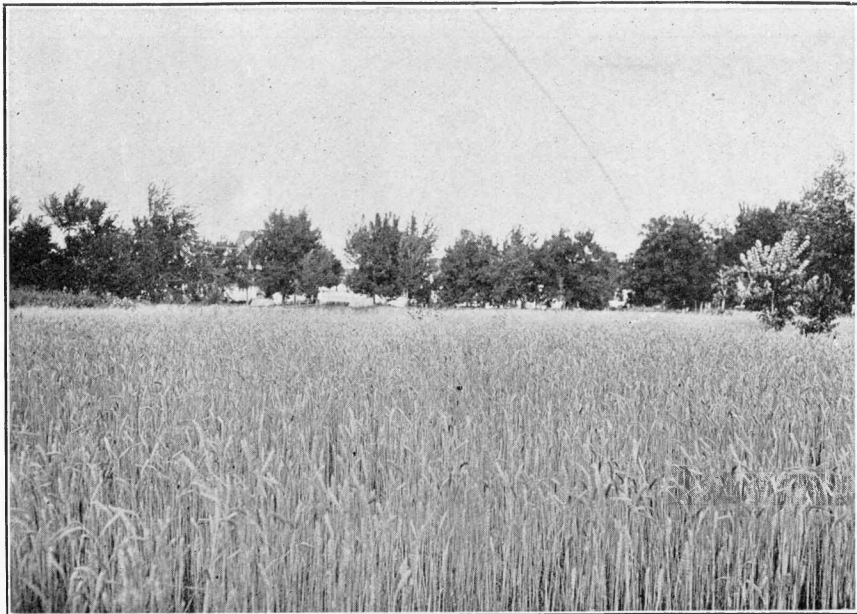
II. The Material of Nature Study. First hand acquaintanceship with the good and common things of the outdoor world, thru actual, first-hand observation in garden and laboratory, field and plain. Five hours a week. Fall, winter and spring terms.

Course 2. Elementary Agriculture.

The elementary principles of soil, plant and animal management. Designed to fit teachers for teaching agriculture in the rural school. Some practical work is given in greenhouse, field and garden. In addition to the study of agriculture, some effort is directed to studying the social and home life of country people, to make the rural teacher feel that she may influence those outside of the school. Five hours a week. Fall, winter and spring terms.

Course 3. School Gardening, Outdoor Art, Plant Production.

Meaning of the school gardening movement. The relation of gardening to nature study and elementary agriculture. The school garden as the laboratory of nature study and agriculture. Practice in garden handicraft. Planning and planting the school garden. Plants in relation to soils and the management of soils in crop produc-



Eighth Grade Farm.
Defiance Wheat,



Eighth Grade Farm.
Broom Corn.

tion. Propagation of plants. Seedage, cuttage, and graftage. The principles of landscape improvement applied to school and home grounds. How to beautify school and home grounds. Studies of the best native and introduced decorative plants. Five hours a week. Winter and spring terms.

Course 4. Soils and Crops of the Farm.

The origin and formation of soils. Classification of types and uses. The relation of soils to plants. Physical properties of soils. Chemical properties of soils. Physical and chemical agencies used in the management of soils to augment productivity. Cultivation, irrigation, and drainage.

Studies of various crops of the farm and their management. Soil and seed selection. Cultivation and care. Harvest, storage, sale, and use of the various crops. Crop rotation. Farm management. Five hours a week. Fall and spring terms.

Course 5. Animals of the Farm.

An elementary course in animal industry, in which the types and breeds of farm animals are considered. The care and feeding of farm animals. Principles of feeding. The production and marketing of the various types. Relation of animals on the farm to the soil. Utilization of by-products. Importance of animals in diversifying farm occupations. Five hours a week. Fall and winter terms.

*** Course 6. Dairy Industry and Poultry Husbandry.**

Types and breeds of dairy animals. Selection of breeds for dairy purposes. Feeding for milk. Crops suit-

able for feeding. Care and management of dairy animals. Construction of stables and shelters. The production of pure milk. Care of milk. Handling and sale of milk. The Babcock milk test. Making of butter and cheese. Production and sale of dairy products.

Poultry husbandry. Types and breeds of poultry. Selection of breeds to meet the ideal. Care and management of poultry. Feeds and feeding. Construction of poultry houses and poultry yards. Breeding of poultry. Rearing of young. Production of meat and eggs. Sale of poultry and poultry products. Five hours a week. Spring term.

*** Course 7. Horticulture on the Farm.**

Types of plants suited for fruit production. Principles of fruit growing. Selection of varieties. Propagation, cultivation and management of fruit plantations. The home fruit garden. Insects and diseases of fruit and ornamental plants. Insecticides and fungicides. Sale and use of fruits. Fruit storage and preservation. The home vegetable garden. Planning, planting, care and management of same. The principles of landscape improvement applied to the beautification of home grounds. Five hours a week. Fall and spring terms.

Course 8. The Farm Home.

Domestic science, sanitary science and home improvement. The improvement of life on the farm by improving the conditions of the home. Five hours a week. Fall Term.



Eighth Grade Farm.
Defiance Wheat.



Eighth Grade Farm.
Broom Corn.

* Course 9. Rural Sociology.

The social status of rural communities. Social factors in rural progress. Improvement of social life of rural communities. Isolation of the farmer. Means of communication. Social influences. The country church and the country school as centers in rural communities. Social organizations. Improvement and enlargement of these opportunities. Occupations in the country affecting social status. Three hours a week. Winter Term.

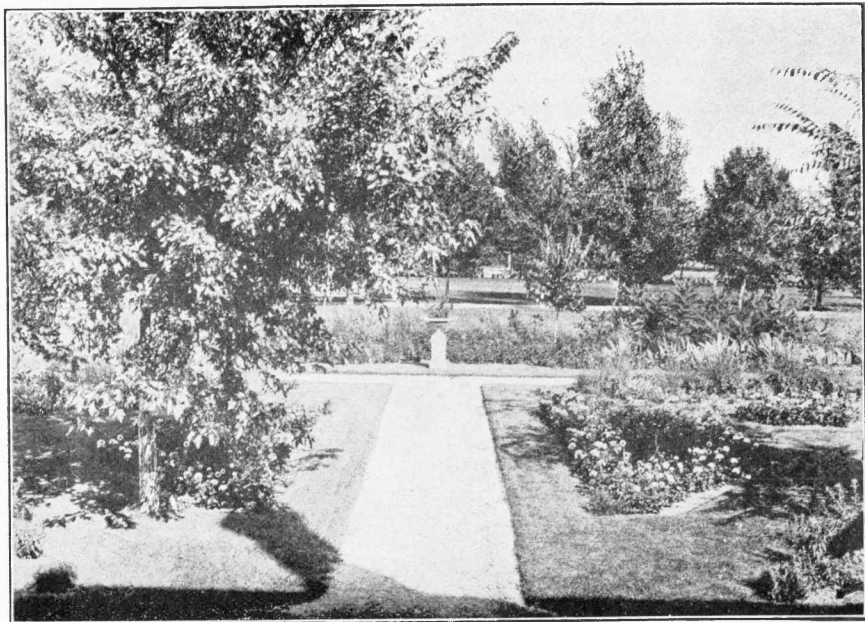
* Course 10. The Rural School.

Improvement of teaching methods in the country. The rural school as the center of a rural community. Importance of improving the equipment, indoors and out. Improving the school grounds. The consolidated school. Agricultural education. Five hours a week. Winter Term.

In this department practis is given in teaching nature study, elementary agriculture and the like, in the training school of this institution. This work is under the supervision of people in sympathy with the new point of view in education, experts who are thoroly in sympathy with the field of the rural teacher and the problems and situations she meets there. Excursions are made to the rural schools in the neighborhood.

We are gradually getting a very satisfactory equipment. Our campus is the most beautiful in the state. Here we find many species of plants, both nativ and introduced, all arrangd in accordance with the best principles of landscape design. Here we have a large greenhouse, where practis in garden handicraft and laboratory work in elementary agriculture and nature study is given. We have

large school gardens worked by 150 enthusiastic children. We have fruit trees and nurseries, too, and the kinds of ornamental and fruit plants suitable for planting in this state may be found growing here. Poultry yards with many varieties of fowls serve a very useful purpose in the practical studies of some phases of farm industry. A tract of several acres is given over to a farm where trial plots of the crops of this region, as well as some that might be suited to this region, are grown. These farms are managed by the boys of the eighth grade. Indoors we have museums most completely equipped for illustrative work in the field of nature study and agriculture. Withal the Library is rich in works on general education, agricultural education, nature study, science, horticulture, and the subjects related to farming and country life.



Italian Garden on Campus.



Cleaning up the Gardens in Fall.

Some Suggestions for Nature Study and Agriculture.

Elsewhere the attempt has been made to show what the point of view in nature study and agricultural teaching should be, that the teacher should use the material of the country, that she should teach in terms of the environment of country children, in terms of the country, and teach in such a way that interest and enthusiasm, sympathy and spirit would be paramount. Herewith is a brief outline of the subjects used in nature study and agriculture in this school. It is hoped that this may be suggestiv to the teachers of the state. It must be suggestiv only, since every region brings different situations and material, and the teacher must look to her environment for material.

In the lower grades the work is mainly observational. Children are stimulated to look more to nature, while stories and songs increase this interest in the fourth and fifth grades, the children are trained to look for more than the fact, to try to understand why it is so, the reason for the fact. The children are stimulated to try to understand as well as to see, to read for themselves and to try to connect what they discover with other things they have learned, to connect this up with their own activities and experiences. In the sixth, seventh, and eighth grades

the basal facts are reviewed somewhat and their application to agriculture and the country brought out. Here we have also practical work in agriculture in which are followed the general methods and practices that prevail in this region. A study of rural life and conditions is also made. The children are made to work, to study, to dig out a truth for themselves, to realize that all this is a serious part of their school work. They are not told these things as pleasant bits of information.

In the work we follow roughly a sort of calendar of farm and garden operations, and also study the things of nature as the seasons present them. We try to make the school-garden work vital to the children, try to give them something that they can use. Thus, for example, they are trained to grow flowers and vegetables, but not to stop at the mere handicraft of gardening, but try to use such varieties as are most suitable for home use. They grow these in the way that they should be used at home to serve best the purposes of beauty and utility. We teach what varieties of flowers to plant, but also how to plant them to secure the most effective beautification of home grounds. We stimulate a desire to make such improvements permanent by encouraging the planting of shrubs and trees about the house according to the principles of landscape design. We are trying to foster first a greater pride in the home, and then a greater civic pride and pride in the country. Sometimes we give shrubs to the children for planting on the home grounds. We are also trying to stimulate the planting of fruits, something which should be encouraged in this region as much as possible. We are trying to make the country people realize that by growing fruits and vegetables, that by making the

home grounds more cheerful and beautiful, that they will be less dependent upon the city, that they can then live better and cheaper, and withal be more contented as they realize more and more the many advantages of a good country home. The school gardens, nursery, greenhouse, problem farm and the campus present actual problems and experiences, and the children are made to work, actually to dig, plant, cultivate and care for their crops. In this way they get some fundamental principles of gardening and agriculture, of ground preparation, fertilization, rotation, seed sowing, seed selection, care and management of crops, etc., at first hand, in a way that the knowledge will always stay with them, and in such form that they may use and apply it.

One of the features of the 1910 Agricultural Fair of Weld County was the exhibit from the school gardens of the Colorado State Normal School. There were 105 varieties of garden vegetables in this exhibit, all of which were grown by the children of the Training School. About twenty varieties were entered for competition. Fifteen prizes were awarded this exhibit, which indicates in a measure the qualities of the products exhibited. Since all school children were admitted free one day, many saw this exhibit, and this held their interest to a large degree. The educational value of such an exhibit is great. It showed what children can do, and no doubt will stimulate many to take a greater interest in gardening and farming.

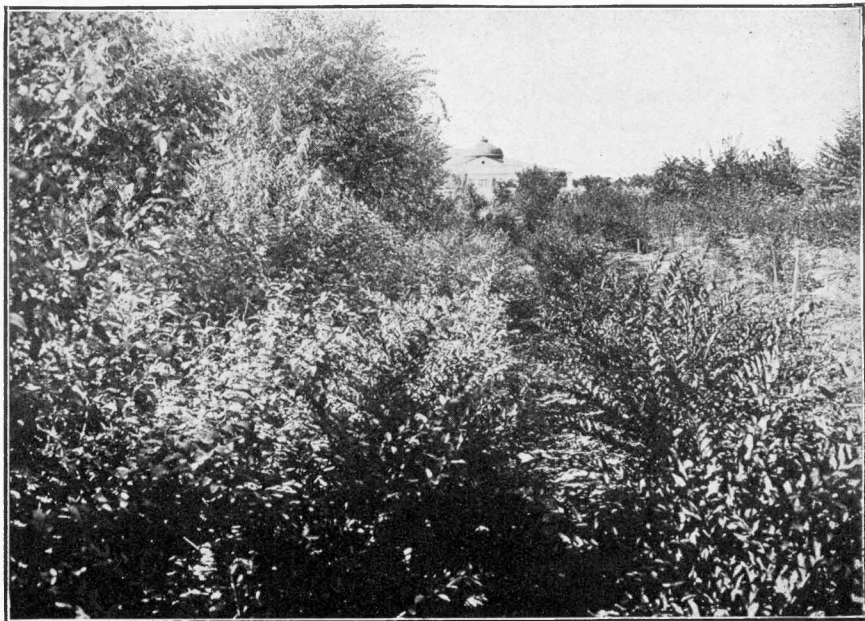
Outline of Subjects for Nature Study and Agriculture.

Lower Grades—Fall and Winter.

Fall work in the garden. The maturing of growth. The offis of the flower. The production of seed. Collecting seeds. The harvest. The harvest on the farm. Dispersal of seeds and fruits. Use of fruits. The storage of crops. Preparations for winter. The ripening of growth in plants. Autumnal coloring and the fall of leaves. How plants spend the winter. The cutting off of the food supply for animals. The migration of birds. Insect studies. Insect homes. How the reptils spend the winter. How the four-footed animals spend the winter.

The wether changes and their effects on all nature.

Wether observations. Studies of the skies. Snow, frost, ice. The class calendar. Winter studies of trees. The non-migratory birds. Birds from more northerly regions. Mountain birds that spend the winters here. Hibernation of animals. The preparations of the farmer for winter. Winter occupations of the farmer. Domestic animals. The poultry yard. Studies of chickens, pigeons, turkeys, horses, swine, sheep and cows. Studies of domestic pets. Bird and animal protection. Winter feeding



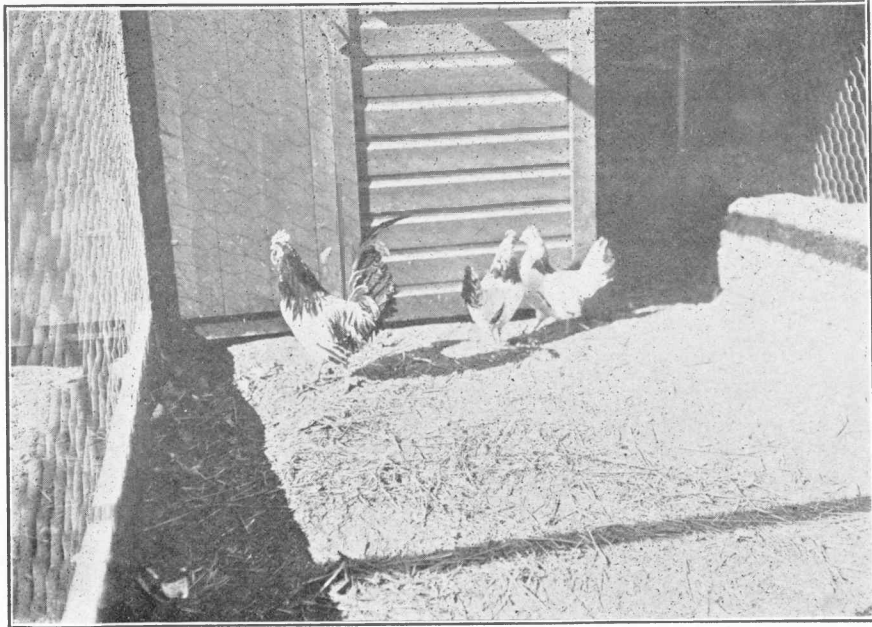
Nursery.



Harvesting Popcorn.



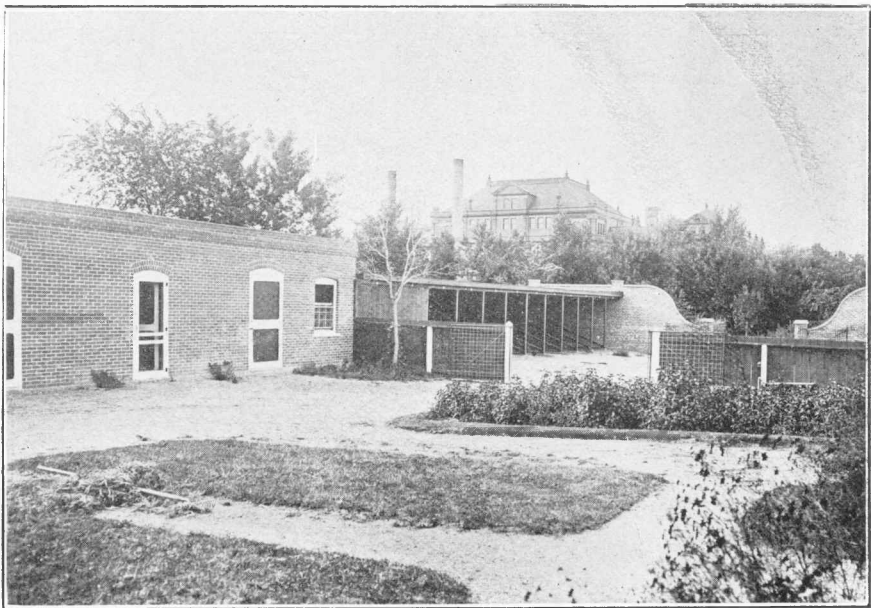
The Greenhouse.



Elementary Agriculture—Poultry.
Lakenvelders.



School Gardening at Colorado State Normal Training School.
Preparing the Ground.



Stables.

of birds. Work in the greenhouse. The germination of seeds. The growth of plants.

Spring and Summer

The return of spring. Temperature changes and their effects on all nature. The growth of trees and plants: budding and blooming of trees. Studies of buds and leaves. Preparations on the farm. Plowing, harrowing and fitting the land. Planting of early crops. The effect of the winter on all life of the farm. Garden preparations. Thoro fitting of the soil. Preparation for early crops. Planting of early salad and flower crops. Planting of tender crops in greenhouse or hotbed and transplanting to garden. Cultivation and watering of gardens. Care of same. Enemies. Insect pests. Weeds. Names and recognition of nativ flowering plants. Arbor Day celebration. Planting of trees and shrubs in home and school. The improvement of the home grounds. Cleaning up the home grounds. Planting. The return of the birds. Recognition and names. Studies of song and plumage. Nest bilding and rearing of young. Food getting. Life habits. Life habits of the commoner four-footed animals of field and home.

Upper Grades—Fall and Winter.

Insect studies. Offises of flowers. Relation of insects to seed and fruit production. Studies of caterpillars and larvæ. Insect homes. Economic aspects. The destruction of harmful species. Spraying for biting and sucking insects. Insects that destroy stored grains. Birds as insect destroyers. Migration of birds. Birds as weed

destroyers. Adaptations of flowers to secure insect visitations to the flower. Adaptations of seeds and fruits to insure dispersal. Protective adaptations of plants. Of insects. Principal crops of the region. How grown. Their harvest, storage, sale, and use. Harvest of crops grown in school garden. Preparation for market or table. Storage. Fall operations of the garden. Seed collection and selection. Preparation on the farm for winter. Feeding of animals. Winter preparations of the soil.

Hibernation of animals.

How animals spend the winter. Food for winter. Storage of. Manner of getting thru winter. Protective adaptations. Winter pelage of the fur-bearers. Winter habits. Relation of birds and mammals to man. Studies of animal tracks. Study of rodents. Game laws. Protection of animals. Destruction of harmful species. Winter studies of trees. Identification by winter characteristics. Adaptations of plants for conserving moisture. Studies of the evergreens. The soils of the region. Effect of elements in soil making. Wind and water as carriers of soil. The work of plants in making soil. The plant in relation to the soil. Adaptations of plants to the soil. Uses of soil. Elementary studies of plant physiology. Movements of plants. How plants get their food. Propagation of plants. Experiments to determine soil properties.

Spring—The return of spring.

Weather changes and effect on all nature. The relation of climate to crops grown. The changes in plant

life. The budding and blooming of trees. Studies of plant societies and adaptations. Studies of fishes and reptils. The return of the birds. Bird calendar. Spring plumage of birds. Song. Nests and rearing of young. Food and manner of getting. Economic bird studies. Bird protection.

Preparations on the farm.

Spring plowing. Value of thoro fitting of the land. Planting of crops. Subsequent cultivation. Cultivation to kill weeds and to conserv moisture. Similar preparations in the garden. Planting of early crops and their care. Preparation for special crops.

The dairy industry.

Studies of dairy breeds of cattle. Care and handling of milk. The milk test. Water supply of the farm. Danger of contamination. Sanitation on the farm.

Poultry husbandry.

The eg breeds and meat breeds. Feeding for these purposes. Construction of poultry houses. Care. Rearing of young.

Improvement of home grounds in city and country. Orderliness and cleanliness the first means. Subsequent improvement and beautification. Varieties of shrubs and trees best suited for the region. Arbor Day. Planting of trees and shrubs in the home grounds. Civic improvement.

Herewith is a small list of books which are recommended to the teacher for her help in the selection and use of material, and to give her essential facts and principles. These books are not recommended for use as textbooks, but more as references for the teacher. They should supplement the knowledge gained by actual observation and practical experience. The teacher is also urged to make use of the publications of the U. S. Department of Agriculture, and those of the Colorado Experiment Station. These are of great value.

Bailey, L. H.—The State and the Farmer, The Macmillan Co.	\$1.00
Bailey, L. H.—The Principles of Agriculture, The Macmillan Co.	1.25
Bailey, L. H.—The Garden Manual, The Macmillan Co.	2.00
Bailey, L. H.—Botany, The Macmillan Co.	1.10
Bailey, L. H.—The Nature Study Idea, Doubleday, Page & Co.	1.00
Hornady—American Natural History, Scribners..	3.50
Chapman, F. M.—Bird Life, Appleton & Co.	1.75
Comstock—Insect Life, Appleton & Co.	1.25
Coulter & Nelson—Manual of Rocky Mountain Botany, American Book Co.	2.50
Roberts, I. B.—The Fertility of the Land, The Macmillan Co.	1.25

The Greeley Republican Print

A STUDY OF
Municipal Government

HIGH SCHOOL OF THE TRAINING
DEPARTMENT

OF THE

Colorado
State Normal School



BULLETIN

SERIES X. NO. 6

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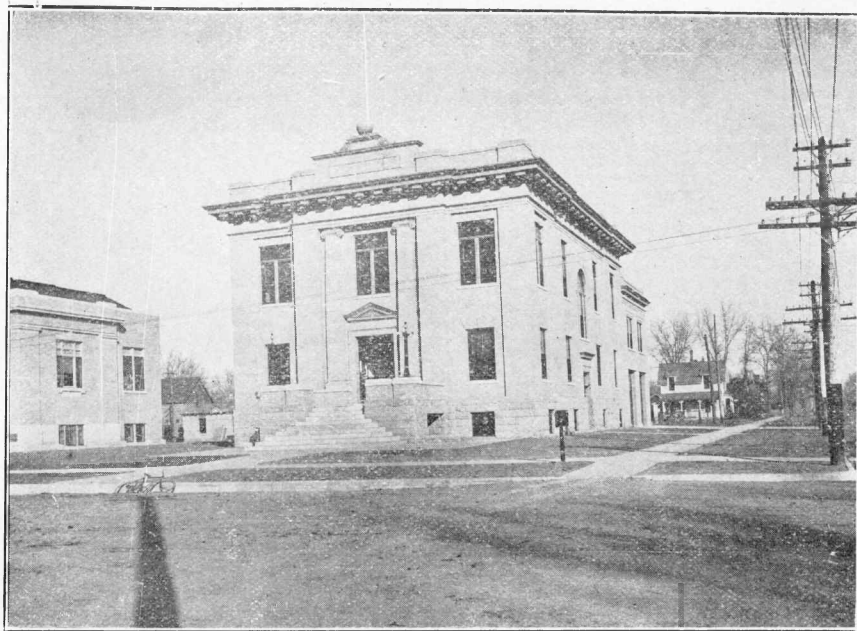
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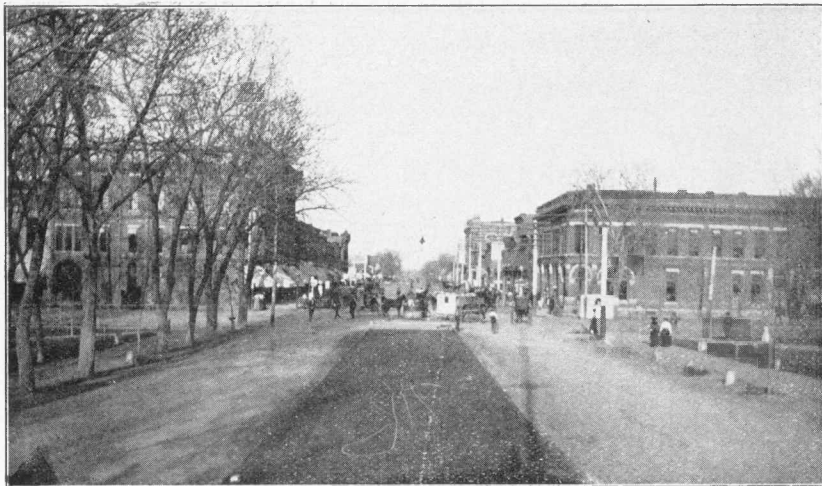
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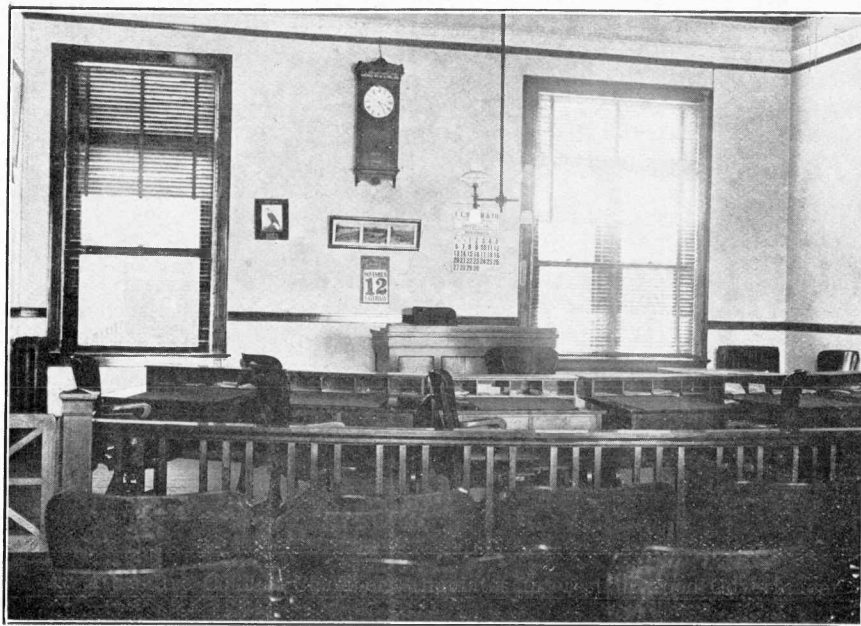
PART IV. REFERENCES.



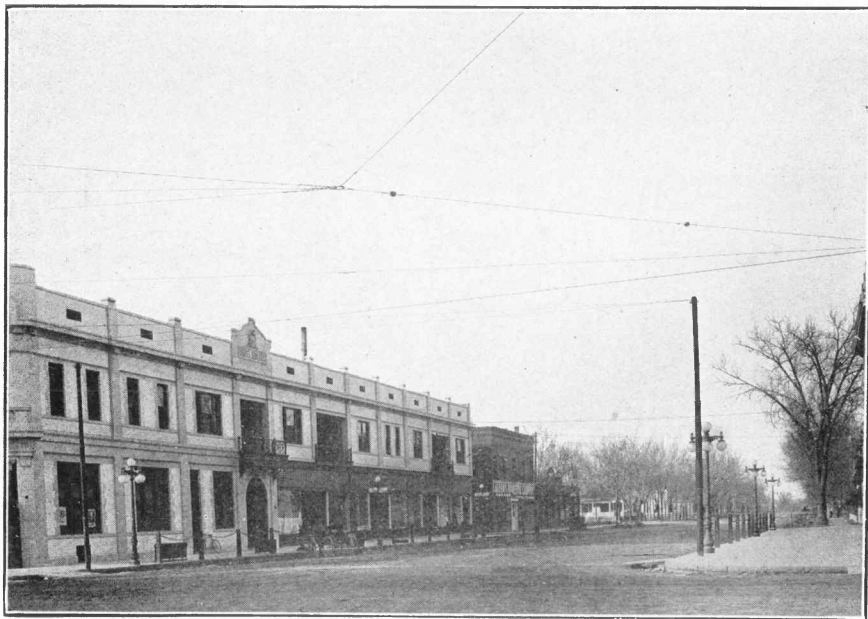
A Dignified City Hall Promotes Local Patriotism.



Even a Business Street May be Both Clean and Beautiful.



An Attractive Council Chamber Stimulates Interest in Good Government.



Side Lighting of Streets Is More Effective and Artistic Than Overhead Lighting

Part I. Introduction.

IMPORTANCE OF THE STUDY OF MUNICIPAL GOVERNMENT.

The steady tide of population toward our cities gives increasing importance to local and municipal government. In our eastern states over half the population is found in cities, and in our country, as a whole, about forty percent of the people live in urban communities. When we consider the increased facilities for and interest in political affairs as found among city dwellers, it is easy to understand that our nation is practically governed by them. It follows that the city may be the great agency of political regeneration if the people so will. The smaller units of local government constitute the best political laboratories where problems of effective administration are gradually being solved. Systems of accounting, of civil service, of purchasing supplies, and of contracting with corporations for the furnishing of services are more easily studied and more readily improved in a municipality than in the cumbersome machinery of national government. It is relatively easy to see examples of waste and mismanagement in the administration of our own civic business, and, having seen and remedied this, it is possible to work toward a more rational administration of national affairs.

The chief political interest of each one of us is, and should be, in our local government. Four fifths of our direct taxes, it is estimated, are spent by the local admin-

istration, and upon it we depend for a very large proportion of our daily conveniences. We are disposed to over-emphasize the restrictiv powers of government to the neglect of its beneficent contributions. Government is organized authority engaged in the administration of affairs. It is primarily concernd with our food, occupation, schooling, housing, amusements, charitable relief; with streets, water, lights, and transportation. Administrativ affairs such as these are multiplying rapidly and the formulation of policies for their management is the duty of an intelligent democracy.

Good citizenship demands activ, intelligent servis. We serv only where we are interested; we are interested only in those things of which we have knowledge, and knowledge can be obtaind only by conscious attention to phenomena. To those who would be good citizens comes an imperativ call to study municipal government.

MATERIAL FOR THE STUDY OF MUNICIPAL GOVERNMENT.

Information on the subject of local government is not so difficult to obtain as many suppose. Copies should be had of the city charter and ordinances, of franchises, and of such reports as are printed for distribution. Many similar papers can be had from other cities for the asking. A copy of the revised statutes of the state should be accessible for frequent consultation. A list of desirable books is given elsewhere in this pamphlet. As many of these as can be afforded should be placed in the public library of every city. Magazine articles are extremely useful and should be referd to as largely as facilities will permit. Many of the newer text-books on civics give

several chapters to municipal affairs and contain numerous study outlines, references, and helps. The pamphlets issued by the Board of Trade, Chamber of Commerce, or Commercial Club of nearly every city contain information which can be used for comparison with facts concerning the home city. Local officials are usually willing to address a class or school on the line of their own work if an outline of what is wanted is previously submitted to them. Finally, a live teacher is needed to organize and interpret the facts and to guide investigation.

SUGGESTIONS FOR STUDY.

It is believed that the order of subjects suggested in the outline is pedagogically correct and such as will most interest students. One likes to find out how a machine works first of all; after that he may wish to know the history and theory of the thing. If, however, one prefers, parts two and three may be studied before part one. Whatever the order or method of study it is essential that motifs for right conduct should be established.

A good citizen is one who not only knows conditions and is able to judge causes and results, but is also stirred to right action by a burning desire to serve society. This is the highest patriotism.

TO WHOM IS THIS STUDY ADAPTED?

The outlines and suggested studies presented herewith are those used and developed with classes of high school students for several years. This study is, however, equally suitable for adults. Indeed it is highly important that the present citizenship should acquire greater power and skill in government without waiting for the activity of a coming generation. It is believed that de-

bating societies, women's clubs, church organizations, such as brotherhoods and adult classes, literary societies and similar organizations will find the study of local government both interesting and profitable. Wherever a few people with a serious purpose can be gathered there may be developed a helpful center for the spread of civic righteousness.

THE CALL FOR PATRIOTIC SERVICE.

American citizenship today makes larger demands upon the independence and initiative of individuals than ever before. The political ills of the present are the result of mal-adjustments incident to a growing and rapidly changing economic life. The complexity of our social life, the rapid evolution of industry with its attendant problems, and the increased comfort and happiness made possible by modern inventions all demand a readjustment of political institutions to meet present conditions. The highest possible social life is open to those who can cooperate intelligently to secure its blessings. The battles for liberty were not all fought in '76 or '61 on distant fields of carnage but are waging today in every field and hamlet where humanity toils to earn the right to live. Not civil liberty alone, but life itself for countless thousands is at stake in the political issues of today. So long as our statistics of infant mortality, child-workers, women wage-earners, preventable contagion, social evil, and industrial slaughter in the cities tell their present tale, so long will the voices of these helpless ones call us to action. Life, liberty, and happiness for these, and higher living for all can be purchased at the expense of a certain amount of intelligent effort in the performance of the duties of citizenship. Will you pay the price?

Part I.

Administration of Municipal Affairs.

11. City Ordinances.

- a. Making ordinances. Drafting; publishing; passing.
- b. Scope of ordinances. Classes of subjects which may be legislated upon by a council.
- c. Restrictions upon legislative power. By the state; by the courts; by the people.

Exercises.

Visit a council meeting when an ordinance of importance is being considered.

Talk with the city attorney concerning current city problems or pending legislation.

Read the text of proposed ordinances as published in the papers.

Questions.

To what extent may ordinances deprive a citizen of his "personal liberty"?

What control have the people over municipal legislation?

Is the present tendency toward greater or less control of cities by the states?

III. City Revenues.

- a. Taxes. General levy; municipal, school, county, state.
Special assessment for improvements; streets, sewer, sidewalk.
Poll tax, or road tax. Amount, exemptions, etc.
- b. Licenses. Liquor, peddlers, teamsters, shows, other business.
- c. Fines. Amount of revenue; how used.
- d. Fees. Purpose; amount; how used.
- e. Bonds. Definition; kinds, limitation of amount.

Exercises.

Examin tax receipts, special assessment notices, annual report of treasurer, form of bonds, and other city "paper".

Consult the city treasurer concerning the relative revenues from various sources.

Examin carefully the "annual budget" of your city.

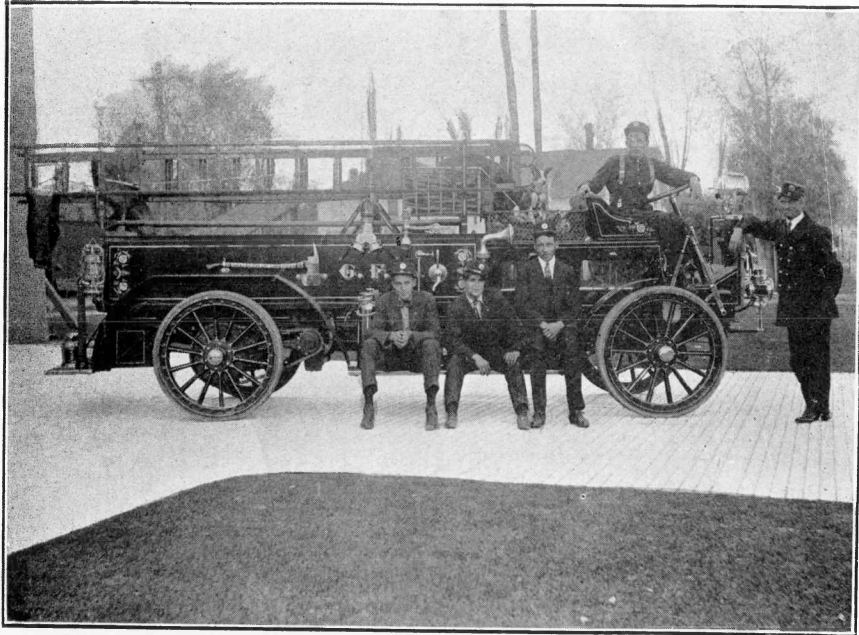
Questions.

To what extent is bonding a city "good business"?

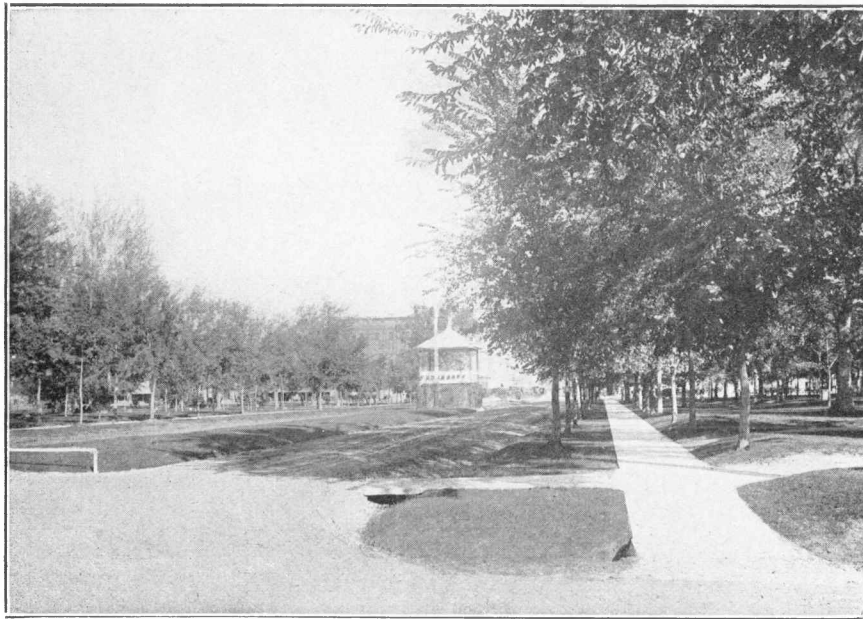
To what extent should improvements be paid for by general tax rather than by special assessment?

Discuss the justice of licenses, high or low.

Give arguments for or against a poll tax as contrasted with a property tax.



Good Fire Protection Is Good Business Economy.



A City Park Is the Playground of All the People.

IV. Preservation of Health and Safety.**POLICE DEPARTMENT.**

- a. Organization.
Chief, officers, men.
How appointed, salary, restrictions, qualifications, tenure of offis.
- b. Duties.
Preventiv. Regulating traffic, preventing fires, riots, mobs, noise, accidents, dangers.
Correctiv. Arrest and punishment for offenses.
Conditions for arrest.
- c. Police courts.
Jurisdiction, methods, efficiency.
- d. Juvenil courts. Jurisdiction, methods, efficiency.

Exercise.

Talk with police offisers concerning their immediate problems.

Questions.

Are any of the ordinances of your town openly violated? Why?

What are the most desirable qualifications in a police offiser?

What suggestions could you make for improvement in police court procedure.

Compare the efficiency of American police with that of European police offisers.

FIRE DEPARTMENT.

- a. Organization. Chief, officers, men. Appointment, tenure of office, salary, qualifications, number of men, hours of service.
- b. Equipment.
Water system, fire plugs, engines, trucks, towers, boats, hook and ladder, chemicals. The alarm system.
- c. Preventive regulations.
Fire escapes, fire drills, theater regulations, building permits, fire district, ordinances governing precautions.

Exercise.

Visit the fire station, inspect the apparatus, and talk with the fire chief concerning conditions in the city.

Observe the conditions in public buildings as to safety in case of fire.

Questions.

What can citizens do by way of precautions?

What is the greatest need in your town in the matter of fire protection?

What is the relation between protection from fire and the rate of fire insurance?

Do we spend more money for preventing fires than for putting them out? Why is this true? Which pays better?

HEALTH DEPARTMENT.

- a. Organization. Officials; appointment; qualifications; salary.
- b. Scope of work.
 - Preventiv. Quarantine of contagious disease. Inspection of water, milk products, meat, fruit, bakeries, markets, slaughter-houses.
 - Civic cleanliness. Yards, stables, cellars.
 - Housing conditions.
 - Relief work. Hospitals; dispensaries.

Exercises.

Visit city hospitals, jails, and public buildings.

Consult the health officer concerning local needs.

Visit dairies and other establishments where food is prepared.

Note the precautions taken for the prevention of infection of food exposed for sale.

Questions.

Define civic duty in respect to public health.

Discuss the right of the city to insist upon medical attendance being given where and when needed although not asked for by the individual.

Compare the importance of the health department with that of other departments of city administration.

Suggest ways of educating public sentiment on matters of civic health and sanitation.

How can the school be most useful in promoting public health?

