1899

Washington State Normal School at Ellensburg

Central Washington University

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WASHINGTON

STATE NORMAL SCHOOL

AT

ELLENSBURG.

CATALOG FOR 1898-1899

AND

ANNOUNCEMENTS FOR 1899-1900.

ELLENSBURG CAPITAL PRINT.
CALENDAR FOR 1899-1900.

FALL AND WINTER SEMESTER.

1899.

Registration of Students - - Tuesday, September 5
Principal's office beginning at 10 A. M.
Opening Day - - Wednesday, September 6
Opening address at 10 A. M.
Organization at 11 A. M.
End of First Quarter - - November 10
Beginning of Second Quarter - - November 13
Thanksgiving Recess - - November 30—December 1
Christmas Vacation Begins - - December 22

1900.

Christmas Vacation Ends - - January 2
End of First Semester - - January 26

SPRING AND SUMMER SEMESTER.

Beginning of Third Quarter - - January 29
Washington's Birthday - - February 22
End of Third Quarter - - April 6
Beginning of Fourth Quarter - - April 9
Memorial Day - - May 30
Closing Exercises of Training School - - June 1
Baccalaureate Sermon - - Sunday, June 10
Alumni Anniversary - - Tuesday, June 12
Graduation Day - - Wednesday, June 13
The Washington State Normal School. Established by act of
the Legislature of 1890.

"There shall be established in the City of Ellensburg, County
of Kittitas, a school to be called the Washington State Normal
School for the training and educating of teachers in the
art of instructing and governing in the public schools of this
state." [See section one of act.]

Opened September 6, 1891.

BOARD OF TRUSTEES:

CLYDE V. WARNER, President, - - Ellensburg
EUGENE E. WAGER, - - Ellensburg
JOHNSON NICKEUS, - - Tacoma

BOARD OF HIGHER EDUCATION:

FRANK J. BROWNE, Superintendent of Public Instruction,
President.

FRANK P. GRAVES, LL. D., President Washington State
University, - - Seattle

ENOCH A. BRYAN, A. M., President Agricultural College
and School of Science, - - Pullman.

WILLIAM E. WILSON, Principal Washington State Normal
School, - - Ellensburg
W. B. TURNER, Principal Washington State Normal School,
- - Cheney

EDWARD T. MATHES, Principal Washington State Normal
School, - - New Whatcom.

R. E. FRIARS, Superintendent of Snohomish County,
Secretary, - - Everett

W. J. MEREDITH, Superintendent of King County, - - Seattle

J. L. DUMAS, Principal of Schools, - - Dayton

E. P. SIKES, Principal of Schools, - - Colfax
FACULTY—1899-1900.

WILLIAM EDWARD WILSON, A. M., Principal,
Psychology, Pedagogy.

JOHN HENRY MORGAN, A. M., Vice Principal,
Mathematics, Economics.

JOHN P. MUNSON, Ph. D.,
Biological Science.

EDWIN JAMES SAUNDERS,
Physical Science, Geography.

MARY A. GRUPE,
Principal Training School, Drawing.

JESSIE BIRDENA WILCOX,
History, Training.

IDA MAE REMELE,
Physical Training, Reading.

ANNETTE V. BRUCE,
Music—Voice, Piano.

COLEMA LILLIAN DICKEY,
Primary Training.

CHARLOTTE SANFORD,
Assistant in Training School.

MRS. MILDRED MATLOCK,
Matron of Dormitory.

English Language, Literature.
### Students.

#### ADVANCED COURSE.

**Senior Class.**

Graduated Nov. 11, 1898.

- Nickeus, Elise W., Tacoma, Pierce
- Miller, May G., Spokane, Spokane

Graduated June 14, 1899.

- Abbott, Lulu Edith, Walla Walla, Walla Walla
- Colbert, Daisy Johanna, Ilwaco, Pacific
- Davies, Anna, Corbonado, Pierce
- Graff, Minda Selmer, King & 22 Av., Seattle, King
- Hayes, L. Justine M., Moscow, Idaho
- Jackson, Edith Louise, 1424 Bridge Av., Seattle, Pierce
- Johnston, Grace Cassidy, Walla Walla, Walla Walla
- Lewis, Margaretta May, Corbonado, Pierce
- McCausland, Margaret Rebecca, 221 Birch St., Walla Walla, Pierce
- McDonnell, Alberta, 1402 So. G St., Tacoma, Pierce
- McGeal, Francis P., Vancouver, Clarke
- Megannon, Robina Maree, E. 313 Mission St., Spokane, Spokane
- Miles, Eley, 706 L St., Tacoma, Pierce
- Montgomery, Wm. W., Burnett, Pierce
- Rock, Mattie, 17th Av. & Rep. N., Seattle, King
- Sanford, Charlotte, Port Angeles, Clallam
- Scott, Edna Rosalind Marlin, 1515 4th Ave., Seattle, King
- Sprague, Genevieve Estelle, Nahcotta, Pacific
- Steger, Francis Adrien, 35th & Aimsworth Ave., Tacoma, Pierce
- Tucker, George Henry, Silver Creek, Lewis
- Truitt, Elizabeth A., Tacoma, Pierce
- Wallace, Ida R., La Conner, Skagit
- Young, Ida C., Hartline, Douglass
- Zimmerman, Lydia Adelia, Wenatchee, Kittitas

#### ELEMENTARY COURSE.

**Second Year.**

- Abbott, Flossy Forder, Spokane, Spokane
- Annis, Bessie, 107 Howard St., Spokane, Alderton
- Bowman, Edna, Banks, Beth, Everett, Snohomish

#### POST OFFICE.

**COUNTY.**

- Mabton, Yakima
- Stanwood, Snohomish
- Goldendale, Klickitat
- Ellensburg, Kittitas
- Sultan, Whatcom
- Puyallup, Pierce
- North Yakima, Yakima
- Carbonado, Pierce
- Prosser, Yakima
- Puyallup, Pierce
- Tahuya, Jefferson
- Port Townsend, Jefferson
- Wenatchee, Kittitas
- Ellensburg, Kittitas
- Ellensburg, Kittitas
- Pt. Angeles, Clallam
- Tumwater, Thurston
Blanchard, Bessie, Ellensburg, Kittitas
Canta, Josephine Frances, Farmington, Whitman
Davies, Rose, Ellensburg, Kittitas
Davies, Catherine, Carbonado, Pierce
Dennis, Edna, Tumwater, Thurston
Fields, Anna Lillie, Pt. Angeles, Clallam
Fox, Bessie, Wilson Creek, Douglass
Gibson, Annie Elizabeth North Yakima, Yakima
Gibson, Janet Rae, Seattle, King
Gano, Avanelle, North Yakima, Yakima
Herr, Bessie Beatrice, Puyallup, Pierce
Hiddleson, Christel Dora Ellensburg, Kittitas
Hughes, Daisy May, Auburn, King
Irvin, Iva May, Pomeroy, Garfield
Irons, Marguerite, Milton, Oregon
Ketchum, Mary Elizabeth, Springdale, Stephens
Maltby, Addie Belle E. Spokane, Spokane
Mason, Hattie Belle, Garfield, Whitman
McCurdy, Katherine, Pt. Townsend, Jefferson
McKenzie, Clara Etta, Yelm, Thurston
Oswald, Mary, Wynoche, Chehalis
Sayer, Della M., Walla Walla, Walla Walla
Schurman, Jennie, Tekoa, Whitman
Shaw, Eleanor Marie, E. 410 No. Av. Spokane
Shepardson, Bessie, Catlin, Cowitz
Stephens, Bertha K., Ellensburg, Kittitas
Tripp, Nepha Dell, Tacoma, Pierce
Vallen, Margaret Elinor, Pomeroy, Garfield
Ward, Bernadette, Prosper, Yakima
Watkins, Mary Ann, La Conner, Skagit
White, Lila P., 722 Columbia St., Seattle, King
Wilson, Guilford Irving, Ellensburg, Kittitas
Whittle, Lois, Roslyn, Kittitas
Young, Frances, Hartline, Douglass

Second Year B.