V. Public Utilities.

STREETS AND ALLEYS.

- a. Management. Street committee or commissioner. Duties, etc.
- b. System. Width, direction, uniformity, naming, alleys, crossings, sidewalk, curbing.
- c. Physical condition. Grade, surface, sprinkling, drainage, cleaning.
- d. Maintenance. General tax, special assessment, poll tax.

Exercises.

Observe the varying conditions of streets and alleys under various weather conditions at different times of the year.

Consider the average condition of sidewalks as to grade, uniformity, cleanliness and safety.

Talk with the proper authorities about their plans for street improvement.

Questions.

Explain the direct and indirect value of good streets to a city.

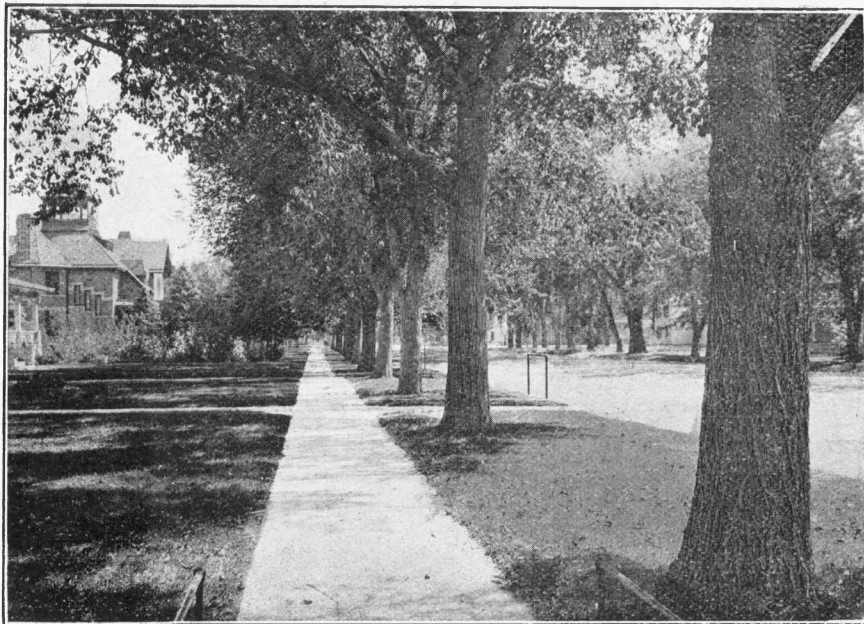
To whom do the streets belong? To whom do the sidewalks belong?

What practicable improvements would you suggest for the streets of your city?

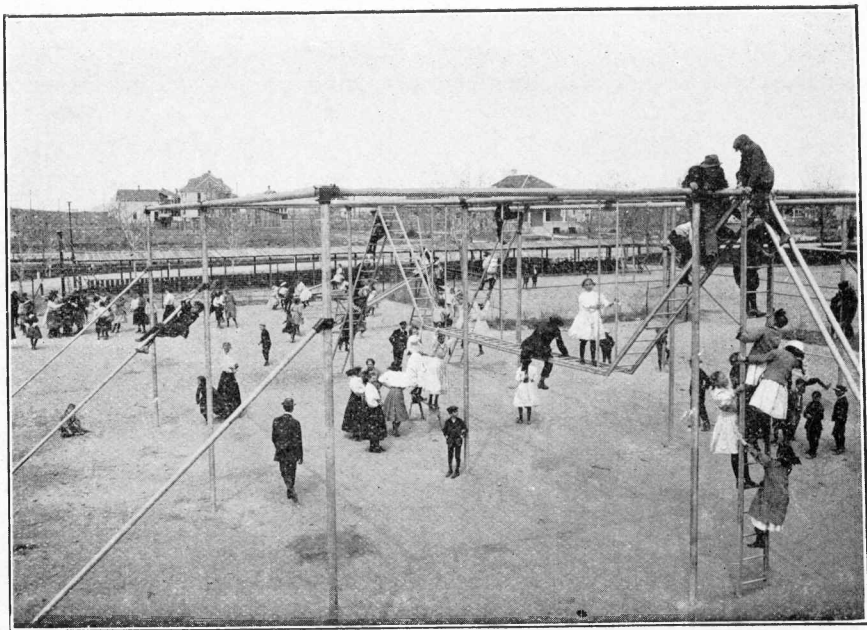
To what extent should street improvement be made by special assessment rather than by general tax?



A Beautiful Street Is a Joy Forever.



A Good Sidewalk Increases Property Values.



These Children Are Violating Neither the Laws of Health nor of the City.



It Pays a City to Furnish Free Drinks.

WATER SYSTEM.

- a. Management. Water committee or commissioner. Qualifications, term of office, duties, etc.
- b. System. Sources of supply, reservoirs and storage tanks, pipe lines, capacity, purity, economy, pressure.
- c. Efficiency. Health, cleanliness, convenience, safety, civic beauty.

Exercise.

Inspect the various parts of the water system of your town.

Questions.

Discuss the commercial value to a city of an abundant supply of pure water.

Explain the relative advantages of a "meter system" or a "flat rate" system of charges for water consumption.

In what ways do modern conditions of living make increased demands upon a city water system?

Has your city an adequate water supply for the future?

SEWERAGE AND SANITATION.

- a. Management. Board of sanitation or sub-committee of some other Board.
Membership, qualifications, salary, term of office, powers and duties.
Inspectors and inspection.
- b. Sewerage system.
Physical features of city, map of sewers, disposal of sewage.
- c. Garbage.
Management of system, separation of material, collection, disposal of garbage.
- d. Maintenance.
General appropriation, special assessment, profits from management of the business.

Exercise.

Inspect as much of the system as is feasible. Compare your city with others, noting advantages and disadvantages of each. Look for "dumps" within the city limits. Notice the back yards and alleys.

Questions.

What is the most serious question in planning the sewerage system of a city?

What advantages accrue from a modern scientific disposal of sewage and garbage.

Explain the relation of this branch of public service to health, esthetics, economy, convenience, and morals.

What can we, as individuals, do to promote the efficiency of the system in our town?

LIGHT AND POWER.

- a. Management.
Corporation. Franchise, contract, methods of business.
Municipal. Board or committee, tenure of office, salary, powers and duties, maintenance.
- b. System.
Electricity. Source of power, extent of distribution, charges, possible uses.
Gas. Method of production, distribution, charges.
- c. Advantages.
To the public, to individuals, to industrial concerns.
The degree of safety, convenience, economy afforded.

Exercise.

Visit the local light and power plant. Study the various uses of gas and electricity, especially those that are novel.

Compare the light and power plants of your town with those of other cities as to rates and efficiency.

Questions.

Explain the economy of the best modern light and power service to individuals, to the city, and to industries.

Discuss the future possibilities of further application of electric light and power.

Will the distribution of heat and hot water for dwellings be practicable in the near future?

Discuss the probable effect of further consolidation of great light and power companies.

RAPID TRANSIT SERVIS.

- a. Management.
Corporation. Terms of franchise, rates, servis rendered.
Municipal. Ownership or control, rates, servis.
- b. System.
Street cars, elevated lines, subways, interurban lines.
- c. Effect upon the city.
Growth and distribution of population, extension of boundaries, equalization of property values, improvement of living conditions.

Exercise.

Study the map of your city with reference to the adequacy of transportation facilities.

Study the terms of the street car franchises of your city.

Questions.

What direct effects of street car servis can you observe in your own city or neighboring ones?

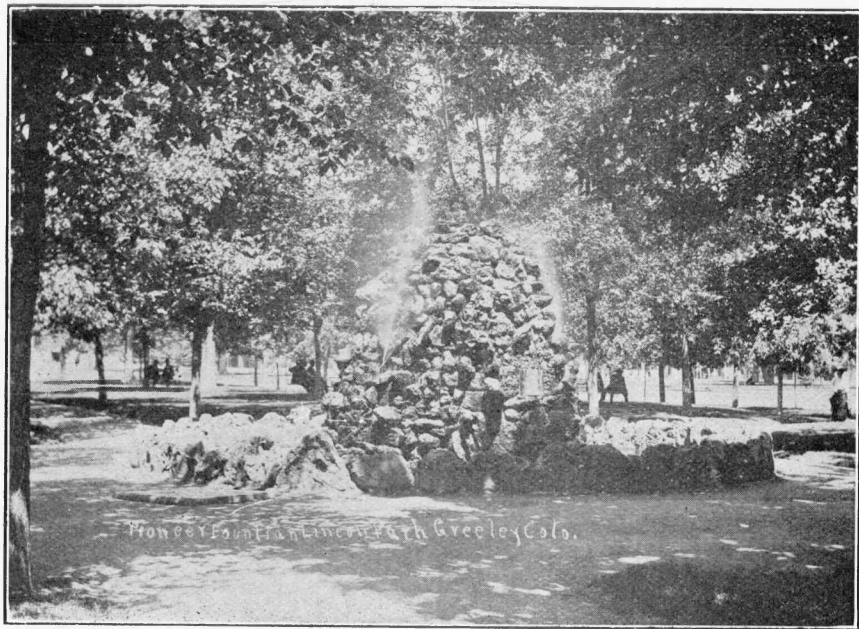
Why is car fare usually five cents regardless of kind or amount of servis rendered?

What provisions should a street car franchise contain for the protection of the citizens?

Along what lines will improvements probably be made in city transportation of the future?

Should a corporation pay for a franchise to use the city streets?

What are the features of "good" street car servis?



Water Is a Symbol of Cleanliness.



A Library Is Valuable Only When Used.

VI. Civic Improvement and Beautification.

PUBLIC PARKS, BOULEVARDS, AND PLAYGROUNDS.

- a. Management.
Board or commissioner, powers and duties, maintenance.
- b. Location and distribution.
With reference to natural features, population, factories, schools.
- c. Equipment.
Trees and flowers, seats, buildings, fountains, play apparatus.
- d. Privileges.
Rest, recreation, amusement, games.
- e. Value.
Commercial, esthetic, hygienic, moral.

Exercise.

Make a map of your city showing location of existing parks, boulevards, and playgrounds. Make, in different color, such additions as seem practicable and desirable to produce an adequate unified "system."

Questions.

What are the chief purposes of parks and playgrounds?

Do most city park systems meet these purposes?

What improvements can you suggest in the management of the parks of your city that they may serve their greatest usefulness?

How can the natural features of your city be better utilized?

LIBRARIES, MUSEUMS, AND PUBLIC BUILDINGS.

- a. Management.
Board of control, employees, maintenance,
methods of servis.
- b. Equipment.
Amount, character, efficiency, needs for the
future.
- c. Purpose.
Utility, education, entertainment.

Exercise.

Visit such institutions as your city affords and study their exhibits, catalogs, and reports.

Questions.

What is the best system of maintenance for such institutions?

How can the servis of these institutions be improved without additional expense?

How may the public be induced to make greater use of such facilities as they have?

THE CITY BEAUTIFUL.

- a. Management.
Official; Art Commission or Board.
Unofficial; Civic Improvement Association.
Powers and duties, term of office, maintenance.
- b. Attainment.
Adoption and promotion of the artistic.
Private and public architecture, statuary, and
fountains, decorative lighting, civic center.
Abatement of the inartistic.
Billboards, sidewalks, signs, smoke nuisance,
rubbish.
- c. Value.
Commercial, esthetic, hygienic, moral.

Exercise.

Make a list of the most artistic features of your city and of its most inartistic nuisances.

Make a collection of pictures illustrating the artistic and the inartistic.

Questions.

How largely may an art commission interfere with an individual citizen's "rights"?

What societies or influences are working for artistic improvement in your town?

What forces are producing the most inartistic results?

Explain fully and definitely the value of civic beauty.

VII. Municipal Reforms.

MUNICIPAL OWNERSHIP OR CONTROL.

- a. Utilities usually owned by municipalities.
Sewer system, water system.
- b. Utilities frequently owned by municipalities.
Lighting plants, garbage plants, markets.
- c. Utilities occasionally owned by municipalities.
Tramways, cemeteries, bath houses, wash houses, theaters, slaughter-houses, bakeries, milk stations, pawn shops, crematories, tenements, lodging houses, truck farms, etc.

Advantages claimed for municipal ownership.

Cheap service due to absence of large profits.

Good service the ideal rather than large dividends.

Satisfaction due to consciousness of social cooperation.

Advantages claimed for non-municipal corporation ownership.

Economy due to absence of political wastefulness.

Good service due to employment of experts only.

Satisfaction guaranteed because of business competition.

Municipal ownership is a question of degree or extent. Shall the municipality own such utilities only as are necessities, or include common conveniences, or include any business that can be successfully conducted? Shall the municipality own all utilities that are in the nature of monopolies and avoid those that are subject to free competition? Should the city operate all utilities

that are essential to public health and safety or only such as do not attract private capital?

Exercise.

Public debate. Question: Resolved that the city of
should own and operate its own
system.

THE COMMISSION PLAN OF CITY GOVERNMENT.

- a. History of the plan.
- b. Problems in the present situation.
- c. Advantages claimed for the "Commission Plan."
 Closer merging of legislative and executive departments.
 Definite placing of responsibility.
 Elimination of party politics.
 Selection of experts for special services.
 Direct responsibility of commissioners to the people.
- d. Disadvantages urged against the "Commission Plan."
 It is more expensive in small cities.
 It places a dangerous amount of power in the hands of a few.
 It almost abolishes representative legislation.
 A small body is more subject to improper influence than is a larger body.
 Human nature is not changed by any "new scheme."

Exercise.

Debate. Question: Resolved that the city of
.....should adopt a new charter provid-
ing for government under the commission plan.

Questions.

What is the trouble with American city government?

Where is the source of all improvement in a democracy?

The statement is made that the affairs of a city are chiefly business, not government. To what extent is this true?

What political "reform measures" have usually been adopted by cities that have recently made new charters?

What states permit cities to make their own charters?

What limitations does your state place upon the activities of its cities in charter making?

Part II.

Evolution of Government.

VIII. Origin of Government.

- a. Growth of society.
- b. Animal society. Contact, repulsion, toleration, sympathy, appreciation, congregation.
- c. Primitiv human society.
Development of respect for life and property.
Need of organized authority and control.
Advantages possible by cooperation.
- d. Evolution of social and political units.
Family, clan, tribe, state, city, county, township, district.
- e. Theories of the origin of authority.
Original lawgiver, divine right, contract, force, wisdom, kinship, consent of the governd.
- f. Leading forms of organized government.
Monarchy, aristocracy, democracy (pure and representativ).

IX. Purpose of Government.

- a. Protectiv. To restrain wrong-minded persons from interfering with personal or property rights.
- b. Cooperativ. To secure conveniences and advantages by united effort that could not be

otherwise obtained; e. g., roads, schools, water, lights, parks.

X. Function of Government.

- a. To determine policies. (Political parties.)
- b. To administer business affairs. (Executive departments.)

Part III.

Theory of Municipal Government.

XI. Town Government in New England.

- a. Origin and history of this form of government.
- b. Function of early town governments. (Compare with business of a modern city.)
- c. Evolution of representativ democracy from pure democracy.

XII. The Beginning of a City.

- a. Conditions determining location and subsequent growth.
- b. Early need of governmental regulation.
- c. Organization. Incorporation, charter, plotting, land titles.
- d. Classification of cities by state legislation.

XIII. Natural Divisions of Governmental Function.

- a. Definition of legislativ, executiv, judicial departments.
- b. The separation and the interrelation of these departments.

XIV. The Legislativ Department.

- a. Various forms of city council. (Common council, Board of aldermen, Selectmen, Trustees, Commissioners, etc.)

- b. Bicameral and unicameral councils.
- c. Membership in a council. Number, election, qualifications, term of office, salary, powers and duties.
- d. Legislative and administrative duties of councilmen compared.

XV. The Executive Department.

- a. The Mayor.
Election, qualifications, term of office, salary, powers and duties.
- b. Appointive officers. (Considered under administration of departments.)

XVI. The Judicial Department.

- a. Police courts. (Treated under police system.)
- b. Juvenile courts. (A county court serving the city. Considered under the police system.)

Part IV.

A List of Some of the Most Desirable Books on Municipal Government for a Small School Library.

Allen, William H.: Civics and Health; (1909) Ginn & Co.,	\$1.25
Conkling, A. R.: City Government in the U. S. (1895), D. Appleton & Co., N. Y.....	1.50
Ely, R. T.: The Coming City; (1902), T. Y. Crowell & Co.60
Goodnow, Frank J.: City Government in the U. S. (1904), The Century Co., N. Y.....	1.25
Goodnow, Frank J.: Municipal Government (1909), The Century Co., N. Y.....	3.00
Deming, H. E.: Government of American Cities (1909)	1.50
Wilcox, Delos F.: The American City (1904) Macmillan Co., N. Y.....	1.25
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	\$10.35

GENERAL REFERENCES ON MUNICIPAL GOVERNMENT.

Addams, Jane: The Spirit of Youth and the City Streets, (1909), Macmillan Co.	\$1.25
Baker: Municipal Engineering and Sanitation, Macmillan Co.	1.25

Barnett, T. D.: Toward Social Reform; Macmillan Co.	1.50
Bemis, E. W.: Municipal Monopolies; T. Y. Crowell Co.	2.00
Bliss, W. D. P.: Encyclopedia of Social Reform; Funk Wagnalls Co.....	7.50
Bryce, James: Hindrances to Good Citizenship; Yale University Press	1.25
Chapin, C. W.: Municipal Sanitation in the U. S.; Snow Co.	5.00
Clow, F. R.: Comparativ Study of City Finance in the U. S.; Macmillan Co., (1901).....	1.00
Devlin, R. I.: Municipal Reform; Putnam Co... ..	1.00
Dolman, F.: Municipalities at Work; Scribners.. ..	1.00
Eaton, Dorman B.: The Government of Municipalities, (1899); Macmillan Co.....	4.00
Fairlee, J. A.: Municipal Administration, (1901); Macmillan Co.	3.00
Francisco, M. J.: Business of Municipal and Private Corporations Compared; M. J. Francisco & Sons	1.00
Goodnow, Frank J.: Municipal Home Rule, (1895); Macmillan Co.....	1.50
Goodnow, Frank J.: Municipal Problems, (1909) Macmillan Co.	1.50
Goodnow, Frank J.: Municipal Government, (1900); Century Co.	3.00
Goodhue, W. F.: Municipal Improvements, (1900); Wiley	1.25
George, W. R.: The Junior Republic, (1902); Appleton & Co.	1.50

Hodder, Alfred: The Fight for the City, (1903); Macmillan Co.	1.50
Howe, Frederic C.: The City the Hope of Democracy, (1905); Scribner	1.50
Howe, Frederic C.: The British City, (1907); Scribners	1.50
Kirk, William: A Modern City, (1909); University of Chicago Press	2.50
Lincoln, J. T.: The City of the Dinner Pail, (1909); Houghton, Mifflin Co.	1.25
Lloyd, Henry D.: Men the Workers, (1905); Doubleday, Page & Co.....	1.50
Merriam, C. E.: Primary Elections, (1906); University of Chicago Press	1.25
National Municipal League Proceedings: Eighth Annual Report, Ninth Annual Report, each	1.00
National Municipal League, 1112 Guard Bldg., Philadelphia	2.00
Peabody, Francis G.: The Approach to the Social Question, (1909); Macmillan Co.....	1.35
Porter, R. P.: Dangers of Municipal Ownership, (1907); Century Co.	1.80
Robbins, Clyde: Commission Plan of Municipal Government, (1909); H. W. Wilson Co., Minneapolis, Minn.	1.00
Robinson, Charles M.: The Improvement of Towns and Cities, (1901); Putnam & Son	1.25
Robinson, C. M.: Modern Civic Art, (1905); Putnam Co.	3.00
Rollins, P.: School Administration and Municipal Government, (1902); Macmillan Co.....	.75

Shaw, Albert: Municipal Government in Continental Europe, (1897); Century Co.	2.00
Steffens, Lincoln: City Life and Progress; American Academy of Political and Social Science.	1.25
Steffens, Lincoln: Shame of the Cities, (1904); McClure's	1.20
Whinnery, S.: Municipal Public Works, (1903); Macmillan Co.	1.50
Wilcox, D. F.: The American City, A Problem in Democracy, (1904); Macmillan Co.	1.25
Wilcox, D. F.: Study of City Government, (1904); Den. Ptg. Co.	3.00
Wilcox, D. F.: Government of Great American Cities, (1909); Macmillan Co.	1.50
Woodruff, C. R.: The Church at Work Socially; The Survey, Chicago10
Zueblin, Charles: A Decade of Civic Development; University of Chicago Press	1.25

SOME MAGAZINES OF MUNICIPAL AFFAIRS.

The Twentieth Century Magazine; B. O. Flower, Boston	\$2.00
(Successor to The Arena) devoted to Municipal affairs, to co-operation, conservation and progress.	
The Survey—Social, Charitable and Civic. Weekly with larger issue each month	2.00
The American City—Monthly, The Am. City Pub. Co., N. Y.	1.00

- American Journal of Sociology—Bi-monthly; University of Chicago Press 2.00
- Municipal Journal and Engineer—Municipal Journal Pub. Co., 253 Broadway, N. Y..... 2.00
- Bulletins of The League of American Municipalities, Des Moines, Iowa.
- Municipal Facts—Illustrated monthly, of Denver.
Free distribution.
Address—Compiler of Mun. Facts, Denver, Colo.

\$9.00

State Normal School of Colorado

The Summer Term opens

June 20, 1911

1. The session continues six weeks.
2. The same courses are offered in this term that are offered in the fall, winter or spring terms.
3. From one to five credits may be earned toward graduation. The diploma is a life license to teach in Colorado; and is good in other states.
4. A special course of lectures will be given by practically the same group of men who gave the course last summer.
5. A special course for principals and teachers of high schools will be given.
7. Only eleven out of its thirty courses necessary for graduation are required. All required courses are courses in education.

For further particulars address

THE STATE NORMAL SCHOOL,

Greeley, Colo.

State Normal School of Colorado



Greeley, Colorado,
January 1911

REPORT TO HOLDOVER LEGISLATIVE COMMITTEE AND LEGISLATURE

SERIES X. NUMBER 8.

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

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

Report of Information

OF THE

Colorado State Normal School at Greeley

TO THE

Holdover Legislative Committee and Legislature

Showing the Needs of the School and
Giving Other Information.

JANUARY, 1911.

State Normal School of Colorado

Report Setting Forth Needs of the Institution and Reasons Therefor and Giving Other Information for Legislators.

GREELEY, COLORADO, December 12, 1910.

HONORABLE BARNETTE T. NAPIER,
Chairman Holdover Legislative
Committee for Investigating
The Needs of the State Institutions
of Colorado:

DEAR SIR:

I hereby present to you, as per your request, a statement of the needs of the State Normal School, and also a brief statement of the function, organization, growth, etc., of the school, as matters of interest for you and your committee and the members of the legislature.

I. SERIOUS NEEDS OF THE SCHOOL.

1. The school is very seriously in need of \$175,000 to complete, equip and furnish the Training School Building now under construction.

2. At present we have two boilers in the little heating plant. No additional boilers can be put into it. Each of the new buildings under construction will require a new boiler to heat it; hence, there must be more room. The boilers we have must be reset. To build a suitable heating plant will take \$35,000. Such a building would

hold the two old boilers and the two new ones that it will take to heat the two new buildings. The old heating plant would be used for a power house for producing our own light.

3. The growth of the school and the expansion of the work necessitates an increase in the maintenance fund. \$35,000 in addition to what is now received is required for the biennial.

4. It will take \$15,000 to furnish and equip the Guggenheim building.

5. The campus contains 40 acres. It is now in the midst of the town. The walks around the campus and those leading to the buildings should be cemented. There are 10,500 linear feet of walks required, and it will take \$6,500 to put these in of proper width and form.

6. There is needed \$3,500 to reconstruct part of the inside of the old building and to furnish and equip it when we take the children to the new building, and when the manual training and the art departments are taken to the Guggenheim building.

7. There is needed for the Gunnison Normal at Gunnison \$10,000 to furnish and equip, and to grade and fix up the grounds; and \$30,000 for maintenance for the biennial.

8. We request an appropriation of \$75,000 for a good auditorium in which the school may be able to have an assembly room wherein it can seat its students. The present assembly room is entirely too small. There is now no place to hold commencement exercises and no place where the students can meet with any degree of comfort.

9. The State Normal School requests an appropria-

tion of \$50,000 for the erection and equipment of a gymnasium for the Physical Education department of the State Normal School.

10. The State Normal School also requests an appropriation of \$30,000 for the erection and equipment of a Domestic Science building for the purpose of training teachers in this line.

II. REASONS FOR THE REQUEST FOR THE ABOVE APPROPRIATIONS.

I. REQUESTS FOR APPROPRIATION FOR COMPLETION OF TRAINING SCHOOL BUILDING.

The practice or training school consists of a complete public school unit from the kindergarten to the high school inclusive. (1) This is to show to those who are being trained to teach a complete public school how it is organized, how it is managed and how it is taught. (2) It gives those who are preparing to teach an opportunity to have real practice in teaching. (3) The practice department also affords an opportunity to do research work in education. It is a place where educational problems are solved and after being solved, carried to the public schools of the state.

There are five hundred children in the training or practice school. There should be eight hundred in order to make a complete and most efficient training school.

The last Legislature appropriated \$100,000 for a training school building. Part of this building is under construction now. When it is done we can move part of the children to it; not quite half of the school can be taken over. The appropriation of \$175,000 to complete, finish and equip this training school building will enable us to

move all the children of the training school into it, and will enable us to somewhat enlarge the training school in numbers. The lack of this building has been a great draw-back in our work, and it has been necessary for adults and children to be together in halls and rooms; and there has been a great deal of distraction occasioned thereby. It will be a great gain for the school when we can get all of this work into the new building. The fact that the cost of building had increased over twenty per cent. on prices previously estimated, and that it was unanimously the judgment of the State Executive officials and the committees of the Legislature, when we came to the point of building, that it should be fire proof and that it should be made large enough for this practice school, made it necessary to build and furnish only a part of the building. Until we can get all the children over into the new building, they will be crowded into unsanitary places and into such narrow quarters as to detract from efforts to do the best work. Your Committee has seen these conditions and inspected the building now under construction and see, I have no doubt, the necessity of the completion, furnishing, and equipment of this new Training School building.

2 REASONS FOR THE REQUEST FOR APPROPRIATION FOR HEATING, LIGHTING PLANT, AND TUNNEL.

At present, we have a little heating plant that has in it two boilers and no more room. These two boilers heat the two buildings we are now using. The part of the training school building that is being erected and the Guggenheim building will require two additional boilers. We cannot use them without these additional boilers.

At present, we have a little heating plant that has growth. The little plant we have which only holds the two boilers now in it can be used for our power plant where we could make our own power and light and save money by doing it. In the construction of this plant there must be a tunnel about 1,000 feet long, in which would be the steam pipes and other pipe outfit used in the institution. Your Committee, I am sure, saw the absolute necessity of this new heating plant, as the other is too small and too much out of date to be of good service.

3 REASONS FOR INCREASED MAINTENANCE APPROPRIATION OF THIRTY-FIVE THOUSAND DOLLARS FOR BIENNIAL.

- | | |
|--|--------|
| (1) Additional fuel for heating two additional buildings, per annum... | \$1500 |
| (2) Three additional janitors at \$60 per month per annum..... | 2160 |
| (3) A head Engineer for the new heating plant | 1200 |
| (4) Additional light for these buildings per annum | 600 |
| (5) Additional water for these buildings per annum | 400 |
| (6) Additional expenses, owing to growth of school: | |
| (a) Laboratory supplies | 1500 |
| (b) Two additional stenographers (only one now) | 1500 |
| (c) General supplies owing to increase in school | 1000 |

- (d) Addition publication of bulletins to send out to educational people 2000
- (7) Additional teachers:
- (a) There is an absolute necessity for an assistant teacher in each of six departments of the institution; the professors are over-worked and cannot do the work. Teachers in other institutions, teaching the same number of subjects and doing the same amount of work have two or three assistants; we only ask for one in each department.
Six assistants at \$1200. . . . 7200
- (b) A dean of women to devote her time to the hundreds of women that are in our institution 1500

\$20,560

For further evidence of the necessity of these amounts, please see the growth of the school below in this report.

4 REASONS FOR \$15,000 FOR FURNISHING THE GUGGENHEIM BUILDING.

(1) Because a beautiful building given to the state as a gift should be furnished.

(2) It will enable the school to realize on the industrial and vocational ideal in education, or the true preparation for life.

(3) There is a great demand for teachers in these lines, and we have not been able to meet it as we should. This building furnished and equipped will enable this to be done.

(4) Below is a schedule of this material and cost for different rooms:

EQUIPMENT FOR SIMON GUGGENHEIM HALL OF
INDUSTRIAL ARTS.

OFFICE EQUIPMENT.

Desk	\$50.00
Filing Cases	25.00
Table	23.50
6 chairs, \$3.75 each	22.50
Rug	50.00
	<hr/>
	\$171.00

SEMINAR ROOM.

Table, very large, estimate	\$175.00
Chairs for 25 students	50.00
	<hr/>
	\$225.00

DRAFTING ROOM.

28 tables, at \$22.50	\$630.00
2 tables, at \$44.00	88.00
Stools	30.00
2 Boards	7.00
Filing Case	30.00
Tool Case and Boards	125.00

1 Squares	62.00
Triangles	28.00
Triangles	3.30
28 Drawing Boards	50.40
Drawing Tools, 30 sets at \$5.00	150.00
	<hr/>
	\$1203.70

WOOD CARVING ROOM.

Remodeling Desks, to make locker space under, Estimate	\$50.00
New Tools, 20 sets, at \$4.85	97.00
40 stones and oil cans	20.00
1 Teacher's Desk and Tools	27.00
	<hr/>
	\$194.00

SHEET METAL WORKING ROOM.

20 Benches with lockers, students', at \$10.75	\$215.00
1 Teacher's Bench	13.00
40 Individual Sets of Tools	414.00
General Tools	38.00
Teacher's Tools for Demonstration	15.00
	<hr/>
	\$695.00

MANUAL TRAINING BENCH WORK ROOM.

12 Double Benches, \$52.00 each	\$624.00
1 Single Bench	30.00
Bench Equipment for 24, at \$26.55	637.20
1 Single Bench Equipment	25.30
General Equipment and Case	197.00
Stools	25.00
	<hr/>
	\$1538.50

LOCKER ROOM, ADJOINING WOODWORKING ROOM.

100 Lockers for material, at \$3.75.....\$375.00

TURNING AND POWER TOOL ROOM.

20 Turning Lathes, individual motor, at \$197.00	\$3940.00
12 Benches, Double, at \$52.00.....	624.00
5 Bench Equipment	268.50
50 Lockers for Material, at \$3.75.....	187.50
Power machines, one of each; Band Saw, Planer, Circular Saw, Rip and Cut Off and Table, Mortising Machine, Power Jig, Grind Stone Tool Grinding Machine, all the above to be run by Individual Motors	965.00
Stools, \$1.00 each	30.00
Glue Pot and Stand	20.00
	<hr/>
	\$6035.00

PRINTING OFFICE.

Cylinder Press	\$950.00
Motor	90.00
Paper Knife	75.00
Cases and type-board galleys.....	460.00
Stapling Machine	5.00
	<hr/>
	\$1610.00

ESTIMATE FURNISHING OF ART DEPARTMENT SIMON GUG-
GENHEIM HALL, OF INDUSTRIAL ARTS.

OFFICE.

Desk and Chair	\$50.00
Chairs,	7.50
Work Table and Stool	27.50

5. REASONS FOR REQUEST FOR \$6500 FOR CEMENT WALKS :

(a) The school is in the midst of the city. Streets are improved all around it. There is not a foot of walk on the campus. The authorities rightfully are after the school to do this and keep in the line of progress.

(b) Much mud and dirt are carried in, making the buildings unsanitary.

(c) As a matter of artistic beauty these walks should be put in. This is so important from every standpoint that we feel sure you see its necessity.

6 REASONS FOR \$3500 FOR RECONSTRUCTING OLD BUILDING AFTER MOVING CHILDREN OUT.

(a) Rooms will have to be put in shape for offices of administration which have been separated.

(b) The upper floor must undergo considerable change to adjust it to new work. We trust you may see the necessity for this appropriation.

7. THE APPROPRIATION FOR \$75,000 FOR AN AUDITORIUM.

(a) Our assembly room is entirely too small to hold the school.

(b) It is ill adapted for an assembly room.

(c) Our commencement exercises have to be held in the opera house down town. This is a poor place, expensive, and takes it away from the institution.

(d) All institutions should have an auditorium in which its convocations, lectures, and plays may be held.

(e) This building would be used daily for the assemblage of the students, and portions of it used for other purposes. We feel sure your committee sees the absolute reasonableness of it as a part of this school.

8. THE REASONS FOR THE REQUEST FOR \$50,000 FOR
A GYMNASIUM :

(a) We have no place fit for a gymnasium.

(b) Physical education is an important feature of the life of a school.

(c) About \$15,000 have been put into an athletic field, playground apparatus, fencing and beautifying. This is a permanent improvement that has cost the state nothing. The Athletic Association has paid for it. The ground, which is about ten acres, was given to the school. This ground now at present prices is worth \$40,000.

(d) Should not the state appreciate all this and make an appropriation for the gymnasium?

9. REASONS FOR THE REQUEST FOR \$40,000 APPROPRIATION FOR THE GUNNISON BRANCH NORMAL :

(a) The building is erected at a cost of \$50,000, as per order of Legislature.

(b) It should be equipped and furnished and made ready for starting.

(c) There should be then, because of the logic of the situation, a maintenance fund to run it during the biennial.

IO. REASONS FOR THE REQUEST FOR \$30,000 FOR
THE DOMESTIC SCIENCE BUILDING.

(a) There is no place as yet for this important department. There are one hundred people working in it preparing to teach. There is a great demand for teachers in this line. We work at a very great disadvantage now. Because the people of the state are asking for trained teachers in this line the state should furnish a building whereby this work can be done to better advantage than it can now be done.

III. THE GROWTH OF THE SCHOOL.

The growth of the school is one of the strongest arguments why it should have the above appropriations to help carry on and develop its work. The first tabulation shows the growth in the number of students annually attending the State Normal School of Colorado, divided so as to show the number in the Normal proper—those who are preparing to teach; and, the number in the Training School—those which serve as a practice school.

I. IN STUDENTS.

1890-1891	96
1891-1892	157
1892-1893	Normal	272
	Training School	41
		<hr/> 313
1893-1894	Normal	314
	Training School	131
		<hr/> 445
1894-1895	Normal	363
	Training School	152
		<hr/> 515

1895-1896	Normal	363	
	Training School	255	618
		<hr/>	
1896-1897	Normal	419	
	Training School	237	658
		<hr/>	
*1897-1898	Normal	357	
	Training School	198	555
		<hr/>	
1898-1899	Normal	303	
	Training School	199	502
		<hr/>	
1899-1900	Normal	323	
	Training School	173	496
		<hr/>	
1900-1901	Normal	312	
	Training School	234	546
		<hr/>	
1901-1902	Normal	289	
	Training School	389	678
		<hr/>	
1902-1903	Normal	271	
	Training School	303	574
		<hr/>	
1903-1904	Normal	272	
	Training School	453	725
		<hr/>	
1904-1905	Normal	536	
	Training School	382	918
		<hr/>	
1905-1906	Normal	453	
	Training School	551	1004

1906-1907	Normal	530	
**	Training School	418	948
		<hr/>	
1907-1908	Normal	590	
	Training School	435	1025
		<hr/>	
1908-1909	Normal	803	
	Training School	475	1278
		<hr/>	
1910-1911	Normal	1000	
***	Training School	500	1500
		<hr/>	

*Raised standard for admission to high school graduation.

**Training school discontinued during summer term.

***Current year.

2. INCREASE IN GRADUATES PER YEAR SHOWS GROWTH OF SCHOOL.

Class of 1891	12
Class of 1892	16
Class of 1893	23
Class of 1894	35
Class of 1895	32
Class of 1896	31
Class of 1897	45
Class of 1898	58
Class of 1899	70
Class of 1900	70
Class of 1901	69
Class of 1902	74

Class of 1903	82
Class of 1904	87
Class of 1905	107
Class of 1906	155
Class of 1907	202
Class of 1908	180
Class of 1909	187
Class of 1910	247
Class of 1911 (estimated)	275
	<hr/>
Total	2057

3. IN SERVICE.

I think it is fair to agree that the school has had a remarkable growth for a new state that is sparsely settled. There are in the rural districts, in the hamlets, in the towns and in the cities, graduates of the Normal School engaged in the service of teaching. Eighteen hundred twenty-nine have graduated from the Normal School, most of whom are now filling positions as teachers in the public schools of the state. Besides these, many individuals who have not been able to take a full course, after taking a part of a term or fractional part of a course of the school, have gone out and engaged in the public school service of the state.

4. IN INFLUENCE.

The graduates of the State Normal School stand very high in the profession of teaching. The director of the American School of Archeology, who is doing a great deal of work in the State of Colorado in the study of

primitive life is a graduate of the State Normal School of Colorado, and was a member of its faculty for several years. Quite a number of the graduates are filling a number of the most important positions in the state as superintendents, professors in the state institutions of learning, teachers and directors of special lines of education, such as music, physical education, manual training, domestic science, kindergarten, etc., and hundreds of them are engaged in primary, grammar school and high school work. Invariably, wherever they are, they are an influence in moulding the professional spirit of the schools and are influential in the community and giving a general uplift to the people. A number of them are now county superintendents of the various counties of the state.

VI. THE WORK OF THE SCHOOL YEAR.

The annual work of the State Normal School of Colorado covers forty-five weeks. The fall term has thirteen weeks, the winter term twelve, the spring term thirteen and the summer term six weeks.

1. It occurred to the management that an educational plant, like an industrial plant, should, in accordance with the principles of economics, be kept going as nearly as possible all the time.

2. An educational institution is an institution especially established for the benefit of the public service. The entire teaching force of the state is at work all the year except the summer months. Because of these two facts, the management of the State Normal School added to the year's work of the school a summer term of six weeks. This keeps the plant in use

as a public investment and gives the teachers of the state an opportunity to do work in the institution and to keep abreast the times in their profession. A number of the teachers of the state have been enabled to take the course and graduate. Several hundred are interested in this work at the present time.

In addition to this summer work the faculty has organized a line of non-resident work which enables the teachers of the state to get credit for it toward graduation. The teaching force of the state is very much interested in this line of work. Much good is coming out of it.

THE TRAINING, MODEL OR PRACTICE SCHOOL.

I. THE NAME.

The Training School, Model School, or Practice School is a very important part of a Normal School. It is what makes a Normal School a place to prepare teachers. It is sometimes called a practice school, because it is where those who are studying the profession of teaching have an opportunity to practice teaching. It is sometimes called a model school where those who are preparing to teach have an opportunity to see an ideal school in operation. It is more properly called a training school, because it is where those who are preparing to become teachers are trained to organize, to manage, to teach and to see a public school unit in operation. However, it is all these, a practice, a model, and a training school.

II. THE PARTS.

Those who participate in a training school are the children, those who are preparing to become teachers and the members of the faculty who have charge of the school. In our training school there are about 500 children, 200 persons preparing to teach (the seniors) and about seven members of the faculty.

III. RECITATIONS PER DAY.

Five hundred children make 33 recitations of 15 children each per recitation hour; 500 children six hours per day make 198 recitations a day. Here is the problem then, to supply 250 practice teachers with a recitation a day with the over-crowded conditions. Where we have so few children as we have, we make small groups of children and thus get a recitation a day for each practice teacher. Each practice teacher should have just twice as much practice work as we are able to give him. This would mean more pupils in the practice school

IV. WHO DOES THE TEACHING IN THE TRAINING SCHOOL.

Sometimes it is stated that the parents should pay for the teaching in the practice school. The real teaching does not cost the state anything. The seniors of the school do the teaching in the school. The members of the faculty act as critics, advise and make suggestions, etc. If there were no practice school, it would take the same force of faculty teachers to give this work in a theoretical way. The children of the practice school are a part of the equipment of the institution as much as apparatus or any other equipment.

V. WHERE DO THE CHILDREN COME FROM.

Some come from the town and some from the country around about. Some come because they think it is a superior school; some come because it is near. As you will see, in another part of this report, they pay a small fee per term, which practically pays for the material they use and the use of books.

VI. A COMPLETE SCHOOL UNIT.

The practice school is a complete public school unit, from the kindergarten to the high school, inclusive. This must be in the very nature of the case, that those studying teaching may see and study a complete system. Again, teaching is becoming more and more specialized in the public schools. Some want to prepare for kindergarten work, some for primary, some for grammar, and some for high school; again, manual training, domestic science, music, art, and physical education are being introduced into the public schools and there is a demand for teachers. The Normal School must supply this demand. That they may be able to do the work they must learn to teach these subjects in the practice school. Again, if we did not have the complete public school unit, from the kindergarten to the high school inclusive, the parents would not send their children. They would send them where they could finish all the grades. We had this experience in the beginning of the development of the school.

If the State Normal School lacks at any point in the highest efficiency, it is, that its practice school is not large enough. It should be large enough that an

entire room of children could be given for a month or more to each one of our seniors before he would graduate.

There is not a subject taught in the Normal School that is not realized in practice in the practice school.

The general principle is, that there is no excuse for the existence of a department in the Normal that is not realized in the practice school. Consequently, the practice school is the center of interest in the institution. It is a thorough preparation of the subject matter and then teaching it to children.

VIII. SOURCES OF REVENUE.

- A. One-fifth of a mill from the state.
- B. Fees from the students:
 - I. Normal students:
 - a. Students in the Normal department who are citizens of Colorado pay \$12 a term fees, making \$36 a year each.
 - b. Students who are not citizens of Colorado pay \$10 a term tuition and \$12 other fees, making \$22 a term, or \$66 a year.
 - 2. Training School pupils:
 - a. High school pupils pay \$10 a term, making \$30 a year each.
 - b. Grammar school pupils pay \$2 a term, making \$6 per year each.
 - c. Primary school pupils pay \$1 each a term, making \$3 a year.
 - d. Kindergarten pupils pay \$1 per term, or \$3 per year.

C. About \$1000 a year is received from the general school fund under the apportionment by the State Superintendent of Public Instruction.

D. \$500 a year is received for the rental of the president's residence.

IX. THE FUNCTION OF THE STATE NORMAL SCHOOL.

The function of the State Normal School is to prepare teachers for the public schools of the state. It adheres faithfully to this purpose. The work done in this school is done to this end. Whatever mathematics, chemistry, biology, physics, English, art, manual training, domestic science, music, physical education, etc., is done, is to the end of preparing teachers for the public service. The Normal School has this single, well defined line of work given it by its very nature and by the law.

X. THE FOLLOWING IS A LIST OF THE FACULTY OF THE STATE NORMAL SCHOOL:

Zachariah Xenophon Snyder, Ph. D., Pres.

James Harvey Hays, A. M., Vice President, Dean of School and Professor of Latin and Mythology.

Louise Morris Hannum, Ph. D., Dean of Women, Professor of English and Literature.

Arthur Eugene Beardsley, M. S., Professor of Biology and Economic Biology.

Elizabeth Hays Kendel, Pd. M., Training Teacher, Professor of Intermediate Education.

Samuel Milo Hadden, Pd. B., A. B., A. M., Professor of Manual Training.

- David Douglas Hugh, A. B., A. M., Dean of Training School and Professor of Education.
- Francis Lorenzo Abbott, B. S., A. M., Professor of Physical Science and Physiography.
- Royal Wesley Bullock, Ph. B., Principal High School and Professor of Secondary Education.
- Bella Bruce Sibley, Pd. M., Training Teacher and Professor of Primary Education.
- Elizabeth Maud Cannell, Principal of Kindergarten, Professor of Kindergarten Education.
- Abram Gideon, B. L., M. A., Ph. D., Professor of Modern Foreign Languages.
- Richard Ernesti, Pd. M., Professor of Drawing and Art.
- Eleanor Wilkinson, Professor of Domestic Sciences.
- Gurdon Ransom Miller, Ph. B., A. M., Dean of Normal College, and Professor of History and Sociology.
- George Bruce Halsted, A. B., Ph. D., Professor of Mathematics.
- Frances Tobey, B. S., Professor of Reading and Interpretation.
- Ethan Allen Cross, A. B., Ph. M., Associate Professor of English and Literature.
- H. W. Hochbaum, B. S. A., Associate Professor of Nature Study, School Gardening and Elementary Agriculture.
- Leverett Allen Adams, B. A., M. A., Associate Professor of Biology, Birds and Mammals.
- Marshall Pancoast, A. B., Assistant Training Teacher High School—Reading and German.
- Alice M. Krackowizer, B. S., B. Ed., Assistant Training School Supervisor of Geography and Nature Study.

John Thomas Lister, A. B., Professor of Physiology,
Director of Physical Education.

W. B. Mooney, A. B., School Visitor, Professor of School
Administration.

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

J. D. Heilman, Ph. D., Professor of Psychology.

John Clark Kendel, Pd. M., Assistant Training Teacher
High School—Music.

Edgar D. Randolph, Principal of Elementary School and
Professor of Grammar Grade Education.

Irving E. Miller, Ph. D., Professor of the Science of Ed-
ucation, and Dean of Research and Professional
Work.

Ernest Horn, B. S., A. M., Assistant Training Teacher—
Grammar Grades.

Ethel P. Dullam, B. S., Training Teacher and Professor
of Intermediate Education.

Harlie O. Hanna, B. S., M. A., Assistant Training
Teacher High School—Science.

Harriett P. Stalnaker, A. B., Preceptress of High School
—English.

R. W. DeBusk, B. S., A. B., Associate Professor of
Psychology.

Wm. F. Russell, A. B., Assistant Training Teacher
High School—History and Economics.

Albert Frank Carter, M. S., Librarian, Professor of
Bibliography.

Alice E. Yardley, Pd. B., Assistant Librarian.

Mabel Wilkinson, A. B., Assistant Librarian.

* FELLOWS.

- Jean Crosby, Pd. M., High School.
 Grace M. Davis, Pd. B., Elementary School.
 Marjorie Elmer, Pd. B., Art.
 Florence Gillette, Pd. B., Physical Education.
 Katherine Hale, Pd. B., Kindergarten.
 Z. Rosamond Hart, Training School.
 John C. Johnson, Pd. M., Nature Study and Elementary
 Agriculture.
 Clara Morris, Pd. B., Modern Foreign Languages.
 Agnes Saunders, Pd. B., Domestic Science.
 R. Ewing Stiffler, Pd. B., Manual Training.
 Lola Taylor, Pd. B., Elementary School.
 George Young, Pd. M., History and Sociology.

*The fellows are students in the State Normal School who are preparing themselves to do high grade work in special lines in the public schools of the state. They give one-half their time to the institution and the other half to their studies. These individuals save the institution considerable expense, as the work they do would have to be done by hired teachers.

XI. OTHER EMPLOYEES.

1. Vernon McKelvey, Secretary to President and Stenographer one-half time.
2. One Superintendent of the buildings and Engineer and three assistants.
3. One Superintendent of the grounds and three assistants.

XII. WHAT THE STATE NORMAL SCHOOL HAS DONE FOR THE STATE.

The Normal School has been in operation twenty years. During that time it has graduated two thousand fifty-seven who have gone out into the service of the state as teachers. It now graduates annually about two hundred and fifty. Beside this it annually has a number who attend and go into the work of teaching before graduation. Its faculty has delivered hundreds of talks and lectures on education in all parts of the state during these years. But few institutions anywhere have given back to the state larger returns. The educational ideals of the state have grown under the influence of the school. The board of trustees, the faculty, the graduates, the student body are all united in loyal thought and spirit to make Colorado a great state in the realization of ideals in life—real life. Its success has grown out of this conception. Remember the Normal School has grown and developed and done this work on small support. But more support is needed to go on with its great work. It is upon your generosity the school relies.

FINANCIAL REPORT FOR THE YEAR ENDING JULY 31st, 1910.

RECEIPTS:

By state tax	\$76,135.00
By public school fund.....	1,052.11
By rent	416.65
Fines, library ...\$	30.00
Fees, non resident	480.00
Fees, regular term	13,682.40

Fees, summer term	6,307.50	
Summer lectures..	71.30	
	<hr/>	\$20,571.20
		\$98,174.96
To balance	23,506.63	
	<hr/>	\$121,681.59

DISBURSEMENTS:

July 31, 1909, Overdraft.....		\$14,309.35
Salaries regular ..	\$69,947.55	
Salaries summer..	5,409.00	
	<hr/>	\$75,356.55
Laboratories, chemical	\$ 119.16	
Laboratories, domestic science..	513.43	
Laboratories, manual training..	661.51	
Library	4,061.16	
Art	929.57	
Furniture and fixtures	1,590.16	
Grounds,improvement permanent	108.00	
Building permanent	3,634.24	
Training School	204.28	
Museum	343.75	
Trustees	810.00	
	<hr/>	\$88,331.81

EXPENSE:

Fuel	\$1,965.26
Light	507.50
Postage	676.70
Freight, express and drayage...	846.96
Advertising	683.72
Printing and stationery	507.23
Repairs	1,150.39

Labor	3,423.88
Traveling expense in interest of school, institutes, lectures, etc.	2,112.64
Catalogue and bulletins	1,785.97
Water tax, city and irrigation . . .	1,052.00
Commencement expense	409.45
Gas	162.35
Green house expense	48.30
Manure and lawn dressing	226.35
Grounds	641.25
Gravel	80.00
Feed	198.87
Lumber	134.53
Diplomas	113.00
Telephone rental and tolls	136.14
Interest	817.34
Insurance	109.50
Office expense	55.97
Lectures	453.90
Sweeping compound	30.00
Floor brushes	45.80
Awnings	21.00
Hose	78.65
Shades	9.00
Piano repairs	30.00
Livery	14.00
Laundry	25.50
Alumni expense	51.50
Supplies	214.39

General expense	161.39	
	<hr/>	\$19,040.43
		<hr/>
		\$121,681.59

Respectfully submitted,
 BOARD OF TRUSTEES OF STATE NORMAL
 SCHOOL

By L. Wirt Markham, President.

Attest:

A. J. Park, Secretary.

Foregoing report is respectfully submitted,
 TRUSTEES STATE NORMAL SCHOOL OF
 COLORADO,

At Greeley,
 Per Z. X. Snyder,
 President of Faculty.

The Greeley Republican Print

Bulletin of the State Normal School of Colorado.

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**The
State Normal School
of Colorado**



**SUMMER SCHOOL
BULLETIN**

1911.

Published Quarterly by the Board of Trustees, Greeley, Colorado.

Tenth Annual Bulletin

of the

SUMMER TERM

of the

State Normal School of
Colorado

Greeley, Colorado

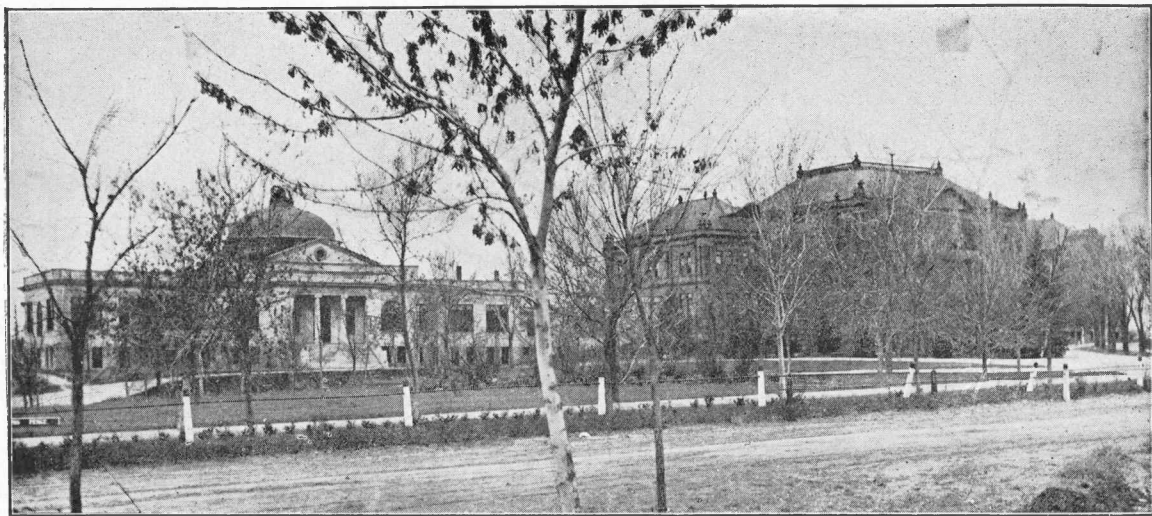
1911

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

The Summer Term, 1911.

THE CALENDAR.

- 20 June, Tuesday, Registration Day for the Summer Term.
- 21 June, Wednesday, Recitations Begin.
- 4 July, Tuesday, Independence Day.
- 28 July, Friday, Summer Term closes.



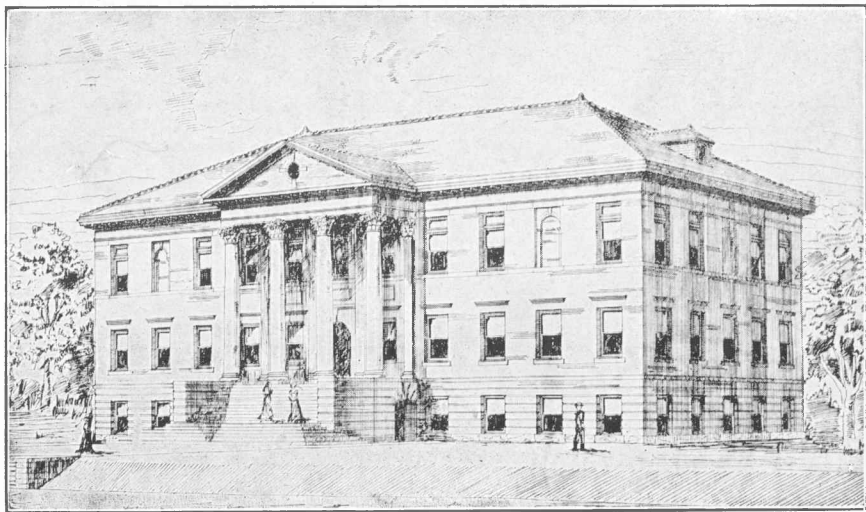
North Side Quadrangle.



Library.



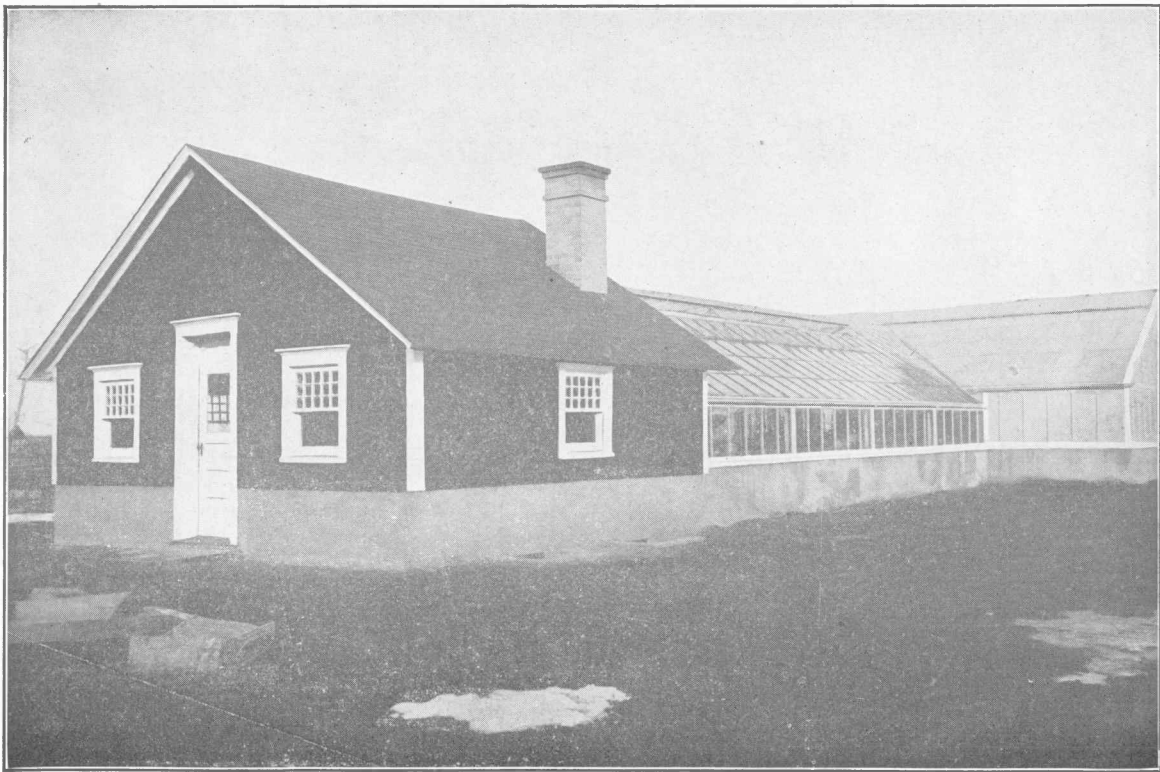
Training School Building.



Simon Guggenheim Industrial Arts Hall.



President's Residence and Italian Garden.



Green House.



Italian Garden.



Library in Distance—Ninth Avenue.

Members of the Faculty Teaching in the Summer Term, 1911.

- ZACHARIAH XENOPHON SNYDER, Ph. D., President;
Professor of Education.
- JAMES HARVEY HAYS, A. M., Vice President,
Dean of the School; Professor of Latin and Mythology.
- ARTHUR EUGENE BEARDSLEY, M. S.,
Professor of Biology and Economic Biology.
- ELIZABETH HAYS KENDEL, Pd. M.,
Training Teacher; Professor of Intermediate Education.
- SAMUEL MILO HADDEN, Pd. B., A. B., A. M.,
Professor of Manual Training.
- DAVID DOUGLAS HUGH, A. M.,
Dean of the Training School; Professor of Education.
- FRANCIS LORENZO ABBOTT, B. S., A. M.,
Professor of Physical Science and Physiography.
- ROYAL WESLEY BULLOCK, Ph. B.,
Principal of the High School; Professor of Secondary Education.
- BELLA BRUCE SIBLEY, Pd. M.,
Training Teacher; Professor of Primary Education.
- ELIZABETH MAUD CANNELL,
Director of the Kindergarten; Professor of Kindergarten Education.

- ABRAM GIDEON, Ph. D.,
Professor of Modern Foren Languages.
- RICHARD ERNESTI, Pd. M.,
Professor of Drawing and Art.
- ELEANOR WILKINSON,
Professor of Domestic Sciences.
- GURDON RANSOM MILLER, A. M.
*Professor of History and Sociology; Dean of the
College Work.*
- GEORGE BRUCE HALSTED, Ph. D.,
Professor of Mathematics.
- FRANCES TOBEY, B. S.
Professor of Reading and Literary Interpretation.
- ETHAN ALLEN CROSS, Ph. M.,
*Recorder; Professor of English Language and
Literature.*
- HANS WELLER HOCHBAUM,, B. S. A.
*Associate Professor of Nature Study, School Gar-
dening, and Elementary Agriculture.*
- LEVERETT ALLEN ADAMS, A. M.,
*Associate Professor of Biology; Curator of the
Zoological Museum.*
- ALBERT FRANK CARTER, M. S.,
Librarian, and Professor of Bibliografy.
- JOHN THOMAS LISTER, A. B.,
Professor of Physical Education.
- WILLIAM BARNARD MOONEY, Pd. M., A. B.,
School Visitor; Professor of School Administration.
- THEOPHILUS FITZ,
*Professor of Vocal Music, Harmony, and the His-
tory of Music.*

- JACOB DANIEL HEILMAN, Ph. D.,
Professor of Psychology and Child Study.
- IRVING ELGAR MILLER, Ph. D.
*Professor of the Science of Education, and Dean of
Research and Professional Work.*
- BURCHARD WOODSON DE BUSK, A. B., B. S.
*Associate Professor of Psychology and Child
Study.*
- VERNON MCKELVEY,
Secretary to the President.
-

Non-Resident Lecturers Associated with
the Faculty for the Summer
Term, 1911.

- G. STANLEY HALL, Ph. D., LL. D.,
President of Clark University.
- M. V. O'SHEA, B. L.,
Professor of Education, University of Wisconsin.
- HENRY SUZZALLO, Ph. D.,
*Professor of the Philosophy of Education, Teachers'
College, Columbia University.*
- HAMLIN GARLAND,
Novelist and Lecturer.
- CHARLES H. KEYES,
Columbia University.

SPECIAL ANNOUNCEMENTS.

This year the Normal School presents a continuous series of daily lectures extending thruout the six weeks, which are sure to prove of unusual value to the teachers of Colorado. The lecturers and their subjects are as follows :

1. G. Stanley Hall, Ph. D., President of Clark University, Educational Methods and Materials Now in Use in the Public Schools.

2. M. V. O'Shea, B. L., Professor of Education, University of Wisconsin, General Problems of Education.

3. Henry Suzzallo, Ph. D., Professor of the Philosophy of Education, Columbia University, Sociological Aspects of Education.

4. Hamlin Garland, Novelist. American Literature, Music, and Art.

5. Charles H. Keyes, President National Educational Council, Columbia University. Industrial and Vocational Education.

One credit will be allowd for this course.

Special courses will be offerd for teachers of rural schools. These will deal with both materials and methods. Teachers thoroly familiar with the problems of rural school work will have charge of these courses.

Credits toward graduation are given for all regular and special courses.

The department of Music will offer attractiv evening recitals from time to time during the term.

Following the alredy popular custom of previous summer terms the department of Reading and Interpreta-

tion will present one of Shakespeare's comedies upon the campus. This year the play will be "Twelfth Night."

From one to five credits toward graduation may be made in the summer term.

THE OPPORTUNITY.

The holding of this summer term at the Normal School offers an excellent opportunity to those who have to teach. It enables one who teaches a full year to attend the Normal during the summer term, get credit for work done, and when sufficient credits are secured, to graduate from the school, receiving a diploma which licenses to teach in the public schools of Colorado for life, and confers upon the holder the degree of Bachelor of Pedagogy.

Work may also be done toward securing the advanced degrees, Master of Pedagogy, and Bachelor of Arts in Education.

ADMISSION.

1. All who enter must give evidence of good moral character.
2. An applicant for entrance must be free from any contagious disease that might endanger the students of the school.
3. High school graduates, or those having an equivalent education, enter the Junior year for the Normal Course, or the Freshman year for the Normal College Course without examination.
4. Graduates of approved Normal Schools or Colleges may enter the Normal Graduate course without examination.

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

6. Graduates of approved Colleges may enter the Senior year of the Normal College course without examination.

7. Practical teachers who have not had high school training may enter, and such work may be taken as will prepare them for the regular course.

THE SCHOOL YEAR IN TERMS.

There are four terms in the school year: the fall, the winter, the spring, and the summer terms.

The fall, winter, and spring terms average twelve weeks; the summer term is six weeks long, but the time in recitation is increased, enabling the student to get a term course credit for each course taken.

UNIT OF CREDITS.

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

COURSES OF STUDY.

REGULAR COURSES LEADING TO LICENSES TO TEACH AND DEGREES IN THE COLORADO STATE NORMAL SCHOOL ARE OF THREE KINDS; NORMAL, NORMAL GRADUATE, AND COLLEGE.

The Normal Course leads to the degree of Bachelor of Pedagogy and a diploma, which is a license to teach for life in the public schools of the state.

The Normal Graduate Course leads to the degree of Master of Pedagogy and a diploma, which is a license to teach for life in the public schools of the state.

The Normal College Course leads to the degree of Bachelor of Arts in Education and a diploma, which is a license to teach for life in the public schools of this state.

The Normal Course—1. Thirty term courses are required for graduation. Eleven of these are required in professional work, viz. :

Three term courses in Psychology and Pedagogy, viz. courses 1, 2, and 3.

Four term courses in Education, viz. 1, 10, 11, and 12.

Three term courses in Teaching.

One term course for conference, etc., in the Training School in the Senior year.

2. Nineteen of these thirty courses are elective, selected from the following subjects :

Art—Drawing, water color, oil, pottery.

Manual Training—Carving, joinery, metal work, foundry work, basketry, etc.

Domestic Science—Cooking, sewing, chemistry, sanitation.

Vocal music.

Modern Foreign Languages—German, French, Italian.

Ancient Classics—Latin.

History—Greek, Roman, Medieval and Modern, American.

Literature and English.

Physical Sciences—Physics, chemistry, geology, geography.

Sociology.

Kindergarten.

Biology—Nature study, histology, botany, zoology, elementary agriculture.

Mathematics—Arithmetic, algebra, geometry, trigonometry, analytics, calculus.

Interpretation—Reading, dramatic art.

Psychology—Experimental pedagogy, child study.

Education—Philosophy of, science of, art of, history of.

Physical Education—Physiology, gymnasium field, play grounds.

Normal Graduate Course—The requirements for the Normal Graduate course shall be twelve term courses in addition to what is required for the Normal course, beside any additional work assigned in the training school. The work of this course is elective.

Normal College Course—Requirements for the Normal College course are twenty-four term courses in addition to what is required for the Normal course, beside any additional work assigned in the training school. The work of this course is elective.

Normal Special Course.—Beside the above regular Normal courses, there are Normal Special courses leading to graduation and diplomas in Kindergarten, Physical Education, Manual Training, Domestic Science, Art, Music, Modern Foreign Languages, and Elementary Agriculture. These diplomas are licenses to teach.

The work required for the special diplomas shall be selected by the heads of the departments offering such diplomas, subject to the approval of the Executive Com-

mittee, provided that this work, including electives, is equivalent to nineteen term courses in addition to the professional work required in the Normal course, of which at least six term courses shall be given by the department offering the diploma.

No student shall receive two diplomas until he shall have completed at least ten term courses in addition to what is required for either diploma, and has done sufficient teaching to satisfy the training department in regard to his ability to teach both kinds of work acceptably.

When these special courses are fully completed, the individual receives a degree and a diploma of the same value and standing as in the other courses.

REQUIRED AND ELECTIVE WORK.

The professional work is required; viz.: Psychology, pedagogy, education, teaching, observation, and conferences—in all, eleven term courses.

All other work is elective—in all, nineteen courses.

No student may, without the approval of the proper faculty committee, take less than one term course nor more than three term courses in any subject, nor more than six term courses in any department.

Two-thirds of the courses for advanced degrees shall consist of advanced courses.

SCOPE OF THE WORK.

The work done during the summer term is: 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. 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 higher degrees. The work is so arranged that persons who wish to pursue special lines of study may have the opportunity to do so. An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach. An opportunity is given the principals and superintendents to study the educational problems which confront them in their daily work. An opportunity is given the rural teacher to study the problems peculiar to these schools. An opportunity is given to regular Normal students to make up their work when, thru sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.

EDUCATION.

IRVING E. MILLER, PH. D.

The courses in Education are designed to meet the needs of all classes of teachers from the kindergarten to the high school. Special attention is called to the fact that there are professional courses for high school teachers, county superintendents and other supervising officers, and for rural school teachers. School administration will be discussed by practical experts straight from the field of actual supervision. A strong feature of the work in Ed-

education this summer will be a course of lectures by prominent educators from other states. For this see Course 27.

PRINCIPLES AND METHODS OF TEACHING.

1. Methods of Elementary Education. Required of Juniors.

The purpose of this course is to suggest in the light of the broader meaning of education the methods of instruction best adapted to call forth the activities of the child and to lead to his highest development. Among the topics included in this work will be the teacher's preparation for the lesson, the right line of approach to the teaching of the subject, different methods of presenting knowledge, the art of questioning, the assignment of the lesson, the use of the study period, etc. Lesson organization will receive careful attention and will be illustrated in connection with the teaching of the different subjects of the curriculum, such as History, Geografy, etc. Among the books used in this course will be Charters' Methods of Teaching, Bagley's Educative Process, and McMurry's How to Study.

This course and Course 7 are intended primarily to help students not closely identified with the Training Department of the school to become familiar with the spirit and methods of its work.

MR. HUGH.

4. Educational Psychology. Required of Juniors.

Given in the Department of Psychology as Course 3.
DR. HEILMAN.

7. Primary Education. Electiv.

The course is based on the needs of the child between the ages of six and ten years inclusiv. This course leads

up to the selection of subject matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools, for example, Chicago, New York, Boston Denver, and our own Training School, is made. The latest and most scientific articles on primary methods are read and discust. The special didactics of subject matter for the lower grades are workt out; and many devices for teaching beginning reading, phonics, rythm, spelling, songs, dramatization of stories, multiplication tables, and blackboard illustrating are given.

MRS. SIBLEY.

9. Problems of the Rural School. Electiv.

This course will be conducted this summer as a separate section of course I, adapted to meet the needs of rural school teachers. It will be credited as course I toward graduation.

MR. HUGH.

SCIENCE OF EDUCATION.

*10. Historical Aspect of Education. Required of Seniors.

After a brief survey of a few earlier types of education to give a background for the work, a study will be made of modern movements that help to determin the organization of the curriculum and the methods of instruction in elementary and secondary schools. Special emfasis will be placed upon present day tendencies in education with a view to arriving at the ideals and practises dominant in school work. This will include such topics as the educational implications of the surrender of

Courses marked * are advanced courses, and will be accept-
ed as such for the advanced degrees.

the doctrine of formal disciplin, social aspects of education, the physical welfare of school children, the child study movement, motor education, vocational training, etc.

Monroe's History of Education will be used as a text-book for the historical portion of the work. Considerable use will be made of current educational literature.

MR. HUGH.

***11. Biological Aspect of Education. Required of Seniors.**

The aim of this course is to present the conception of education as the progressive modification of a functioning organism. It will include the fundamental generalization of biology, physiological psychology, functional psychology, and experimental pedagogy in their bearing on educational theory and practice. Special attention will be given to the current attempts to reconstruct the conception of the meaning and aim of education in biological and functional terms.

DR. IRVING E. MILLER.

***15. Ethics. Electiv. Primarily for Normal Graduate and College Students.**

This course will treat of the genesis and function of the moral ideal in the history of the race, with special reference to the problem of the scientific interpretation of the moral life of to-day. Attention will be paid also to the principles underlying the development of the moral consciousness of the child and the problem of moral training in the public school, both elementary and secondary.

DR. IRVING E. MILLER.

***29. Current Educational Thought. Electiv.**

This course is designd for advanced students, principals, supervisors, and experienced teachers. It will consist of reports and discussions based on the best books in education and related fields publisht during the last twelv months. In getting at the problems dominant in the thought of the year, use will be made also of the reports of great educational and scientific meetings and of the leading educational periodicals. This course may be substituted for course 12 by those who may need the credit in that subject for graduation this summer.

DR. IRVING E. MILLER.

PROFESSIONAL COURSES IN HIGH SCHOOL EDUCATION.

These courses are all primarily for normal graduate and college students who are preparing to teach in high schools.

***18. Biotics in Education. Required of Normal Graduate and College Students. Three hours a week.**

The second term's work of this course will be given this summer.

The Meaning of Education.

1. From the standpoint of the individual.—An involution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into helth, strength, power, and skill to function in relation to his environment.

2. From the standpoint of society.—His adjustment to society in efficiency; his obligation to society, and the obligation of society to him; his relation to the state, and the relation of the state to him.

The importance of heredity in education.

1. Heredity and inheritance; facts and laws; growth and suppression of elements of inheritance in education.
2. Racial, national, parental, and individual heredity—elements influencing education.
3. Hereditary versus somatic transmissions in the individual and his education.
4. Hereditary and environmental variations in the education of the individual.
5. Theories of heredity—Lamarck, Darwin, Weismann, DeVries, and their relation to education.

Evolution as a basis for education.

1. Universal evolution as a working hypothesis.
2. The evolution of life, mind, society and the state, in its relation to civilization.
3. Universal recapitulations.
4. Recapitulation and the "culture epochs."
5. Religious recapitulation.
6. Its value to education.

Functional Education.

1. Education is functional—dynamic—pragmatic.
2. All activities of the individual are the result of cell structure.
3. Education is motorization—doing—realization.
4. The maturation of truth.

The evolution of truth.

1. The potential value of a truth—anticipation.
2. The actual value of a truth—realization.

3. The efficient value of a truth—servis.
4. The making of truth—relation of facts.
5. The genesis of truth.

Life and its evolution.

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

The serial theory of life as growing out of the doctrine of evolution.

1. The unity of all organic action.
2. The variations of the cross sections of a series.
3. The serial determination of the unity of the neurones.

Education is motorization.

1. Education is the functioning of cells.
2. Education, a natural science.
3. Application of the foregoing in the process of education.
4. Principles of education growing out of the above.

PRESIDENT SNYDER.

***20. Secondary School Problems.**

1. Aims of Secondary Education.
2. The Curriculum—evaluation of subjects, apportionment of time, length of course.
3. Discipline as affected by adolescence, public sentiment and social spirit.
4. Organization, interdependence of departments, elective system, the program.
5. The purpose, spirit, and method of the recitation in high school classes.
6. Social organizations, classes, fraternities, sororities, clubs, and societies.

7. Athletics—purpose, principles, kinds, methods. 8. Morning exercises—purpose, dominant character, as religious, moral, ethical, inspirational, social, civic, vocational. 9. Literary societies and various equivalents.

Principles of Secondary Education by De Garmo, and Educational Aims by Hanus will be used quite largely in this course.

MR. BULLOCK.

***21. Training Adolescents for Social Efficiency**

It is designed in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students but which are not always incorporated in the recognized work of the schools. The main topics are: physical education; moral and ethical education; choosing and preparing for a vocation; and training for citizenship. The work of a great many institutions outside the school will be examined to determine their methods, aims, and results. The library contains a wealth of recent literature to illuminate these subjects.

MR. BULLOCK.

***26. Bacteria, Prophylaxis, and Hygiene. Electiv.**

The health of the students is an important and vital factor in school efficiency. Many superintendents, principals, and teachers would be glad to work more conscientiously and expertly for the maintenance of health and the prevention of disease in their schools, if they knew how. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of

prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saprophytes; bacteria which produce disease (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the schoolroom and of the home. MR. BEARDSLEY.

SCHOOL ADMINISTRATION.

***24. School Administration. Electiv.**

Sanitation. Sources and symptoms of infection and disease. The means of preventing infection. Architecture. Buildings and grounds; heating and ventilating, etc. MR. MOONEY.

***25. County Supervision of Schools. Electiv.**

The State Normal School, at the suggestion of several county superintendents, will offer a course for county superintendents in the Summer session. There will be three distinct topics, each topic to receive two weeks' time. Any county superintendent who can be here for the entire six weeks, and who elects this course, may take three topics as they are given in the school. If, however, a county superintendent cannot attend the entire session he may take one or two of the topics in residence and the remainder of the course in non-residence.

MR. MOONEY.

WORK OF NON-RESIDENT TEACHERS.

***27. Lecture Course. Electiv.**

A course of lessons will be given by Dr. G. Stanley Hall, President of Clark University; Dr. Henry Suzalo, Teachers' College, Columbia University; Prof. M. V. O'Shea, Professor of Education, University of Wisconsin, Mr. Hamlin Garland, novelist, poet, and lecturer, and Prof. Charles H. Keyes, of Columbia University. A course given by these men will run thruout the term, and also a course of conferences will be given by them during the entire term.

ADDITIONAL COURSES IN EDUCATION.

For courses in Special Methods of teaching the various elementary and high school subjects, see the various academic departments, such as History, English, Manual Training, etc.

Courses in Child Study are given in the Department of Psychology.

For courses in Kindergarten Theory and Practis, see the Kindergarten Department.

Special courses for Rural School Teachers are announced in the special bulletin of Summer Courses for Rural School Teachers. These include Courses in Theory and Administration and others, which deal with the various rural school subjects and methods of teaching them.

PSYCHOLOGY.

JACOB DANIEL HEILMAN, PH. D.

BURCHARD WOODSON DE BUSK, B. S., A. B.

1. General Psychology. Required.

Lectures, readings, reports and demonstrations. The following topics are studied:—Consciousness, suggestion and imitation, association, memory, analysis of impressions, control, interest, intelligence and types of activity. The point of view is genetic.

2. General Psychology. Required.

Lectures, readings, reports and demonstrations covering the fields of the nervous system, sensation, laws of mental organization, the expression of the mental life, and the higher complications.

3. Educational Psychology. Required.

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Much of the subject matter is identical with that of courses 1 and 2, but instead of putting the emphasis upon the description, analysis, and explanation of mental processes, this course aims to show how general behavior or complex reactions may best be modified. It begins with the nativ capacities, instincts, and interests of the child, and shows how these may be supprest, developed, or regulated. A special feature of the course is the psychology of some of the school subjects such as spelling, reading, and writing.

4. Systematic Child Study. Electiv.

By means of lectures, discussions, reports, and readings, this course presents the history of the child study

movement, its relation to the scientific, industrial, and educational development of the past quarter century, and familiarizes the students with the present aims, methods, and trend of the study of child life. The best book and monograph literature on the growth and development of the physical, mental, moral, social, and religious life of children and adolescents is read and discussed. An inductive study of some important topic is usually conducted by the class as a part of the work of the term. Prerequisite: Psychology 1, 2, and 3.

BIOLOGICAL SCIENCE AND NATURE STUDY.

ARTHUR EUGENE BEARDSLEY, M. S.

LEVERETT ALLEN ADAMS, A. M.

BOTANY.

1. Elementary Botany.

Elementary course in botany based upon laboratory and field work with common plants.

Ecological botany. The study of plants in their relations to the environment. The different forms of plant societies which are to be found in the vicinity are studied with a view to the determination of the laws which govern them.

MR. BEARDSLEY.

ZOOLOGY.

1. Elementary Zoology.

An elementary course in zoology, including laboratory and field work.

MR. BEARDSLEY.

5. Ornithology.

This course is a combination of field and class-room

work. At least half of the time will be spent out of doors, in order to become familiar with the forms studied in the classroom. This is rather a comprehensive course and is planned for those who desire an intimate knowledge of bird life. It combines the technical with the popular, as they are complementary to each other, for without one, the other loses its value.

MR. ADAMS.

6. The Study of Mammals.

The study of mammals taken up in the same manner as in the course above. Much time will be spent out of doors, investigating the forms that are common in the vicinity. This is also a comprehensive course and will take up the group of mammals and their gross structure. The habits of the different types will also be carefully studied.

MR. ADAMS.

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

ELEMENTARY AGRICULTURE.

HANS WELLER HOCHBAUM, B. S. A.

1. The Theory, Practice, and Material of Nature Study.

A course designed to fit teachers for teaching nature study in the elementary school. In this course we consider:

I. The Nature Study Idea.—A review of the writings of Professor L. H. Bailey, S. C. Schmucker, C. F. Hodge, and others, on the aims and ideals of nature study teaching. The significance and importance of the nature

study movement. The theory and practis of nature study teaching.

2. The Material of Nature Study.—First hand acquaintanceship with the good and common things of the outdoor world, thru actual, first-hand observation in garden and laboratory, field and plain.

2. School Gardening.

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

Greeley is an ideal place in summer, in which to begin the study of nature. The campus of the Colorado State Normal School is the most beautiful one in the state. Here may be found hundreds of different kinds of flowers, shrubs, and trees, and the homes of many birds of different species. Garden and field, farm and plain afford opportunity for the study of animal and plant life. In the greenhouse and school-garden that form part of the equipment of the school, gardening and elementary agriculture may be studied. Here earth may be dug over, seeds sown, plants planted, and that practis in handicraft gaind that is essential in teaching school gardening and elementary agriculture.

In the nature study work, the aim is to bring before the teacher the true nature study ideal; namely, that nature study should be taught, not for the mere accumulation of facts about nature, but rather as a means to a

greater end, i. e., to instil in the heart of every child a greater love and appreciation of nature. Too many teachers still believe nature study to be a kind of elementary science, something to be studied for the facts that may be gained. It is not facts we are after, but a greater sympathy and enthusiasm for nature. Nature study is not facts, but spirit.

PHYSICS, CHEMISTRY, AND GEOGRAPHY.

FRANCIS LORENZO ABBOTT, A. M.

PHYSICS.

1. General Physics.

This course is so planned that many of the fundamental experiments can be taken into the grade work of the schools, where they can be performed by the pupils with much interest and profit. From an ordinary bicycle pump, an air pump, compression pump, water pump, etc., are made, by which we can perform many of the experiments in studying the properties of fluids.

CHEMISTRY.

1. Elementary Chemistry.

Note—Either Physics or Chemistry will be given, but not both.

GEOGRAPHY.

1. Method in Geography.

The object of this course is two-fold: to increase the student's geographical knowledge of the industries and commerce of the world, and to show the relations between

the physiographical features of the country and the various industries. Never before has there been so strong a demand for bringing the child into close touch with industrial and commercial activities. Therefore, the second object of this course is to present the subject of geography so that industries and commerce may be unifying ideas in the whole subject. The following are a few of the subjects treated:

The Cattle Industry, the Sheep Industry, Mining, Cotton, etc.

2. Physiography.

In this course special emphasis is put upon climatology. Connected with the department of geography is a geographical field 150 by 125 feet, in which are located all the modern instruments of making observations on climate, and in which the continents are molded on a large scale.

MATHEMATICS.

GEORGE BRUCE HALSTED, PH. D.

7. Methods in Arithmetic.

Special study of the material to be given in the grades, and of the best order and mode of presenting it. Study based on spontaneity of the child. Effort to fit the arithmetic to the child instead of the child to the arithmetic. Explication of the practical simplifications which are an outcome of the modern advance. Text: Halsted's On the Foundation and Technic of Arithmetic.

16. Combination Course in Algebra.

Elementary and Advanced.

17. Combination Course in Geometry.

Inductive and deductive, plane and solid. Text: Halsted's Rational Geometry, 2d ed.

HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A. M.

***2. European History.**

Modern European history from the Reformation thru the French Revolution to A. D. 1814. The struggle for nationality in France; contrast between growth of nationality in France and other European countries; Austria and German States; the decadence of Spain; rise of Prussia; the French Revolution; the economic revolution in Europe. Early American history interpreted thru the above events.

Special lectures and treatment of history stories for grade work; compilation and arrangement of material; story telling; manual expression; the work of one grade worked out in full detail.

***5. American History.**

Including the Critical period of American History; the formation of the Constitution; the growth of nationality; economic evolution; westward movement, and development of the Great West.

Lectures and discussion of high school curricula and methods.

SOCIOLOGY.

***1. Anthropology.**

Comprising zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution

Courses marked * are advanced courses, and will be accepted as such for the advanced degrees.

of habitations, clothing, tools; evolution of ornament, and beginnings of art; tribal organization, the family, and early evolution of law.

Special attention given to the industrial activities of primitiv peoples, and the possible relation of these activities to the elementary school curriculum.

***2. Principles of Sociology.**

Including a study of modern social organization; the historical evolution of institutions; laws of social progress; lectures and discussion of modern social problems.

A special emfasis is given to the modern school as a social organization.