Adams, Pauline, Cleveland, Klickitat
Anderson, Caroline S., Ellensburg, Kittitas
Barrett, Alice, Ellensburg, Kittitas
Barney, Hattie, Alderton, Pierce
Boyle, Mary E., Puyallup, Pierce
Bowman, Ina E., Spokane, Spokane
Barry, Agnes J., Ellensburg, Kittitas
Carter, Fannie Maud, 1114 Vir. Av. Spokane,
Carcadden, Mabel Adah, Ellensburg, Kittitas
Connor, W. W., La Conner, Charleston
Case, Edith Laura, Ilwaco, Aberdeen
Colbert, Pauline, Aberdeen
Down, Kate, Aberdeen
Down, Mabel, Zillah
Douglass, Lena J., Matlock
Eaton, Mary, Garfield
Foss, Mary Loretta, Starbuck
French, Neilson S., Ellensburg
Gilmour, Maude, Ellensburg
Getz, Minnie, Ellensburg
Gilbert, Hattie, Ellensburg
Goodman, Lucie A., Ellensburg
Gerhardt, Marie Matilda, Ellensburg
Hiddleston, Vivian, Ellensburg
Hudson, Rhoda J., Grant
Krapohl, Ferdinand, Loundagin, Cora B.
Loudagin, Cora B., Lauck, Vida B.
McFarland, Carrie, Ellensburg
Mckenzie, Edith A., Pomeroy
McKinney, Mary Katherine, Garfield
Marsh, J. Drayton, Ellensburg
Marshall, Mamie, Ellensburg
Mitchell, Jas. B., Ellensburg
Moore, Lillian, North Yakima
Nash, Maude, Ellensburg
Pihl, Josephine Caroline, Ellensburg
Cathlamet, La Center
Winlock, Asotin
Asotin, Asotin
Ellensburg, Kittitas
Pierce
Pierce
Spokane
Kittitas
Skagit
Pacific
Chehalis
Yakima
Columbia
Kittitas
Ellensburg
Ellensburg
Ellensburg
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Columbia
Kittitas
Ellensburg
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Ellensburg
Kittitas
Kittitas
Kittitas
Pierce
Garfield
Kittitas
Ellensburg
Pacific
Ellensburg
Clallam
Walla Walla
Ellensburg
Walla Walla
Olympia
Thurston
North Yakima
North Yakima
Garfield
Garfield
Pierce
Pierce
Garfield
North Yakima
North Yakima
Puyallup
Pierce
Wahkiakum
Clarke
Lewis
Asotin
Asotin
Kittitas
Pierce
Spokane
Kittitas
Skagit
Pacific
Chehalis
Chehalis
Yakima
Mason
Columbia
Kittitas
Ellensburg
Kittitas
Columbia
Garfield
Kittitas
Ellensburg
Pacific
Clallam
Walla Walla
Ellensburg
Walla Walla
North Yakima
North Yakima
Puyallup
Pierce
Brush Prairie, Clarke
Lawrence, Whatcom
Lewisville, Clarke
Ellensburg, Kittitas
Cle-Elum, Kittitas
Cle-Elum, Kittitas
Tacoma, Pierce
Tacoma, Pierce
Gould City, Garfield
King
Walla Walla, Walla Walla
Winlock, Lewis
Winlock, Lewis
Puyallup, Pierce
Ellensburg, Kittitas
Ellensburg, Kittitas
Pomeroy, Garfield

First Year.
Andrews, Clara,
Baker, Louise C.,
Baker, Mrs. C. S.,
Bean, Estella L.,
Blau, Irma,
Blair, J. Bennett
Barr, Mamie,
Broughton, Alice M.,
Brown, Edna,
Brown, Minnie,
Byrd, Eva,
Cook, Flora Belle,
Champion, Sara Marlow
Clark, Minnie,
Croft, Edmond J.,
Davies, B. F.,
Day, Mabelle Orrill
Eader, Edith,

Auburn, King
Pt. Townsend, Jefferson
Centerville, Klickitat
Mapleton, Oregon
Kirkland, King
Camas, Clarke
Bay View, Skagit
Castle Rock, Cowlitz
Prosser, Yakima
Spokane, Spokane
Colfax, Whitman
Ellensburg, Kittitas
Everett, Snohomish
Hartland, Klickitat
Markham, Chehalis
Ellensburg, Kittitas
Tacoma, Pierce
Zillah, Yakima

Eader, Mabel,
Grupe, C. E.,
Grupe, Bernice L.,
Gage, P. R.,
Gregory, Lavinia,
Grindrod, Floy,
Gumm, Velma,
Grindrod, Roy,
Grant, Grace Gertrude
Henderson, W. L.,
Huykell, Jennie,
Hellyer, Clement D.,
Hiatt, Irene,
Hall, W. H.,
Harrell, Mrs. J. H.,
Hinman, Sadie,
Jacobs, Celia,
Jones, William,
Johnson, Anna Margaret
Jackson, Frank,
Keller, Edwin,
Kingston, Eloise,
Klockstead, Anna L.
Ketcham, Kate,
Lewis, Myrtle Adelia,
Lewis, Essie,
Lowe, Kathleen,
La Rock, Bessie,
Matz, Susie
Millican, Verona Euphemia
McKenzie, Geo. E.,
Macintosh, Carrie,
McGraw, Frank C.,
Neely, Viola Always
Parker, Jas. T.,
Peak, A. J.,
Pease C. L.,
Rich, Exie Annetta,

Zillah, Yakima
Dayton, Columbia
Dayton, Columbia
Ellensburg, Kittitas
Ellensburg, Kittitas
Ellensburg, Whitman
Ellensburg, Kittitas
Sequim, Clallam
Roslyn, Kittitas
Starbuck, Columbia
Aberdeen, Chehalis
Centralia, Lewis
Ellensburg, Kittitas
Tacoma, Pierce
Ellensburg, Kittitas
Clearbrook, Whatcom
Everett, Snohomish
South Bend, Pacific
Pomeroy, Garfield
Redman, King
Everett, Snohomish
Vashon, King
Kiona, Yakima
Aberdeen, Chehalis
Aberdeen, Chehalis
Dayton, Columbia
Orchards, Clarke
Ferndale, Whatcom
Everett, Snohomish
Yelm, Thurston
Whatcom, Whatcom
Ellensburg, Kittitas
Bay View, Skagit
North Yakima, Yakima
Seabeck, Kitsap
Ellensburg, Kittitas
Prosser, Yakima
SUMMARY.

Seniors, 26.
Fourth year, 6.
Third Year, 20.
Second Year A, 38.
Second Year B, 57.
First Year, 73. Total 220.

COUNTRIES IN THE STATE REPRESENTED.

California, 1. Idaho, 1. Oregon, 1.

Average age of students, 19.6
Average age of members of Senior class, 20.5
Average age of members of Elementary class, 20.3
Frost, Mildred, Hendricks, Ila, Hornbeck, David, Lorence, Perry, McNeil, Gilbert.


First Grade.

Thayer, Johnny, Rehmke, Annie, Walker, Cecil, Wilson, Beulah,


Kindergarten Grades.


Lorence, Henry, Reiss, Maggie, Robbins, Clarence, Scott, Stanley, Snowden, James, Wescott, Danney, Wright, Doris, Yaunt, Muriel.

Snowden, Herbert, Spiker, Edna, Van Buskirk, Robert.

Baker, Frank, Cummings, Lucile, Friend, Georgie, Simpson, Bee.

WASHINGTO N STATE NORMAL SCHOOL.

ALUMNI.

Class of 1892.


Edwards, U. Grant, Supt. of Com. schools, Port Townsend, Wn.

Gardner, N. L., teacher, Coupeville, Wn.

Gilbert, Susie Alice (Mrs. Dennis), Tacoma, Wn.

Milham, Charlotte (Mrs. J. A. Gass), Seattle, Wn.

Murry, Anna, teacher, East Spokane, Wn.

O'Dell, Malcolm W., student, University of California, 1809 Euclid Ave., Berkeley, Cal.

Oliver, Lulu M. (Mrs. A. N. Daniels).

Painter, Maude (Mrs. G. d'Ablaing), Ellensburg, Wn.

Rudio, Laura M. (Mrs. Wm. Pierce), Pendleton, Or.