***3. Economics.**

Comprising the elements of modern economic theory; industrial organization; government ownership and control of industries; theory of socialism; trusts and monopolies; and discussions of method in high school economics and industrial history.

Note—Courses 1, 2 and 3 in Sociology are conducted as one class during the Summer term.

***10 Industrial History of the United States.**

This course traces the evolution of the leading industries of our country, such as the extractiv industries, manufacturing, transportation, and mercantil pursuits. The management of financial institutions and of the means of communication is included. The aim of this work is to furnish knowledge of economic affairs, to establish a strong vocational interest, and to illustrate the economic interpretation of all history.

MR. BULLOCK.

***11. Municipal Government. (Civics.)**

A study of municipal government; county school and state government; and the administration of national affairs. Special attention will be given to current political problems, both local and general, as an illustration of the evolution of political methods, theories, and institutions. The course is intended to be both informational and professional, using valuable material to illustrate methods of promoting good citizenship.

MR. BULLOCK.

LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A. M.

LATIN.

1. Elementary Latin.

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.

2. Intermediate Latin.

Comprising grammar reviews, including the more difficult constructions, Latin versification, and prose composition, criticism of Roman life and customs. The texts used are readings for Cicero, Virgil, and Sallust.

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

***3. Advanced Latin.**

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 red 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.

Note—Only one of these courses in Latin will be offered—the one called for by the largest number of students.

MYTHOLOGY.**1. Mythology.**

An acquaintance with the body of ancient mythology being necessary to the understanding of the most ordinary literature, as well as being the most primitive literature itself, this course has been planned to assist not only in the mastery of these myths as stories and the development of power and skill in their telling, but also to give to each myth such an interpretation as is readily apparent in the story.

An attempt at the classification of the origins and values of these child-age stories will be made. Practise, under careful criticism in effective telling of myths, is a leading feature of this course. A comparison of the classic myths will be made with Norse and Hebrew myths, where such comparisons are apparent.

Courses marked * are advanced courses, and will be accepted as such for the advanced degrees.

MODERN FOREN LANGUAGES.

ABRAM GIDEON, PH. D.

1. Elementary German.

For beginners. According to the method of instruction employd, the language-facts are studied both as an introduction to the living language and as a gateway to the literature. Pronunciation, grammar, oral practis, reading.

*4 or 7. German Reading.

For students whose previous knowledge of the language will enable them to appreciate texts of literary merit. The subject matter red is determind by the constitution of the class.

Courses in French.

Courses in French, analogues to those offerd in German, are given, provided classes can be organized.

LITERATURE AND ENGLISH.

ETHAN ALLEN CROSS, PH. M.

1. Construction and Functional Grammar.

A study of English grammar with practis in oral composition and paragraf writing.

*4. Literature for the Sixth, Seventh and Eighth Grades.

The work of this course includes a study of the treatment for children of the following literature, besides that used orally in the sixth grade: *Border and Robin Hood ballads*; Scott's *Lay of the Last Minstrel*, *Lady of the Lake*, and *Ivanhoe*; Whittier's *Snow Bound*; Irving's *Rip*

Courses marked * are advanced courses, and will be acceptd as such for the advanced degrees.

Van Winkle and *Legend of Sleepy Hollow*; Poe's *Gold Bug* and certain of his poems; Hawthorne's *House of Seven Gables*; a group of American poems. Primarily for Seniors, expected of all who wish to do practis teaching in English in the upper grades, and open to any who wish a simpler reading course.

***13. The Novel.**

The development, technic and significance of the English Novel.

READING AND LITERARY INTERPRETATION.

FRANCES TOBEY, B. S.

1. The Evolution of Expression; Interpretation.

1. Analysis of short literary units, with regard to motiv and to organic structure.

2. Drill for (a) rapid and accurate visualization and realization of pictures and thought units, (b) differentiation of dramatic characters and sympathetic insight into their experiences and motivs, and (c) spontaneity, life, vigor, and variety of expression.

2. Methods, Interpretation.

Selection of material for the grades.

Study of the Psychology and Pedagogy of Reading.

Discussion of various problems of interest to the grade teacher.

3. The Drama.

Critical analysis and interpretation of scenes from *Twelfth Night*.

Study of structural plan and theme of the play, and of the function of each scene.

Study and impersonation of characters.

Presentation of scenes before the school.

KINDERGARTEN.

ELIZABETH MAUD CANNELL.

3. Junior Kindergarten.

This is the work of the third quarter of the Junior Kindergarten year. It includes a study of Froebel's Mother Play; work with the fifth and sixth gifts; hand work in folding and cutting; practis in playing kindergarten games.

4. Senior Kindergarten.

This is the work of the first term of the Senior Kindergarten year. It includes a continued study of the Mother Play; work with the seventh gift; card-board modeling; and practical work in games.

9. Advanced Kindergarten.

This course is offerd to meet the needs of students who are not specializing in kindergarten teaching, but who wish to utilize its methods and materials in the lower or intermediate grades. It consists in a discussion of the relation of grade and kindergarten; current theories of the significance and value of play; practis in playing traditional street games and those making for training of the special senses; hand work in "free" and needle weaving, and other materials suited to the lower grades.

MUSIC.

THEOPHILUS EMORY FITZ.

The purpose of these courses is to provide comprehensive training for those who intend to teach vocal music in the public schools.

1. Public School Music.

The following subjects are included in the technical part of this course; rhythm, tone-thinking; musical expression; sight-singing; notation; musical-form; and vocal culture.

4. Rural School Music.

This course consists of singing, reading, and writing simple melodies such as are adaptable to the conditions of the ungraded schools; a general plan of study and methods of presentation with reference to musical theory and song singing in a room where several grades are assembled.

5. Supervision of School Music.

A practis course in song material with reference to interpretation and conducting; examining music courses intended for graded schools; observation; and planning material for the grade teacher.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A. M., DIRECTOR.

RICHARD ERNESTI, PD. M.

BELLA BRUCE SIBLEY, PD. M.

The department of Industrial Arts is devoted to the technic of fundamental processes in the industrial and

fine arts and to a study of the method and practice of presenting these subjects in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts will be open for work at the beginning of the summer term. The building was erected at a cost of \$60,000. It has a floor space of 17,000 square feet, all of which is to be used for this department. Complete equipment will be provided for the training of men and women in the arts and crafts taught.

ART.

1. Elementary Drawing.

The theory and practice of drawing in all its branches and media relating to public school work as it is seen in the best elementary schools of the United States.

Constructional drawing needed in connection with public school art.

Clay building and the making of artistic pottery.
Two sections.

2. Applied Design.

A course in applied design planned to correlate with manual training and domestic science.

MANUAL TRAINING.

1. Elementary Woodwork.

This course is for beginners, and 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 freehand drawing in their application to constructive design and decoration.

6. Textils.

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

MRS. SIBLEY.

8. Elementary Art Metal.

This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction.

10. Elementary Mechanical Drawing.

This course is designed to give a knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering.

Note—Any courses outlined in the regular fall catalog will be given in the Summer Term if a sufficient number of students apply for work.

PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A. B.

Before graduating from the Normal School students must take Physical Education as follows: Juniors three periods a week for three terms. Seniors three periods a week for two terms. For this work no credit is given toward the total number of credits required for the diploma. However, under certain conditions students may come to class five periods a week and receive credit.

5. Games and Gymnastics.

Tennis, basket ball, base ball, captain ball, volley ball, ring hockey, etc. Gymnastics once a week. Reading is required of those who desire credit for the course. The regular gymnasium suit is needed.

*6 Swedish Gymnastics.

Posse's Kinesiology and Arnold's Best Methods of Teaching Gymnastics are used as a basis for this work. The Swedish System will be explained, and practis will be given in making up the "Day's Order." This course is of special interest to those who expect to teach gymnastics, and also to those who have physical defects. Theory two periods a week, and practis three periods. The regulation gymnasium suit is required of all who take this course.

*9. Games and Folk Dances.

Playground games adapted to rural schools. Home-made playground apparatus. Folk dances; fancy steps,

Courses marked * are advanced courses, and will be accepted as such for the advanced degrees.

marches, drills, etc. Reading is required of all who desire credit for the course. No special gymnasium suit is necessary.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON.

1. Elementary Cooking and Food Study.

This course offers instruction in plain cookery together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition, food values, and cost. The preparation and serving of simple meals, which shall emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work.

5. Fancy and Chafing-Dish Cookery.

Fancy cookery, chafing dish cookery, and the preparing and serving of full course dinners, elaborate luncheons, and refreshments for various functions are the principal features of this course. At this time more special attention is given to marketing.

3. Dressmaking and Art Needlework.

This course offers advanced work in dressmaking, the making of elaborate garments, and art needlework. It is the outgrowth of and is based upon the knowledge and skill acquired in courses 1 and 2. The planning and working out of a course in sewing suitable for the ele-

mentary and high school takes up the latter part of this term's work. In planning such a course the nativ interests of the children at different ages and their powers and skill in technique will be considerd, also the correlation of this work with the other studies of the curriculum.

RURAL SCHOOLS.

The purpose of this department is to fit teachers for efficient service in the rural schools. The State Normal School is a mature organized agency instituted for the purpose of providing trained teachers for the public schools. The adequate preparation of teachers fitted for rural school teaching must be secured thru this source or the Normal School must admit failure on an important function which has been given to it. While this is a slightly new departure, it is believed that the promotion of rural school interests should center in the State Normal School. This department ranks officially with all other departments, and is made necessary by the greater awakening on the part of the public to the deficiencies of the present status of rural education and the growing importance of agriculture as an industry in the state. Colorado is following the lead of her sister states in manifesting a deeper interest in this important educational department. Salaries are being increased, and there is a greater demand for trained teachers in rural districts. Teachers can best show their appreciation of improved conditions by availing themselves of every opportunity possible by which they can improve the character of the service they give to the rural districts.

The summer school is designed to help both present and prospective teachers, and in order to meet the needs of students of varying preparation and experience two lines of work are offered:

One is intended to assist those who have not had the advantage of a high school course or its equivalent, and who have had limited or no experience in teaching. Students in this department are expected to take the following courses: A thorough review in all common branches; a course in elementary agriculture, nature study and school gardening; a course in the organization and management of a rural school; and a course in reading.

The other offers a review course in elementary branches of the common school curriculum with special attention as to method of presentation for the teacher in the school room.

Special course for rural school teachers will be provided in Agriculture, School Management, Reading and Literature, Music, Art, and Manual Training.

COLLEGE COURSES.

PLANNED ESPECIALLY FOR HIGH SCHOOL TEACHERS.

The Colorado State Normal School announces its Summer College Courses, leading to the degree Bachelor of Arts in Education.

Strong courses in Education for high school teachers or those preparing to teach in high schools will be given. They will include the following lines of work:—Advanced Education Psychology with special reference to the high school student, Botany in Education, Secondary School Problems and High School

Administration, Modern Tendencies in Secondary Education, History and Comparative Study of Secondary Education, Industrial Education in High Schools, and Educational Sociology.

Instructions will be given in all high school subjects: English and Literature, History, Latin, Modern Foreign Languages, Sociology and Economics, Art, Mathematics, Chemistry, Physics, Biology, and other subjects.

All college classes will be conducted with special reference to the functioning of the particular subject in the high school.

The following courses, here merely enumerated, but described under the various departments in full, are planned especially for those who are doing work for the advanced degrees and for high school teachers.

Education 18, 15, 29, 20, 21, 24, 25, 26, 27.

Psychology 3, 4.

Ornithology 5.

Physiography 2.

Mathematics 16, 17.

History 1, 2.

Sociology 1, 2, 3.

Industrial History 10.

Municipal Government 11.

Latin 3. Mythology 1.

German and French.

Literature and English 13.

Reading 3.

Music 5.

Plans are being completed to bring lecturers of national reputation to give a course in Secondary Education.

In addition to these planned especially for college work the student may take any course marked with a *. These are advanced courses and will be credited toward one of the higher degrees.

EXPENSES.

1. Board and room costs from \$4.00 to \$5.00 a week, two students in a room. There are opportunities for students to board themselves or to earn a part or all of their expenses for board and room.

2. *Tuition.* There is no tuition charge for citizens of Colorado.

3. *Incidental Fees.* All students pay incidental fees as follows:

For one course.....	\$ 8.00
For two courses.....	10.00
For three courses.....	12.00
For four courses.....	15.00
For five courses.....	20.00

A course is five recitation periods a week for the term of six weeks. The periods during the summer school are a full hour in length with ten-minute intermissions.

4. All fees for special courses have been discontinued for the summer term.

5. Citizens of other states in addition to the regular incidental fees pay a tuition fee of \$5.00 for the term.

HISTORY OF THE SCHOOL.

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

At the beginning of the second year the school was 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 past 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, Colorado & Southern, and Denver, Laramie and Northwestern railways, fifty-two miles north of Denver. The city is in the valley of the Cache la Poudre river, one of the richest agriculture 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 thoroly prohibition town. There are about 10,000 inhabitants.

EQUIPMENT.

The institution is well equipt in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museums, and a school garden.

There are specially equipt separate laboratories for the following sciences: biology, physics, chemistry, taxidermy, and physical education. They are all fitted up with the very best apparatus and furniture.

There are special industrial laboratories for sloyd, carving, weaving, basketry, cooking, sewing, and children's room. All these are well fitted up in every way.

The library has 40,000 volumes bearing on the work of the Normal School. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library whereby a student may learn how to run a library, as well as many other things.

The gymnasium is well equipt with modern apparatus. Games of all sorts suitable for schools are taught.

BILDINGS.

The bildings which are completed at the present time consist of the administration bilding, the library bilding, and the residence of the President. The main, or administration bilding, is two hundred forty feet long and eighty feet wide. It has in it the executiv offices, class rooms, class museums, manual training, domestic science and art departments. Its halls are wide and commodious and are occupied by statuary and other works of art which make them very pleasing.

The library is a beautiful bilding. The first floor is entirely occupied by the library, consisting of more than forty thousand volumes. The furniture in the library is of light oak and harmonizes with the room in a most pleasing manner. The basement is occupied by committee rooms, text-book department, taxidermy shop, wild animal museum, ceramic museum, and sewing rooms.

Two new bildings are in process of erection and will be redy for use before the beginning of the summer term.

These are the Training School and the Simon Guggenheim Hall of Industrial Arts.

The Training School is a commodious bilding of red prest brick similar in style to the Administration Bilding. In its construction no pains or expense have been spared to make it sanitary, fire proof, and in every possible way an ideal bilding for a complete graded school from the kindergarten to the high school, inclusiv.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray prest brick. It will accommodate the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public school of the present and immediate future. This bilding is a gift to the school from Senator Guggenheim.

The President's house is on the campus among the trees, as shown in the picture. In this beautiful home are held many social gatherings for students during the school year.

GREELEY.

Greeley is a city of homes. It is in the center of the great agricultural district of Colorado is fast becoming the commercial center of Northern Colorado.

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

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the set-

ling basin, where the rougher foren material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from al feren matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the city of Greeley about four hundred thousand dollars.

ADVANTAGES.

Some of the advantages of the school are: A strong faculty especially traind, both by education and experience; a library of 40,000 volumes; well equipt laboratories of biology, physics, chemistry, manual training and physical education; a first-class athletic field, gymnasium, etc., all under the direction of specialists; a strong department of art; field and garden work in nature study; a model and training school; a kindergarten; and all other departments belonging to an ideal school.

CAMPUS.

In front of the bildings is a beautiful campus of several acres. It is coverd with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of a natural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their homes, thus increasing its value as a place of rest, recreation or study.

During the summer and fall terms the faculty gives its evening reception to the students on the campus. At this time it presents a most pleasing appearance, being lighted, as it then is, by arc lights and Japanese lanterns.

In the rear of the bilding is a large playground,

which covers several acres. In the southwestern portion of this playground is a general athletic field, a complete view of which is secured from a grand-stand, which will accommodate more than a thousand spectators. On the portion of the playground next to the building there is a complete outdoor gymnasium. To the east of the buildings are located the tennis courts.

This is one of the most complete playgrounds west of the Mississippi, and when the present plans are fully realized it will be one of the best equipped and arranged grounds in the United States.

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

SCHOOL GARDEN.

One of the pleasing features of the spring, summer and fall sessions of the school is the school garden. This garden occupies several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden, and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers, old and new, abound. Here may be found the first snowdrop of early March and the last aster of late October. From the formal garden we pass to the school garden proper. Here in garden and nursery the student may dig and plant, sow and reap, the while gathering that knowledge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date school—gardening.

THE CONSERVATORY.

The green-house, pictures of which are given on the following pages, is one of the best equipt of its kind in the United States. After a hard day's work it is a rest and an inspiration to visit this beautiful conservatory. Here hundreds of varieties of flowers are kept blooming all winter, and the early spring flowers and vegetables are started for the spring planting.

The bilding is of cement, iron and glass. It is one hundred and sixteen feet long by twenty feet wide, and has connected with it a servis room where the students of the Normal department and children of the Training department are taught to care for plants they may wish, now and in the future, to have in their homes.

EXCURSIONS.

One of the prominent features of the summer session of the Normal School is the many excursions taken by students under the direction of members of the faculty. These excursions are conducted primarily for the purpose of gaining information concerning objects which the student should know about; but they furnish a means of many plesant outings, which are thoroly enjoyed by students and members of the faculty participating in them.

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

A Course in History

For
Elementary Schools



The State Normal School of Colorado

BULLETIN SERIES X. NO. 10.

MARCH 1911.

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Training School Bilding, State Normal School.



Library Bilding State Normal School.

THE POINT OF VIEW.

D. D. HUGH,

DEAN OF TRAINING DEPARTMENT.

Any outline of schoolwork should be based upon a clearly defined conception of the educational value of the subject. History has unfortunately been one of those subjects whose worth has been least satisfactorily evaluated. It has too commonly been assumed that some knowledge of the history of one's own country at least is a necessary part of the equipment of an educated person, without any serious effort being made to determine with any adequate degree of precision how this knowledge helps the individual. In so far as the question has been raised at all the sufficient reply has seemed to be that a knowledge of past history is necessary to enable the individual to perform aright his political duties, tho a careful study of the results of the work would convince any unprejudiced person, I think, that our history teaching judged from this standpoint has produced woefully meager returns.

But we are fast outgrowing the notion that history is merely politics whether past or present. As Herbert Spencer so well pointed out half a century ago, history does not deal primarily with the details of wars, the machinations of rulers, the intrigues of court favorites, or the varying fortunes of political parties. It deals rather with the life of the people in all its larger social aspects. Its function in the public school is to enable the individual more intelligently and helpfully to participate in the social life around him thru a study of our institutions, embracing

in that term not merely the church and the state but also commerce and industry and various other aspects of the every day life of the people with all its manifold social ramifications.

But assuming that history is to promote the social life of the child it does not follow that in accordance with any logical or chronological scheme we can at once set about apportioning the material to the different grades by beginning with the study of the earlier and less complex civilization in the earlier years and proceeding in a systematic way to a consideration of later periods in the upper grades. The needs and instinctiv tendencies of the child must be taken into account at each stage of his development. History is not only to prepare a child for mature life but to make his child-life as rich as possible. Hence at each stage of his development we must pick out such phases of history study as are both suitable for the growth of the child at that time and at the same time capable of furnishing a basis for understanding the more complex problems which he will meet later. The material in other words must be capable of satisfying both present and prospectiv needs.

In accordance with this conception of history teaching the outline that follows naturally divides itself into three parts corresponding to the three periods usually recognized by child-study experts as occurring in the lives of school children. The first of these including grades one, two, three, covers the period of the primary school; the second, grades four to six, the intermediate school period; and the third, grades seven and eight, the grammar school. The work of each period it is believd, appeals

to the interests of children and is helpful for the understanding of the problems of later life.

The primary period deals with primitive life. Many reasons might be given for the choice of this material. In the first place it relates to a type of life that is comparatively simple and easily within the comprehension of children of this age; secondly the degree of manual skill required for the reproduction of various interesting phases of this life is not beyond that possessed by the children; and thirdly that type of life described is not only inherently interesting but is also valuable in affording a basis for understanding the more complex processes of our own civilization. For example, the child understands better how his own food and clothing is furnished after studying the methods used by primitive people for the satisfaction of these needs. It is mainly, of course, on account of its value as a means of interpreting present conditions that this phase of history is taught.

It is perhaps needless to call attention to the fact that this work will be educational largely in the degree in which the children enter into the situations described. It is more important that the children live the life than that they remember a series of facts relating to it. Consequently a great deal of emphasis should be placed upon representing by means of writing, drawing, clay modeling, constructive work in wood and iron the life described. This makes the history a valuable basis for the correlation of the subjects in the primary grades. Much of the reading and language work may also be correlated with the history stories.

The work selected for the intermediate grades consists of the biographical study of individuals concerned for

the most part with the discovery and colonization of America. During this period the child possesses a more vivid sense of historical reality. He has largely outgrown the make-believe period and desires stories that are true. He is not yet able, however, to appreciate the problems of modern life stated in abstract form. His tendency to hero worship, moreover, makes the study of striking personalities of absorbing interest to him if presented with sufficient welth of concrete details. The individuals studied during this period should, of course, represent important types of social life so that thru a knowledge of their lives the child shall gain a clearer insight into his own surroundings.

The work for this second period is introduced by a study of the founding of Greeley and of the lives of its pioneers. This affords an excellent opportunity for utilizing the knowledge acquired in the earlier grades of the social activities concerned with supplying fundamental human needs. The children see, for example, that the Greeley pioneers were doing work similar to that of people living in the earlier pastoral and agricultural periods, and that the community grew in accordance with the same principles of exchange of commodities and of differentiation of labor exemplified in the more primitiv type of community studied in the third grade. This work also affords a splendid opportunity for laying a solid basis for the understanding of some of the concepts most fundamental to the further study of history and geograpy, such as the development of a trade center, the need of government, and the mode of its organization. The child can be made to see right at home and before his eyes as it were how a city grows up and what factors promote or

retard its growth. This type of study is most earnestly commended to any community in the State, and enthusiastic teachers who undertake this work elsewhere will doubtless find as we have in Greeley many persons, such as some of the pioneers of the district, who are glad to cooperate with them in the work.

The history teaching in these grades as well as in the earlier years requires much objectification to produce the best results. It is of little value to have the child memorize the facts unless he reproduces them in an active, constructive way. The teacher should gladly avail himself of every opportunity for correlated manual work, for dramatizing and for utilizing illustrative material from an art or historical museum.

By the time children have reached the grammar grades they have attained a sufficient degree of maturity to be interested in the more abstract formulation of the problems of present day life. The work of these years aims at introducing them to these problems through a systematic study of American history as presented in a regular text-book rather than by means of biographical sketches. More emphasis is placed upon the political aspects of history in these grades but an effort is made throughout the course to show that the political activities grow out of and are closely related to the social and economic conditions of the country. This period as a whole covers the work usually attempted in the public schools, and may be found suggestive to teachers who do not teach history lower than the grammar grade. This course is prefaced by a brief study of the conditions of European life that led up to the discovery of America.

The main aim on the side of methodology in this

work is to aid the pupils to enter into the spirit of the times by a vivid realization of the problems as the people saw them. The children then attempt tentative solutions of these problems or at least attack the study of their lessons with greater eagerness on account of having definite problems to solve rather than merely being required to memorize a certain number of pages of the text-book.

A list of books, partly for the teacher and partly for the pupils, is appended to the outline for each grade. Beyond the primary grades at least it is believed that considerable reading should be done both in the regular texts and in books for collateral reading. At present the need of reading material for our history work is most keenly felt for the work on the crusades in the fifth grade and for the European background in the seventh grade. Considerable collateral reading material for these parts of the course, however, has been collected and we hope in the near future to be able to secure the publication of more satisfactory text-books for these periods. We believe that teachers will find that the list of books given will repay careful perusal, and that the suggestion of some rather unusual books as texts, as Spark's *Expansion of the American People*, is worthy of careful consideration.

A number of persons have contributed to the working out of this course, the names of whom appear for the most part at the headings of the different chapters.

NEW THEORY OF HISTORY TEACHING.

G. R. MILLER, PROFESSOR OF HISTORY AND SOCIOLOGY.

Human history is sufficiently old, broad, and varied in its content to furnish a basis for many theories of its teaching processes; but whatever our choice may be, it must conform to the law of educational value. Its moral content and ethical value need neither defender nor advocate. These values are evident and recognized.

The educational utility of history has received a wonderful impetus in the colleges and universities of America within the past decade. In these institutions the curriculum has expanded to include almost every phase of historical study, while sociology and economic subjects have been multiplied indefinitely. Our larger institutions show a constantly increasing impetus in this kind of work.

This readvent of the humanities in colleges has extended its impetus to the high schools, while industrial history and elementary economics are growing factors in the high school curriculum. Social and economic conditions have created the new college and high school curricula in history and its cognate branches. The same conditions plus modern psychology have created the new point of view of history teaching in the elementary school. The impetus comes, as it has come many times before, from the higher school. The elementary school is yet in the process of adjustment to the new conception.

A child can interpret only such knowledge as touches closely his own experience. That experience is the source thru which his education must procede, and from which it must come. His interests are in the immediate present,

in the now. The past will appeal to him only as he can discover it in his own activities, thoughts, feelings, or only as his present needs and desires find expression therein. The history that feeds his desires and illuminates the present is the only legitimate history for children. The child is always in direct contact with present social life. It is his constant environment. He is in it and of it; it is his life. He imitates it, and he becomes socially efficient thru the exercise of social activities.

Social and industrial activities should be basal in all history work in primary grades, and it need not be a matter of special concern whether the story is developed from the occupation, or the occupation is based on the story. The essential and prime necessity in either case is the physical activity of the child. Let the child live the experience, reconstruct it, vitalize it, build it anew, and it becomes a part of his own physical and mental life and character. It vitalizes him. Such a process is creative.

The child life is seemingly imitative, and characteristically so; but neither psychology nor teacher will venture to say when the seeming imitation has become true creation. The best education is wrought thru creative processes. The child's education must be a series of such processes. No procedure in teaching is educational in the truest sense which is not quickening the creative power of the child. Psychology recognizes the predominant imitative activities of young children; but it also recognizes the almost imperceptible line which in the child mind and life divides the imitative activities from the truly creative. They touch, they blend, and in the earlier years they are inseparable. Imitative activities are the necessary bases of creative activities, and in the child life, they, more often

than otherwise, are genuine creations. The child who has lived thru an historical period, or story, constructing and reconstructing its materials, producing and reproducing its thought, its feeling, its ideas, material and mental, who has busied himself with both hand and brain in these processes, such a child has truly brought events to pass, has made life for himself. He has created anew human thought and interest, and his work has been in the highest sense educational.

This viewpoint of history teaching is a stimulus to native imitative and creative power. The newer conception need not and should not be interpreted as a criticism on older methods, for the new concept contains all the features which were possible to the older. The ethical aims of history teaching are not minimized by the constructive principle, but are, on the other hand, enhanced by the practice of creative activity.

What the hand has constructed remains a vivid, permanent conception, around which will cluster the life, the thought, and the feeling of the history story. Constructive activities vivify and fix the thought structure of the history; constructive processes become the center of thought organization, creating unbroken thought unities in the child mind—creating thus sound mental and moral fiber. Thus the new point of view tends to increase, rather than diminish, ethical results of history teaching.

The newer method should not be interpreted as crowding out of the curricula such material as has been intended to excite admiration and emulation of the heroic and noble in human conduct. On the contrary, such material will remain with all its former possibilities plus the added

living interest of dramatization or other physical activities as a center around which to build and vivify the ideal concept. The union of manual or other expressiv activities with history does not mean at all the abolition of oral expression as an adjunct of history. To accept such a meaning from the theory would be to destroy one of the greatest results in grade history work. History is basal in education because of the nature of its content. It is the story of human endeavor, human successes and failures. It is the story of human life, thought, and emotion. Its thought-giving power and stimulating influence to life and activity are equald by few other subjects in the curriculum. To divorce it from the arts of oral and written expression would be to divest it of one of its greatest possible accomplishments.

Oral expression thru history is a matter of prime importance. The very nature of the content of history, human life, natural, untrammeld, insures a freedom and rediness of expression to the child, which higher literary forms may not always so easily elicit. The history story need not be commonplace; but the absence in it of ornamental forms of expression tends to produce a redy, free, fluent expression by the child. Oral expression should accompany history in every grade of the elementary school; and no matter how many other or newer forms of expression may be added, oral expression as a fixt daily practis should remain. It requires a quick, redy organization and arrangement of ideas. The child who has become interested in the history story and workt thru its incidents by means of manual constructiv work, has an organized knowledge and a confidence in that knowledge which will aid him immesurably in its oral

expression. Admitting then many varied possibilities in grade history teaching, let us remember that all its relations and possible correlations spring from the social nature of its content.

Social efficiency, the appreciation of social values, is largely the purpose of history teaching in all grades of the elementary school. Other values are subordinate. Social life is always a present fact, and history teaching is the interpretation and illustration of this present fact. All history teaching is specific sociology teaching. History for children should be the story of the growth of society, the home, the industries, the increase of thinking and of comforts thru necessity, the evolution of present social life by means of intelligent necessary work, doing, activity. When history is thus made an active, dynamic process in the child life, it becomes a true educative force. Thus it becomes vital, and the child lives in it and thru it. It responds to and satisfies the child's social desires. It makes more clear and vivid his entire thinking and doing. It vivifies him.

The moral influence of this method of procedure can scarcely be overestimated. Far from being materialistic, it is rather an epitome of the development of the moral character of the race. The ethical social values outweigh all other results of the method. The stories of human necessities, initiative, invention, tools, construction, doing; the growth of the thinking and living processes is ethical in the noblest sense.

The emphasis on social life gives a proper basis for biographic study. The child is a hero-worshiper, and it is easy to permit the hero story to become a sensational narrative. But the social method gives the hero his proper

social relation, and he becomes truly a hero to the children only as he contributes some impetus to social advancement. He is a social aid, a helper; and unless biography gives this result in the child mind, it has failed of its legitimate purpose.

Social evolution as a basis for elementary history teaching does not at all necessitate a chronological order of history periods. On the contrary, a psychological order is necessary, since the purpose is social growth, rather than time sequences; the time element is subordinate. The work of the elementary grades should be a series of historic periods that illustrate the psychologic order of the social growth of the race. Any discussion of what the period should be will not alter the underlying theory of this point of view. Individuals will hold differing opinions in this particular.

The study of the simpler industrial processes of primitive times can be made productive of excellent results. Its appeal is through its simplicity, and its very barrenness of industrial products tends to arouse interest in the possible invention of such products, quickening interest and stimulating constructive thinking and physical activity. But the history purpose will center around the evolution of processes and not primarily on the time element.

Primitive human activities are not confined to anthropological periods. American frontier history or colonial history furnishes excellent material for intermediate grades. The history of the evolution of the American frontier is one of the most fertile fields for middle and higher grade work, and it matters little whether the type studies be chosen from the region of the Rockies, the plains, the middle states, or the Atlantic

colonies. The story is always the evolution of the social and industrial life of the American people; and it has been this ever-recurring and ever-advancing frontier of evolution, always with us, touching the national life with its simple, natural modes, that has created and kept us a democratic people; and it furnishes a worthy, useful curriculum for American children.

American history is essentially industrial. It is a period of rapid change and marvelous industrial growth. It seems bare of resource to the superficial observer. Truly it has been a story of hard conditions. It lacks the pageantry of the days of chivalry. It has been a struggle against nature, but human thought and labor have conquered; and American children and American life are the flower of these hard conditions.

The evolution of the frontier tract into a modern city is also a romance, tense in its interests, varied in its details, versatile in its problems, rich in the streams of human life that merge in it, blend with it, create it and recreate it. And in this story are touches of as great heroism and as noble love as ever spoke from the lips of troubadour or knight.

The recent new impetus to manual training, industrial work, and to trade and vocational schools, tends to strengthen the new point of view of history teaching in the elementary school. "Constructive physical activities give a motor outlet for the child's expression. In primary grades the demand for such motor outlet is urgent and immediate. In the middle grades motor activity is still demanded; but the mere play of activity no longer directly satisfies; here the activity must accomplish more definite results; here ought to begin some facility in more special

constructiv processes both physical and mental." The history story and the physical processes are complementary educational means, reinforcing and strengthening each other, each stimulating to the constructiv bilding of life. The child trained by such method and thru history based on such theory, will gain much sound, well united knowledge and correlated power.

History work has been a constant impetus to physical, mental, and ethical growth. The hand has been skild in material construction, trained in definit accomplishment. Mind and hand working in unity have livd thru and reconstructed periods of human life, have taught men to invent and create and thus solv and work out the question of social progress. The interest which the child naturally takes in biography has been given a proper social basis. His heroes are not isolated from the times in which they livd, but are to him great men because they achieved something for their fellow men.

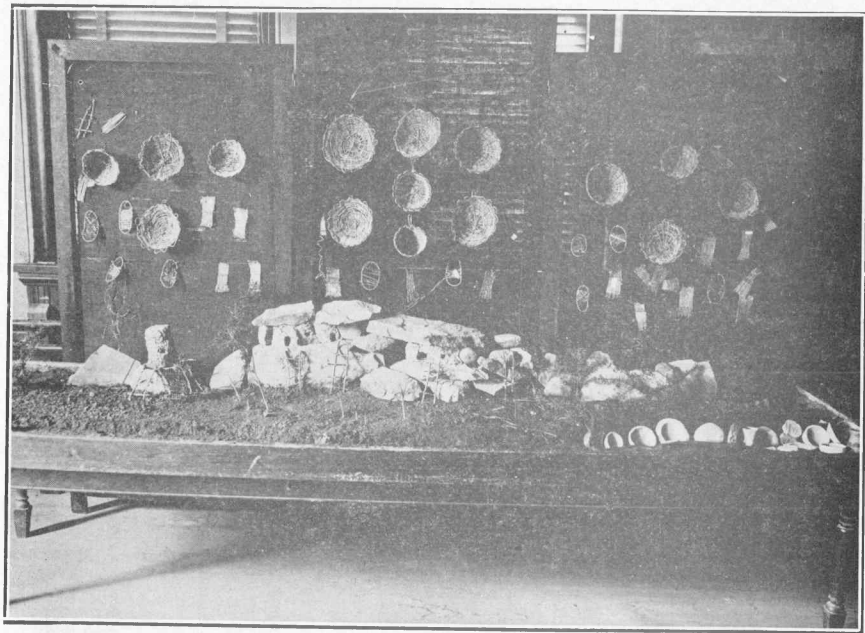
Work by the individual has been made work for all. His heroes are real because their heroism has been a servis to humanity. He has workt out the progress of peoples thru many years of time. He has followd the larger and vital thoughts to definit conclusions, and has thus avoided the confusion of many and unrelated scraps of history. He has followd large ideas in their simple developing processes, and has not dissipated time and energy on unrelated materials. What he has done stands *en masse*, united, an intellectual and moral power. He has been led to recapitulate great periods of human history, not because this process is imperativ in his education, but because he can thus easily obtain much of the inherited mental life of the human race.



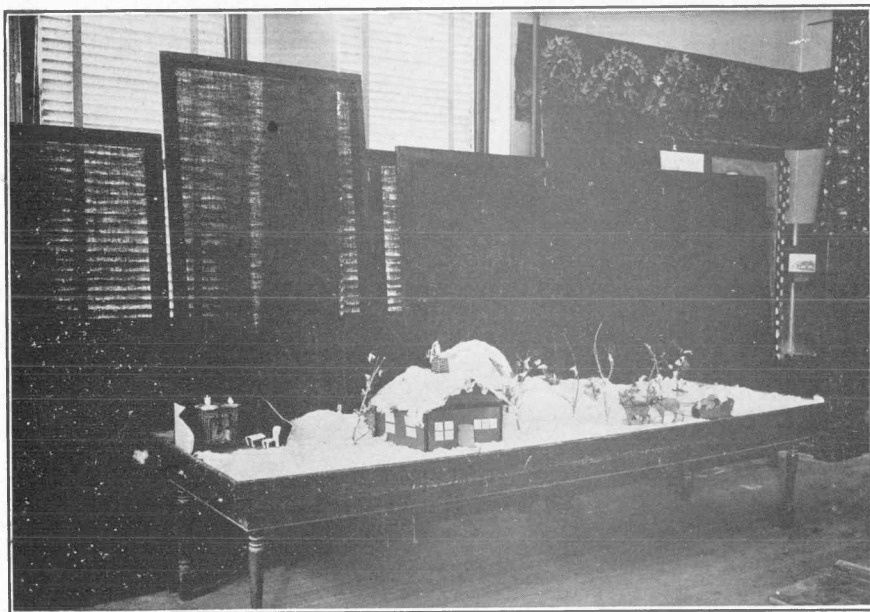
A Primitiv Fire-Drill.



Dyeing Among the Lake Dwellers.



Lolami's Home.



A Christmas Scene in the First Grade.

THE FIRST GRADE.

BELLA B. SIBLEY, TRAINING TEACHER.

We study human nature at home and on the street, but in history we study it to better advantage because there we see our own motives laid bare and our own actions at such a distance that we can give them their true value. The element of personal feeling is eliminated from our conclusions. In his observation of human nature outside of the school the child is as likely to imitate the bad as the good in the conduct of others; he may not be so fortunate as to have wise help in forming his judgments, and the effects of action are not always seen. In school, the teacher has a special opportunity to lead her pupils to see the relation of motives and actions, and the relation of action to results upon environment. Untrained, the child may grow into that low type of humanity that sees nothing beyond the narrow circle of personal interests; with adequate training, there is always hope that he may approach that highest type which takes the whole world into the round of its sympathies.

Many of the complex processes of modern life are beyond the comprehension of the first grade child. At this point the history of the cave man, adapted from Waterloo's "Story of Ab", contains experiences that are sufficiently related to his spontaneous activities to interest him intensely. The literary simplicity of the story form, and the dramatic action make it ideal historical material for the child at this age. Care must be taken not to in-

introduce subject matter which is not authorized by anthropology, paleontology, and geology. The story is merely a means, a dramatic device, for teaching history. As it is worked out, the child lives through the experiences of the little cave boy, shares his joys and sorrows, feels the consequences of his mistakes, and is delighted when he succeeds.

The connection between the child's home with its civilized environment and Ab's cave home is made by calling up in the child's mind the sources, in so far as he is familiar with them, from which his food, clothing, and shelter are obtained. The teacher asks such questions as, Where do we get bread? (From the baker). What is bread made of? (Flour). Where do we get flour? This question would probably receive several answers, because Greeley is in the midst of an agricultural district and contains flour mills as well as grocery stores. Some children may answer. From the flour mill; others, From the groceryman. Either answer is adequate for the teacher's purpose. Where do we get meat? (From the butcher). Where do we get milk, butter, sugar, fruit, etc.? Where do we get clothes, hats, shoes, stockings? Who builds our houses? (The brick-mason, stone-mason, carpenter, plasterer). How do we go to Denver? (On the train, In an automobile, By horse and carriage). A few minutes of this questioning will serve to arouse the interest of the children. Then the teacher may proceed with her story in some such way as follows:

"I know of a little baby boy who lived where there were no railroads, no automobiles, and no carriages; where there was no way of going anywhere except on foot. When his house was built, there were no carpenters,

no stone-masons, no brick-masons, no painters, no plasterers, and no paper-hangers. If he did not find a place already suitable for him to live in, he made it himself. When his father and mother wanted food for him, there were no grocerymen, no bakers, no milk men to buy it from. Neither were there any farms where food was produced. When he needed clothes, there were no dry goods stores, no shoe shops, no hat stores. You will be wondering where he got his clothes. We shall learn about that presently. I want to tell you now some other things. This little boy's bed was made of dry leaves. His home was a big cave made of stone with a stone floor and no windows, and containing only one room. Not a very pretty home on the inside, but it was in the most beautiful place that you can imagine, against a hillside of rocks overgrown with moss and with vines over it that were covered with red berries. Great shady trees grew all around, in the branches of which pretty little birds hopped about, sang, twittered, and built their nests. At the foot of the hill a broad, beautiful river flowed; boughs and branches of trees overhung this river, making irregular shadows in the clear, sparkling water. Fishes swam about in this river and darted in and out of the tall grass which grew at the water's edge. Here and there small islands lifted their heads above the surface of the water. Paths were worn from the cave to the river where the baby's father and mother walked for water. There were no irrigating ditches, no sprinkling carts, nor any hose. It rained very often and washed the trees, grass, the outside of the cave, and everything clean, after which the sun came out and the birds' songs floated in the moist balmy air.

“Although the cave in which the father and mother and baby lived, at the time of which our story tells, was in such a delightful place with such beautiful surroundings, there was one thing that made them afraid almost all the time. Great, monster wild animals roamed all thru the thick forest. These animals slept in caves and dens during the day, but at night they came out into the moonlight in search of food and water. Then the great cave bear, the hyena and the saber-tooth tiger roared, howled, and came very near the cave. This very cave in which the baby lived was once the home of the cave bear. It was such a large, good cave and in such a beautiful place that the father decided to drive the animals out and bring his own wife and baby there to live. But it was a dangerous thing to do because the cave bear was so big and strong that he could strike a man one blow with his paw and kill him. The father wondered and wondered how he could get the family of bears out of the cave. He used to approach as near the cave as he dared, then he would climb a tree and swing himself along by the branches from one tree to another until he was near enough to watch the very cave door. He found that the bears all came out at night and left the cave empty. After watching the cave for a long time and trying to think of some way to drive the bears out, at last he had an idea. One very dark night when the bears were out looking for food he built a big fire in front of the cave door, then hid himself in the top of a big tree and watched for the bears. Soon there came the great bear over the hill walking slowly, for he was tired and sleepy; but when he saw the big fire, he howled with fear and rage and ran back over the cliff. Meantime the pine knots became hotter and

hotter, and the flames darted up higher and higher. After a little while the big bear came back with the mother bear. By this time the fire had become so much bigger that the animals were very much frightened, too frightened to howl or do anything but run. Again and again they returned, but always as soon as they saw the fire they ran away as fast as they could. At last they were so tired that they went off among some thick trees and lay down to sleep. The baby's father waited until the sun came up bright and warm. Then he climbed down from the tree and went far back from the river to the little old cave in which he had been living with his wife and baby and brought them to this beautiful clean cave by the river."