Thomas, Esther M., teacher, Wilbur Wn.

Class of 1893.

Barge, Alice, North Yakima, Wn.

Bowman, Lena F., teacher, Indian school, Chewawa, Or.

Brown, Estella M., teacher, Ellensburg, Wn.

Charlton, Franc S., teacher, Roslyn, Wn.

Charlton, John J., Sergeant, Co. H, First Regiment, Washington Volunteers,

Delaney, Sarah O., teacher, Walla Walla, Wn.

Durr, Louis C., teacher, Goshem, Wn.

Hill, Claudia Olga, teacher, Puyallup, Wn.


McRobert, Eliza M. (Mrs. Nagle), 846 West Quartz St., Butte, Mont.

Osmonde, Edith F., teacher, 1713 S. 8th St., Tacoma, Wn.

Painter, Eugenia (Mrs. Henry Wagner), Ellensburg, Wn.

Peterson, Virginia, teacher, Roslyn, Wn.

Salladay, Anna Narcissa, teacher, Ellensburg, Wn.

Sherman, May O’Ella, teacher, Santa Ana, Cal.

Smith, Lora A., teacher, Sprague, Wn.

Stewart, Anna L., critic teacher, Normal School, Spearfish, South Dakota.

Turner, Alice G., teacher, 416 Broadway, Seattle, Wn.
Class of 1894.
Adams, May (Mrs. Jas. Ramsay), Ellensburg, Wn.
Beach, Daisy, teacher, Kennewick, Wn.
Berkman, Effie V., teacher, Tacoma, Wn.
Bruce, Lena, teacher, Tacoma, Wn.
Colbert, Elfreda, teacher, Ilwaco, Wn.
Cole, Mrs. Marie Bethel, teacher, Olympia, Wn.
Damman, Mamie, teacher, Ellensburg, Wn.
Eldred, Leslie G., (died May 13, 1897).
Foley, Sarah B., teacher, Seattle, Wn.
Gunther, Dill R. (Mrs. Will R. Wells), La Conner, Wn.
Hale, Harry W., County Clerk, Ellensburg, Wn.
Julesberg, Ada, teacher, Ostrander, Wn.
Kuns, Joseph, teacher, Dayton, Wn.
Larson, Anna, teacher, Mt. Tabor, Wn.
McArthur, Jessie, teacher, 721 7th St., Denver, Colo.
McGill, Mattie (Mrs. E. B. Pease), Ellensburg, Wn.
Painter, Grace J. (Mrs. C. R. Hovey), Ellensburg, Wn.
Painter, Mabel, teacher, Ellensburg, Wn.
Painter, Bonnie Jean, teacher, Walla Walla, Wn.
Steiner, Sevilla, Co. Supt., Waterville, Wn.
Zeebuyth, May (died Oct. 20, 1894).

Class of 1895.
Cameron, Crissie C., teacher, 231 Tacoma Ave, Tacoma, Wn.
Caruthers, Warren E., Ellensburg, Wn.
Hatfield, Ella M. (Mrs. Will Conner), Northport, Wn.
Ross, Douglas, Skagway, Alaska.

Class of 1896.
Anthony, Julia E., teacher, 1527 7th St., Seattle, Wn.
Bell, Martha, teacher, 409 13th Ave. N., Seattle, Wn.
Coyle, Nida A., teacher, Walla Walla, Wn.
Carothers, C. M., Ellensburg, Wn.
Farnham, Francis E., teacher, 919 15th St., Tacoma, Wn.
Ghraith, Nettie M., teacher, Walla Walla, Wn.
Huggins, Mabel, Hortense, teacher, 811 15th St., Tacoma, Wn.

Long, Violet Genevieve, teacher, Walla Walla, Wn.
Lewis, Rae, teacher, 801 Yesler Way, Seattle, Wn.
Parkhurst, Daisy, teacher, 2417, Western Ave., Seattle, Wn.
Riddell, Mabel S., teacher, Wilbur, Wn.
Reitze, Gertrude R., teacher, 1103 Lane St., Seattle, Wn.
Steward, Carrie E., teacher, Leavenworth Wn.
Wilson, Eliza J., Teacher, South Bend, Wn.
Witt, Lena, teacher, 708 E. Linto Ave., Spokane, Wn.

Class of 1897.
Atkins, May (Mrs. Joseph Mason), Whatcom, Wn.
Armour, Ellen, teacher, 121 Melrose Ave, Seattle, Wn.
Barclay, Berthile, teacher, Dayton, Wn.
Bullock, Effie, teacher, North Yakima, Wn.
Ebert, Bessie, teacher, 615 South M St., Tacoma, Wn.
Fulton, Nellie, teacher, Silver, Okanogan county, Wn.
Gerboth, Meta, teacher, Spokane, Wn.
Houghton, Ethel, teacher, 1318 Yakima Ave., Tacoma, Wn.
Lynch, Cornelius, student, Medical College, 748 6th St., Louis-
ville, Ky.
Larimer, May, teacher, 625, Malden Ave., Seattle, Wn.
Lynch, John, law student, North Yakima, Wn.
Lowe, May, teacher, Walla Walla, Wn.
Lucinger, Rose, teacher, Walla Walla, Wn.
McDowell, Carrie, teacher, Ellensburg, Wn.
Miller Clyde, teacher, Rosalia, Wn.
Pauley, Ann, teacher, Walla Walla, Wn.
Reid, J. Howard, teacher, Hatton, Wn.
Roush, Geo. H., Prin. Public Schools, Goldendale, Wn.
Selby, Wn., teacher, Pt. Townsend, Wn.
Salladay, Letha, teacher, Ellensburg, Wn.
Shaw, Carrie (Mrs. Will Eugene Walker), teacher, Farming-
ton, Wn.
Steinbach, Margaret, teacher, North Yakima, Wn.
Scott, Fannie, teacher, 2319 Mallon Ave., Spokane, Wn.

Class of 1898.
Burgie, Etta M., teacher, Oakesdale, Wn.
Bisbee, Zella, teacher, Spokane, Wn.
Beatty, Margaret, teacher, Seattle, Wn.
Clark, Dee, teacher, Hayes, Wn.
Coleman, Pearl, teacher, New Whatcom Wn.
Dorr, Ada, teacher, Ellensburg, Wn.
Devereaux, Ellen, teacher, Puyallup, Wn.
Kelling, Blanche, teacher, Walla Walla, Wn.
Morgan, Adelle, teacher, Waitsburg, Wn.
Malson, Hester A., teacher, Seattle, Wn.
McDonnell, Mary, teacher, Tacoma, Wn.
Pritchard, Milton, teacher, Vancouver, Wn.
Painter, Pearl M., teacher, Ellensburg, Wn.
Richmond, J. P., Prin. Public Schools, Yakima City, Wn.
Rock, Anna, teacher, Seattle, Wn.
Stevens, Claire, teacher, Seattle, Wn.
Stevens, Jessie, teacher, Seattle, Wn.
Sampson, Helen, teacher, Spokane, Wn.
Turner, Birdie A., teacher, Seattle, Wn.
Thomas, Eloise, teacher, Walla Walla, Wn.
Thayer, Fannie, teacher, Spokane, Wn.
Thompson, Regina S., teacher, Seattle, Wn.
Weyer, Ross, Tumwater, Wn.
Weaver, Cora, teacher, Ellensburg, Wn.
Weller, Fannie, teacher, Ellensburg, Wn.

Whole number, 120.
Married and ceased teaching, 14.
Number in other vocations, 9.
Deceased, 2.
Number teaching, 95.

HOLDERS OF ELEMENTARY CERTIFICATES.
The names of those who have obtained the diploma, as well as the certificate, are transferred to the roll of the Alumni.

Class of 1893.
Cravat, Mary Louise, teacher, Tacoma, Wn.
Davis, Samuel Clifford, teacher, Hadlock, Wn.
Leonard, Virginia, teacher, 715 South N St., Tacoma, Wn.

Class of 1894.
Anderson, Helen (Mrs. F. N. McCandless), Ellensburg, Wn.
Baird, Irene, McPherson, Kansas.
Elsensohn, Tena (Mrs. M. G. Beale), Alpowa, Wn.
Ford, Rachel, teacher, Ellensburg, Wn.
Hargear, Bessie Louise, teacher, 1319 Division Ave, Tacoma, Wn.