The above illustrates the way in which the history of civilization, for such it is, is introduced and started with the children. The next step is a field lesson to find suitable places for making caves, also places that look as if they might have been occupied by animals of any kind, as well as homes of animals now living near the building. A number of caves should actually be constructed outdoors. So interested do the little ones become that some of the mothers report back yards dug up and turned into caves.

After this manual expression and first-hand investigation on the part of the children, which cultivate an intelligent interest in their natural environment, they are ready to play the history in so far as it has been given. Members of the class are chosen to represent different wild animals; a part of the room is screened off for a cave; someone is chosen to climb up and watch the cave door; and the children suggest ways to represent the fire. At one time red paper was placed on a pile of chairs in

front of the cave door, which rendered itself very efficient in scaring the bear as it approached. At this point the children are prepared to think what the bears will do after having been driven from home. As the work progresses, new problems are continually set before the children, which compel them to reconstruct their experience and broaden their conceptions of life.

So far we have been dealing only with the presenting of historical content and the encouraging of motor response. This material serves, however, as a basis for much other work. The oral language work receives particular attention. (It is upon this that emphasis should be placed in dealing with children of the first grade, although this history work affords abundant material for written exercises.) To this end the teacher encourages the children not only to answer questions, but also to narrate incidents, in connection with the story work from different points of view; for example, the story of the incident is told as such and such a person would have seen it. The children are encouraged to talk and to suggest things that can be constructed by the class; criticism and suggestions for improvement upon such manual productions are encouraged; likewise questioning by the pupils when any member of the class, or the teacher has not made a clear statement. The invention of the child is stimulated by having such statements and stories illustrated with chalk upon the blackboard; and at the same time the child gains some ease and freedom of speech by being thrown upon his own responsibility for making himself understood by other members of the class and by being encouraged to use new words and phrases as necessity demands.

To return to the story: the capture of the cave illustrates an important point in the development of man, as it denotes a step taken toward the conquest of his environment and toward dominion over the beasts. This development, however, can best be shown by following the development of the baby, which is really the development of the race thru the period of the cave home. Many important points of this kind are actually worked out when not all practicable; otherwise a clear explanation is given; for example:

1. The manner in which the baby was named is of special interest to the children. The child's first prattle in labial attempt to say something sounded to his parents like "ab", "ab", "ab". The mother repeated the syllable after the child; the father had laughed over it; they henceforth referred to their baby as "ab" until "Ab" became his name. The father's name was "One Ear", a name given to him because a wild-cat had bitten and scarred his ear when he was a little boy. The mother's name was "Red Spot", a name given to her because she had a little red spot on her shoulder. When Ab was large enough to play out of doors he had a little playmate named Oak. When Oak was a baby, his mother had been accustomed to leave him in a little cradle woven into the branches of an oak tree in front of their cave. He was named for this tree. Such factual material given in interesting story form leads the children to the generalization that all people living in the stone age were named from some mark, habit or idiosyncrasy.

2. Social life among the cave people is developed in the story as friendship between Ab and Oak. Their

mutual efforts in the invention of the trap, which in the first stage was a pit, are full of interest; and there is action enough when, the pit being covered, a young rhinoceros is captured. Through the suggestion of this incident the children are led to construct primitiv traps, to make stone axes, and mould animals from clay.

3. The use of fire not only as a protection from dangerous animals but also, gradually, its use for purposes of cooking and even purification is emfasized. The improvement in man's food and the comfort added to man's home thru the introduction of fire are beyond the comprehension of the most prolific imagination. Mr. Geiger says: "No greater conquest has ever been made. And, if we admire in genius not only superior intellectual endowment but the boldness of attempting to think of what has never been thought of by anyone before, it was surely an act of genius when a man approacht the dreaded glow, when he bore the flame before him over the earth on the top of the ignited log of wood—an act of daring without a prototype in the animal world, and in its consequences for the development of human culture truly immesurable."

4. The problem of producing fire is presented to the children in connection with the flood which came down and swept the fire from the door of Ab's cave. This event is followed by the gradual invention of the fire-drill.

5. The domestication of animals is brought about in connection with the development of the trap and the invention of the bow and arrow. By means of the hunt, the barbecue, primitiv testing of strength, primitiv games, visiting the shell people and learning from them the art

of swimming and the industry of fishing, the development of social relations among the cave people is still further illustrated. In the social circle of the home the little child has his part; he likes to build any kind of rude house with blocks or sticks or stones; in his play he carries on the household industries of cooking, sewing, making. Things like this which our children can do, furnish the data in the light of which they can understand how other people have lived and worked. To give little children the history of the high stage of civilization would be folly. Their own life is simple and they can be appealed to only by the simple phases of other human experiences. These, they may make their own by *doing*; and in this way the industries which give them shelter, food and clothing gain a significance otherwise unattainable.

6. For the sake of vivifying this life still further a frieze of pictures representing cave-life and activities is constructed. These pictures are drawn in colored chalk crayon by the teachers upon large sheets of white water-color paper. The first picture represents the baby lying under the beech tree, with the cave in the distance and the river flowing by; second, the mother in the tree, the hyena approaching, the father in the distance; the third, Ab and Oak throwing stones into the river; the fourth, the pit with the angry rhinoceros-mother and cave tiger near by, and so on. These drawings as soon as completed are placed above the blackboard in such a way as to form a connected border, finished at the top by a narrow moulding of wood.

The last picture in the series above mentioned is a representation of a lake-dweller's village which we use to introduce the next historical subject; namely, the lake-

dwellers. This subject is taken up in the winter term, worked out on the sand table, and pictured on the blackboard, further emphasizing the dependence of the world upon labor for food, clothing and shelter, and showing the transition from stone to bronze in the making of implements.

As space will not permit greater detail in the work of the third term, a mere statement of important points which are brought out in the life of the lake-dweller and related to the child's experience is given.

Climate—The gradual change until it approximates that of the present time.

Animals—The passing of the mammoth, the cave bear and hyena; the northward migration of reindeer, chamois, and allied forms; the domestication of various animals which take the place of wild animals in the life of man.

Home—The novelty of lake dwellings—lifted upon piles and platforms out of the water, the use of drawbridges as protection from enemies; the floor of clay and gravel; the sand stone herth; the trap door thru which fish were caught and refuse disposed of.

Food—Fish, wild duck, geese, swan, milk from their domestic animals, wheat bred baked upon hot stones, apples, pears, blackberries, raspberries, strawberries, etc.

Clothing—Garments made of flax, bronze hair pins, beads of glass and bone, ornaments of wolves' teeth, bracelets and the like.

Industries—Fishing and hunting, the manufacture of implements and weapons, the weaving of cloth upon their simple loom.

Having obtained in the winter term a constructive idea of the lake-dweller's life we take up in the spring term a study of the cliff-dwellers and pueblos of our own country. First, attention is given to the region in which these remains are found, the cañons and mesas being studied with a view to their fitness for the purpose of these people. Then attention is given to the materials with which they build. The children are finally encouraged to model cliff-dwellings in clay; and the inhabitants are either modeled from the same material or else cut from paper. Much emphasis is placed upon expression, oral and written—in drawing, building or acting.

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SECOND GRADE.

DORA LADD KEYES, TRAINING TEACHER.

History in the third grade of our school consists of a study of pastoral and agricultural life, following the study made in the second grade of the hunting and fishing periods. During the first term, by means of stories, hand work, and dramatization, the children enter into the interests and activities of early Aryan life. A study of ancient Hebrew pastoral and agricultural life occupies the first half of the second term, followed by work on kindred activities as they are now carried on in Colorado and other western states.

The first two weeks of the first term, given to a careful review of the "Story of Ab," are always profitable. Each year there are a number of second graders who are in the school for the first time and who know nothing of Ab. As we try to make the work continually comparative, it is very necessary that all know the leading points of the story. The children who come to us from the first grade of our own school now have a better perspective of the story, and they take great pleasure in bringing home to the little strangers its most significant features.

As we then proceed with the story of Aiva, the Aryan lad, the children will realize that he represents both a higher stage of civilization and one that is still progressing. They will learn that he enjoys a better home, better clothing, and a greater variety of foods; that he is primarily a shepherd and a farmer, and only incidentally

a hunter, and that the activities of his household are much more complicated. They will learn, too, that with the assurance of a living—an assurance that grows out of the possession of grain fields, flocks and herds—comes the opportunity for development of intellectual life and art; that the discovery of copper and bronze reveals new possibilities of culture. The children will find that Aiva, like Ab, belongs to an inventive family. It will be seen that the rebuilt Aryan home is an improvement over the old one in many ways. We shall also give his people credit for the invention of the mill, the churn, clay tiles, the plow, and the ox-cart. The spirit of the Aryan nature-worship will be constantly impressed thru the entire term's work, so that the children may realize that Aiva knows what Ab only felt in a vague way—that he owes life and happiness and consequently gratitude to Agni, the beneficent spirit of the sun. Our aim—to have the children thoroughly appreciate the significance of all of these new elements of culture as the work advances—justifies the emphasis put on the review of Ab, the more primitive type, at the beginning of the term.

Miss Katherine E. Dopp in "The Place of Industries in Elementary Education," makes a statement which is very significant as it indicates how the transition from the hunting to the pastoral stage was made: "Man finds that by establishing sympathetic relations with the grass-eating animals he can live on a smaller area than by hunting them." Our first stories therefore, deal with the invention of traps and the capture of small animals by the women and children, the taming of the young, and the use of these tame animals for food in times of scarcity, a procedure which makes a decided impression on the men

and leads them to take up the problem of domestication.

Another quotation from the same book will serv to make clear the relation between the pastoral and the agricultural periods and to justify us in combining the two periods as we do. Miss Dopp says: "In many cases domestication of animals by man and cultivation of plants by woman develop side by side. The complete transition from the pastoral to the agricultural is made when man takes it up and brings to bear on it his superior technological skill develop in contests with wild animals, and his greater power to specialize." The children are given a hint, however, of the more strictly pastoral period, which preceded Aiva's pastoral-farming existence, in the stories told to Aiva by his white-haired grandfather, the patriarch of the household. When this old man was a little boy, he had livd in a tent and had moved about from place to place, finding new pasture for the flocks. There were no herds of cattle to care for, for cattle cannot endure the hardships of nomadic life, and they do not become an important factor in a people's life until a settld stage has been reacht. Aiva's grandfather knew nothing of farming. His mother knew nothing of how to spin and weave the sheep's wool into cloth. But we must leave the grandfather to his reminiscences and return to Aiva and the problems of his activ life.

An interesting event in connection with the early part of our work is an excursion to "Stand-pipe Hill" to find a suitable location for the bilding of our Aryan home. There must be a suggestion of hills waving with long mountain grass, of valleys of wheat and barley, of ravines and noisy mountain torrents, and the house itself must be bilt against a cliff. We gather and cut

branches for the walls and chimney and choose with care four stout, forked sticks for the corner supports. No nails, of course, can be used, and so plenty of clay must be prepared. We take our lunches and remain on the hill during the noon hour. We make observations of the various things we have to eat, and decide just which of them Aiva probably had as well. Then we tell riddles, fairy stories, and fables. I have never seen equal elsewhere the natural, spontaneous story-telling with which the children delight us on these occasions. After many hours of faithful work after school, Aiva's house, with its triangular doorway, tall chimney, thatched roof and floor mats of woven rushes, reaches completion.

The golden days of September afford us the best opportunity for out-door dramatization, and so the study of early rites and customs attending agricultural labors is given in this month. The threshing of the grain and the making of flour lead us easily into a study of activities and life within the home during October. The last month of the term is used for a study of Aiva's relations with his sheep and his shepherd dog, and of his social relations with other shepherds. As their Thanksgiving exercise the children are about to plan a simple Shepherd's Shearing Festival which will be a summary of the month's—and, in a way—of the whole term's work.

The work given in September this year was practically the same as that which formed the basis for last year's "Aryan Thanksgiving Festival." The primitive Aryan personification and worship of natural forces were very closely identified with work with the soil. Tradition taught that it was dangerous to disturb the earth. The angry earth spirit must be propitiated and the aid of bene-

ficient spirits invoked. So strong was the traditional belief in the earth's hostility to cultivation that we are not surprised to find in a large number of these ancient customs the element of human sacrifice. These customs, however, were carefully excluded from our list, and we found that we still had plenty that were genuinely historical and yet unobjectionable for the children. These attitudes of mind, growing out of man's early struggle with nature and his attempt to utilize her forces, have had a tremendous influence in the history of the race, and that they still persist in the minds of the children of today we cannot doubt.

“Beliefs that ruled man long ago,
Within our actions oft-times show;
The habits of primeval days,
Still close beset our modern ways;
And thoughts we scorn with boast-
ful pride.
Our steps, unconscious, guide.”

The agricultural festival of last year, which summarized the daily work of several weeks, was prefaced by an explanation which the children composed for their visitors: “Some people think that there never was a Thanksgiving until after the Pilgrims came to this country. The children in our room have been learning that many, many years before the Pilgrims lived, Aiva and his Aryan people in their home across the sea, rejoiced in their bountiful harvest and held Thanksgiving. Our program this morning is in three parts. First, we shall show you how these people prepared for and planted their crops. In Part II you will see how the crops were made to grow. We want



Weaving in the Second Grade.



Our Harvest Festival.

you to be sure to understand that the rhymes in Parts I and II were made by the children. In Part III we shall show you how the harvest was celebrated."

In Part I the children assumed the characters of Aiva's family and his clansmen. They anxiously waited for the disappearance of the Pleiads before sunrise as a sign that it was time to plant. Word was then sent to Wise Old Man, for he alone could determine the direction of the first, the sacred furrow. Following the digging of this furrow, the Wise Old Man had five persons kneel in line by it; to each of these he gave seven grains of wheat which were planted after seven clods of earth had been thrown up high. When this solemn rite was over, all of the children skipped merrily about scattering grain.

Here is a rime, illustrative of the children's co-operative effort:

"When the twinkling Pleiads go out of sight
Ere morning breaks over hill and plain,
To the Wise Old Man Aiva takes his flight—
For now 'tis time to plant our grain."

Part II consisted of a variety of rhythmical movements, designed to produce effects beneficial to the crops, such as tapping to secure rain, reaching and jumping as high as they wished the grain to grow, and swaying as they hoped to see it sway in the glorious autumn. They threw a sack of meal to stop the wild blowing of the wind.

"How hungry your child at home must feel, O wind,
O wind, that blows so wild!

We throw you a sack of nice yellow meal, go home
and feed that to your poor little child."

Nor did the children forget to invoke the aid of Agni, the giver of light and heat. When the children in the preparation of this work had been asked what we should now do to make our crops grow, one embryo Greeley farmer announced that we must "irrigate and cultivate" them, but another child, who was living in spirit with Aiva, replied, "We must pray to Agni and ask him to bless our crops."

The last part of the exercise began with the reciting of an ancient Aryan "Hymn to the Demons." It was recited in low, weird tones with appropriate actions by four crouching boys who ended by scampering out of sight:

"When the corn grows, then the demons hiss; when the shoots sprout, then the demons cough; when the stalks rise, then the demons weep; when the thick ears come, then the demons fly."

The preparations for the harvest procession demanded considerable hand-work by the children. They made crowns of raffia and corn tops and fastened many strings of corn into heavy chains. Great armfuls of wheat were brought from the country homes, and the children gathered from our school-garden an abundance of pumpkins and other vegetables. The procession ended by forming in double file, and after the corn doll had been placed on the sheaf of wheat and crown, the children knelt and gave Agni a prayer of thanks for their bountiful harvest. The offerings were then laid at the base of the sheaf, after which the children formed in couples and ended the festival with a Harvest Folk-dance.

The second month brings us to a consideration of activities within the home, such as breadmaking, churn-

ing, spinning, weaving, making and decorating clay dishes. The children are delighted to hear how Aiva, watching his mother's whirling spindle, is inspired to invent a new toy—a top. They appreciate, also, the introduction of a house pet, the cat, of whose arrival it is said: "Its first treaty of peace and amity with man goes back to those prehistoric times when men first began to store up grain for the future. The cat became the defender of the hoard." The children rejoice with Aiva, when, after some pieces of copper and tin had fallen in the fire and were melted together, he finds that the new material, bronze, can be given an edge as sharp as flint and yet does not bend like copper. The advance from picture writing to the use of symbols is shown in the story of the great bronze horn, sacred to Agni, upon which the Wise Old Man carves chariot wheels, swastikas and other sun signs. The destruction of the house by storm gives the children a chance to use their constructive imagination in suggesting various improvements for the new house. In this concrete presentation of home activities, we find many opportunities to bring to the children an appreciation of those moral virtues that were the foundation stones of the Aryan household—reverence, respect for authority, loyalty, mutual affection and co-operation.

The stories of Aiva's life as a shepherd lad contain many significant elements. The children's own observations form the basis for the discussion of the habits and characteristics of sheep and the care which they demand. Their qualities of gentleness, trustfulness, and willingness to follow their shepherd may become ideals for the shepherd boy himself, while their timidity and helplessness in

times of danger make constant demands on him for foresight, resourcefulness, courage, and strength.

In addition to this humanizing influence seen in Aiva's relations with his sheep, we find new intellectual, social, and artistic elements entering into shepherd life. It becomes necessary to learn to count, to tell time, and to study the heavenly bodies. In the circle of shepherds drawn together while the flocks are drinking and resting, the more intellectual forms of play are developed. Story-telling, music, poetry, and the dance are given a great impetus.

Play, so vital a factor in every child's life, is closely linked with the pastoral period. Such serious practical activities as running, jumping, rock-throwing, stilt-walking, leaping and vaulting are transformed into games and contests in times of recreation. The children reproduce these games of old on the play-ground.

To many persons, the term "pastoral" calls up a vision of life of idyllic loveliness and peace, but history reveals the stern fact that the pastoral period is a period of warfare. Any one at all familiar with the history of the sheep and cattle industries in our western states will not question the truth of this statement. Hence there is no ground for fearing that our second graders, fresh from Ab's strenuous and exciting experiences, will find those that we have to offer tame and uninteresting. Aiva not only had wild animals to attack or repel, all-night storms to encounter and mob-mad sheep to pacify and save, but he plays a big part in exciting sham battles, all of which experiences the children enter into thru their own dramatic play.

The term's work closes with the story of the migra-

tion, when Aiva's people move down the great mountain slopes to the rich plains of the Indus, where it is not so cold and where they can always depend on having crops and fine pasture. The early steps in the evolution of the ox-cart are here presented. The new country and its people, their conquest by the invaders, leading to the beginning of serfdom and lordship, their permanent settlement on the rich agricultural lands, the changes made in the building of their houses, which are no longer scattered far and wide—all of these points are briefly considered. The new possibilities for progress and culture here hinted at will serve as a basis for the transition to the history of the fourth grade—early village life.

The work of the first term, here somewhat extensively discussed forms a rich background for the work that follows, a brief description of which will suffice. The first six weeks are given to Hebrew stories, all of which are made to center around the personality of the shepherd boy David, whose simple life spent in the faithful care of his father's sheep becomes very significant in the light of his future glory. His visit to Saul, his anointing by Samuel, and his final crowning as king, are the main events of his career to be emphasized, other stories being introduced in organic relation. For example, the story of "The Deluge" is told to David one day when he asks his older brother for an explanation of the rainbow that they behold arching the sky as they emerge from the covert to which a storm had driven them; as David and his mother in their Bethlehem home watch the long line of gleaners returning at sun-down, she proudly tells him the story of his great grandmother, Ruth; and after the day of anointing, when David and his father hold serious

conversation on the house-top, Jesse gives him ideals for his future life by telling him of great kings and leaders of old. The week before Christmas the continuity of our work is broken in order to give the story of the Christ-Child. Altho he came hundreds of years after David livd, he was born in David's Bethlehem home, and of David's own line, and David himself seemd to have a revelation of his coming. This work with the Bible stories is completed by a study of the idealization of shepherd life as found in that literary gem—the Twenty-third Psalm.

One of our chief aims in teaching history would be unrealized if the children faild to appreciate the truth that the forces of civilization that were at work hundreds of years ago are still at work, though under changed conditions. To the thought so frequently exprest by the children that "things were so very different then," must be added the thought that "after all, the things we do and have today had their beginnings then." Only in this way can the children gain any conception of the continuity of civilization and of their race-inheritance. For this reason it seems appropriate to close our study of this historical period with a presentation of its activities as they are carried on at the present time in our region. The experiences of a Chicago boy, who comes to live on a Colorado sheep ranch and who later goes out on the open range with a Mexican herder, supply a basis for our work. As one might expect, mythical and literary elements now disappear, and the study assumes a more strongly industrial aspect. The hand-work receives special attention at this time, as a separate period is now devoted to weaving, including the construction of looms, the invention of

shuttles, battens, stretchers and treadles, the dyeing of wool, the making of designs, and the weaving of hammocks and rugs. Here we have one of the most ideal illustrations that the school affords of a course in manual training, which represents a large and dignified unit and one organically related to the course in history.

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PICTURE LIST.

- A. *Pastoral Life.*
 Brittany Sheep—Bonheur.
 Goats on the Mountain—Bonheur.
 Shepherd and Flock—Bonheur.
 Shepherdess—Millet.

Shepherd's Evening Song—Molitor.

Sunset Glow—Riecke.

Lost—Schenck.

Return to the Barnyard—Troyon.

A Shower—Laugée.

Sheep Shearing—Millet.

The Shepherd's Dog—Troyon.

Shepherd and Sheep—Jaque.

B. *Agricultural Life.*

Ploughing in Nivernais—Bonheur.

The Gleaners—Millet.

The Sower—Millet.

Oxen Returning from Labor—Troyon.

Return of the Gleaners—Breton.

End of Labor—Breton.

Blessing of the Harvest—Breton.

Return from the Field—Adam.

The Grass Mowers—Dupre.

Harvest Time—Breton.

Song of the Lark—Breton.

Haymaking—Dupré.

C. *Home Life.*

Girl Spinning—Millet.

Woman Churning—Millet.

A Fascinating Tale—Ronner.

Milking Time—Laugée.

The Spinners—Velasquez.

D. *Old and New Testament Pictures.*

Calling of Abraham—Doré.

Abraham Journeying in Canaan—Doré.

- Abraham Entertaining the Three Strangers—Doré.
Noah—Oppenheim.
The Rainbow—Millet.
Selling of Joseph—Schopin.
Joseph Interpreting Pharoah's Dream—Doré.
Joseph Makes Himself Known to His Brethren—
Finding of Moses—Delaroche.
Moses Receiving the Two Tables of Law—Ghiberti.
Infant Samuel—Reynolds.
Child Samuel Presented to Eli—Opie.
David Playing Before Saul—Schopin.
David and Jonathan—Doré.
David the Shepherd—Gardner.
Holy Family—Reubens.
Holy Night—Correggio.
Adoration of the Shepherds—Credi, Lorenzidi.
Sistine Madonna—Raphael.
Madonna of the Chair—Raphael.
Mother and Child—Bodenhausen.
Adoration of the Magi—Botticelli.
Adoration of the Shepherds—Gaddi.
The Good Shepherd—Murillo.
Children of the Shell—Murillo.
The Star of Bethlehem—Piglheim.
The Nativity—Hoffman.
Worship of the Wise Men—Hoffman.
The Good Shepherd—Plockhorst.
Magi on the Way to Bethlehem—Porteals.
Childhood of Jesus—Hoffman.

THIRD GRADE.

DORA LADD KEYES, TRAINING TEACHER.

Purpose: To introduce the children to a more systematic study of community life including its more significant features, such as differentiation of labor, specialized industries, exchange and transportation of commodities, government, etc. The course aims at furnishing the child with a basis for interpreting the more complex activities of his own environment.

The material used consists of a story of early Germanic village life. The work centers in the experiences of Wulf, the Saxon boy, who represents a people who have reached a higher stage of social evolution than those studied in the earlier grades.

A. THE STORY.

The story as outlined for the grade by Professor Miller may be considered under the following topics:

I. *Wulf's Appearance and Clothing.*

Wulf is tall and strong, with blue eyes, light hair and a ruddy skin. Some of the children in our room suggest in their appearance their kinship with this Saxon boy. Wulf has a greater variety of clothing than had Ab or Aiva. In addition to skins and woolen clothing, he has linen, silk, velvet, and many beautiful ornaments that his brothers of long ago would not recognize—ornaments made of gold, silver, glass, amber, and iron.

II. *Natural Environment.*

Wulf belongs to a German tribe which has settled and built a village of huts in the dense forest on the Rhine

River, at about the time of the Roman Conquest. Some distance up the stream are the mountains in which the precious iron is mined. Many miles below his village is the place where the great river flows into the sea—the sea that is to be so closely linkt with Wulf's adventurous future.

The dark forest of mistletoe-coverd oaks, beeches, and firs is the haunt of great bears, lynxes, wild boars, and mysterious were-wolves. Rich pastures and meadows surround the village. In addition to the dog, which was Ab's one domestic animal and the sheep and cow, which we so closely associate with Aiva, Wulf rejoices in the possession of the horse.

III. *Home.*

Wulf's home is one of many which, placed together in the center of the clearing, form the village. This home presents new features of interest; e. g., the palisade surrounding the low hut, the rune-carved door-way, the wonderfully-woven tapestries, and the long feast-hall with its walls coverd with shields and weapons. The strength and purity of the family ties, especially the honor given to women, are emfazized.

IV. *Practical Activities of Village Life.*

I. *Agricultural Organization.* The children have written in their note-books the story of what Wulf told Uffen about the land as he drew a map of the village in the sand and explaind it to the little war-captiv from the northern forest. The explanation runs as follows:—
“When Elric, my grandfather, was a boy like me, all the German tribes were continually moving from place to place with their few flocks and herds, just as you have

told me your tribe is doing now. The women did most of the little farming that was done.

"Pretty soon the tribes stopt moving so often. There were many more people than there used to be. We could not spread any further south because the Roman legions kept pushing our people back. So my grandfather's tribe discovered, as did all the strongest and wisest tribes, that they must settle in one place and work the same land over and over again.

"They cleared the forest and cultivated it. When the fields gave out, they were used for grazing land, and new stretches of woodland were cleared for cultivation. After the first fields had lain fallow awhile they would be cultivated again.

"All this land that stretches away from us in every direction is owned in common by the freemen of my village. Next Wednesday, the day of Woden, the Mover, you will see how all the land will be parcelled out anew, the men choosing by lot. Our freemen do not work the fields themselves. They make their war captives do that.

"The land is divided into three parts or marks. The central part, where the houses are built, is the village mark. The land under cultivation is the arable mark. The surrounding woodland and pasture-land is called the common mark, because all the villagers use them for their cattle, sheep, and pigs.

"Run with me now to the top of that hill. Now see how the gloomy forest spreads like a belt around our village. It makes a boundary between us and our neighbors and enemies. Do you see that great tall beech-tree on which is carved an eagle? It is our sacred mark tree.

Beyond it our villagers dare not go. The monster Grendel would seize us."

2. *Government.* Two points are to be emphasized here in connection with the democratic form of government that prevailed. The first is in regard to the war-chief, who is elected by the freemen from their own number and who exerts his authority only in matters of war. The war-chief is a particularly interesting figure because, as we shall find in later study, he becomes the ancestor of the lord of the manor. The second point of importance is the Moot court, which the children compare with our Greeley government.

3. *Division of Labor.* In Wulf's village we find hunters, tanners, harness-makers, boat-makers, weavers, goldsmiths, etc. Wulf himself is a worker in iron as his father before him had been. This matter of Wulf's occupation emphasizes a fundamental difference between him and his more primitive brothers who were "Jacks-of-all-Trades," as the children express it.

Much stress is laid on the discovery of the metal, iron, as its relation to the division of labor is very important. The fact that iron is not found in the free state in nature is given to the children to explain the lateness of its discovery as compared with that of copper. The children can only surmise as to the way in which primitive man made his wonderful discovery of this most valuable of all metals. It may have been thru the appearance of a piece of meteoric iron, as described in "The Iron Star," or thru the accidental smelting of some iron pyrites which had been used for striking flint to obtain fire.

In a discussion of the causes that resulted in the di-

vision of labor the children worked out the following independently with the exception of the fourth, in which they were helped by some facts as to the length and complexity of the process of iron-working:—"a. There were so many more things to do than in Ab's or Aiva's time. b. There were more people to do things. c. One man could do one thing so much better than another. d. The discovery of metals had much to do with the division of labor. The process of iron-making was much longer and more difficult than anything that men had tried to do before. The iron-worker had to give most of his time to that one thing. People who could not work in iron were so anxious for the weapons that they were willing to provide the iron-worker with things he needed, in exchange, for the weapons."

This topic of specialization in labor suggests a large field for study in the evolution of tools.

The children made a long list of the things that Wulf made from iron, and another list of things he would need, and thus it was impressed upon them that division of labor leads to trade.

4. *Trade, Travel and Transportation.* Ideas of trade are introduced thru stories of expeditions up and down the river to barter with neighboring tribes. These ideas are enlarged when, as the story progresses, Wulf goes down to the mouth of the river and becomes a member of Sigurd's village by the sea. He now comes into touch with trade on a larger scale. He meets traders who have brought gold from the Mediterranean lands, silver by the trade-route of the Dnieper, and amber from the north by the famous Jutland amber route. In the

course of time he himself sails away in a long-ship to win glory and welth. He visits Norway for furs and timber and brings back tin from Britain. He goes to Spain and in exchange for skins of bears, silver foxes, wolvs, and ermine, amber and iron he secures wonderful Etruscan vases, Roman coins, and statuettes, silks and rugs from India and spices and perfumes from far off Arabia.

Trade results in a demand for more accurate standards of mesurements of distance, weight and currency. While the subject of money is far too complicated in many of its aspects for third grade children, a simple comparativ study of currency in the various stages will prove interesting and valuable. We find skins to have been one of the earliest forms of currency in the hunting stage, also ornaments, such as shells and teeth; sheep and cattle become currency in the pastoral stage, the more durable vegetable products, such as corn and wheat, in the agricultural stage, and finally, in the age of metals, we find a coin with an ox stamp on it accepted as an equivalent to the value of an ox. Qualities necessary to good currency can be simply presented to the children. They see that meat is not as good currency as skins because it is too perishable; that cattle are better than corn because they can carry themselvs about. In connection with this quality of portability it amuses the children to hear that when copper was money in Sweden merchants had to carry around wheel-barrows for pocket-books. A third quality that may be suggested is divisibility. Metals can be melted and divided anew with little loss, but a skin cut in pieces has not the same value as it had before the division.

V. *Social and Artistic Activities of Village Life.*

1. *Language.* The Runic Alphabet is compared with Ab's and Aiva's method of writing, as will be more fully described later. A study is made of the derivation of our names for the days of the week and the cardinal points, and many words in our every-day speech are traced to their Saxon origin.

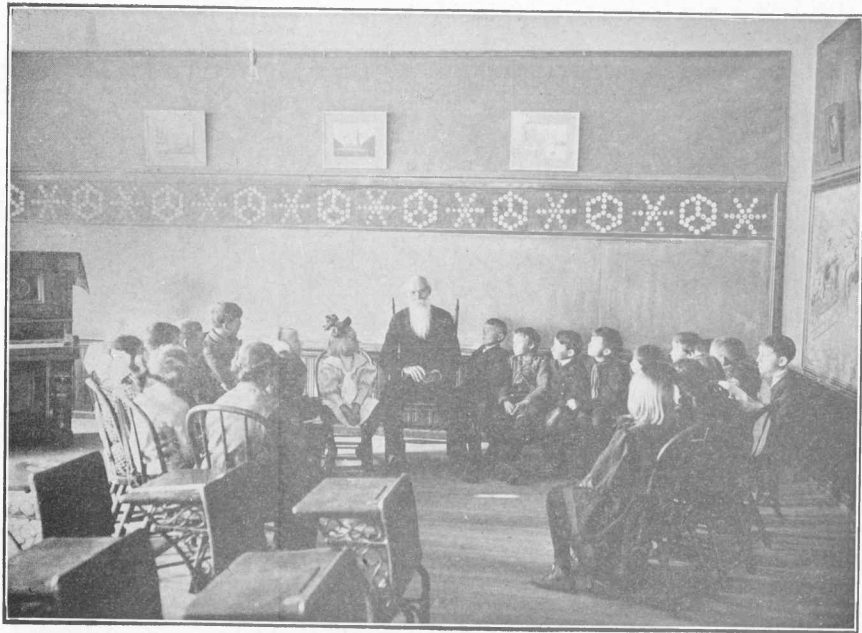
2. *Sports and games.* Wulf is fond of hunting, falconry, and wrestling. He plays ball and tug-of-war. He plays checkers and chess and tells riddles. A favorite game of our children, "Farmer in the Dell," has been traced to our ancient Teutonic origin.

3. *Feasts.* A feast in Sigurd's hall is described with emphasis on its lavish hospitality and display, the food and the manner of serving it, and the entertainment supplied by the music of the harpers and the stories of the saga-singers.

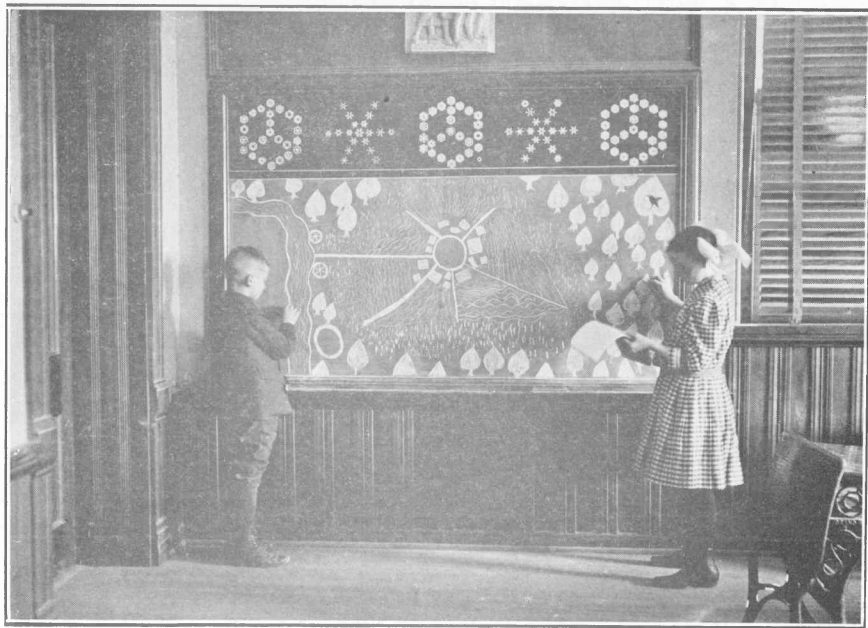
B. CORRELATED WORK.

1. *The Making of History Books.* This work was done in the writing period. The interest of the children in the subject matter, combined with the sense of permanence which they attach to the making of the books, resulted in a marked improvement in penmanship and spelling.

2. *Drawing.* The children made for their books drawings of the plan of the village, of Wulf's armor and weapons, and of his long-ship. They made a series entitled "Story Books of Long Ago," in which they put drawings illustrating Ab's method of story-telling,—pictures engraved on stones, bones and horns. Aiva's stories



Listening to a Pioneer's Tale.



A Diagram of the Village Lands.

consisted of a sign-message about a hunt and sun-signs engraved on a bronze horn. Wulf's method was represented by a doorway carved with runes, with a copy below of the Runic Alphabet as found in the Century Dictionary.

3. *Reading.* Selections can be made from the ancient sagas that will be suitable for the children to read.

4. *Pantomimes.* These were used as a guessing game in review, e. g. "Wulf at Work in His Smithy," "Carving Runes on the Door," "How Thorolf Made the Iron Star Fly Into a Thousand Pieces," etc.

5. *Dramatization.* Such scenes as "The Holding of the Moot-Court" and "The Feast in Sigurds Hall" may be dramatized. Some of the Norse myths are also suitable. The dramatization of Balder, presented to the third grade and the teachers without costuming or properties, was quite worth while.

6. *Composition.* The children used the writing period for several days to prepare their speeches for the dramatization of Balder. Part of this work was done individually, part as co-operativ composition and part was prepared by a committee of three.

7. *Stories.* As there seems to be a danger of making this work too factual, too general and abstract, and as it is recognized that the chronicle story lacks certain requirements for artistic story-telling, it was decided to enrich the course by the introduction of good literary material wherever possible. We create situations in Wulf's life which call out the telling of these stories to him and give them significance, e. g., his visit to the weaver's is

made the setting for the "Legend of the Flax;" as the hunters gather around their midnight fire in the forest and see weird forms moving in shadows beyond, Wulf hears of how Tin bound the wolf Fenris; his father in the smithy tells him of the "forging of Thor's Hammer" and the "Forging of Balmung," etc. The Norse myths of the story of Siegfried are the most suggestiv sources of the material. Following the story of the "Twilight of the Gods," Van Dyke's beautiful story of "The First Christmas Tree," is particularly appropriate. A Christmas program might be pland, using a dramatization of this story.

8. *Physical Training.* The children may play many of the games that were familiar to Wulf. Any of the following German and Swedish folk-dances might be workt out: Klapp Dans, Ring Dance, The Gay Traveller, The Musicians, Rabbit in the Hollow, Tailor's Dance, Cobbler's Jig, Weaving Dance, Shoemaker's Dance, The Green Mill, The Goddesses, and Sigurdsvaket (Sigurd's Song).

BIBLIOGRAFY.

- Gummere: Germanic Origins, Scribner.
Tacitus: Germania, Macmillan.
Kingsley: Roman and Teuton, Macmillan.
Taylor: Origin of the Aryans, Scribner.
Adams: Civilization During the Middle Ages,
Scribner.
Forrest: Development of Western Civilization,
University of Chicago Press.
Mason: Origins of Inventions, Scribner.
Hall, J.: Viking Tales, Rand.

- Haddon, Study of Man, Putnam.
True: The Iron Star, Little.
Guerber: Myths of Northern Lands, American.
Mabie: Norse Stories, Dodd.
Morris: Sigurd, the Volsung, Little.
Baldwin: Story of Siegfried, Scribner.
Van Dyke: The First Christmas Tree, Scribner.
Andrews: Story of Wulf (Ten Boys), Ginn.
Scott: Organic Education, Heath.
Dopp: Place of Industries in Elementary Education, University of Chicago Press.
Hofer: Popular Folk Games and Dances, Flanagan.

FOURTH GRADE.

ETHEL DULLAM, TRAINING TEACHER.

Before introducing the type of modern community life as developed in the settlement of our own town of Greeley, a brief summary of previous work, including a comparison, is made as to the home, food, clothing, occupations, and community life of the different types of primitive people represented by Ab, Aiva, and Wulf, to develop an appreciation of the advance while furthering a comprehension of the causes and processes of change in civilization. Wulf's migrations, the formation of a more complex society, and the communication with the peoples of continental Europe make possible the conditions for understanding a simple presentation of the stories of discovery, exploration, and settlement of our own country. With the development and knowledge of desirable new places for homes came the opportunity for people to unite in forming communities where like ideals of home life, education, and society could be fostered.

As an introduction to the study of modern history, the children of the fourth grade use the story of the founding and development of Greeley. The founder of Greeley, Mr. N. C. Meeker, traveling over the new portions of this country as correspondent for the *New York Tribune*, of which Horace Greeley was editor, was so delighted with what he saw of Colorado that he issued a call in this paper for the formation of a colony of "Temperance men, ambitious to establish good society" in this territory. From that time down to the present, the growth of the city is followed by the children, various interesting

phases of the municipal activities being worked out in detail.

The points in the following outline are brought out by the teacher's narration, by talks, stories, and anecdotes by pioneers; and by visits to the Historical Museum and other places of local interest. The use of pictures, maps, and related discussion helps in making this work a real experience in the lives of the children, while it develops a keener appreciation of the privileges they share in this town. It is also hoped that this work arouses in these children ideals of civic righteousness and responsibility for the furtherance of "good society." This outline while purely local in character is given to show one method of developing this phase of history,—a plan which may be adapted to meet the needs of other localities.

I. *Reading of Mr. Meeker's Call.*

a. Discussion as to—

1. Points considered desirable in a location for a colony.
2. People desired for membership.
3. Advantages of settling in a village.
4. Hardships to be expected.
5. Natural resources of the country.
6. Mr. Greeley's endorsement of the plan.

II. *Meeting at Cooper Institute.*

a. Officers.

b. Organization,—reasons for; plan adopted.

c. Appointment of locating committee.

1. Persons appointed.
2. Duties.

- d. Decision as to membership fee and use of fund.
- III. *The Work of the Locating Committee.*
- a. Their trip to "Spy out the land."
 - b. Report and authorization to select site for the Colony.
 - c. View from Standpipe Hill as seen in 1870.
(Children make map from Mr. West's description.)
 - d. Points that secured location of colony here.
 - e. Laying out of town and surrounding country by Mr. West and Mr. Cameron. (Children make map.)
 - f. Building of ditches No. 3 and No. 2.
 - g. Naming of town.
- IV. *Story of Max Clark's Trip to Greeley.*
- V. *Period of Disappointments and Struggles.*
- a. Attempt to encourage manufactures.
 - 1. Building of mill power canal.
 - b. Story of Mr. Clark's journey for seed.
 - c. Need and struggle for enlargement of irrigation ditches.
 - d. Attempts to secure coal and lumber in the vicinity.
 - e. Dairy and stock association.
 - f. Tree planting.
 - g. Grasshopper plague.
 - h. Building of Colony fence.
 - i. Only saloon.
 - j. Struggle with Evans over county seat.
 - k. People who helped most during this period and the benefits secured.

- VI. *Mr. Meeker's Life and Work.*
 - a. In Greeley.
 - b. Friendship with Horace Greeley.
 - c. Founding of Greeley Tribune.
 - 1. Its objects and struggles.
 - d. Appointment to Indian Agency.
 - e. White River massacre.
- VII. *Founding and Development of the Public Schools and the Normal School.*
- VIII. *Growth of Churches, Societies, Clubs.*
- IX. *Imitations of Union Colony*
 - a. Evans.
 - 1. Comparison with Greeley.
 - 2. Reasons for success of latter.
- X. *Outgrowths of Union Colony.*
 - a. Fort Collins.
 - b. Colorado Springs.
 - c. Longmont, etc.
- XI. *The Greeley of To-day.*
 - a. Map.
 - b. Population.
 - c. Modern Improvements.
 - d. Industries.
 - e. Occupations.
 - f. Professions.
 - g. Government.
 - h. Farm Products.

XII. *The Greeley of the Future.*

- a. What improvements can be made.
- b. Reasons for growth on various lines.

BIBLIOGRAPHY.

Boyd: A History: Greeley and Union Colony,
The Greeley Tribune.

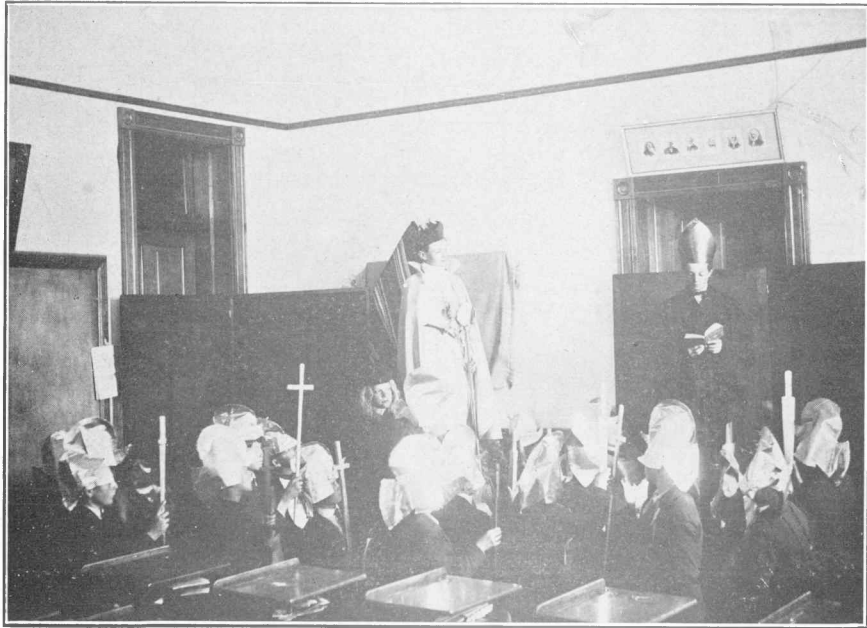
Clark: Colonial Days, Smith-Brooks, Denver.

Howard: Pen Pictures of the Plains, The Reed
Publishing Co., Denver.

Snook: Colorado History and Government, The
Herrick Book and Stationery Co., Denver.



A Knightly Combat.



Taking the Oath of Knighthood.

FIFTH GRADE.

ELIZABETH HAYS KENDEL, TRAINING TEACHER.

ERNEST HORN, PROFESSOR OF SEMINARY WORK.

The work of this grade consists in the study of (1) the Crusades, (2) the attempt to find a new route to the East, and (3) the resulting discoveries. The work of this and the following grade is intended to give a concrete basis for the study of American history as well as to arouse interest in various types of life that are helpful to the children.

The method is biographical, the above material being organized about the following characters: Richard I., Marco Polo, Prince Henry the Navigator, Columbus, and Magellan.

In outline the course is as follows:

FIRST TERM.

Richard I.

1. How he prepared to be a soldier.
 - a. This should include the study of the life in the castle, and the preparation for knight-hood.
2. Why he decided to aid in winning back the Holy Land.
 - a. Why men went to the Holy Land.
 - b. Why the Crusades were preached.
3. How he became king of England.
4. How he prepared to go on the Crusade.
 - a. Accouterments.

- b. Calling upon his barons for aid.
- c. Making alliances with other kings.
5. How the armies were united.
 - a. The departure.
 - b. Sicily. How the time was spent in making further preparation for capturing the cities held by the Turks.
6. How the voyage was made.
 - a. Incidentally an introduction to Mediterranean trade.
7. How Acre was taken. (This siege is taken as a type.)
8. How a treaty of peace was made.
9. How Richard started for home, and was taken prisoner.
10. How he was made free.
11. How Richard met his death.

BIBLIOGRAPHY.

- Douglas: The Heroes of the Crusades, Lothrop.
 Pyle: Men of Iron, Harper.
 Abbot: History of Richard the First, Harper.
 Scott: The Talisman, Merrill.
 Scott: Ivanhoe, Heath.
 Poole: Saladin, Putnam.
 Archer and Kingsford: The Crusades, Putnam.

SECOND TERM.

Marco Polo.

1. How the World learned Marco Polo's story.
2. Why he decided to visit the East.
3. How he reached the empire of Kublai Khan.

- a. Thru the Arabian Peninsula.
- b. Thru Persia and Turkestan.
4. How the khan livd.
 - a. His palace and hunting ground.
 - b. His court.
5. How Marco became the trusted friend of the khan.
6. How he was sent abroad.
 - China. Japan. Sumatra. India. Africa.
7. Why the khan agreed to let him go home.
8. How he reacht home.
9. How he was receivd.

BIBLIOGRAFY.

Towle: Marco Polo, Lothrop.

Johnson: The World's Discoverers, Little.

Prince Henry the Navigator.

1. What his purpose was:
 - a. To carry Christianity to the heathen.
 - b. To find a way to India.
2. How he sent men out to discover for him.
3. How his work brought good results.
 - a. Bartholomew Diaz.
 - b. Vasco da Gama.

BIBLIOGRAFY.

Johnson: The World's Discoverers, Little.

Beazley: Prince Henry the Navigator, Putnam.

Columbus.

1. How Columbus proposed to find a new way to India.

2. What other people thought of his plan.
3. How he gained support.
4. How the expedition was fitted out.
5. How he crossed the Atlantic.
6. What he found.
7. How the queen and king received the news.
8. How he renewed his attempt to find India.
9. How he was imprisoned.
10. How he made a last attempt.
11. How he spent his old age.

BIBLIOGRAPHY.

- McMurray: Pioneers on Land and Sea, Macmillan.
 Brooks: The True Story of Christopher Columbus,
 Lothrop.
 Johnson: The World's Discoverers, Little.
 Elton: The Career of Columbus, Educational.

Magellan.

1. How Magellan became interested in the East.
 - a. Thru his stay in India.
 - b. Thru his voyage to Malacca.
2. How he planned to find a new route by going west.
3. How the passage to the Pacific was found.
 - a. Explorations on the coast of Brazil, and in the South.
 - b. How he found and quelled a mutiny.
 - c. The strait.
4. Why he determined to continue his voyage to India.
5. How the crews suffered on the voyage.
6. How the East was reached.

7. How Magellan was kild.
8. How the crews reacht home.
9. How they were receivd.

BIBLIOGRAFY.

McMurray: Pioneers on Land and Sea, Macmillan.
Johnson: The World's Discoverers, Little.

SIXTH GRADE.

ELIZABETH HAYS KENDEL, TRAINING TEACHER.

ERNEST HORN, PROFESSOR OF SEMINARY WORK.

The work of this grade consists in the study of the early explorations and settlements in North America. The activities of the nations in these respects are taken up in the following order: Spanish, English, Dutch, and French.

As in the Fifth Grade, the method is biographical, the above material being grouped about the following characters: Cortez, DeSoto, Drake, Ralieg, Smith, Standish, Hudson, LaSalle, Champlain.

Cortez.

1. How Cortez spent his boyhood.
2. How he became interested in the New World.
3. His determination to seek gold in Mexico.
4. How he effected a landing.
 - a. Cozumel.
 - b. Tobasco.
 - c. Vera Cruz.
5. He hears about Montezuma.
6. How he prevented a mutiny.
7. How he reached the City of Mexico.
 - a. By capturing the cities along the way.
 - b. By making the inhabitants his allies.
8. How he got possession of the city.
 - a. The description of the city.
 - b. Montezuma's siege.

9. How he defeated Narvaez.
10. How he was driven from the city.
11. How he recaptured the city.
12. How the rest of his life was spent.

BIBLIOGRAPHY.

McMurray: *Pioneers on Land and Sea*, Macmillan.
 Prescott: *The Conquest of Mexico*, Lippincott.
 Abbot: *History of Hernnando Cortez*, Harper.

De Soto.

DeSoto is given to show that not every one who came to the new world obtained gold. His failure is thus contrasted with the success of Cortez and Pizzaro.

1. How De Soto became interested in the new world.
2. How he prepared to find his fortune there.
(The equipment should be given with great detail.)
3. What he found in Florida and vicinity.
4. How he dealt with the Indians.
5. How the Mississippi River was discovered.
6. How De Soto sought gold west of the river.
7. How De Soto died.
8. How the expedition reached the Spanish settlements.

BIBLIOGRAPHY.

McMurray: *Pioneers of the Mississippi Valley*, MacMillan.
 King: *De Soto and His Men in the Land of Florida*, Macmillan.

Sir Francis Drake.

1. His boyhood.
2. His voyage with Hawkins.
3. His second voyage to the new world.
 - a. Why he went.
 - b. How he siezd the Spanish tresure at Nombre de Dios.
 - c. How he hid from the Spanish fleet.
 - d. How he captured Panama.
 - e. His return to England.
4. How Drake saild around the world.
 - a. What his purpose was.
 - b. The voyage around Cape Horn.
 - c. He finds more tresure.
 - d. He visits California.
 - e. He rturns home by way of China and India.
 - f. He is knighted for his achievements.
5. How Drake, as admiral, fought the Spaniards.
6. How the rest of his life was spent.

BIBLIOGRAFY.

Johnson: The World's Discoverers, Little.

Frothingham: Sea Fighters from Drake to Far-
ragut, Scribner.

Sir Walter Raleigh.

1. His boyhood.
2. How he became interested in America.
 - a. The wonderful tales of the new country.
 - b. How he organized his colony.
3. How the colony was founded.
4. What became of the colony?
5. How Raleigh met his deth.



A Powwow on the Frontier.



Running the Gauntlet.

BIBLIOGRAPHY.

McMurray: *Pioneers on Land and Sea.*

John Smith.

1. His boyhood.
2. How he fought the Turks.
3. How he became interested in America.
4. His arrest and release.
5. How the colony suffered in the new land.
(The difficulties which confronted the colonists should be given in detail, since they give significance to the activities of Smith which made up the rest of the story.)
6. How Smith was taken prisoner.
7. How he saved the colony.
 - a. By trading with the Indians.
 - b. By protecting the colony from the Indians.
 - c. By compelling all to work.
8. His injury and return to England.
9. How he described the new country.

BIBLIOGRAPHY.

McMurray: *Pioneers on Land and Sea*, Macmillan.
 Forbes-Lindsay: *John Smith, Gentleman Adventurer*, Lippincott.
 Ashton: *The Adventures and Discoveries of Captain John Smith*, Educational.

Miles Standish.

The method followed is still biographical. The biography, however, is that of a member of a group who is carried along by its movements. The problems which he

solve in a peculiar way its problems, and are organized as such below.

1. Why the Pilgrims left England for Holland.
2. Why they decide to go to America.
3. How the voyage was made.
4. The first winter.
5. How a treaty was made with the Indians.
6. The return of the Mayflower.
7. The first Thanksgiving.
8. The curious declaration of war.
9. How food was secured for the colony.
10. The expansion of the colony.
11. How trade was carried on with the Indians.
12. The courtship of Miles Standish.
13. How the Indians were finally overcome.
14. The life of Standish at Duxbury.

BIBLIOGRAPHY.

Abbott: Miles Standish, Dodd.

(This book follows rather closely the material as outlined above.)

Longfellow: The Courtship of Miles Standish, Newsom.

Henry Hudson.

1. How he attempted to sail to Asia by way of the Arctic Ocean.
2. The Dutch persuade him to seek the passage for them.
 - a. He finds the northern seas blocked by ice.
 - b. He attempts to find a passage thru the mainland of North America.
 - c. He discovers the Hudson River.

- (The trade and battles with the Indians should be given in considerable detail.)
- d. The English refuse to allow him to go back to Holland.
3. His last attempt to find the North-West Passage.
 - a. What he accomplisht.
 - b. How he was set adrift in Hudson Bay.

BIBLIOGRAFY.

- Laut: The Conquest of the Great North-West, Outing.
- McMurray: Pioneers on Land and Sea, Macmillan.
- Johnson: The World's Discoverers, Little.

Champlain.

1. Champlain sets out to explore the new world for France.
 - a. How the winter was spent at the mouth of the St. Croix River.
2. How he explored the coast of New England.
3. How the winter at Port Royal was spent.
 - a. The houses and the Order of Good Times.
 - b. The brotherly relations with the Indians.
4. How Quebec was founded.
5. Champlain goes on the warpath against the Iroquois.
 - a. The battle on Lake Champlain.
 - b. An attack on an Iroquois fort.
6. He explores the Ottawa River.
7. How he, with his allies, was repulst in an attack upon a Seneca town.
8. He returns to France.

BIBLIOGRAPHY.

McMurray: Pioneers on Land and Sea, Macmillan.
Parkman: Pioneers of France in the New World,
Nelson.

La Salle.

1. How La Salle establishes a trading post in New France.
2. The voyage of the Griffin.
3. How La Salle explored the valley of the upper Mississippi.
4. Hennepin is sent to explore the upper Mississippi.
5. How Tontie aided La Salle.
6. La Salle explores the Mississippi to its mouth.
7. The return to Canada.
8. How he plans to establish an empire in the Mississippi Valley.
9. Why his plans failed.
10. His death.

BIBLIOGRAPHY.

McMurray: The Pioneers of the Mississippi Valley, Macmillan.
Channing and Lansing: The Story of the Great Lakes, Macmillan.
Parkman: La Salle and the Discovery of the Great Northwest, Nelson.

SEVENTH GRADE.

E. D. RANDOLPH,
PRINCIPAL OF THE ELEMENTARY SCHOOL.

A. EUROPEAN BACKGROUND OF AMERICAN HISTORY.

B. ENGLISH COLONIAL HISTORY IN AMERICA.

Purpose: To give thru oral presentation and selective readings a large general impression of the European background of American history, and upon this necessary basis to construct a notion as nearly adequate as possible of the expanding life of the English in America—proceeding from the early problems of adjustment and of economy thru tentative solutions and instructive consequences to the more or less stable institutions and attitudes of the colonies; and finally to show how the colonies came to entertain the wish for independence and to achieve it.

A. EUROPEAN BACKGROUND OF AMERICAN HISTORY.

I. *How America came to be discovered.*

1. Preliminary discussion to raise a feeling of the need for more detailed and accurate knowledge about the question proposed.
2. The grouping of activities about the Mediterranean in Ancient and Medieval times.
 - a. The determining factors in present day city growth (approach, perhaps, thru the comparison of old villages with young cities).

- b. Elimination of factors not pertinent to Medieval city growth.
 - c. The articles of trade.
 - d. Sketch map of regions and cities important in medieval trade—making clear the importance of the Mediterranean and raising the question as to communications.
 - e. Elaboration of a sketch map to show lines of interconnection.
 - f. Selectiv study of peoples thus brought into contact—with the view of making intelligible the final rupture of the trade.
3. The beginning of trade about the Mediterranean—Phenicians to Venetians.
 4. The height of commercial prosperity.
 - a. Venice today—briefly.
 - b. Venice of old: its genesis, early trade, growth into prominence and prosperity; the basis of its prosperity; the articles of trade, their distribution, the organization of commercial relations with Asia; the meaning of these cities to Europe; hazards of the trade.
 5. The succession of changes that resulted in the shutting down of the trade with Asia.
 6. The formulation of the problem raised by the closing of the trade routes.
 7. Tentativ solutions of the problem.
 - a. The immediate consequences of the closing of the routes.
 - b. The special difficulties of the situation: traditional knowledge and beliefs, the char-

acter of the tools at command, the pre-occupations of the various nations of Europe—except Spain and Portugal.

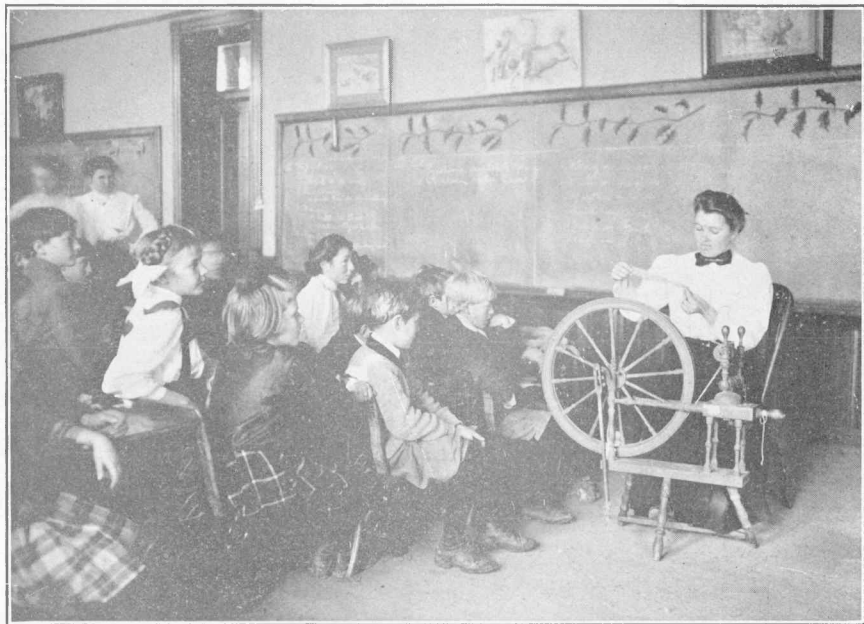
- c. Possible ways of meeting the situation.
 8. Beginnings of the actual solution—the race for the Indies, Portugal east, Spain west.
 - a. The story of Prince Henry.
 - b. The bearing of his work on the problem.
 - c. Other Portuguese navigators to Da Gama.
 - d. Summary.
 - e. The story of Columbus.
 - f. The distinction of his achievement.
 - g. Other Spanish discoverers, to Magellan.
 - h. Summary.
 - i. The Atlantic as the center of the commercial world.
- II. *How the English were drawn into the same current of effort with the Spanish and Portuguese.*
1. Connections with the stream of effort above traced out.
 2. The story of John Cabot.
 3. The significance of the voyages.
 4. Why they were not followed up at once.
 5. How there came to be a revival of interest in the discovery.
 - a. A brief study of social life in England in the 17th Century.
 - b. A brief study of English commerce.
 - c. A formulation of the problem of the English with its inherent financial difficulty; how

the Italian cities met the difficulty; how the Portuguese and Spanish met it; other possible ways?

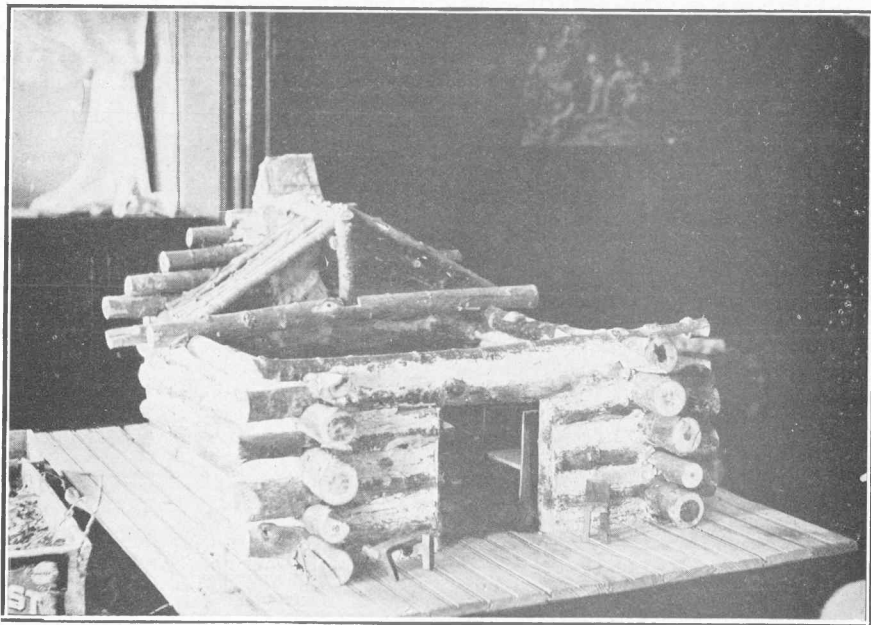
B. ENGLISH COLONIAL HISTORY IN AMERICA.

I. *How the English gained a foothold in America.*

1. The failure of the individual enterprise plan.
 - a. The story of Raleigh.
 - b. The lesson of the failure.
2. The initiation of the commercial company plan.
 - a. The reasons set forth by the Virginia company touching the expediency of its venture.
 - b. Apparent advantages of the plan.
 - c. The company's directions to colonists.
 - d. A tentative forecasting of difficulties to be met.
3. The experiment in Virginia.
 - a. What the land was like: coastal plain, broad sluggish rivers; harbors, marshes, low level land canalized by streams; upstream falls, mountain wall behind; forests, meadows, climate.
 - b. The problem of the English, and how they came to fail in the beginning.
 - c. How the colony got on its feet.
4. How the colony became prosperous.
 - a. A vivid, detailed, very concrete study of the growth of the tobacco industry in Virginia with emphasis on the corollary social results arising out of the peculiar requirements of the crop and the increas-



Spinning in the Days of our Grandmothers.



Frontier Architecture.

ing demand for it.

b. Generalizations—implicit in the data.

What qualities would a welthy planter need?

Would he be capable, brave, proud, etc?

Would the population be dense? Would there be towns, good roads, manufactures, schools, churches? What church? Would the governmental function of the church persist after the English fashion?

Would there be need of further local organization for collecting taxes, for defense, etc?

Where would Virginia get the names for these officials, and how define their functions?

Would it be necessary to represent local units in the management of public affairs?

What class would hold office?

Would these burgesses feel themselves more familiar with colonial affairs than the king's officials?

What results might come out of such conditions? (relations of governors and assemblies; incipient revolts, etc).

What economic results should one expect from the agricultural practis? (need of more land) How meet these?

What outlets were there for the people who wisht to go further west? What problems would they face? What influence

would members from these frontier settlements have in the assemblies? etc.

5. Other southern colonies—briefly as under the Virginia type.
6. The English in Massachusetts.
 - a. What the land was like: of Virginia submerged to the fall line; note the effect of glaciation on soil and streams, as a determinant of occupations; study compensating features; discuss the probable social results of the environment: towns. manufactures. schools. agriculture. roads. etc.
 - b. The story of the Pilgrims.
 - c. Why the Puritans came.
 - d. How these attitudes together with the American environment develop the characteristic New England social life.
 - e. How the colony became prosperous.
 - f. Other New England colonies.
 - g. The middle colonies.
7. The Dutch in America.
 - a. How the English following the line of least geographic resistance converged upon the Dutch.
 - b. The importance of the English acquiring this region.
 - c. The consequent closer contact with the French.
 - d. The characteristic features of the French possessions in America.
 - e. The Indians of adjacent regions.

II. *How the English gained the land from the French.*

- I. French colonial method versus English: a study of geographical factors as affecting progress and occupations, and of national policy.
 - a. The absence of barriers to westward expansion in the French territory. (cf. English colonies).
 - b. Tentative formulation of the significance of these geographical factors followed by a study of the social results of the French method of utilizing the land, and a weighing of values—looking toward a discussion of the significance of the English victory. To aid in making the contrast, trace the English westward expansion down the great valley and up to Kentucky, showing the difficulties of the movement and how the land was held industrially.
 - c. Estimate of the rivals.
 - d. How the conflict came about.
 - e. Results of the conflict—territorial and as affecting the British colonial policy.

III. *How the Colonies came to wish more freedom.*

- I. The character of the colonists and how it developed further resourcefulness and independence of spirit under the combined influences of exacting environment, compactness of settlement, and widening economic opportunity, plus political and religious privileges.

- a. The laxity of the English colonial administration up to 1763: failure to consolidate colonies; failure to enforce laws (e. g.) failure to put into practice the theoretical relations of governors and assemblies.
- b. The consequent growth of individuality, habits of self-reliance in crises, habits of self-government, local notions of representation, together with a mature and partly custom-born feeling for colonial rights as over against loyalty to the English government.

IV. *How the colonists came to desire independence.*

- i. The shock of the English reform movement as a stimulus to analysis of the situation: the more significant of the British measures and how they were received by the colonists.
 - a. Peaceful opposition.
 - b. Violent opposition.

V. *How the colonists gained independence.*

- i. What a contemporary might have thought of the outlook considering:
 - a. The long coastline of the colonies.
 - b. The narrow, compactly settled seaboard.
 - c. The mountain wall.
 - d. The many streams.
 - e. The Indians.
 - f. The fighting forces of the combatants.
 - g. The remoteness of the colonies from England, etc.

2. How the British proposed to subdue the colonists.
3. How the plan worked.
4. How the Americans gained the Northwest through the frontier settlement.
5. The second plan of the British and how it worked.
6. The conclusion of the war.
 - a. How the terms of the treaty were settled.
 - b. Important matters not touched in the treaty.
 - c. Possible consequences of the omissions.
7. Tentative formulation of the problems facing the colonists.

To offset the vagueness of a much condensed and somewhat uneven outline—to give a notion both of the elaboration intended for the various topics and of the method of procedure—a single subject, B II. 1, b, is below worked out somewhat in detail.

The early westward movement of the English colonists as the fertile seaboard filled up.

Assignment: Review I, 5, a-b.

Preparation: What economic results might one expect from this agricultural system? How might the colonists meet this situation? What would be the chief difficulty? How serious a difficulty would this be? What do we need to know about the region to understand this?

I. *Problem: The nature of the Appalachian barrier.*

References: Text-book in geography—maps, descriptions; Mill's International Geography; Tarr and McMurray, North America.

1. General View of the mountains as a barrier: length 1500 miles; width 300 miles; parallel ranges in the valley; formidable character of the forested parts.
2. Detailed study of the barrier: the Piedmont, Archean rock—the fall line; the Blue Ridge; the river gorges; the wind-gaps; the decrease in height to the north.
3. Who would first be cramped for land?

II. *How could the Virginians cross the barrier?*

Consider the desirability of the several ways.

References: Text-books in geography.

- a. The James river to the New river, a way not inviting because of its high mountains, the rapids in the river, the narrow gorge thru the wall of the Blue mountains.
- b. The series of wind-gaps north of the James river gorge.
- c. The Potomac still further north, a way of low mountains, rapids at the present site of Washington but with navigable water above to the portage into Will's Creek, from which Ohio was easily reached via the Youghiogeny and the Monongahela.

III. *Problem: The possible outlets for other colonies, with consideration of the advantages and disadvantages of each.*

References: Text-books in geography.

- a. The Potomac to the Shenandoah, which opened the Great Valley.

- b. The Susquehanna, a shallow circuitous way to the Juniata or the West Branch and thence to the Ohio via the Allegheny.
- c. The Delaware.
- d. The Hudson-Mohawk way, leading into the Iroquois territory.

IV. *Problem: The nature of the Valley beyond the mountain wall.*

How would the valley lead the people who came into it?

References: Text-books in geograpy.

- 1. Parallel ranges upon rich limestone soil.
- 2. The parts of the valley:
 - a. The Hudson; the Kittatinny (New Jersey, Pennsylvania).
 - b. The Cumberland (Pennsylvania).
 - c. The Shenandoah.
 - d. The valley of eastern Tennessee.

V. *Problem: How the first Virginians crossed the mountains.*

References: Cooke, Virginia.

Johnston: Audrey, ch. I.

VI. *Problem: How Daniel Boone became acquainted with the country beyond the mountains and broke the way for others.*

References: Thwaites: Daniel Boone.

Use Boone as a type, suggesting the social steps in occupying a country: first the trapper and hunter; then the migratory hunter-farmer producing for his own needs and making the scantiest improvements; then the real

agriculturist who is willing to appropriate what his predecessors have done, but unwilling to face the wilds; and finally the wave of people involving an intricate social system. This is, of course, material for several lessons—five or six.

VII. *Problem: How the Great Valley became settled.*

Reference: Fiske: Old Virginia and Her Neighbors.

1. The Scotch-Irish.
 - a. The cause of their coming.
 - b. How finding the seaboard fild, they were led by the "lay of the land" into the Shenandoah valley and thence down to the Watauga.
2. What were the conditions of life for these pioneers?

VIII. *How the colonists lived on the frontier.*

References: Sparks. The Expansion of the American People.

Fiske: Old Virginia and Her Neighbors.

Thwaites: Daniel Boone.

Cooke: Virginia.

McMurray: Pioneers of the Mississippi Valley.
The Watauga Settlement.

1. The Story of Robertson and Sevier (work out in detail the type of frontier settlement as determined by needs: the stockade, supplies; the clearing, hunting, grazing, farming, small farms, free labor, home industries.

Suggest the social result—*independent self-reliant spirit*).

Were these settlements represented in the government of the mother colony?

What would be the nature of their influence there? What was their service to the people behind them? Would there be need to extend the frontier farther out?

- IX. *Problem: What outlet could the people find from the series of valleys down which they had to come? Why was the Cumberland gap chosen?*

References: Text-books in geography.

Roosevelt: *The Winning of the West*. (For the distribution of the Indians).

Parkman: *The Conspiracy of Pontiac*. (For the distribution of the Indians).

- X. *Problem: How George Rogers Clark won the Northwest.*

Review B V, 6.

BIBLIOGRAPHY. SECOND TERM.

I. *Teachers' References.*

1. Bruce: *Economic History of Virginia*, Macmillan.
2. Weeden: *Economic and Social History of New England*, Houghton.
3. Farrand: *Basis of American History*, Harper.
4. Tyler: *England in America*, Harper.
5. Fiske: *Old Virginia and Her Neighbors*, Houghton.
6. Fiske: *Beginnings of New England*, Houghton.

7. Coman: Industrial History of the United States, Macmillan.
8. Doyle: English Colonies in America, Holt.
9. Brown: Genesis of the United States, Houghton.
10. Sparks: Expansion of the American People, Scott.
11. Turner: Rise of the New West, Harper.
12. Roosevelt: Winning of the West, Putnam.
13. Van Tyne: The American Revolution, Harper.
14. Hulbert: Historic Highways, Clark.

II. *Pupils' References.*

1. Sparks: Expansion of the American People, Scott.
2. Jenks: When America was New, Crowell.
3. Cooke: Stories of the Old Dominion, Harper.
4. Thorpe: History of the American People, McClurg.
5. Hart: How Our Grandfathers Lived, Macmillan.
6. Hart: Colonial Children, Macmillan.
7. Hart: Camps and Firesides of the Revolution, Macmillan.
8. Earle: Child Life in Colonial Days, Macmillan.
9. Brigham: From Trail to Railway, Ginn.
10. Roosevelt: Episodes from Winning of the West, Putnam.
11. Fiske: War of Independence, Houghton.
12. Lodge: Story of the Revolution, Scribner.
13. Thwaites: Daniel Boone, Appleton.

15. Thwaites: How George Rogers Clark Won the Northwest, McClurg.

BIBLIOGRAPHY. FIRST TERM.

I. *Teachers' References.*

1. Cheyney: European Background of American History, Harper.
2. Fiske: Discovery of America, Vol. 1., Harper.
3. Adams: Civilization During the Middle Ages, Scribner.
4. Webster: History of Commerce, Ginn.
5. Beazley: Prince Henry, Putnam.
6. Irving: Columbus, Putnam.
7. Weare: The Cabots Discovery of America, Lippincott.

II. *Pupils' References.*

1. Haaren and Poland: Famous Men of the Middle Ages, American.
2. Morris: Historical Tales, Lippincott.
3. Towle: Marco Polo, Lothrop.
4. Brown: The Story of Our English Grandfathers, Public School.
5. Harding: The Story of the Middle Ages, Scott.
6. Frothingham: Fighters from Drake to Faragut, Scribner.
7. Gibbins: History of Commerce in Europe, Macmillan.
8. Elton: Career of Columbus, Educational.

EIGHTH GRADE.

ERNEST HORN, PROFESSOR OF SEMINARY WORK.

The aim in this portion of the course of study is to reproduce the most important problems which have arisen in the development of this country, from the close of the Revolution to the present time. As will be seen from the outline, the principle of organization is somewhat sharply contrasted with that afforded by chronology, or by the sequence of the presidential administrations. The usual subordination of problems to administrations is reversed.

A. HOW A NEW GOVERNMENT WAS FORMED.

This section should show the conditions arising out of abandoning the British government, the problems of organizing a new government, and the various steps in their solution. Every problem should be felt as such by the child. Much can be done toward realizing this end by taking up each step in its relation to the solution of some difficulty, and by embodying the efforts in such a solution, in a few of the characters most prominent in the work.

I. *How a provisional government was provided.*

The continental congresses. The ability of the members. How they organized the colonial forces.

II. *How a confederation was agreed to between the states.*

1. How the Articles of Confederation were adopted. The first recommendation, the committees' report, and the adoption by congress. The difficulties of ratification.

2. What success the government met with.
 - a. In war. The difficulties of raising and equipping armies, and of making treaties.
 - b. In peace. Commercial troubles with foreign countries, and between the states. Financial distress, sharp rebellion, lack of funds. General disorganization.
3. The defects in the Articles of Confederation which were responsible for these difficulties.

III. *How the people tried to remedy these defects.*

1. In the convention at Annapolis.
2. In the convention at Philadelphia. Whom the people sent as delegates. What some of the plans submitted were: The Virginia plan; Hamilton's; Patterson's. How the discussions centered around the Virginia plan. What the chief objections to it were; by the small states; by the southern states. How these objections were met: (1) As to the apportionment of representatives; (2) As to the control of commerce; (3) As to the slave trade. How the powers, qualifications, terms of office, and methods of election of the various officers were determined.

Summary: How the defects in the Articles of Confederation were remedied in the Constitution.

(Note: It is urged that considerable emphasis be put upon the actual processes of compromise by which the Constitution was made possible).

IV. *How the new government was inaugurated.*

The elections. The slowness of the assembling at the capital. The ceremonies of inauguration.

3. How the Constitution was ratified by the states. The centers of opposition. The men who opposed it. The servis of the Federalist.

B. WHAT THE OUTLOOK WAS, IN 1789, FOR BILDING A STRONG NATION.

This section is introduced at this point, (1) to show that the new nation had ample resources, in their ric ness, in their variety, and in their extent, to become a great nation; and (2) to reproduce the conditions which gave rise to most of the early problems which confronted the new government.

I. *What its extent was.*

How it compared in area with the present United States, and with some of the more powerful European nations.

II. *How it compared in population with the present United States.*

How the population was distributed, by sections.

III. *What its natural resources gave promise of.*

1. *In Agriculture.* The wonderful fertility of the Mississippi Valley. The coastal plain. The Piedmont region. Grazing grounds. Farming implements and methods.
2. *In manufacturing.* The abundance of water power and of raw materials. The difficulties

arising from lack of improved machinery and skild labor. The jelous garding of manufacturing methods and machinery by European nations.

3. *In commerce.* The seaports. Material for snip bilding. Surplus of food products and of raw materials. The fur trade. The chief countries with which trade was carried on.
4. *In fishing.* The proximity of fishing waters. The policy of Great Britain as to fishing in Canadian waters.
5. *In mining.* The abudance of iron and of bilding materials.
6. *In lumbering.* The location of forests. The demand for forest products.
7. *Summary:* Compare in resources with some of the European nations.

C. WHAT THE MOST IMPORTANT PROBLEMS WHICH CONFRONTED THE NEW GOVERNMENT WERE.

I. *How to provide governmental machinery.*

The pupils should see that the Constitution was the barest framework of a government; that the prodigious task of instituting a working system of government was left to the first administration. The great importance of the early procedure and constitutional interpretation, as precedents, should be appreciated.

II. *How to provide money.*

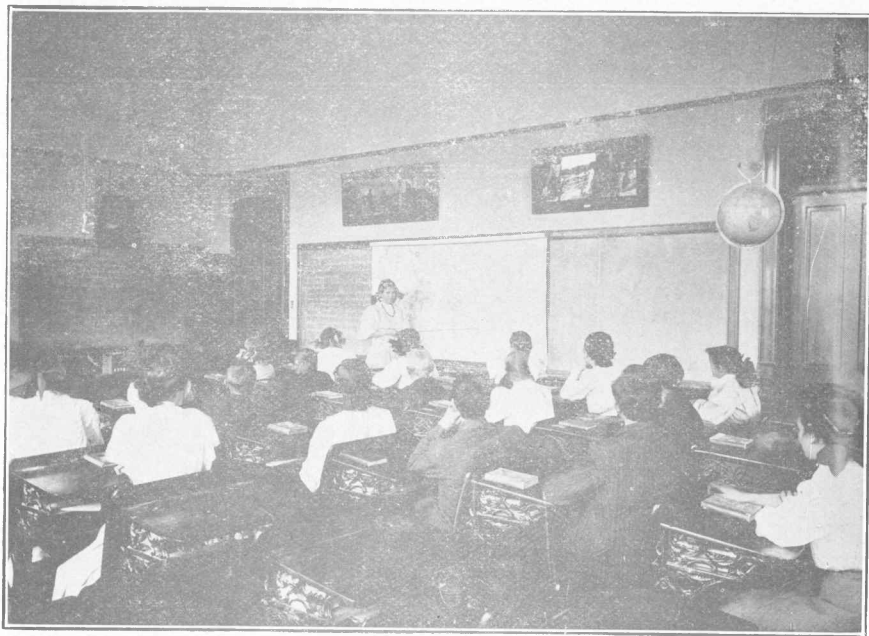
- I. Needs.
 - a. To run the government. What the chief items of expense were.
 - b. To pay the debts incurred during the Revolution. Which debts should be paid. Hamilton's arguments for paying all debts, state and national, in full. How the debts were to be paid.
2. Methods of raising money.
 - a. By a tariff on imports. The tax rate. Protection to shipping.
 - b. By excises. What purpose, other than to provide money, this tax served. How it was received.
3. How the distribution of funds was made more convenient.
 - a. By establishing a national bank. What the arguments against it were.
 - b. By instituting the decimal system of coinage. Previous money units.

III. *How to deal with foreign nations.*

- I. With England. Why, in spite of the political independence of America, England still remained socially and economically the mother country. The problems arising from the failure of both nations to live up to the terms of the treaty of peace. (The effort to get a satisfactory commercial treaty will be dealt with in another place; it should be touched lightly at this point).



Studying Our History Lesson.



The Boundaries of the Louisiana Purchase.

2. With France. Why France felt justified in asking aid from the United States. Why Washington refused such aid. How he found it difficult to lead the nation to stand by him in his refusal. Why the feeling in favor of France changed.
3. With Spain. Why a treaty securing the free navigation of the Mississippi was desirable. How the quarrel over the southern boundary made such a treaty difficult. What treaty was obtained.

IV. *How to aid the West.*

1. The situation at the inauguration of the new government.
 - a. Where the frontier line was (1789). Where the settlements were located. How the population compared with that east of the mountains.
 - b. How the people lived. Homes, culture, amusements.
2. What their problems were.
 - a. How to protect themselves from the Indians. Review of the encounters before and during the Revolution. Complications arising from the refusal of the British to vacate forts in the northwest territory. How Wayne obtained a treaty of peace from the Indians. How the Indian wars embittered the Westerners against England.

- b. How to gain a living. The life of the settlers as given in the seventh grade should be reviewed. (1) Occupations. How land was obtained. Farming, grazing, fur trade. Why the settlers had to be almost self-sufficient. How the sale of furs afforded ready money for the purchase of arms and necessary implements. (2) How conditions were made harder because of poor transportation. How the prices of food products and manufactured articles compared with those east of the mountains. The possible routes for transportation: up the Ohio and across the mountains, the cost of shipping by this route; by way of the Mississippi. The exasperating methods of the Spanish at the mouth of the river. The transfer of Louisiana to France, and the refusal of the right of deposit. How the difficulty was solved by the purchase of Louisiana. How the new bargain was investigated by Lewis and Clark.

V. *How to achieve commercial independence.*

1. The difficulties arising, during the confederation, from state regulation. Why congress was unable to get satisfactory treaties with foreign nations.
2. What the national government did. The protection by tonnage taxes. The monopoly of the coast-wise trade. Treaties with France

- and with Spain. Jay's treaty with England.
3. The effect of the European wars. The early prosperity. The vindictiveness of the war between England and France works hardships on American shipping. How each of these countries offends.
 4. How the United States tries to protect her commerce.
 - a. By peaceful means. The embargo; its effect on the United States and on the offending nations. Why it failed.
 - b. By war. The influence of the West in bringing the war about. The lack of preparation on the part of the United States. The fighting in the north. The campaign against Washington. The war on the sea. The fighting for the possession of the Mississippi. How the treaty of peace between France and England endangered the United States. The treaty. What the war had accomplished.
 - c. Post bellum treaties.