Class of 1895.
Bruce, Mary, teacher, 1808 South D St., Tacoma, Wn.
Currier, Clara (Mrs. Hubbard), Hyman, Wn.
O'Farrel, M. T., teacher, Orting, Wn.
Painter, Marguerite, teacher, Walla Walla, Wn.
Sheets, Gertrude (Mrs. Roy Randall), Ellensburg, Wn.

Class of 1896.
Atwood, Blanche, teacher, Dayton, Wn.
Brown, Mae Pauline (Mrs. Dell Thompson), Dayton, Wn.
Bushnell, Virginia, teacher, Spokane, Wn.
Chappell, Mrs. Lottie, teacher, Goldendale, Wn.
Grindrod, Ione, teacher, Pomeroy, Wn.
Hagy, Margaret, teacher, Pomeroy, Wn.
Hunter, Anna C., teacher, Pt. Townsend, Wn.
Kent, Margaret, teacher, Vancouver, Wn.
Putman, Jas. J., Ellensburg, Wn.
Rogers, Belle, teacher, Blaine, Wn.
Rambo, Chas., teacher, Bush Prairie, Wn.
Smith, Gertrude, teacher, Pt. Townsend, Wn.
Stephenson, Grace (Mrs. Will Prater), Skagway, Alaska.
Stoops, Clara, teacher, North Yakima, Wn.
Taylor, Harley, teacher, Kalama, Wn.
Wilding, Florence, teacher, 502 So. K St., Tacoma, Wn.
Young, Carrie, teacher, North Yakima, Wn.

**Class of 1897**

Ashman, Anna, teacher, Cosmopolis, Wn.
Adams, J. Q., Dawson City, N. W. T.
Baker, Ella, teacher, Cleveland, Wn.
Bullock, Anna, teacher, North Yakima, Wn.
Butcher, Fred, Ellensburg, Wn.
Burke, Odessa, teacher, Hoquiam, Wn.
Cooke, Mary, teacher, Seattle, Wn.
Currey, Orson, Prin. Tumwater schools, Wn.
Hinman, Agnes, teacher, Ellensburg, Wn.
Koontz, Anna, teacher, Chehalis, Wn.
Karschner, Blanche, teacher, Olympia, Wn.
Lindsay, Ella, teacher, 326 Tyler St., Pt. Townsend, Wn.
Leake, Norma, teacher, Avon, Wn.
Smalley, Sarah, teacher, Oneida, Wn.
Shull, Emma, teacher, Ellensburg, Wn.

**Class of 1898.**

Adams, Edna, teacher, Ellensburg, Wn.
Anderson, Lillie, teacher, Kent, Wn.
Attebery, Josie, teacher, Latah, Wn.
Attebery, Cora, teacher, Latah, Wn.
Bower, Mollie (Mrs. John Van Alstine), Ellensburg, Wn.
Blair, H. F., teacher, Ellensburg, Wn.
Barthrop, Anna, teacher, Pt. Townsend, Wn.
Bullock, Grace A, teacher, North Yakima, Wn.
Baker, Lutie, teacher, Everett, Wn.
Clark, Grace E., teacher, Cleveland, Wn.
Clark, Mary, student, Ellensburg, Wn.
Carothers, Lillian, student, Ellensburg, Wn.
Coe, Mabel, teacher, Ritzville, Wn.
Davies, Minnie, teacher, Roslyn, Wn.
Davies, Olga, teacher, Ellensburg, Wn.
Foss, E. S., teacher, Prescott, Wn.

Farnsworth, Stella, Palouse, Wn.
Gaines, Sue B., teacher, Oakesdale, Wn.
Harris, Clara, teacher, Auburn, Wn.
Hess, Ellen (Mrs. Wm. White), Goldendale, Wn.
Hines, Sophie, teacher, Bucoda, Wn.
Hopp, Kathleen, Seattle, Wn.
Jacobs, Pauline, student, Ellensburg, Wn.
Larsen, Minnie, teacher, Prosser, Wn.
Norman, Clara, teacher, Pt. Townsend, Wn.
Powell, Perry, teacher, Eufaula, Wn.
Schulerude, Christine, teacher, Tekoa, Wn.
Stearnes, H. J., teacher, Chinook, Wn.
Wilson, Emma, teacher, Montesano, Wn.
Weyer, Zoora, student, Ellensburg, Wn.
Wallace, M. Eliza, teacher, La Conner, Wn.
Wallace, Margaret, teacher, Olympia, Wn.
Washington State Normal School,

AT ELLENSBURG.

Aims of the School and the Scope of its Work.

ITS SPECIFIC PURPOSE.
The school is maintained by the state for the specific purpose of educating and training teachers. It welcomes to its privileges those who are fitted by nature and education to undertake preparation for teaching.

THE DEMAND FOR PROFESSIONALLY EDUCATED TEACHERS.
The need of special training for the important public service of teaching has come to be appreciated so generally that it is difficult for one lacking such preparation to secure employment as a teacher.

THE SUPPLY NOT EQUAL TO THE DEMAND.
It is a fact not generally recognized that, while most callings are crowded with those who are fairly well qualified, there is lack of qualified teachers for elementary school work. There may not be lack of those who are willing to accept the position and name of teacher, but it is a fact that many schools are entrusted to immature and untrained persons, and sometimes this is because teachers prepared for the work are not found.

WASHINGTON STATE NORMAL SCHOOL.

The state having recognized the urgent necessity of trained teachers for the public schools and having provided for the education of teachers seeks to attract into the profession of teaching and into the service of its schools young men and young women who are adapted to this work and offers them the means of qualifying themselves. It is of great importance to the future of the state that there shall come to its normal schools a constant supply of young men and young women who possess the health, the character, the habits, the talents which constitute the basis of the capable teacher.

TALENT FOR TEACHING ESSENTIAL.
Not all who would be teachers possess the requisite endowments. No normal school can create talent for teaching. There are endowments and acquisitions of early life which are indispensable to the good teacher and these no school can furnish. A good normal school affords favorable conditions for the development of the talent which its students possess. To discover talent for teaching and to cultivate it are among the high privileges of those charged with instruction in such an institution.

GENERAL SCHOLARSHIP AND CULTURE.
The normal school is not a high school nor a college, although of the grade of either or both: it is an institution having its own function which is specific, namely, the preparation of teachers for their work. This special function, however, is of such a nature that it must secure thorough general scholarship and broad culture in its students or it will fail to fulfill its purpose.
The cultivation of the abilities and habits of the scholar is an important element in the education of the teacher. So throughout the normal school course the student needs to be pursuing energetically substantial subjects for the strengthening and sharpening of the intellect, for the enlarging and liberalizing of the mind, for the enrichment and invigoration of the life. The education of the teacher must not be narrowed down to mere training in the work of school teaching. The normal school must cultivate a lively interest in study, it must promote
the spirit of investigation, it must beget enthusiasm for learning. To accomplish this it must provide for the vigorous pursuit under able instructors of substantial branches of learning.

The course of study must be rich in material suited to challenge effort and nourish interest as well as to furnish specific training in the art of teaching. It will be observed in the outline of the courses following that substantial acquisitions in mathematics, science, literature, history and art are provided for.

THE SPECIAL WORK OF THE NORMAL SCHOOL.

But general studies and the general culture aim must be pursued in view of their relation to the special purpose of the school, the preparation of teachers.

1. The normal school must beget in its students the spirit of the teacher. It must "imbue its students with professional zeal," and inspire them with "such a love for the work that they may freely offer themselves to the great work of popular education."

2. It must reveal the nature, aims and method of education. It must make the student acquainted with child life, give him correct conceptions of adult human life, its possibilities and obligations, and help him to understand the process through which the child may reach its best development. It must afford in its courses opportunities for study and furnish instruction especially in the sciences which deal with life and mind, it must bring the student into relations favorable to his gaining by his own direct study, knowledge of children and insight into the true process of their education.

3. It must enable its students to grasp and analyze the branches of human learning commonly used as material for instruction, to appreciate the value of each branch and of the several parts of it, and to use intelligently and skillfully material which is well suited to interest and nourish healthy intellectual life and growth.

It is of especial importance that the normal school course provide for advanced study of the subjects of the elementary course. This should not be merely a review to make up for assumed defects of elementary scholarship or to refresh the memory, but it should be an earnest study of these subjects in the light of advanced studies in mathematics, science, history, art and literature, with the purpose not merely to see them again as they appeared to the child mind, but to see them from the standpoint of the teacher.

This study of arithmetic, after studying algebra and geometry; of geography after studying botany, physics, history; of grammar after studying a foreign language, history, literature, etc., is among the most important elements of preparation for teaching.

4. The normal school should furnish the opportunity for introductory practice in the art of teaching. The study of any art is pursued to little purpose as an art unless the student can experience the sensations which are produced by actual effort to perform the appropriate work. A well organized and ably conducted elementary school as a laboratory for observation and practice is the central thing in the equipment of a normal school.

This statement of the aims and the scope of the school is designed to suggest the principles according to which the courses of instruction here outlined have been arranged.
THE COURSES.

The following courses, outlined by the Board of Higher Education and arranged with reference to the special conditions and present equipment of this school, are designed to furnish to the several classes of students who come to the school, opportunities for acquiring a thorough and practical preparation for teaching. Post graduate and special work may be arranged as far as practicable for those who wish to pursue studies in education here beyond this general provision.

The subjects embraced in the course are indicated in their order and relation here. The work in its extent and character is more fully outlined by departments on pages 29 and 30.

The school year is divided into two equal parts and each part designated a semester to avoid the ambiguity of the word term. In the elementary courses classes will be organized at the beginning and also at the middle of the year so that a student may begin the work of any semester either in September or February.

The figures after the subjects are to indicate the approximate number of recitations per week.

I. THE ELEMENTARY COURSE.

First Year.

<table>
<thead>
<tr>
<th>FIRST SEMESTER—19 WEEKS.</th>
<th>SECOND SEMESTER—19 WEEKS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Grammar and Composition</td>
<td>Latin with English Composition</td>
</tr>
<tr>
<td>Botany</td>
<td>The State and the Nation</td>
</tr>
<tr>
<td>Algebra</td>
<td>Elementary Pedagogy</td>
</tr>
<tr>
<td>Drawing</td>
<td>Physics</td>
</tr>
<tr>
<td>Singing</td>
<td>Arithmetic</td>
</tr>
<tr>
<td>Reading and Voice Culture</td>
<td>Drawing</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Singing</td>
</tr>
<tr>
<td></td>
<td>Gymnastics</td>
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<table>
<thead>
<tr>
<th>Junior Year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST SEMESTER—19 WEEKS.</td>
</tr>
<tr>
<td>Literature and Language, and Reading—Methods</td>
</tr>
<tr>
<td>Pedagogy—Introductory Course</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Arithmetic and methods</td>
</tr>
<tr>
<td>Drawing</td>
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<tr>
<td>Physical Training</td>
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<table>
<thead>
<tr>
<th>Senior Year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science and Economics</td>
</tr>
<tr>
<td>Pedagogy</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Geology and Physical Geography</td>
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<tr>
<td>Physical Training</td>
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</tbody>
</table>

II. THE ADVANCED COURSE.

To this the regular normal training course, graduates of accredited high schools are admitted, also those who have completed Course I. and others who present satisfactory evidence of equivalent preparation. It is designed to afford a thorough course of instruction and training in teaching for those who have already acquired a good high school education.
### III. THE MODIFIED ELEMENTARY COURSE.

#### First Year.

<table>
<thead>
<tr>
<th>First Semester—19 Weeks</th>
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<tbody>
<tr>
<td>English Grammar and Composition</td>
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<tr>
<td>Botany</td>
</tr>
<tr>
<td>Algebra</td>
</tr>
<tr>
<td>Drawing</td>
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<tr>
<td>Singing</td>
</tr>
<tr>
<td>Reading and Voice Culture</td>
</tr>
<tr>
<td>Gymnastics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester—19 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin with English Composition</td>
</tr>
<tr>
<td>The State and the Nation</td>
</tr>
<tr>
<td>Physics</td>
</tr>
<tr>
<td>Arithmetic</td>
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<tr>
<td>Drawing</td>
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<tr>
<td>Singing</td>
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<tr>
<td>Gymnastics</td>
</tr>
</tbody>
</table>

#### Second Year.

| Latin with English Word Study | 5 |
| History, Greece and Rome | 5 |
| Physical Geography | 5 |
| Algebra | 5 |
| Physical Training | 4 |

| Rhetoric and Literature | 5 |
| Elementary Pedagogy—Observation and Theory of Teaching | 5 |
| Botany and Zoology | 5 |
| Geometry | 5 |
| Physical Training | 4 |

#### Third Year.

| Reading, Literature and Language—Method | 5 |
| History, Modern | 5 |
| Nature Study and Geography—Method | 5 |
| Drawing—Method | 2 |
| Practice Teaching, Book-keeping and Penmanship | 10x5 |
| Physical Training | 2 |

| English Master Pieces | 2 |
| History and Civics—Method | 5 |
| Pedagogy and Psychology | 3 |
| Practice Teaching | 10x5 |
| Arithmetic—Method | 5 |
| Singing—Method | 2 |
| Physical Training | 2 |

#### IV. ADVANCED COURSE.

#### Fourth Year.

<table>
<thead>
<tr>
<th>First Semester—19 Weeks</th>
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<tbody>
<tr>
<td>Latin, Caesar</td>
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<tr>
<td>Algebra, Advanced</td>
</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Physical Training</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester—19 Weeks</th>
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</thead>
<tbody>
<tr>
<td>Latin, Virgil</td>
</tr>
<tr>
<td>Geometry, Advanced</td>
</tr>
<tr>
<td>Physics, Advanced</td>
</tr>
<tr>
<td>Hygiene and Sanitation</td>
</tr>
<tr>
<td>Physical Training</td>
</tr>
</tbody>
</table>

**Senior Year.**

<table>
<thead>
<tr>
<th>First Semester—19 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science and Economy</td>
</tr>
<tr>
<td>Pedagogy</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Geology and Physical Geography</td>
</tr>
<tr>
<td>Physical Training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester—19 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>Civics and History</td>
</tr>
<tr>
<td>Pedagogy</td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>Drawing—Method</td>
</tr>
<tr>
<td>Physical Training</td>
</tr>
</tbody>
</table>
The Work of the Several Courses Outlined.

LANGUAGE AND LITERATURE.

The course in English is designed to secure correct understanding and effective use of the language and appreciation of literature. It includes a study of grammar, composition, rhetoric and literature. Training in the language, arts, speaking, reading and writing is provided for throughout the course. A year's study of Latin with English composition and word study is provided for in the elementary course as a foundation for a broader and more adequate understanding of English.

ENGLISH LITERATURE.—Throughout the course masterpieces are studied from two points of view: first, for their culture value to the student, and second, with reference to their method of presentation. The choice of masterpieces has been determined by these two aims, but whenever it is possible the department offers masterpieces that have been selected for college entrance. The following are named by the department, but in all cases advanced standing will be given on equivalents:


HISTORY OF LITERATURE.—In addition to the study through the masterpiece of the author and his contemporaries, a systematic study of the development of English and American literature will be presented.

METHODS IN ENGLISH.—While throughout the entire course methods of presentation will receive attention, the aim of this course will be to lead the future teacher through his knowledge of psychology and through his conception of the aim of education to a rational choice of material and method.

HISTORY AND CIVICS.

AIMS.—The chief aim of the course is the awakening of the historical spirit. The student is brought into contact with historical material that the desire for research into records and relics may be aroused. He is led to discover the causes of the advancement and retrogression of nations that he may find satisfaction and interest in the great concerns of humanity. This cultivation of the historic sense, this appreciation of the meaning of history, this genuine interest in the procession of the years is a great element of power in the teacher.

WASHINGTON STATE NORMAL SCHOOL.

The Course.—First Year. A brief review of the leading events in the history of the United States together with a study of the history, constitution and public school system of the State of Washington.