D. HOW THE NATION LOOKS TO ITS DEVELOPMENT.

I. *The situation at the close of the war.*

How the national feeling had grown. What Madison did, in his message of 1815, to turn the attention of the country to its own needs.

II. *How the country expected to develop its manufactures.*

1. How the embargo and the war had turned much capital into manufacturing. The impossi-

bility of their products competing with the foren goods, so long kept out, which now flooded every market.

2. How these manufactures could be protected and new ones encouraged. The protectiv tariff. How each section regarded it. Clay's American system.

III. *How better transportation was secured.*

1. How the experiences of the war taught the need for better transportation. The economic demand.
2. What the national government did. The arguments for national aid as given by Calhoun. The Cumberland road. Why the aid of the government was stopt by Madison.
3. What state and private enterprise accomplisht. Turnpikes, canals; the Erie canal and its effect on New York; the canal from Philadelphia to Pittsburg; the Ohio canal. How the usefulness of these canals was limited by number and direction of the water courses. How they were supplemented by the railroads. The efficiency of the early railroads.

IV. *How the Southeast was renderd secure.*

What the situation was. The quarrel over the boundary. The constant trouble with the Indians, and with runaway slaves. The danger of attack from Florida in time of war. How Florida was obtaind. The extent of the United States as determind by this treaty.

V. *How the United States attempted to stop the encroachments of European nations.*

- I. The revolt of the Spanish colonies. The weakness of the new Republic. European aggressions. The holy alliance. The danger to the United States. How the aggressions were stopt. Why the United States was supported by Great Britain.

E. HOW THE NORTH AND SOUTH GREW APART.

- I. The difference in methods of gaining a living, even in colonial times. The causes for such differences. Why, with the resources of the south, commerce and manufacturing had not been developd. Why slavery faild in the North.

- II. How the national policies of protecting manufactures and aiding transportation affected each section.

- I. *New England, and the other North Atlantic States.*

- a. How this section was fitted for manufacturing. How the difficulty of obtaining skilld labor and improvd machinery retarded its development. How the embargo and the war of 1812 turnd capital into manufacturing. How skilld labor and better machinery were secured. How the industrial revolution in Europe affected its growth. How much the protectiv tariff fosterd this industry. What kinds of articles were most produced.

How better transportation procured additional markets.

- b. The effect of manufacturing upon the urban life of this section. The growth of cities. Social reorganization on an industrial basis.
- c. How more time was given to the pursuit of culture. The beginnings of the golden age in American literature. Art.
- d. How men became more interested in the welfare of others. Religious reform. Horace Mann. Prison reform. More humane asylums. Abolition.

2. *The West.*

Growth, 1800-1830. What conditions favored immigration from other states. Which states sent the greatest number. The character of the settlers. How the westward movement was made easier because of improved facilities for transportation. The economic development of the West. The growth of influence in national affairs; Clay, Jackson, Harrison, Benton. The culture of the section. Newspapers, schools. How the interests of the West are related to the South; to the North. How Missouri was admitted as a slave state.

3. *The South.*

- a. Growth 1800-1830. How its growth compared with that of the Western and North Atlantic states. How the South-

west was settled. The increased attention to cotton culture. The effect of the increased crop upon the price of cotton. How the south becomes dependent upon the north for manufactured goods and food supplies. The soil of the old South grows impoverished. How hard times in this section resulted from the inability to compete with the new slave states.

- b. How the tariff affects the South. How it affects the price of articles which the South had to buy. How the South was adapted to manufacturing; the supply of coal and iron, the water power and the facilities for transportation. Why the south, in spite of these advantages, did not profit by the tariff. Hard times are blamed on the tariff and internal improvements. How South Carolina attempted to nullify the tariff. How the interest in combating the tariff becomes bound up with the interest in the extension of slavery.

III. *How the South struggles to extend, the North to restrict, slave territory.*

- i. Reasons for the attitude of each section. The South needed more territory for farming, and to maintain an equality in congress. The North objected to extension because of the institution of slavery, and because as mat-

ters stood, the control of the government was sure to pass into its hands.

2. How new territory was added to the United States.
 - a. How the Northeastern and Northwestern boundaries were fixed. The disputes, how they were settled. The claims of both nations. Joint occupation. Fur trade. Overland immigration. How the boundary dispute was settled. Its resources.
 - b. How Texas was acquired. The early settlements. How independence was secured. How annexation was brought about. The quarrel over the southwestern boundary.
 - c. The war with Mexico. Review of the causes. How the war began. The exploits of American armies in Mexico, and in California. The treaty of peace and the consequent addition of territory to the United States.
 - d. Shall the new territory be slave or free? How the discovery of gold in California settled the question for that state. How the question was settled for the remaining territory, by the compromise of 1850.

IV. *How the North is re-inforced. Social and economic development.*

1. Immigration. The conditions in Europe which caused it; famine in Ireland, political trouble

in Germany. Were these immigrants of a desirable kind? Where they settled. How they aided in the development of the North. What their attitude was toward slavery. Why they did not settle in the Southern states.

2. Rapid development of transportation. The growth of railroads, 1840-60. Improvement of canal and river traffic. The telegraph. How the South developed in these respects.
 3. Increased growth of manufactures. The West begins to share in this industry. The rise of Western manufacturing cities.
 4. The use of improved methods and machinery in farming. The revolution in farming implements, 1830-60. The increased interest in scientific agriculture. How much the South utilized these improvements.
 5. The growth of population, 1830-60. The new West. The rapid formation of new states. How much the South grew during the same period.
- V. *How the South gains an opportunity for slave territory within the national domain.*
1. The status of slavery as determined by the Missouri Compromise of 1850. The theory of squatter sovereignty. How the North won the race for Kansas. The Dred Scott decision.

2. How the Republican party arose. The elements out of which it was formed. The elections of 1854 and 1856. The Lincoln-Douglas debates. How Lincoln was elected President.

VI. *How the South seceded and was forced back into the Union.*

1. Why the South seceded. The arguments for the right of secession. The process of withdrawing from the Union. How the Confederate government was formed. How it differed from the Federal.
2. How the South was forced back into the Union.
 - a. A comparison of the North and South at the beginning of the war. Area and position; population and military strength; navy; wealth and resources; foreign relations.
 - b. How the North ends the war: by blockade, by securing the border states; by opening the Mississippi; by cutting the Confederacy in two; by defeating the army of Virginia. How supplies were secured and distributed to the armies.
 - c. How the war checked the progress of the country. The loss in men. The enormous expense and destruction. The loss from the concentration of effort in fighting, to the neglect of the development of the country. The comparative loss in each

section. How the people at home lived during the war.

d. What problems grew out of the war.

F. HOW THE COUNTRY RECOVERED FROM THE WAR.

- I. The disbanding of the armies. The growth of the North during the war.
- II. The South. The problems arising out of the war are presented as problems for the South to solve, in the belief that such a presentation brings out the real significance of the problems more clearly than is possible if the problems are presented as problems for the North to solve. The solution of these problems is meant to include all efforts to the present time.
 1. How the South attempted to regain prosperity.
 - a. Devastation caused by the war; effects of the blockade; loss in slaves.
 - b. How labor was secured. The unwillingness of the negro to work; laws to compel labor; the opportunity of the poor white; the breaking up of the old plantations.
 - c. How new industries grew up. Iron, textiles.
 - d. Opportunity in the South today. Manufacturing. Cheap lands.
 2. How political rights were regained.
 - a. Problems growing out of (1) freeing the negro; (2) secession.
 - b. How the Congressional plans for reconstruction were received. How "carpet-bagger" governments were overthrown.
 - c. The problem of negro suffrage today.

3. How the people have become more enlightend.
The enormous rate of illiteracy at the close of the war. Where the burden of taxes fell. How the rate of illiteracy has decreate. How the people are prepared to work efficiently.

G. HOW THE WEST WAS FILD UP.

- I. *Review of the settlements and explorations to 1860. What was known of the resources and physiografy of the country.*
- II. *What the incentivs were to settle in the West. (Type: Colorado).*
 1. Conditions in the East.
 2. Mining. The homested act of 1862.
- III. *How the West was reacht.*
 1. By stage and "prairie schooner." The distance and time taken. Difficulties of the trip. Why railroads were demanded.
 2. How railroads were bilt.
 - a. The difficulties of construction. How the National Government aided.
 - b. How the railroads affected the growth of the country. How they advertised. How agriculture was encouraged. How trade with the East was developt.
- IV. *How the Indians were delt with.*
- V. *How the people have made a living.*
 1. Mining. (Colorado). The improvement of methods and machinery.

2. Farming.
 - a. Colorado. How irrigation has developed agriculture. The fruit farms. Dry farming.
 - b. Oklahoma. The Northwest. The improvement in methods of raising grain.

H. HOW THE UNITED STATES BECAME A WORLD POWER.

I. *Territorial growth, 1790-1890.*

II. *Review of the growth of influence as a world power, economically and politically, to 1890.*

III. *How insular possessions were secured.*

1. American interests in Cuba and in Hawaii.
2. How the Cubans were treated by Spain.
3. How Spain was forced to give up Cuba and to cede Porto Rico, Guam, and the Philippines to the United States.
4. How the insular possessions are cared for.
 - a. Good order. The Philippine insurrection.
 - b. Health. What sanitary and quarantine precautions have accomplished.
 - c. How the islands are being improved, industrially.
 - d. How the people are educated.

I. WHAT THE MODERN PROBLEMS ARE.

Some of these problems have been dealt with under the three preceding headings, F, G, and H. They will, therefore, only be mentioned here.

I. *How to improve agricultural conditions.*

1. Present status.
 - a. How agriculture compares, in the value of products and in the number of persons engaged, with other occupations.
 - b. How some of the chief crops are produced.
 - c. The agricultural exports of each section.
2. How agriculture has developed.
 - a. Growth, shown statistically, of the total product, and of the chief crops.
 - b. How the growth has been aided. (1) By the use of improved machinery. What improvements have been made since 1830. (2) By the use of better methods. The growth of a scientific knowledge of agriculture. How the government has aided the dissemination of such knowledge. (3) By irrigation and by dry farming.
3. What some of the agricultural problems are today. Possibilities for irrigation and for dry farming. The reclamation of worn out land. How to get efficient labor. How to improve the roads. How to make farm life more attractive.

II. *How to develop manufacturing.*

1. Present status.
 - a. How it compares, in the value of its products and in the number of men employed, with other industries.
 - b. What some of the chief manufactures are. Where they are located.

- c. How the manufactures compare with those of other countries. What the chief exports of manufactured articles are.
2. How manufacturing has developed.
 - a. Growth, as shown by statistics, 1860-1900.
 - (1) By natural advantages: Raw materials, fuel, water power, transportation.
 - (2) By the tariff. A review of the early American system. The protective system, as advocated by the Republican party. What the opponents of the system believe.
 - (3) By organization. The advantages of corporations. The grouping of related industries. The utilization of by-products.
 3. Manufacturing problems today.
 - a. How corporations are to be regulated. What sort of tariff should be had.
 - b. How to improve machinery. How to procure cheap power.
 - c. How to develop foreign markets and to secure better transportation.
 - d. How the proper relation between labor and capital can be brought about.
- III. *How to improve the facilities for transportation.*
 - I. Present status.
 - a. How people travel and transport goods today.
 - b. How the natural and artificial facilities compare with those in other countries.

2. How transportation facilities have developed.
 - a. Growth, as shown by statistics, 1840-1910.
 - b. Development of conveniences and of safety contrivances.
 - c. Renewed interest in waterways. The Panama canal.
3. How the development was aided. Review of the aid given by the state and national government, 1840-1900.
4. How unjust discriminations have been attacked.
5. The modern problems. (1) How to utilize the waterways. What some of the proposed river improvements are. (2) The question of government ownership, or regulation of railroads, telephones, telegraph and express. (3) How to develop a merchant marine.

IV. *How to conserve national resources.*

1. Mining.
 - a. Where the chief mining regions are.
 - b. The enormous waste; how it can be prevented. The increase of improved methods and machinery.
 - c. How to prevent fraudulent holding of mining lands.
2. Forests.
 - a. The enormous demand for lumber, wood pulp and other products of the forest. The present forest area. The waste in lumbering.

- b. How the forests may be replenisht. National and private forest reservs. Attention to the prevention of forest fires and plant diseases. Forestry as a profession.
 3. Unoccupied lands. Where claims may still be taken up. How these can be fitted for farming purposes.
 4. Fisheries.
 - a. The dangers of exhausting the fish supply.
 - b. How the government aids, by its hatcheries.
- V. *How to promote the general well being.*
 1. By education.
 - a. Present status. Illiteracy, schools, colleges.
 - b. Growth in education, as shown by the decreasing illiteracy rate, 1860-1900.
 - c. Rural school problems.
 2. By caring for the public health.
 - a. Pure food law.
 - b. Warfare against contagious diseases. State and private efforts to eradicate tuberculosis, yellow fever, typhoid fever.
 - c. Regulation of factory conditions. Child labor laws.
- VI. *Problems arising out of changes in population.*
 1. The present population. How it is distributed; sectionally, according to color and nationality, and in rural and urban communities.

2. Growth of population, 1790-1900.
3. What some of the problems are.
 - a. What to do with the immigrant. (1) Where the immigrants come from. The number of each of the chief immigrant peoples. What kind of people they are. (2) Why these people come to America. Conditions in Europe, opportunities in America. (3) Where they settle and how they make a living. The number of foren parentage in each section, and in some of the chief cities. The reasons for so many in manufacturing regions.
4. How immigration is to be regulated. Present laws. Proposed laws.
 - b. How to help the negro. Review of what has been done in the South. How the negro can be prepared to work efficiently:
 - c. Problems of the city (nearest city taken as type). (1) Growth of cities, 1790-1900. Why they have grown. (2) How the people are protected. Police, safety ordinances, sanitation. (3) Public utilities. How they are controld. Water, gas, light, cars, tenements, parks, playgrounds.

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State Normal School of Colorado



Announcement of Summer Term Courses for Rural Teachers

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

Bulletin Series X. No. 11

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

Entered at the Postoffice, Greeley, Colorado, as Second-class matter

DEPARTMENT FOR RURAL SCHOOL TEACHERS

The large attendance and the unexpected success of the rural school department opened for the first time, during the summer term of 1910, has made its continuance a necessity, and it will hereafter be a permanent department during regular and summer terms.

Altho the deficiencies of our rural schools and the lack of means for training teachers for rural school work has long been recognized by educators, the general public is only beginning to appreciate this need. Those most active in behalf of better schools in the rural districts have been handicapped by the necessity of overcoming a sort of traditional feeling that little or no special preparation was needed for prospective country school teachers. And so, even when the need of some sort of training did become recognized, the courses offered were largely of an elementary character. The general awakening of people throughout the country to an appreciation of the advantages of life in the open country; the rapid increase of our population, bringing with it the inevitable scarcity of land and a corresponding increase in its value; the realization of the seriousness of concentrating population in our large cities; the growing belief in the value of intense cultivation and scientific farming; the interest taken in better country living by both state and national agencies; and various other causes, all leading toward betterment of social and economical conditions

in the country, have changed the attitude of the public toward the rural schools. "The spirit of the times forbids a continuance, for a longer time than is made necessary by the present order, of paid public instruction to rural children by instructors who are two, three, four, or five years less well prepared than the paid public instructors of urban children." (Burnham.) In short, our country communities must have just as good schools, and our country boys and girls must have just as well prepared teachers as are furnished by the cities. This not alone in justice to the children themselves but because of its necessity to the social and economic adjustment of city and country life.

One of the three great needs, as stated in the report of the commission on country life, is a "new kind of schools". The country school must cease to be an imitation of the city school with its borrowed curriculum, entirely out of tune with the world of the farm child. The greatest need is for professionally trained rural teachers able to meet the conditions as they exist. Scholarship is not the only essential. The country teacher must know country life and must have an understanding of and sympathy for it in order to be qualified to do his work successfully and to be a force in the life of the community.

Following the example of other states the Colorado State Normal School will hereafter train teach-

ers for rural servis. All of the work of preparing for teaching will be done with special reference to country conditions, the officers of the school believing this to be a work whose importance is second to none in the educational development of the state. It is the purpose of this department to furnish teachers who do not take the first opportunity to get into city work, as is too often the case, even when conditions are almost equally favorable, but who are content to remain and build up in the country. The country school must prepare country boys and girls to develop in every way the community in which they liv. The instructors in this department will give their time and energy to the uplifting of rural communities to the best possible life thru the schools. They will always be ready and anxious to assist in every way possible, and glad to co-operate at all times with farmers' unions, granges, etc., and especially with county superintendents of schools in the effort to stimulate interest and enthusiasm in educational matters, and the aim constantly will be to bring about greater efficiency thru organization and co-operation with all the forces pertaining to the improvement of life in the country.

1. SCHOOL MANAGEMENT—THEORY OF TEACHING

The fundamental principles involvd in the organization and government of rural schools will be con-

sidered in this course. In *method* the state course of study will be carefully considered with reports and discussions by students. How to prepare the daily program and use it will receive careful attention. In *management*, the rural school and its relation to the community, to the county and state educational system; and school law as it affects school directors, teachers, and pupils will be considered. The elements of rural sociology will be studied in this course. Papers and reports on topics of social and industrial interest in rural communities will be required.

2. REVIEWS

Thoro review courses in the subjects of the curriculum of the elementary school will be offered. It is particularly significant that the teacher should know the branches he is to teach. The importance of a knowledge of the subject matter must not be underestimated.

All of the common branches will be thoroughly reviewed both from the academic and the professional standpoint, but always with special emphasis on how to teach them, and with special reference to country school conditions. These courses will therefore prepare the teacher in methods of presentation of the elementary school subjects and will at the same time so add to his own knowledge of the subject matter as to

assist any who wish to take the regular examination for teachers.

English, grammar, reading, and how to teach them5 periods per week

History, geography, and how to teach them
5 periods per week

Number, arithmetic, and how to teach them
5 periods per week

The state course of study will be made the basis for this review work.

3. PRIMARY METHODS

How to begin work in the first grade and to keep children employed during the busy hours, while the teacher is engaged with other classes in an ungraded school, are most difficult problems for the inexperienced teacher.

All the work pertaining to the lower grades, including handwork, games, folk dancing, and the care of the children's play time will be considered in the course.

4. MUSIC

The purpose of this course is to emphasize the value of music in the life of the country child, and its need as a part of his education, and to fit the teacher to teach the singing of beautiful songs under conditions which exist in small and ungraded schools. Those

not familiar with material—simple and beautiful songs adapted to this kind of work—will receive every assistance in the selection of proper material as well as practical instruction in the methods of presenting music in the school room.

5. ART

Every rural school teacher should know the value of art in the school room, and learn how to interest country children in drawing and design. Every school can afford to give at least one hour a week to this work, and even with this small amount of time surprising results can be obtained.

6. AGRICULTURE—NATURE STUDY

This course will include a study of home geography and environment with special relation to the application of school studies to the life of the community.

Laboratory and garden work are done and work in the school neighborhood emphasized. A study of common plants and of domestic and familiar animals is also included, and only such work is given as is within the compass of every rural school with little or no equipment, and with the purpose of drawing on the immediate surroundings for material. Outlines given in the state course of study explained and discussed.

7. DOMESTIC SCIENCE

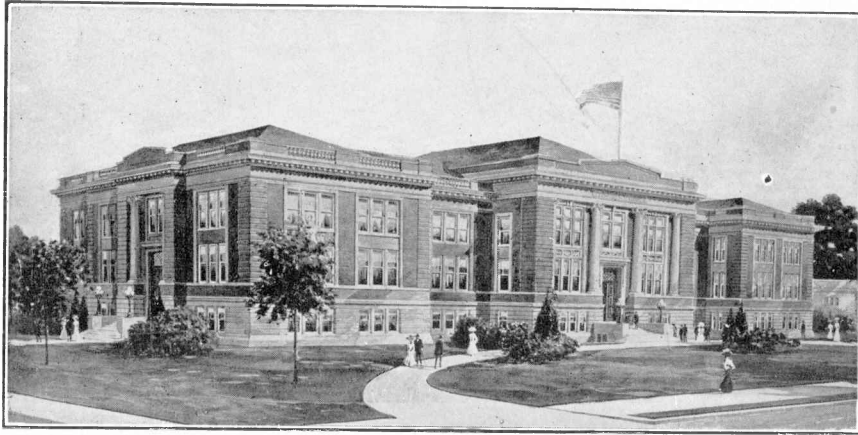
This course will be planned to give training in the study and preparation of foods, home-keeping and sewing in the one-room schools. Special attention will be given to ways of securing interest and co-operation from the homes in the neighborhood, how the work may be done in the ordinary school room, the selection and procuring of material and equipment, and methods of correlating with the regular school studies.

8. MANUAL TRAINING

This course will be planned with special care and will include such work in measuring, cutting, and the making of simple objects that will be artistic and useful after they are completed. The equipment used will be inexpensive and selected with a view of being added to gradually, as demand for the work increases. It will be adapted to the ability of teachers who previously have not had special preparation for this kind of work, and will aim to aid in increasing interest in school work and closer touch between the life of the school and the community.

For further particulars address

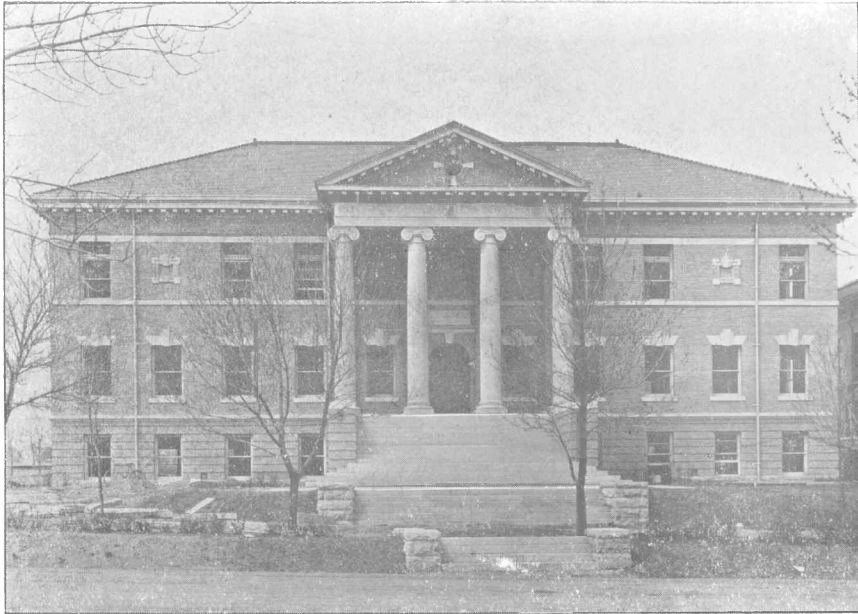
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Greeley, Colorado.**



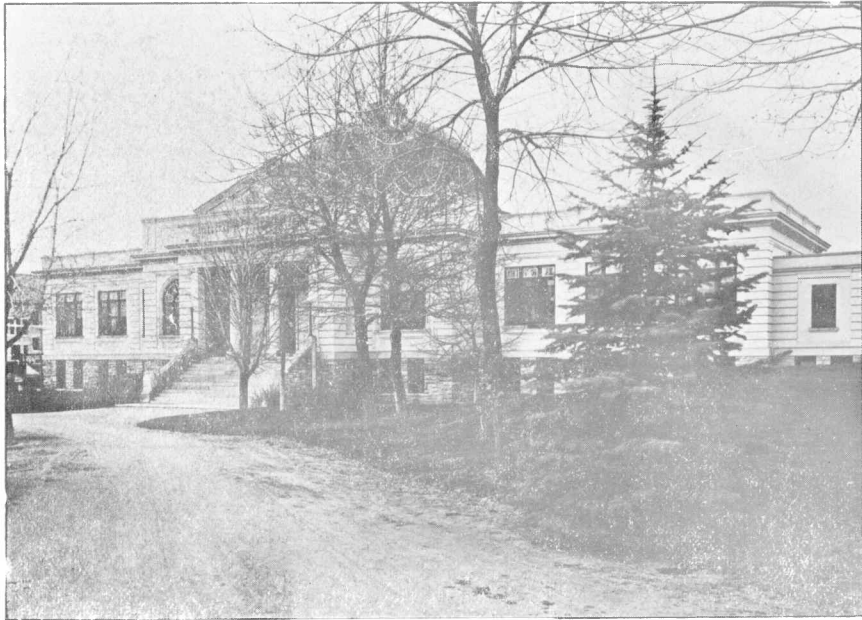
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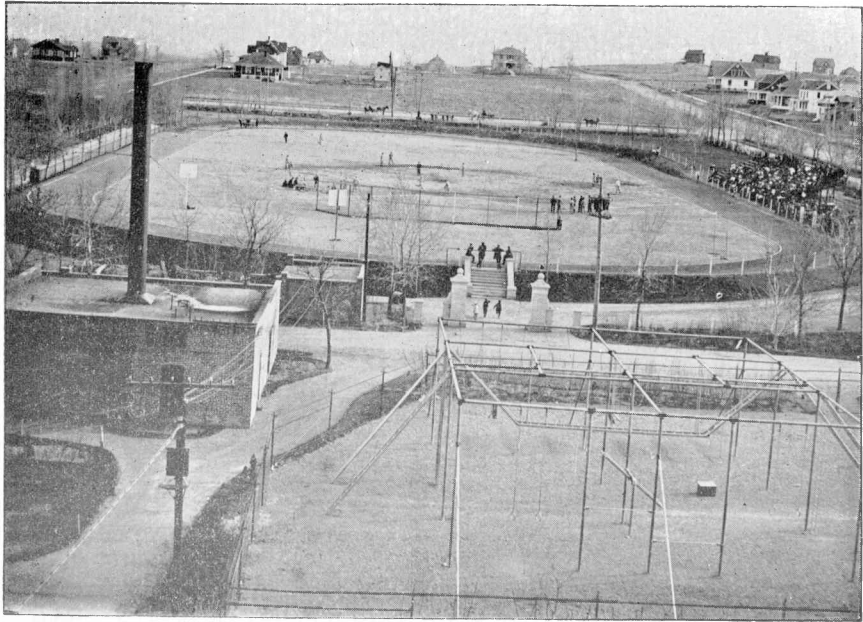
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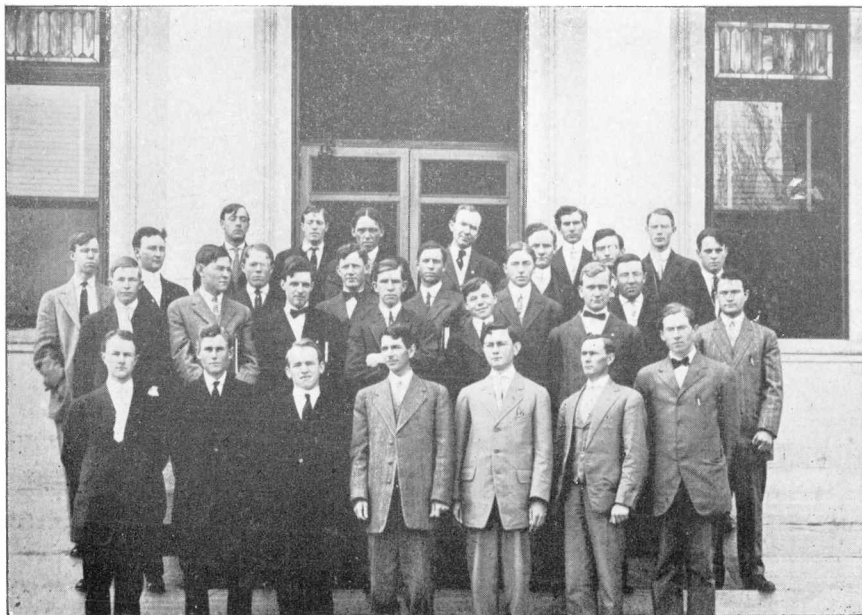
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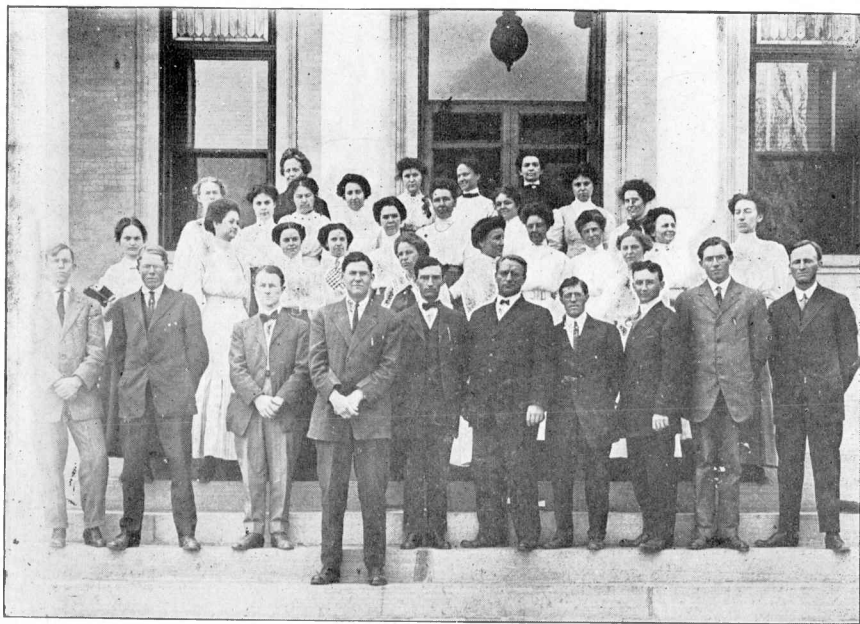
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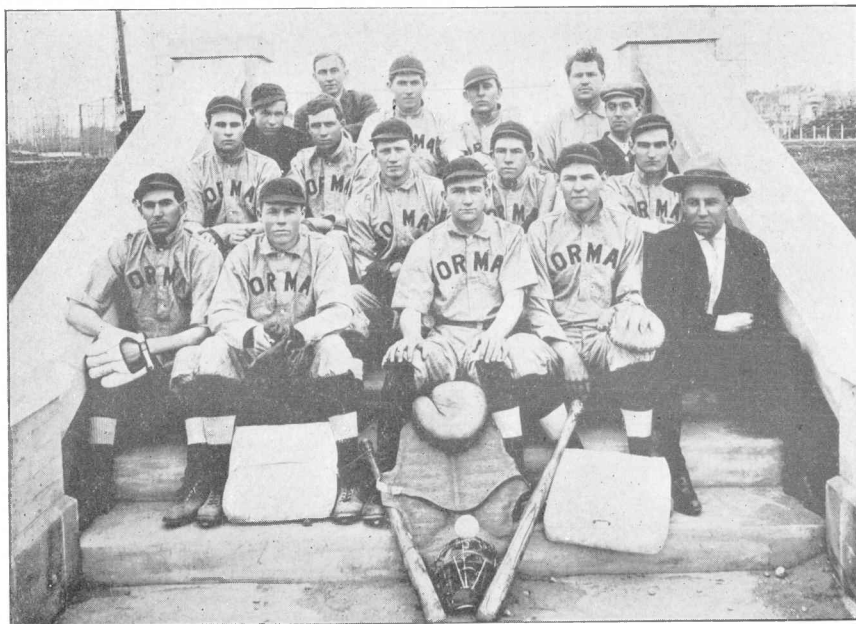
The Athletic Field



Young Men of the Normal School



College Students



The Base Ball Squad

A Call for Young Men As Teachers

in

The Public Schools of Colorado



The State Normal School of Colorado

Bulletin Series X. No. 12

MAY, 1911

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A Call for Young Men
as Teachers

in

The Public Schools of Colorado

THE
State Normal School
OF COLORADO
Greeley, Colorado

1911

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recommended by the Simplified Spelling Board.)

PUBLISHT BY
TRUSTEES OF STATE NORMAL SCHOOL

The Call for Young Men

D. D. HUGH

Dean of the Training Department

The publication of this bulletin has been prompted by the growing conviction that the young men of the State do not sufficiently recognize the importance of the opportunities open to them for employment in educational work. For several years there has been an increasing demand for well-trained young men as superintendents, principals, high school and grammar grade teachers, directors of physical education and playground work, supervisors and teachers of art and manual training, and teachers of agriculture in rural and village schools. As yet the young men who are graduates from our high schools and especially the young men who are teaching in our smaller rural districts do not appear to be aware of the wealth of opportunity afforded them in this work.

The opinion of the educators of this State may be gathered from the letters that follow. These were received in response to requests for information upon this question which were recently sent out by this Institution to a number of our graduates and other persons who are holding prominent positions in educational work. To these were afterwards added state-

ments from some young men in this year's graduating class. The practically unanimous sentiment of these persons is that there is a great and growing need of young men in our public schools. Only one gentleman, who apparently did not wish his letter published, wrote a frank reply questioning the wisdom of encouraging young men to become teachers.

In harmony with the opinions of the great majority of the writers is the fact that the State Normal School is annually receiving many more requests for young men to fill responsible positions than it can possibly fill. These requests are growing more numerous each year. That this demand for young men is bound to increase there can be no reasonable doubt. People are getting a larger vision of the work of the public school. It is no longer regarded as an institution for giving merely the rudiments of a literary education—for teaching the A, B, C's—or for imparting bookish education of any sort. It is rather coming more and more to be looked upon as a place for fitting young people for all kinds of positions in life. It includes the laboratory, the work shop, the playground, and the school garden, as well as the recitation room, and for the direction of many of its activities young men are imperatively needed.

Its function, moreover, is not merely to help young people to earn a livelihood but to inculcate high ideals of citizenship. To train young men and women to be leaders in the larger social work of the twentieth century, to lead them to realize that they are to have a place in shaping the civilization of their age, in moulding their characters and in inspiring them to higher ideals of civic usefulness the influence

of men as well as of women teachers is necessary.

With the larger demand for young men as teachers, the remuneration is increasing and becoming more proportionate to the service rendered. It is not claimed, of course, that the pecuniary rewards of the teacher are princely, but they probably do not compare so unfavorably as it is sometimes supposed with the average remuneration received in the other professions. In some of these a few persons make a brilliant success, but the majority cannot expect to make more than a livelihood, and not a few are doomed to failure. For the young man with natural aptitude, adequate training for the work, and devotion to his calling there is nothing to prevent the attainment of competence in teaching as in the other professions. There is now a clearer recognition that our schools cannot properly accomplish their work without the influence of men as well as of women, as teachers. Men will have consequently to be paid sufficient salaries to attract them to the work.

But the rewards of such work can never be measured in terms of dollars and cents alone. The profession of teaching will always make its strongest appeal to those to whom the contact of youthful minds is congenial and who appreciate the opportunity of spending their time and energy in a calling which enables them to make their lives count for the most possible in helping young people to attain a richer individual experience and a place of larger usefulness among their fellow men.

To the young man who is planning his future and is not yet certain about his life work this bulletin is worthy of careful consideration. It will suggest a

field of usefulness which you have possibly overlooked or the importance of which you may not have recognized. Take time to read carefully the opinions of men who have entered or are about to enter upon the work. Consider your qualifications and aptitudes for the calling and whether or not you may not make the most of your life by devoting it to teaching. If you feel at all interested, write to the Colorado State Normal School for information upon the subject. We believe that there are abundant opportunities for your services in the field of education, and we shall be glad to do anything in our power to aid you in realizing your aspirations in this direction.

WHAT SOME OF OUR SUPERINTENDENTS HAVE
TO SAY ABOUT THE OPPORTUNITIES
IN TEACHING FOR YOUNG
MEN.

Opportunities for young men as grade and department teachers are generally not good on account of the small salaries paid; for principals, superintendents, manual training supervisors, playground directors, etc., opportunities are good and steadily improving.

Boards of education are becoming convinced that in order to get good men for these positions it is necessary to pay good salaries. The outlook for young men in these places is better than it was five years ago, still better than it was ten or fifteen years ago.

The great number of men leaving the teaching profession renders better salaries for men imperative. It is my firm belief that within ten years the salaries for men in these positions will be excellent, though not so high as the income from law, medicine and commercial occupations.

J. HENRY ALLEN,
Superintendent of Schools, Grand Junction.

That there is a growing demand for young men in the educational field, there can be no doubt. Many localities are coming to see the advantage to the boy of having a young man as instructor for a part of his young manhood, at least. This makes a demand for young men as principals and as departmental instructors.

The growth of the industrial idea in education,

together with the growth of the playground movement, opens up lines of work that are particularly adapted to leadership by young men. One of the most important departments in our school is the physical training department, presided over by a young man well equipt for that line of work. The department includes the regular training classes, together with the playground games and the regular athletics.

There is a growing demand for young men in the educational field.

D. E. CAMERON,
Superintendent of Schools, Fort Morgan.

Permit me to say that the opportunities for the several positions you mention have increast annually, but only for those who secure all the preparation that our age of practical and cultural conditions demand.

As Heaven is said to be a prepared place for prepared people, so is the teaching profession for those qualified by natural endowments and proper training to enter its sacred gates.

CHAS. E. CARTER,
Superintendent of Schools, Greeley.

I find it rather difficult to state just what lines of work in education offer the best opportunity for young men. At the present time in Colorado, it does not seem difficult for a young man with proper training and experience to secure quite desirable positions either as principals of the elementary or high schools, or as superintendents in smaller school systems.

There are relatively very few manual training supervisorships open, but on the other hand the supply

of well equipt young men for positions of this sort is not large, and it does not in the main seem difficult for such individuals to secure fairly satisfactory positions.

The position of playground director in the larger cities is decidedly new, but from indications there will be an increasing demand for well equipt directors of this kind of work.

If a young man has scholarly tastes and is content to remain in a position paying only a moderate salary, I believe that a position as instructor in the larger high schools offers rather more inducements than any other line. I believe this, first, because the number of young men of this type seems to be decidedly limited.

Second, such positions when successfully filled offer very great security to those holding them. The administrator in all small school systems is in constant danger of undeserved dismissal on account of reflections of local sentiment. This seldom affects the high school teacher.

The salary paid for work of this sort is steadily increasing, and the opportunity for a pleasant, scholarly life should be most attractive to young men of a certain type.

C. E. CHADSEY,
Superintendent of Schools, Denver.

For the past twenty years the spirit of progress has been almost universal.

The science of Paidology has opened our eyes to the fact that teaching demands (1) persons possessing the attributes of leadership, (2) men and women

who have been trained by skillful specialists for the calling, (3) persons who love humanity and have consecrated their lives to its service.

It has also emphasized the fact that a boy or girl entering the adolescent period needs the influence of a normal, high minded man to serve as his or her ideal of what a man should be.

There is a growing tendency to establish a graduated scale of wages for teachers. This gives security to the faithful and insures the educator that his success will be rewarded by continued employment and increase of salary.

This scheme is in line with all modern industrial systems. No one is competent to direct others or the affairs of enterprises who has not served his apprenticeship and made himself familiar with the details of the enterprise. It is the survival of the fittest in its biggest sense.

I do not believe that any field offers greater inducements for red-blooded, skilled young men than that of the public schools.

The professions of law and medicine are much overcrowded. There are scores of trained electricians and engineers that would be glad to find steady employment in their line, with opportunities for reasonable promotions. I am sure there are just as many men that have succeeded in the profession of teaching as in any legitimate calling that can be named. Their wealth is great, not in "slippery dollars," but in what makes a man and a nation wealthy. I believe that amassing riches is the smallest part of a big man's life. Even in that respect the profession of

teaching is looking up in the matter of pay for faithful servis.

The call is for teachers in every department of public education. There is a demand today for competent principals and superintendents that cannot be met.

I wish more young men would appreciate these facts.

PHILIP M. CONDIT,
Superintendent of Schools, Delta

I feel that at no time have the opportunities for young men in teaching been greater than are now offered by such positions as grade and departmental teachers, principals and superintendents, as manual training and physical culture directors and supervisors, and all such positions of an educational nature. Under the present tendencies in educational thought positions of this kind offer boundless chances for self-development and individual growth and achievement. The personality is no longer bounded by the position but rather the position by the personality. Further, it is becoming more and more felt by people controlling these situations that adequate servis is entitled to adequate recompense. The realization of this idea will remove the financial barriers that have kept competent young men from entering these employments.

On the other hand, our schools need the vigorous, masculin influence that can be gained only by strong young men instilling their ideas and ideals into the system at these points.

SARA B. EASTERLY,
Superintendent of Schools, Gunnison County.

It has been my good fortune during the past twelve months to have had the opportunity of observing educational conditions in a number of eastern states. Each occasion brought the realization that within our own state are found better opportunities and conditions for young men, than may be found in any other state in the Union.

Colorado is rapidly undergoing a profound change economically, largely affecting educational conditions. The field that offers the young man the best opportunities is to my mind found in the lines of industrial training. Almost all departments of school work are full to overflowing with young women, fully trained and equipped for the ordinary classroom instruction. Necessarily competition is keen, and the law of supply and demand naturally tends to keep the wage down. Very different are conditions in the work of manual training especially. Every superintendent knows how difficult it is to secure good manual training instructors, for the reason that there are more positions open than competent men to fill them. Consequently, salaries are better and the outlook far brighter for advancement and legitimate compensation. Any young man with aspirations for the teaching profession can not make a mistake in choosing this line of work and our Normal Training School as the best place for securing the proper training.

GEO. L. HESS,

Superintendent of Schools, La Junta.

In recent years the wonderful industrial activities in our country have called young men away from

less lucrative callings and the teaching profession has been one of the chief sufferers. Industrial lines, as was to be expected, have become crowded, and today no field offers greater opportunities for young men of character and thorough preparation than does the profession of teaching. Young men are especially wanted as principals, manual training teachers and supervisors. These young men must be willing to begin at the bottom at a low salary and they must not expect to be promoted to a superintendency at the end of their first year's service. With the coming of more men into the profession filled with the spirit of loyalty and enthusiasm, salaries will advance and from the ranks of efficient principals will come the superintendents of the future.