Second Year. In this year the students will begin the study of ancient history, studying the history of Greece and Rome. The aim of this year's work is to introduce the student into the method of historic study. Much supplementary reading by topics will be assigned.

Third Year—First Semester. During this half year the students will pursue a course in English history from the reign of Henry the Seventh to about the close of the 18th century. Emphasis will be laid upon the relation of English history to that of continental Europe and America. This work will be preceded by a general view, by topics, of European history and institutions during the period from the fall of Rome to the discovery of America.

Third Year—Second Semester. In the last half year of the elementary course, the class comes back to the study of our own country. The students are prepared now to study the history of the United States with appreciation. They have gained a view of the world, ancient and modern, and have had training in methods of historical study, they have been broadened and matured by studies in other departments so that they are prepared to view the development of our nation, and study its progress intelligently and with the appreciation needful for the teacher.

In connection with the history of the nation, the government, both state and national, will be studied and will be found interesting and easy.

METHOD. Whenever it is possible the students will be led to consult the original sources and to reason and infer from these. The uses of relics, literature and pictures in historical study will be emphasized and students encouraged to make collections for the study of local history. Current events will be considered and their relations to history past and present noted.

ART.

The objects of the course in Art are:

a. To cultivate a love for the beautiful and an appreciation of art.

b. To develop the power of discriminating the form, color and texture of objects, and to give skill in representation.

c. To make students ready in illustrating, especially by means of the blackboard and crayon and to prepare them to teach drawing in the public schools.

The Elementary Course.

First Year—Twenty Weeks.

a. Representative work. Literature illustration.

Nature illustration—Flowers, fruits, animals, landscapes, etc.


Lead pencil.

Especially emphasis will be placed on the correct representation of form, texture, color, light and shade.
b. Constructive work. Working drawings of familiar objects.
c. Art appreciation. The students are brought in contact with reproductions of famous works of art. Talks on the appropriate use of color, on dress, house and schoolroom decoration will be given.

Second Year—Twenty Weeks.

a. Representative work continued.


e. Art appreciation.

Second Year—Twenty Weeks.

a. Representative work continued. Through this a further study of perspective, light and shade, form and color is made.

b. Design work. Conventionalization of natural forms for ornamental purposes. Designing of book covers, title pages, etc.


d. The last ten weeks of the term are devoted to a study of method of teaching drawing in the elementary schools.

Advanced Course.

Junior Year—Twenty Weeks.

The work in the Junior year will cover that outlined for the second and third years of the Elementary course.

Method.

a. A consideration of the origin and development of art from the race standpoint and from that of the child. Motives which lead to development in the race; in the child. Function of art in the race development, in child development.

b. Place of Art in the school curriculum.

Function of—Relation to other subjects. Means of expression. Means of developing the aesthetic nature.

c. Arrangement of course of study for the grades. Principles governing arrangement as deduced from the study of the development of art in the race and in the child, and from a study of the present status and needs of the child. An intensive study of certain phases of the work as adapted to the various grades, e.g. clay modeling or water color work in the first grade will be carefully studied with a view to teaching. Lessons in drawing will be planned and taught by the students in the methods class.

WASHINGTOn STATE NORMAL SCHOOL.

MUSIC.

The aim of this department is to lay a foundation for a musical education and to prepare the student to teach singing effectively in the elementary schools.

The ability to appreciate and enjoy music is an important element in the fully qualified teacher. Musical talent is not requisite for teaching, though a rich inheritance for those who possess it, but common ability to sing and appreciate music in a fair degree is a reasonable requirement of those who ask to be entrusted with the education of the children of the republic.

Those whose early musical education has been wholly neglected until they come to special preparation for teaching are unfortunate, but provision is made for even primary instruction in this department so that the earnest and energetic student may in a reasonably short time acquire such knowledge and such discriminating power and such control of the voice as may enable him to meet reasonable demands.

The instruction provided includes first, general class work in singing and study of musical notation, which is a regular part of all courses; and second, special instruction in music on the piano and with the voice.

Class Instruction.

The class work consists of such training in the rudiments and sight reading as will enable the student at the end of the course to sing at sight any composition of ordinary difficulty.

By means of illustrated lectures on musical form, interpretation, theory and history of music, the student learns to understand and appreciate the highest class of musical literature.

Frequent recitals will be given by the students in the private classes in order to accustom them to appear before an audience, and to give all students the opportunity to hear good music and to increase their knowledge of classical as well as modern compositions.

Ensemble playing chorus and quartet work will form important features.

Piano.

The following is an outline for four year's work, though the time of completion depend's upon the student's ability and time devoted to daily practice:

Grade I. Rudiments of Music; Principles of touch; Etudes for developing rhythm; Mason's technic; Scales begun: Gurlitt op. 101.

Grade II. Touch and technic continued; Czerny-Germer Vol. I.; Phrasing etudes; Heller op. 46 and 45; Sonatinas, rondos, and easy selections from Clementi, Krause, Spindler, Reinecke.

Grade III. Touch and technic continued; Czerny-Germer Vol. II; Heller op. 45 and 47; Bach's Little Preludes and Fugues; Selections from Mendelssohn. Lange and modern composers.

Grade IV. Touch and technic continued; Czerny op. 740; Bach's
tions; Sonates of Haydn and Mozart; Selections from Schumann, Mendelssohn, Schubert and modern composers.

Grade V. Touch and technic continued; Cramer-Bulow etudes; Bach's French suites; Easier sonatas of Beethoven; Selections from Chopin, Liszt, Moszkowski, Scharwenki and other modern composers.

**Voice.**

Grade I. Formation of tones; Note reading; Exercises in legato, scales, arpeggios; Concone; Easy songs.

Grade II. Exercises in the flexibility of the voice; Study of phrasing; Concone; Easier songs of Schubert, Schumann and other composers.

Grade III. Exercises in expression, Songs of Lassen, Grieg, with the easier arias from the operas, oratorios, etc.

Private lessons, either piano or voice, seventy-five cents per half hour.

No deduction will be made for absence from lessons except in case of prolonged illness.

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**MATHEMATICAL DEPARTMENT.**

The course in Mathematics comprises Arithmetic, Elementary and Advanced Algebra, Plane and Solid Geometry, and Methods of teaching these subjects.

**Arithmetic.** During the last twenty weeks of the first year Arithmetic is studied, special attention being given to basic principles throughout, and the different subjects treated logically. To illustrate, the following are treated consecutively: notation and numeration of integers, decimals, fractions and compound denominate numbers; addition, multiplication, multiples, and involution; subtraction, division, divisors and evolution; reductions of decimals, fractions, integers from one scale to another having a different radix, compound denominate numbers, interchanging decimals and fractional units, and interchanging units of longitude and units of time.

Having a working knowledge of arithmetic and having studied algebra for twenty weeks, the pupil is presumed to be in a position to appreciate to some extent the study of the underlying principles in connection with all processes, to see the relation of each new process to those already studied, to clearly distinguish between arithmetic as a science and arithmetic as an art, to discern that the applied science always deals with the concrete, and to recognize the importance of clearly distinguishing between the concrete unit and the pure number, to recognize and group the analytic and synthetic processes, and to see and appreciate to some extent the unity of the subject. In the study of the metric system, no emphasis is placed upon translation, the pupils being required to use the units of the system in measuring. The first aim is a clear understanding of the subject matter, preparatory for a discussion of the pedagogical principles involved and hence the method of presentation.

**Arithmetic and Methods.** During the third year, or junior year, twenty weeks are given to the study of Advanced Arithmetic and methods in arithmetic.

In the method work the origin of numbers is discussed with the view of determining the correct method of procedure. The abstract, the Grube, the Speer and the Rational (Dewey) methods are each considered, and the students are so guided by question, suggestion and observation as to cause them to reach the conclusions for themselves. The aim is that they shall grasp the principles and work out as much as possible their own devices. The order of presentation of subjects is discussed; whether the first step should be analytic or synthetic; the use and extent of objective work; the unit in its variations, discovering the importance of a clear conception of it at the beginning of every kind of measurement; methods of representing numbers; explanations of the fundamentals, their relations, contractions and proofs; development work in compound denominate numbers; the underlying principles in divisors and multiples and the method of presenting them; the objective representations of fractions, their relations to integers, and the reason for the rules in their treatment; percentage, its relation to common and decimal fractions, nothing new—only a different unit of reference; evolution from the algebraic standpoint, the method of evolving being discovered from that of involving.

The course of study is discussed, including the what and why as well as the how; how much of book-keeping and when; how much of concrete geometry and when; whether the simple equation shall be introduced and to what extent.

It being impossible for the pupil to acquire new ideas except through the medium of old ones already in possession, the order of procedure in the presentation of matter becomes very important, and this is ever kept in mind in determining what of the new is most closely related to the old, or most easily adjustable to the old.

**Elementary Algebra.** The chief aim in the study of algebra is the development of the equation, and the learning to use it as an instrument of mathematical investigation. This being true, special attention is given to the logical development of the equation in connection with specific and general problems presented for consideration. The fundamentals, factoring and reduction of fractions, are treated as necessary aids or tools for the solution of the equation. The aim is to make pupils proficient in the use of these tools, however, and hence considerable drill work is done, and special attention given to the mode of discovering factors. The G. C. D., L. C. M., integral and fractional simultaneous equations of the first degree, the different methods of eliminating, and involution and evolution are studied.

Elementary algebra is also studied twenty weeks in the second year. During this time the quadratic equation is the chief concern. Factoring again becomes important as related to it. The different methods of solution are carefully considered. Special attention is given to the theory of exponents.

**Advanced Algebra.** During the third year, or fourth year, Higher Algebra is studied for one semester, during which time a more comprehensive study of the quadratic equation is required. In addition the following subjects are discussed and studied: imaginary quantities, ratio and proportion, arithmetical and geometrical progression, zero and infinity, interpretation of negative results, indeterminate equations, inequalities, logarithms, permutations.
and combinations, undetermined coefficients, reversion of series, recurring
series, theory and transformation of equations, Binomial theorem, and graphic
algebra.

GEOMETRY.—The work in geometry is intended to develop the ability to
reason correctly and logically, hence stress is placed upon concise, compre-
hensive and accurate definitions, and concise statement of axioms, upon which
so much depends in the early demonstrations. The aim is to omit no essentials,
but all non-essentials. Where previous work is involved, the student is
required to state the principle upon which his proof depends instead of the
conventional BY PREVIOUS PROPOSITION. The work is so directed as to prevent
the relying upon memory where theorems demonstrated by an author are under
consideration. Much of the work consists of independent exercises, theorems,
constructions and consideration of loci. The method of attack is not over-
looked in connection with constructions and original demonstrations. The
practical side of geometry is ever kept in view.

During one-half of the second year the students are concerned with the
geometry of lines, angles, triangles, quadrilaterals, circles and proportion.

For twenty weeks in the third year, or fourth year, mensuration of plane
figures, and the relation of regular polygons, and demonstrations in solid
geometry, including figures in different planes, parallelopipeds, prisms, pyra-
mids, cylinders, cones and spheres and the mensuration of these solids.

PHYSICAL SCIENCE.

Two courses are given in physics and one in chemistry, each of twenty
weeks.

PHYSICS.—The elementary course is given in the first year and precedes
physical geography. It is an introductory study of mechanics, gravitation and
effects upon liquids and gases, the molecular forces with the effects of heat
upon the state and properties of bodies, magnetism, electricity, light, and
sound.

As a special preparation for teaching particular attention is given to the
arrangement of suitable experiments to illustrate elementary lessons on water,
air, and heat.

The advanced course in physics given in the third or fourth year is a more
intensive study of the different topics, especially electricity and magnetism,
light and sound. In this course, the theories and principles explaining the
phenomena are more fully dealt with. Illustrations and proofs of the different
laws are everywhere sought for. Special attention is given to the application
of physical principles in the explanation of common inventions, mechanical
devices, and everyday phenomena.

A course of twenty weeks in chemistry given the first half of the fourth
year consists of a systematic study of the most common elements and com-
mounds, and the development of the laws of chemical action, the principles of
chemical nomenclature and classification, and the explanation of the atomic
theory.

The common acids, bases, and salts are made and tested. As soon as
students have acquired some skill in manipulation and some knowledge of
chemical action the study of characteristic tests and reactions, with the analy-
sis of simple salts and solutions, is begun, as a basis for qualitative analysis.

Particular attention is given to the chemistry of animal and vegetable life,
combustion, decay, respiration, bleaching, and dyeing.

METHOD.—The work in physics and chemistry consists of individual labora-

tory work, supplemented by lectures and class discussions on the principles,
laws, and theories, illustrated by and explaining the experiments, and also a
study of the text book and reference books. Articles from scientific journals,

 bearing on the work are considered. The students are taught to observe care-

fully, to record experiments and results neatly, and from the results of their
observations to draw logical conclusions.

To cultivate observation of phenomena, independence of thought, and a
spirit of inquiry is the aim of the work, and not the memorization of the pages
of the text book.

The manipulation and construction of apparatus are requirements in all
laboratory work. The school is provided with valuable apparatus which is in
constant use, but the students are also taught to improvise, from such materials
as may be readily obtained, apparatus that may be used in giving elementary
instruction in physics, chemistry, and physical geography.

GEOGRAPHY, GEOLOGY, MINERALOGY, ASTRONOMY.—Geography com-
hends, not only the study of the earth as it appears today, but also the study
of those agencies which have shaped and are now shaping its surface. A course
of twenty weeks in physical geography is given the first half of the second year.
The great importance of structure, soil and climate in determining the politi-
cal, commercial, and historical prominence of the country is emphasized.

Land sculpture, or the work of erosion by atmospheric, aqueous, organic
and igneous agencies, is studied with reference to its past and present action
in modifying the structure of the earth's surface. The common rock making
minerals are studied.

Geology, mineralogy and astronomy are introduced only as related to
geography.

The bases for the study is actual observation supplemented by text-book
and class-room instruction.

For the study of these subjects the school is provided with globes, maps,
atlases, molding boards, collections of minerals and rocks, and other apparatus
suitable for individual observation and work. Valuable additions to the equip-
ment of this department are to be made immediately.

Specific instruction in methods of teaching is given during the course. The
order of the presentation of the subject to children, and the arrangement of
the subject matter are worked out in the class in order that they may learn
the best means for sustaining the interest in, and broadening the scope of the
subject.

An advanced course is given in mineralogy and geology.
The common minerals are determined by their physical and chemical properties, and blow pipe analysis, special attention being given to those of economic importance.

The rocks are classified according to their origin, position, and mineral composition, and the student becomes familiar with the different kinds by handling the specimens and comparing unfamiliar rocks with those of the large collection.

Geological agencies now in progress are observed; the forces producing the changes and the laws of their operation are considered; the progress of continental and organic development during geologic time as shown by the distribution of rocks and fossil remains in the crust is studied in as much detail as time will permit.

The geological history of the United States and the geological features of Washington are carefully studied.

THE BIOLOGICAL SCIENCES.

This department is of such importance in its relation to education that it requires ample provision in a normal school. The subjects included here have a prominent place in these courses and a laboratory and class room are to be furnished to provide opportunity and means for doing valuable work in this line.

BOTANY.—Botany is introduced in the first year and taken up again with zoology in the third year.

The work begins with the collection and examination of common flowering plants and with observation on the same in their natural environment. The plants are studied not as mere lifeless structures, but as living beings with peculiarities and differences in structure particularly adapting them for their work. In the fall term special attention is given to cross fertilization, formation of seeds and fruits. Adaptation for dissemination of seeds, and general preparation of plants for winter. In the spring term special attention is given to the general awakening of nature, the growth from buds, the germination of seeds, circulation of sap, assimilation of food, protection and motion of plants. The student learns how to study, how to describe, how to classify and how to determine the names of plants by the use of the key. He analyses forty or fifty plants and thus becomes familiar with the characteristics of the more common families and is interested in making a larger collection.

Descriptions and drawings of plants examined are made and kept for future reference.