Manual training supervisors are always in demand. We find it most difficult to secure well prepared men for the manual training work. Men succeed in this field far better than women. It is a man's work.

The playground movement must have men and women as teachers and supervisors. The demand for men in this field promises to be very urgent. In this work the salaries will be exceptionally good.

J. F. KEATING.

Superintendent of Schools, Dist. No. 20, Pueblo.

The poor salaries of the past have deterred men from entering the teaching profession, and a dearth of capable men teachers has resulted.

A national recognition of the necessity of more men in public school work has occurred at this time of

insufficient supply. Wages have risen proportionately until the properly prepared beginner in teaching can command a greater salary than his fellow in the other professions.

For the above reason I have been urging, for the past two years, young men of my acquaintance to seriously consider teaching as a life pursuit.

H. A. KEELEY,
Superintendent of Schools, Manitou.

In my opinion, teaching as a profession, offers better opportunities than ever before. Salaries are going up, a better class of men are going into the work, and educational work is rapidly rising to a higher plane. To a young man who is willing to devote sufficient time and energy to a thoro preparation, the work offers splendid opportunities, not financially, because teaching will never be a work in which financial returns commensurate with the requirements will be received, but it offers opportunities for a comfortable living and a life filled with greater, better, and more important activities than any other line of work. I believe the demand for men equipt for principals, supervisors, etc., will continue to increase, and good work will be more and more appreciated.

HARRY L. MCGINNIS,
Superintendent of Schools, Chaffee County.

Salaried positions seldom yield the brilliant financial returns offered by mercantile and professional pursuits. But these examples of eminent success are conspicuous because rare.

With the increasing demand for men for playground directors, manual training teachers; for a greater proportion of men for principals, high school and upper grade teachers; with the opportunities for personal growth, congenial companionship, social recognition and great service to one's fellow beings, at a period when efficient service yields such rich harvests, the work of teaching now offers opportunities well worth the consideration of thoughtful young men.

The public is acquiring a better appreciation of the worth of the teacher, manifest by better salaries, and more considerate treatment. This tide of opinion is only fairly under way. The prospects for young men in this line will be even greater ten or twenty years from now than at the present time.

M. F. MILLER,

Superintendent of Schools, Fort Collins.

Young men are in demand for Seventh and Eighth grades and for Ward Principalships. For the man who is well prepared for this class of work, promotion is rapid, salaries are good, and results are gratifying.

General supervision implies an intimate knowledge of grade as well as of high school work, and highest efficiency means actual experience all along the line.

J. R. MORGAN,

Superintendent of Schools, Trinidad.

I wish to say that there are, in my opinion, exceptional opportunities for young men of market ability and training for the teaching profession. The de-

mand for such men in Otero County has always exceeded the supply since my administration began. Especially are there good openings for capable principals, departmental teachers, manual training directors, teachers of agriculture, and superintendents.

S. S. PHILLIPS.

Superintendent of Schools, Otero County.

There should be men teaching in every grammar grade, but suitable persons are hard to secure. It is to be hoped that you can increase the supply of young men for these positions. It is important that they shall be co-operativ and patient. So few are willing to take the time to grow into principalships, superintendencies, and directorships that it is well nigh impossible to get young men to do grade work. If one will begin with grade work and stick to it patiently, genially, and with absolute faith in the future, he cannot fail to achieve ample success later in supervisory capacities. Superintendents and principals should always travel the road of actual experience as men do in other professions.

Yes, young men are wanted and there is commensurate reward for them in proportion as they do better work in the school room and help our boys more than can women teachers.

M. C. POTTER,

Dist. No. 1, Pueblo.

In my own county the need is for young men who are expecting to stay in the teaching profession, and who are not using it as a stepping stone. They can command good salaries in time if they will only start

with that idea—to make teaching a life work. We need teachers of that kind who understand something of agricultural pursuits and mechanical arts.

ROSEPHA C. PULFORD,
Superintendent of Schools, LaPlata County.

It seems to me that students and keen observers in every department of our democratic life and all those who are actively identified with any one of our consciously constructiv institutions must feel and recognize the fact that the American people are rapidly putting to experimental test the profest faiths and the cherisht sentiments of the latest and best civilization. The true citizen of today, in America, must be prophetically loyal to the immediate future—sharing intimately the persuasiv faith in human betterment and progressivly equipping himself to meet the larger demands of expanding and new profession and engagements. Rapidly and certainly the functions of educational institutions are becoming better defined and more urgent in the appreciation of society at large. There is a democratic demand for wider servis and for an intensity of servis. Any studious interpretation of existing social, political, industrial, and educational conditions enforces the inviting conclusion that the teaching profession will afford, with increasing financial remuneration, splendid opportunities for traind and efficient young men as principals, grade and departmental teachers, manual training and play ground supervisors, instructors in trade schools, and superintendents of vocational schools. Communities are becoming more and more apprecia-

tiv of educational values and discriminating in the matter of qualitativ services upon the part of teachers. School administrators are learning how to focus the progressiv sentiment of a community upon educational problems and they will soon voice a very vigorous and democratic demand for young men who can perform efficiently the newer educational tasks.

WILSON M. SHAFTER,

Superintendent of Schools, Cripple Creek.

Permit me to suggest the following as my opinion regarding the opportunities for young men as teachers:

1. There is a demand for young men who can control young people without friction, teach eighth grade subjects well, and wisely direct the activities on the playground.

2. For young men who can combine the teaching of manual training and one or more high school subjects.

3. For young men who are able to organize commercial departments in high schools in the small cities and assume full responsibility in the management of these departments.

4. For young men who are prepared to teach public speaking and debate in addition to other high school subjects.

5. For young men prepared to teach high school subjects and coach general athletics, including the three popular games—football, basketball and baseball.

DANIEL WARD,

Superintendent of Schools, Rocky Ford.

I certainly think there is a great need for larger numbers of young men teachers. I am much in favor of men, as principals of grade buildings. I believe less boys would drop out at the time they now do. I find efficient men teachers a great help, in my grade work, as well as teachers of science and athletic directors., in the high school.

GEO. M. WARNER,
Superintendent of Schools, Canon City (South Side).

WORDS OF COUNSEL FROM YOUNG MEN WHO
HAVE GRADUATED FROM THE STATE
NORMAL SCHOOL.

There is a growing demand for young men in the village and smaller city school as principals and superintendents. In this part of the state many of the rural schools are being taught by men. As the departmental feature is introduced into the graded school, young men who have had a thoro normal training will be in greater demand for the departments of mathematics, history, and civics. If men and women were paid the same salaries for the same work, hundreds of positions would soon open to young men in the upper grades. But so long as there is no fixed standard of wage, the young woman will be employd.

W. L. BAILEY,

Superintendent of Schools, Sterling.

We are experiencing a new birth in education. The traditions in teaching, both in regard to practis and the subject matter of the curriculum are being replaced by saner methods and more vital instruction. Old time practises have proved themselves inadequate to prepare young men and women to meet the industrial and social demands of the present time. The efficiency of public schools is being justly criticised, and patrons are insistent upon the demands that things more vital and more helpful to the pupils be taught.

In order to meet the new demands on the profession, teachers specially trairnd and qualified are in pressing demand. The demand is for young men of industrious habits and sterling integrity to occu-

py positions of responsibility in the public schools. Possessing initiative, broad ideals and capabilities for giving vocational instruction, a young man does not need to look beyond the profession of teaching to find a field wherein his ambition for achievement may be fully satisfied, and wherein his efforts will be substantially rewarded by an appreciative public.

W. W. BLACK,
Principal, Victor.

There are too few of our promising young men who are entering the teaching profession. Some are making the mistake of their lives. There is a genuine call for more competent young men. Schools are paying for them as never before in the history of our public schools. There are some lines of work where men are sorely needed even in the grades. The departmental plan in the higher grammar grades offers an opportunity to select men and pay for their services.

I sincerely hope that more earnest young men will thoroughly prepare for public school work. For the good of our citizenship we need more strong men teachers and I feel that he who truly responds to the call will find opportunity for advancement.

W. D. BLAINE,
Principal Fountain School, Pueblo.

The increasing demand for and the failure to obtain capable young men for principals of grammar grades, supervisors of manual training and directors of playgrounds is an indication of the excellent op-

portunities for the young man in these various departments of our schools.

Especially are they much needed in the playground movement, which has been taken up so recently as to be almost wholly unprovided for in the matter of instructors, yet is universally recognized as a very essential element in the production of the most useful national character which is the result of a sound mind in a sound body.

J. E. BURNS,
Superintendent of Schools, Berthoud.

The world is just beginning to realize that it is the function of schools to teach children and not subjects. This conception of educational function has revolutionized educational curricula, methods and ideals. Prime among these changes are the new standards of requirements for teachers. To teach children rather than subjects requires not only broad culture but thoro professional training. To compensate for higher requirements on the part of the teacher, the remuneration of teachers is moving in an upward scale. Today, the man principal, superintendent, or supervisor is enabled by his income to take his proper place in the civic and social life of the community. The opportunities of the school executive are many and rich. The field of education is virgin. The possibilities in trade schools, technical high schools, open air schools, schools for defectives, schools for gifted children, schools for retarded pupils, schools of parental character, are boundless. All such institutions are in formative states. True it is that in the schools we already have better administration, and in

these special schools the sociological problems of the future will be solvd. So to the young man desirous of living a life of efficiency and real social servis combined with great possibilities of individual development, no field is richer than the field of education. There is in process of formation a profession of school administration and direction. The young man who enters education in the next few years will join a profession that ranks with law, medicin, and engineering, and yet is more significant than these, having to do with the training of every power in every individual in the community.

H. V. CHURCHILL,
Principal University Park School, Denver.

At present, there are greater inducements for young men to enter the teaching profession than almost any other, for the demand for well trairnd male teachers, at excellent salaries, is far in excess of the supply. Law, medicin, dentistry, etc., are overcrowded. While there is a more general demand for male teachers for all school positions, practically all manual training supervisors and teachers are men, and there is a widely spred tendency to secure a much greater number of high school principals and instructors and graded school principals from the ranks of the professionally trairnd male teachers. Such positions command constantly increasing salaries, and the custom of making the tenure of office much more permanent is growing

E. F. EWING,
Superintendent of Schools, Colorado City.

The demand for young men as teachers is increasing for the following reasons:

Grammar school teaching is undergoing a change from the room-teacher plan to that of the departmental plan. It is now required beside having a general education that the teacher be prepared in some one special subject. There is a demand for men to take charge of these departments in grammar schools. I think men are specially fitted for the departments of mathematics and of history.

The physical welfare and the playground movements which are certain to bring permanent changes in our conception of school duties bring with them a demand for directors of playgrounds and teachers of games. There is now a demand for men for this work in conjunction with their teaching. This demand is certain to grow.

As to principalships (the practis is in city schools to promote from the ranks of the teachers) the selections are from among those who show a high order of teaching and executiv ability. The highly successful teacher has another opportunity of promotion, from the grammar school department to the high school.

In selecting teaching for the life work there is but one question for the young man—that of salary. However, when we come to consider the stediness of employment, teaching in general possesses an advantage over most other callings. A few years ago nearly all of our young men were preparing for engineering. Employing companies inform me that there are more than a dozen men for every position in this line of

work. If New York be taken as a standard, it appears that men, because they are men, are not to receive a higher salary as teachers than women. Yet there has been for the past several years a steady increase in teachers' salaries. Beside this, a great many cities have established retirement pay or pensions. Taken all in all the financial outlook in teaching is far from gloomy. From most points of view there is no reason why the work of teaching should not be sought with enthusiasm by young men.

C. A. HOLLINGSHEAD,
Principal Wyman Schools, Denver.

The opinion that the rapid development of American education depends largely upon the superintendents of smaller cities and towns, because of their wide distribution, and the influence that they have upon the work in contiguous districts, is becoming so general that individuals of purely academic training are no longer considered sufficiently qualified to hold these positions. The rapid growth of this idea is opening the widest field of today in educational work to young men who will specialize and prepare as carefully in education as doctors, lawyers, and engineers do in their respective spheres.

AXEL E. JOHNSON,
Superintendent of Schools, Windsor.

Of the fields of activity open to the young man, teaching is becoming more attractive each year. People are recognizing more and more the dignity of the profession. The movement to reorganize primary

and secondary education and the spread of information, giving to the patrons of our schools definite ideas of what good schools should accomplish, are creating a demand for the young man of ability and training. The man teacher is recognized as better for the physically active departments. Manual training and playground supervision have made but a beginning, and the young man who can supervise the physical training or direct the industrial work of a school has an unlimited field before him. We need more men in the work.

W. C. P. MEDDINS,

Principal of the High School, Telluride.

The outlook for trained men teachers, directors, and supervisors is better today than at any previous time in the history of education. As a graduate of the Colorado State Normal school, it is a real pleasure to commend the institution to anyone contemplating the teaching profession. Being a college graduate, I was naturally prejudiced against normal schools, but my work in finishing the courses of pedagogy and manual training in the Greeley school thoroughly dissipated my bias.

The beautiful location, the playgrounds and gardens, the library, the laboratories and training departments, together with a staff of able specialists and a Dr. Snyder at the helm, combine to make it one of the greatest institutions of its kind in the country. The student's attainments are limited only by his own incapacity or apathy. He who thirsts may quench it—tho Greeley is a dry town.

V. E. ROWTON,

Dept. Man'l Training, Colorado Springs.

Young men are in demand in the teaching profession, but the time is past when there is use or opportunity for the men who have failed in other fields of activity and have fallen back on the teaching profession as a last resort. The need now is for men who will definitely elect teaching as a life work, who will give themselves a broad training for the work, and who will bring to the profession the same energy, the same foresight, the same business sense they would expect to take to any other profession.

The profession pays well. Salaries are growing better for all classes of teachers, but big rewards are for men broadly trained to meet and solve the problems affecting the entire educational policy of the community where they may work. Low salaries at present common to many men in the teaching profession are due to the fact that these men trained for departmental work in high schools only. This field is small, salaries low, and the supply exceeds the demand. There are very few pupils in our high schools.

The elementary school enrolls the majority of the pupils and this field is broad and practically untouched.

Men trained for superintendents, principals, and for the direction of departmental work in the elementary school may command good salaries from the first, and the opportunity for promotion is unlimited.

J. A. SEXSON,
Superintendent of Schools, Telluride.

The recognition of the wider duty and almost limitless field of educational activity is opening up

new possibilities and making new demands, the extent of which is only beginning to be realized.

To young men education offers a field that for variety and extent of opportunity is unexcelled, and already ability, preparation, and hard work are receiving prompt recognition thru promotion and appropriate salary.

The newer fields of playground supervisors, vocational advisors, and the various forms of industrial training should appeal to men especially, and it is here that opportunities and returns seem greatest at the present time.

GUY C. STOCKTON,
Superintendent of Schools, Eugene, Ore.

Of course there are untold opportunities for young men along all the lines you suggest. The boundless energy, the undimmed faith, the creative ability, and the Western push of Colorado young men render them indispensable to the virility of our schools.

On the playground as instigators of clean speech, fair play and healthy ideals, as manual training directors to teach the nobility and manliness of useful handiwork, but most of all as principals and superintendents, the school needs young men to solve the problems raised by the conflict of modern commercialism with educational traditions. A vast field for investigation is opened up, and the work of leadership devolves upon the young men. The rewards will be commensurate with the service. Already the public has begun to loosen up its purse strings, and no expendi-

ture will be too great for results shown to be beneficial to the child and to the community.

JOHN J. WARD,
Principal County High School, Castle Rock.

Never before has there been so great an opportunity for trained young men in the teaching profession. Superintendents and school boards the country over are seeking them—these trained young men who are capable of meeting and solving the new and complex problems arising each day. They are being sought for as principals of grade schools, as departmental teachers, as supervisors, as grade teachers, and as high school instructors. Salaries are being raised and the work lessened in order to encourage young men to take up this work.

D. E. WIEDMANN,
Superintendent of High Schools, Montrose County.

SUGGESTIONS FROM A FEW OF THE YOUNG
MEN IN THE COLORADO STATE
NORMAL SCHOOL.

It is with great pleasure that I refer to teaching as a profession, for some fifteen or twenty years ago the occupation of teaching was scarcely considered dignified enough to be called a profession.

Education is becoming more highly organized, and educators are working with more uniformity of purpose, and toward a common goal. Men must broaden their lives correspondingly. They must be able to meet situations that come up, in carrying out this great scheme of education. They must mingle with the world in order to teach the child what the world demands that the child should know.

The man who sees this larger conception of education and puts forth all his energies to carry it forward is the one that succeeds; and we are proud of the fact that in teaching, as in other professions, the weaklings must step out, while the man who does things goes on.

H. M. BROADBENT.

In whatever perspective it might be viewed, from whatever standpoint it might be entered upon, to those desirous of a vocation and capable of handling one when obtained, the profession of teaching would seem at this time to contain a larger proportion of advantages to a smaller number of disadvantages than any safe and regular calling open to men.

Does a man desire money, there is enough of it to live on as comfortably as one ought to live when so many have none at all; does he look for social po-

sition, there is as much of it open to his enjoyment as any man ought to have time to use; does he demand leisure, there is more of it than he can obtain in any other profession save that of doing nothing at all, and as much of it as can be generally utilized by the average man.

But does he, more than these, wish to be absolved from the degenerativ influences of a lifetime spent in business, useless and harmful in their nature and effects, and does he desire a lifework in which he may know that every hour is expended in directly necessary and valuable servis to mankind, he achieves such as a professional teacher of the young. He has an avenue for the transmission to posterity of all that is best in him, and every possible incentiv to the inhibition of all that is worst, thus embarking himself upon a career which of all others is calculated to induce in his own development and in his effect upon the world around him the greatest ultimate good of which his natural gifts are capable.

SYDNEW NEWNES HILLYARD.

I am persuaded that the opportunities for men in the teaching profession are rapidly increasing. I understand that there are far more calls for equipt men than can be responded to. From excellent opportunities to know I can say that the Colorado State Normal School at Greeley is second to none, at least in all our great Western country, in every characteristic which makes for efficiency in training both men and women for the vocation of teacher.

M. R. KERR.

The aim of education should be to teach us how to think as well as what to think, and to improve our minds so as to enable us to think for ourselves.

I know of no institution which affords young men better opportunities for such a development and and the teaching profession than the Colorado State more efficient training in the manual arts, fine arts, Normal School.

W. EARL RICHEY.

I have been in the Colorado State Normal School for four years and know some of the opportunities a young man has. In the first place, he has an opportunity to specialize for the position of Superintendent or Principal, receiving the degree of A. B. in Education. Places in this work for the specialized person are always open. In the second place, he may specialize in various branches, such as Manual Training, Art, Music, Science, Mathematics, History and Sociology, and many others. In the third place, he is coming to a school where athletic competition is not as severe as in a university or other colleges. Every young man has an opportunity to enter football, basket ball, and base ball. In the fourth place, a Normal trained teacher has more than an even chance with one that is not. In the fifth place, the Normal makes every effort to place its graduates. Much praise is due the Normal for what it has done and for that which it will undoubtedly continue to do.

GEORGE P. YOUNG.



The Greeley Tribune Print

**State Normal
School
of
Colorado**



**SUMMER TERM
1911**

GREELEY, COLORADO



**Summer
School
Bulletin**

FOR

**High School
Teachers and
Principals**



STATE
NORMAL SCHOOL
OF
COLORADO

Announcement of
Summer Term Courses for
High School Teachers
and Principals

Bulletin Series X. No. 18

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PREFACE.

In the following pages we present a brief outline of Special Courses for High School Teachers and College Students. This is a brief Summary of *Special Courses only*, and makes no mention of the great body of our Summer School work.

Our regular Summer School Bulletin is an extended description of all courses and opportunities offered at our Summer Session. It will be a pleasure to mail you a complete bulletin at your request.

Z. X. SNYDER.

President.

ANNOUNCEMENT TO HIGH SCHOOL TEACHERS, PRINCIPALS AND COLLEGE STUDENTS OF COLORADO

The Colorado State Normal School announces its Summer College Courses for 1911, leading to the degree Bachelor of Arts in Education.

Strong courses in Education for high school teachers or those preparing to teach in high schools will be given. They will include the following lines of work:—Advanced Educational Psychology with special reference to the high school student, Biotics in Education, Secondary School Problems and High School Administration, Modern Tendencies in Secondary Education, History and Comparativ Study of Secondary Education, Industrial Education in High Schools, and Educational Sociology.

Instructions will be given in all high school subjects: English and Literature, History, Latin, Modern Foren Languages, Sociology and Economics, Art, Mathematics, Chemistry, Physics, Biology, and other subjects.

All college classes will be conducted with special reference to the functioning of the particular subject in the high school.

This year the Normal School presents a continuous series of daily lectures extending thruout the six weeks, which are sure to prove of unusual value to the teachers of Colorado. The lecturers and their subjects are as follows:

1. G. Stanley Hall, Ph. D., President of Clark University, Educational Methods and Materials Now in Use in the Public Schools.

2. M. V. O'Shea, B. L., Professor of Education, University of Wisconsin, General Problems of Education.

3. Henry Suzzallo, Ph. D., Professor of the Philosophy of Education, Columbia University, Sociological Aspects of Education.

4. Hamlin Garland, Novelist. American Literature, Music, and Art.

5. Charles H. Keyes, President National Educational Council, Columbia University. Industrial and Vocational Education.

One credit will be allowed for this course.

In addition to the lectures, class conferences will be given daily under the direction of these celebrated men.

We are offering at this Summer Session one of the richest opportunities ever presented to the high school teachers of the West.

All our regular Normal courses will be given in addition to these new college courses.

Our Summer Session opens June 20 and continues six weeks.

From one to five credits may be earned during the summer term.

Write now for our complete summer bulletin giving all details.

Address,

THE STATE NORMAL SCHOOL,

Greeley, Colorado.

EDUCATION.

IRVING E. MILLER, PH. D.

These are professional courses for high school teachers, county superintendents, and other supervising officers. School administration will be dicust by practical experts straight from the field of actual supervision.

SCIENCE OF EDUCATION.

***10. Historical Aspect of Education.**

After a brief survey of a few earlier types of education to give a background for the work, a study will be made of modern movements that help to determin the organization of the curriculum and the methods of instruction in elementary and secondary schools. Special emfasis will be placed upon present day tendencies in education with a view to arriving at the ideals and practises dominant in school work. This will include such topics as the educational implications of the surrender of the doctrine of formal disciplin, social aspects of education, the physical welfare of school children, the child study movement, motor education, vocational training, etc.

Monroe's History of Education will be used as a text-book for the historical portion of the work. Considerable use will be made of current educational literature.

MR. HUGH.

***11. Biological Aspect of Education.**

The aim of this course is to present the conception of education as the progressiv modification of a functioning organism. It will include the fundamental gen-

eralization of biology, physiological psychology, functional psychology, and experimental pedagogy in their bearing on educational theory and practice. Special attention will be given to the current attempts to reconstruct the conception of the meaning and aim of education in biological and functional terms.

DR. IRVING E. MILLER.

***15. Ethics. Primarily for Normal Graduate and College Students.**

This course will treat of the genesis and function of the moral ideal in the history of the race, with special reference to the problem of the scientific interpretation of the moral life of to-day. Attention will be paid also to the principles underlying the development of the moral consciousness of the child and the problem of moral training in the public school, both elementary and secondary.

DR. IRVING E. MILLER.

***29. Current Educational Thought.**

This course is designed for advanced students, principals, supervisors, and experienced teachers. It will consist of reports and discussions based on the best books in education and related fields published during the last twelve months. In getting at the problems dominant in the thought of the year, use will be made also of the reports of great educational and scientific meetings and of the leading educational periodicals. This course may be substituted for course 12 by those who may need the credit in that subject for graduation this summer.

DR. IRVING E. MILLER.

PROFESSIONAL COURSES IN HIGH SCHOOL EDUCATION.

These courses are all primarily for normal graduate

and college students who are preparing to teach in high schools.

***18. Biotics in Education. Required of Normal Graduate and College Students. Three hours a week.**

The second term's work of this course will be given this summer.

The Meaning of Education.

1. From the standpoint of the individual.—An evolution of possibilities; his education an evolution of the possibilities in relation to life; his expansion into health, strength, power, and skill to function in relation to his environment.

2. From the standpoint of society.—His adjustment to society in efficiency; his obligation to society, and the obligation of society to him; his relation to the state, and the relation of the state to him.

The importance of heredity in education.

1. Heredity and inheritance; facts and laws; growth and suppression of elements of inheritance in education.

2. Racial, national, parental, and individual heredity—elements influencing education.

3. Hereditary versus somatic transmissions in the individual and his education.

4. Hereditary and environmental variations in the education of the individual.

5. Theories of heredity—Lamarck, Darwin, Weismann, DeVries, and their relation to education.

Evolution as a basis for education.

1. Universal evolution as a working hypothesis.

2. The evolution of life, mind, society and the state, in its relation to civilization.
3. Universal recapitulations.
4. Recapitulation and the "culture epochs."
5. Religious recapitulation.
6. Its value to education.

Functional Education.

1. Education is functional—dynamic—pragmatic.
2. All activities of the individual are the result of cell structure.
3. Education is motorization—doing—realization.
4. The maturation of truth.

The evolution of truth.

1. The potential value of a truth—anticipation.
2. The actual value of a truth—realization.
3. The efficient value of a truth—servis.
4. The making of truth—relation of facts.
5. The genesis of truth.

Life and its evolution.

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

The serial theory of life as growing out of the doctrine of evolution.

1. The unity of all organic action.
2. The variations of the cross sections of a series.
3. The serial determination of the unity of the neurones.

Education is motorization.

1. Education is the functioning of cells.
2. Education, a natural science.
3. Application of the foregoing in the process of education.
4. Principles of education growing out of the above.

PRESIDENT SNYDER.

***20. Secondary School Problems.**

1. Aims of Secondary Education.
2. The Curriculum—evaluation of subjects, apportionment of time, length of course.
3. Discipline as affected by adolescence, public sentiment and social spirit.
4. Organization, interdependence of departments, elective system, the program.
5. The purpose, spirit, and method of the recitation in high school classes.
6. Social organizations, classes, fraternities, sororities, clubs, and societies.
7. Athletics—purpose, principles, kinds, methods.
8. Morning exercise—purpose, dominant character, as religious, moral, ethical, inspirational, social, civic, vocational.
9. Literary societies and various equivalents.

Principles of Secondary Education by De Garmo, and Educational Aims by Hanus will be used quite largely in this course.

MR. BULLOCK.

***21. Training Adolescents for Social Efficiency.**

It is designed in this course to assist superintendents, principals, and high school teachers to view comprehensively many of the great agencies which influence the lives of high school students but which are not always incorporated in the recognized work of the schools. The main topics are: physical education; moral and ethical education; choosing and preparing for a vocation; and

training for citizenship. The work of a great many institutions outside the school will be examined to determine their methods, aims, and results. The library contains a wealth of recent literature to illuminate these subjects.

MR. BULLOCK.

***26. Bacteria, Prophylaxis, and Hygiene.**

The health of the students is an important and vital factor in school efficiency. Many superintendents, principals, and teachers would be glad to work more conscientiously and expertly for the maintenance of health and the prevention of disease in their schools, if they knew how. This course aims to give specific instruction in the causes of disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saprophytes; bacteria which produce disease (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the schoolroom and of the home.

MR. BEARDSLEY.

SCHOOL ADMINISTRATION.

***24. School Administration.**

Sanitation. Sources and symptoms of infection and disease. The means of preventing infection. Architect-

ure. Buildings and grounds; heating and ventilating, etc.

MR. MOONEY.

***25. County Supervision of Schools.**

The State Normal School, at the suggestion of several county superintendents, will offer a course for county superintendents in the Summer session. There will be three distinct topics, each topic to receive two weeks' time. Any county superintendent who can be here for the entire six weeks, and who elects this course may take the three topics as they are given in the school. If, however, a county superintendent cannot attend the entire session he may take one or two of the topics in residence and the remainder of the course in non-residence.

MR. MOONEY.

***27. Lecture Course.**

A course of lectures will be given by Dr. G. Stanley Hall, President of Clark University; Dr. Henry Suzzallo, Teachers' College, Columbia University; Prof. M. V. O'Shea, Professor of Education, University of Wisconsin, Mr. Hamlin Garland, novelist, poet, and lecturer, and Prof. Charles H. Keyes, of Columbia University. A course given by these men will run thruout the term, and also a course of conferences will be given by them during the entire term.

PSYCHOLOGY.

JACOB DANIEL HEILMAN, PH. D.

BURCHARD WOODSON DE BUSK, B. S., A. B.

1. General Psychology.

Lectures, readings, reports, and demonstrations. The following topics are studied:—Consciousness, suggestion

and imitation, association, memory, analysis of impressions, control, interest, intelligence, and types of activity. The point of view is genetic.

2. General Psychology.

Lectures, readings, reports, and demonstrations covering the fields of the nervous system, sensation, laws of mental organization, the expression of the mental life, and the higher complications.

3. Educational Psychology.

This is an attempt to put the main conclusions of psychology into a more usable form for application in the school-room. Much of the subject matter is identical with that of courses 1 and 2, but instead of putting the emphasis upon the description, analysis, and explanation of mental processes, this course aims to show how general behavior or complex reactions may best be modified. It begins with the nativ capacities, instincts, and interests of the child, and shows how these may be suppress, de-veloppt, or regulated.

4. Systematic Child Study.

By means of lectures, discussions, reports, and readings, this course presents the history of the child study movement, its relation to the scientific, industrial, and educational development of the past quarter century, and familiarizes the students with the present aims, methods, and trend of the study of child life. The best book and monograf literature on the growth and development of the physical, mental, moral, social, and religious life of children and adolescents is red and discust. An inductiv study of some important topic is usually conducted by the class as a part of the work of the term.

BIOLOGICAL SCIENCE AND NATURE STUDY.

ARTHUR EUGENE BEARDSLEY, M. S.

LEVERETT ALLEN ADAMS, A. M.

1. Elementary Botany.

Elementary course in botany based upon laboratory and field work with common plants.

Ecological botany. The study of plants in their relations to the environment. The different forms of plant societies which are to be found in the vicinity are studied with a view to the determination of the laws which govern them.

MR. BEARDSLEY.

1. Elementary Zoology.

An elementary course in zoology, including laboratory and field work.

MR. BEARDSLEY.

5. Ornithology.

This course is a combination of field and class-room work. At least half of the time will be spent out of doors, in order to become familiar with the forms studied in the classroom. This is rather a comprehensive course and is planned for those who desire an intimate knowledge of bird life. It combines the technical with the popular, as they are complementary to each other, for without one, the other loses its value.

MR. ADAMS.

6. The Study of Mammals.

The study of mammals taken up in the same manner as in the course above. Much time will be spent out of doors, investigating the forms that are common in the vicinity. This is also a comprehensive course and will take up the group of mammals and their gross structure. The

habits of the different types will also be carefully studied.

MR. ADAMS.

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

PHYSICS, CHEMISTRY, AND PHYSIOGRAPHY.

FRANCIS LORENZO ABBOTT, A. M.

1. General Physics.

This course is so planned that many of the fundamental experiments can be taken into the grade work of the schools, where they can be performed by the pupils with much interest and profit. From an ordinary bicycle pump, an air pump, compression pump, water pump, etc., are made, by which we can perform many of the experiments in studying the properties of fluids.

1. Elementary Chemistry.

Note—Either Physics or Chemistry will be given, but not both.

2. Physiography.

In this course special emphasis is put upon climatology. Connected with the department of geography is a geographical field 150 by 125 feet, in which are located all the modern instruments for making observations on climate, and in which the continents are molded on a large scale.

MATHEMATICS.

GEORGE BRUCE HALSTED, PH. D.

16. **Combination Course in Algebra.**
Elementary and Advanced.
17. **Combination Course in Geometry.**
Inductiv and deductiv, plane and solid. Text:
Halsted's Rational Geometry, 2d ed.
10. **Trigonometry.**
11. **Analytical Geometry.**
12. **Differential and Integral Calculus.**

HISTORY AND SOCIOLOGY.

GURDON RANSOM MILLER, A. M.

***2. European History.**

Modern European history from the Reformation thru the French Revolution to A. D. 1814. The struggle for nationality in France; contrast between growth of nationality in France and other European countries; Austria and German States; the decadence of Spain; rise of Prussia; the French Revolution; the economic revolution in Europe. Early American history interpreted thru the above events.

Special lectures and treatment of history stories for grade work; compilation and arrangement of material; story telling; manual expression; the work of one grade worked out in full detail.

***5. American History.**

Including the critical period of American History; the formation of the Constitution; the growth of nation-

ality; economic evolution; westward movement, and development of the Great West.

Lectures and discussion of high school curricula and methods.

SOCIOLOGY.

***1. Anthropology.**

Comprising zoogenic, anthropogenic, and ethnogenic association; invention and growth of language; evolution of habitations, clothing, tools; evolution of ornament, and beginnings of art; tribal organization, the family, and early evolution of law.

Special attention given to the industrial activities of primitive peoples, and the possible relation of these activities to the elementary school curriculum.

***2. Principles of Sociology.**

Including a study of modern social organization; the historical evolution of institutions; laws of social progress; lectures and discussion of modern social problems.

A special emphasis is given to the modern school as a social organization.

***3. Economics.**

Comprising the elements of modern economic theory; industrial organization; government ownership and control of industries; theory of socialism; trusts and monopolies; and discussions of method in high school economics and industrial history.

Note—Courses 1, 2 and 3 in Sociology are conducted as one class during the Summer term.

***10. Industrial History of the United States.**

This course traces the evolution of the leading industries of our country, such as the extractive industries,

manufacturing, transportation, and mercantile pursuits. The management of financial institutions and of the means of communication is included. The aim of this work is to furnish knowledge of economic affairs, to establish a strong vocational interest, and to illustrate the economic interpretation of all history.

MR. BULLOCK.

***11. Municipal Government. (Civics.)**

A study of municipal government; county, school, and state government; and the administration of national affairs. Special attention will be given to current political problems, both local and general, as an illustration of the evolution of political methods, theories, and institutions. The course is intended to be both informational and professional, using valuable material to illustrate methods of promoting good citizenship.

MR. BULLOCK.

LATIN AND MYTHOLOGY.

JAMES HARVEY HAYS, A. M.

LATIN.

1. Elementary Latin.

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.

2. Intermediate Latin.

Comprising grammar reviews, including the more difficult constructions, Latin versification, and prose com-

position, criticism of Roman life and customs. The texts used our readings from Cicero, Virgil, and Sallust.

***3. Advanced Latin.**

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.

Note—Only one of these courses in Latin will be offered—the one called for by the largest number of students.

MYTHOLOGY.

1. Mythology.

An acquaintance with the body of ancient mythology being necessary to the understanding of the most ordinary literature, as well as being the most primitive literature itself, this course has been planned to assist not only in the mastery of these myths as stories and the development of power and skill in their telling, but also to give to each myth such an interpretation as is readily apparent in the story.

An attempt at the classification of the origins and values of these child-age stories will be made. Practice, under careful criticism in effective telling of myths, is a leading feature of this course. A comparison of the classic myths will be made with Norse and Hebrew myths, where such comparisons are apparent.

MODERN FOREN LANGUAGES.

ABRAM GIDEON, PH. D.

1. Elementary German.

For beginners. According to the method of instruction employd, the language-facts are studied both as an introduction to the living language and as a gateway to the literature. Pronunciation, grammar, oral practis, reading.

*4 or 7. German Reading.

For students whose previous knowledge of the language will enable them to appreciate texts of literary merit. The subject matter red is determind by the constitution of the class.

Courses in French.

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

1. Fonetics.

A study of speech sounds with reference to their organic formation.

LITERATURE AND ENGLISH.

ETHAN ALLEN CROSS, PH. M.

1. Constructive and Functional Grammar.

A study of English grammar with practis in oral composition and paragraf writing.

*4. Literature for the Sixth, Seventh and Eighth Grades.

The work of this course includes a study of the treatment for children of the following literature, besides that used orally in the sixth grade: *Border and Robin Hood*

ballads; Scott's *Lay of the Last Minstrel*, *Lady of the Lake*, and *Ivanhoe*; Whittier's *Snow Bound*; Irving's *Rip Van Winkle* and *Legend of Sleepy Hollow*; Poe's *Gold Bug* and certain of his poems; Hawthorne's *House of Seven Gables*; a group of American poems. Primarily for Seniors, expected of all who wish to do practis teaching in English in the upper grades, and open to any who wish a simpler reading course.

***13. The Novel.**

The development, technic, and significance of the English Novel.

READING AND LITERARY INTERPRETATION.

FRANCES TOBEY, B. S.

1. The Evolution of Expression; Interpretation.

1. Analysis of short literary units, with regard to motiv and to organic structure.

2. Drill for (a) rapid and accurate visualization and realization of pictures and thought units, (b) differentiation of dramatic characters and sympathetic insight into their experiences and motifs, and (c) spontaneity, life, vigor, and variety of expression.

2. Methods, Interpretation.

Selection of material for the grades.

Study of the Psychology and Pedagogy of Reading.

Discussion of various problems of interest to the grade teacher.

3. The Drama.

Critical analysis and interpretation of scenes from *Twelfth Night*.

Study of the structural plan and theme of the play,
and of the function of each scene.

Study and impersonation of characters.

Presentation of scenes before the school.

MUSIC.

THEOPHILUS EMORY FITZ.

The purpose of these courses is to provide comprehensive training for those who intend to teach vocal music in the public schools.

1. Public School Music.

The following subjects are included in the technical part of this course; rhythm, tone-thinking; musical expression; sight-singing; notation; musical-form; and vocal culture.

5. Supervision of School Music.

A practis course in song material with reference to interpretation and conducting; examining music courses intended for graded schools; observation; and planning material for the grade teacher.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A. M., DEAN.

RICHARD ERNESTI, PD. M., DIRECTOR.

BELLA BRUCE SIBLEY, PD. M.

The department of Industrial Arts is devoted to the technic of fundamental processes in the industrial and fine arts and to a study of the method and practis of pre-

sending these subjects in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts will be open for work at the beginning of the summer term. The building was erected at a cost of \$60,000. It has a floor space of 17,000 square feet, all of which is to be used for this department. Complete equipment will be provided for the training of men and women in the arts and crafts taught.

ART.

2. Applied Design.

A course in applied design planned to correlate with manual training and domestic science.

MANUAL TRAINING.

1. Woodwork.

This course is for beginners, and 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 freehand drawing in their application to constructive design and decoration.

8. Art Metal.

This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet brass and copper.

The aim is to create objects of artistic worth.

The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction.

10. Mechanical Drawing.

This course is designed to give a knowledge of the

use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines, and circles; problems involving tangents and planes of projections, development of surfaces; elementary isometric and oblique projections, simple working drawings and lettering.

Note—any courses outlined in the regular fall catalog will be given in the Summer Term if a sufficient number of students apply for work.

PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A. B.

5. Games and Gymnastics.

Tennis, basket ball, base ball, captain ball, volley ball, ring hockey, etc. Gymnastics once a week. Reading is required of those who desire credit for the course. The regular gymnasium suit is needed.

*6. Swedish Gymnastics.

Posse's Kinesiology and Arnold's Best Methods of Teaching Gymnastics are used as a basis for this work. The Swedish System will be explained, and practis will be given in making up the "Day's Order." This course is of special interest to those who expect to teach gymnastics, and also to those who have physical defects. Theory two periods a week, and practis three periods. The regulation gymnasium suit is required of all who take this course.

*9. Games and Folk Dances.

Playground games adapted to rural schools. Home-made playground apparatus. Folk dances; fancy steps, marches, drills, etc. Reading is required of all who de-

sire credit for the course. No special gymnasium suit is necessary.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON.

1. **Cooking and Food Study.**

This course offers instruction in plain cookery together with an elementary study of food stuffs. Its aim is to give the student a knowledge of the general principles underlying food preparation, methods of cooking, effect of heat upon foods, and a fair amount of skill in the manipulation of material. Special attention is paid to food selection, composition, food values, and cost. The preparation and serving of simple meals, which shall emphasize the combining of foods according to good dietetic, esthetic, and economic standards, is a feature of the work.

5. **Fancy and Chafing-Dish Cookery.**

Fancy cookery, chafing dish cookery, and the preparing and serving of full course dinners, elaborate luncheons, and refreshments for various functions are the principal features of this course. At this time special attention is given to marketing.

3. **Dressmaking and Art Needlework.**

This course offers advanced work in dressmaking, the making of elaborate garments, and art needlework. It is the outgrowth of, and is based upon, the knowledge and skill acquired in courses 1 and 2.

EXPENSES.

1. Board and room costs from \$4.00 to \$5.00 a week, two students in a room. There are opportunities for students to board themselves or to earn a part or all of their expenses for board and room.

2. *Tuition.* There is no tuition charge for citizens of Colorado.

3. *Incidental Fees.* All students pay incidental fees as follows:

For one course.....	\$ 8.00
For two courses.....	10.00
For three courses.....	12.00
For four courses.....	15.00
For five courses.....	20.00

A course is five recitation periods a week for the term of six weeks. The periods during the summer school are a full hour in length with ten-minute intermissions.

4. All fees for special courses have been discontinued for the summer term.

5. Citizens of other states in addition to the regular incidental fees pay a tuition fee of \$5.00 for the term.

Write for our complete Summer School Bulletin.

Address

**THE STATE NORMAL SCHOOL,
Greeley, Colorado.**



CHICAGO
STATE NORMAL SCHOOL
DRELFY COMPANY