ZOOLOGY.—Some systematic attention is given to animal life in connection with the first year's course in botany, but in the third year zoology becomes the subject of principal attention and botany is continued as a subordinate subject. The aim throughout is to introduce the student to the intelligent and earnest study of animate nature. In accord with this aim and the purpose of the normal student, botany and zoology are studied also for the sake of such acquaintance with common plants and animals as will enable the teacher to deal intelligently and successfully with nature study in the elementary schools.

A part of the third year is given especially to methods of nature study in the elementary schools.

Human physiology and hygiene are dealt with in connection with physical training in the elementary course.

BIOLOGY.—The principal course in biology is given in the Junior year. The course cannot be outlined in this catalogue, but will be principally a study of vertebrates and man, anatomy and physiology. The first semester will include, besides introductory work upon simple forms and general study of several typical vertebrates, a study of neurology designed to prepare the student for psychology. In the second semester the nutritive processes, hygiene and sanitation will occupy the chief place.

PSYCHOLOGY, SOCIOLOGY AND PEDAGOGY.

Elementary Psychology and Child Study.—The study of psychology is begun in the second year of the elementary course along with pedagogy and is continued in the third year. The first part of the course is introspective with simple experiments. The second part is a study of children. Class discussions and lectures are accompanied by the careful reading of suitable literature, including an elementary text book and library references.

Advanced Psychology.—In the second half of the Junior year, when a sufficient physiological basis has been secured, psychology is taken up from the standpoint of the nervous system. The subject is a major one during this semester.

Sociology.—The important relation of education to society demands as preparation for the study of educational science, a careful study of man as a member of the social whole. At the beginning of the Senior year a short study of sociology precedes the study of pedagogy.

Pedagogy.—The study of education and teaching receives attention in the first year of the Elementary course, but is systematically taken up in the second half of the second year. The study begins with visitation of the school of observation and practice and is guided by class discussion and by syllabi furnished each student. The work is concrete, not abstract, inductive more than deductive and is designed to make the student independent and active, not merely receptive of the views of others.

The Elementary course embraces consideration of school organization, management, government and instruction. Incidentally general questions of method, matters of educational policy and characters in educational history and living educators are discussed.

Psychology and pedagogy in this course are pursued together and are designed to furnish a basis for intelligent study of methods of instruction and to guide the teacher in thinking out for herself her theory of teaching.
In the Junior year a similar but briefer course in pedagogy is provided for those who have come from high schools or who have taken Course I, and in the Senior year an advanced course consisting of studies in the history and philosophy of education, and including topics of current discussion is pursued by all.

The pedagogical library, the periodical literature, the school of observation and other sources furnish material for work in this department.

**THE TRAINING DEPARTMENT.**

For the purpose of observation and practice, an elementary school of eight grades, is conducted in the normal school building.

No tuition is charged the children who choose to attend; books and supplies are furnished by the school; and the library, gymnasium, apparatus and collections of the normal school are used in the instruction of the children.

The course of study is practically the same as that pursued in the best schools, drawing and singing receiving regular attention.

The training department is used for two main purposes; first for observation and study, and second, for practice in teaching. During certain periods each of the grades is taught by the regular teachers. At these times students of the Junior class visit, to study the school and to observe the teaching and the work of the pupils. Reports of these visits are made the basis of discussion in the class in pedagogy. This concrete study of schools, children and teaching is the first step in the study of the art of teaching.

Later each student takes charge of a school or a class for a period each day through a quarter or longer. All students are required to teach at least twenty weeks in the elementary course and a like period in the advanced course.

The work of the various classes is broadly outlined by the department teachers. Lesson plans showing matter and method of instruction are required of the student teachers. Meetings for discussion of work done are held by the department teachers. The teachers of the Training Department meet the student-teachers for discussion of general management of a school, child study and various topics relating to the successful carrying on of school work.

**Physical Training.**

Health with physical vigor is the essential basis of a thoroughly competent teacher.

As definite provision is made by the school for the physical education of all its students as for their intellectual culture, the gymnasium will be as familiar to all students as the laboratories and the library. Instruction in hygiene is well provided for and the physiological habits of students have personal attention. It is expected of all that they will comply with the conditions of health in the matters of dress, outdoor exercise, sleep, cleanliness, food, etc., as faithfully and as thoughtfully as they are expected to perform other duties.

**Moral and Religious Culture.**

Abundant occasions arise in the progress of school life for the testing of moral character and the exercise of the virtues which are indispensable to the teacher. The cultivation of such qualities as industry, patience, generosity, self-denial, and earnestness is as positively expected of the normal student as the cultivation of the intellectual powers. The intercourse between students and between teachers and students, if it is characterized by freedom and frankness, by sympathy and mutual helpfulness, becomes a powerful influence in the growth of moral character. It is here assumed that the best type of moral character is essential in the true teacher.

The religious convictions of students are sacredly respected, but nothing of a sectarian nature finds any place in the school. The churches of Ellensburg welcome the students to their services and to participation in religious work with them. Many of our students find pleasant temporary church homes and render acceptable service in Sunday schools, young people's societies and in the general services of the churches. All students are earnestly advised to find in some church a regular place of worship, and to nourish their own religious life by co-operating with those of similar faith in religious work.

The Y. M. C. A. and the Y. W. C. A. of the school hold weekly meetings which are open to all. The influence of these organizations in the school is invaluable and some of the best students consider membership in them a privilege.

There are churches in Ellensburg of the following denominations: Baptist, Christian, Congregational, Episcopal, Methodist, Presbyterian, and Roman Catholic.

**The Regulation of Conduct.**

In a school for the education of teachers, composed wholly of those who are seeking soon to be entrusted with the government and training of children, the regulation of conduct must be a matter of self-control. In such a school it is imperative that a high standard of morals, and of propriety too, be maintained.

Excellent order must prevail; polite behavior, correct habits, and an upright course must characterize every one holding membership in a school of this kind. The exercise of authority in the form of discipline ought never to be necessary. Conspicuous lack of will or of ability to comply with the dictates of duty and propriety is considered plain evidence of unfitness for the vocation of teaching.

The exercise of authority by the faculty will occur only when necessary, and then it will be directed toward the protection of the school and the teaching profession from unworthy members rather than toward prohibiting bad behavior.

Any student who fails to exercise guardianship over his own conduct, and who, from lack of discretion or self-control endangers the good order and good name of the school may expect to be advised to withdraw and seek less responsible employment than that of teaching.
Such faults as habitual tardiness and failure to keep appointments, carelessness about restoring borrowed property, indifference to the convenience and interest of others, disregard of the proprieties of public places, etc., betray weakness in character and damage the reputation of a normal student.

**Literary Societies.**

The Crescent and Eclectic literary societies are vigorous organizations. Membership in one or the other is recommended to all students who have attained sufficient ability in literary work and sufficient appreciation of the privileges of such membership.

A suitable hall, newly furnished and well lighted, will be at the disposal of the societies next year. It is expected that this and other favoring conditions will render their work even more successful than in the past.

**The Debating Societies.**

There are two debating societies connected with the school; one composed of young men, the other of young ladies.

**The Normal Outlook.**

Through the past year the students have conducted a school quarterly. This journal furnishes an incentive for literary work and strengthens the bond of fellowship between the students and the alumni. The following departments are represented in each issue:

- Contributed Articles.
- Editorial Matter.
- The Societies.
- Undergraduate Notes.
- Alumni Notes.
- Washington School News.
- Educational Notes.

**Esprit de Corps.**

The spirit of a school is a real, not an imagined thing, and it determines largely the effect of what is done in and by the school. A good spirit animating a school, every effort for the general welfare seems to succeed; a perverse spirit present, the best efforts seem to be futile. We attribute much of what we have accomplished during the past year to the earnest sympathy and cooperation of the student body.
Location, Equipment, Admission, Graduation.

Ellensburg is on the Northern Pacific railroad just east of the Cascade mountains and there is now satisfactory train service over the line, there being two daily passenger trains each way at convenient hours.

The city is located in Kittitas valley, a fine basin embraced by foothills of the Cascades. The site of the Normal School is 1570 feet above mean tide, the dry, bracing atmosphere, the noble scenery around, and the bright skies overhead make the location attractive and inspiring.

Building and Equipment.

The building is new and in good condition. Improvements are in progress which will add to the accommodations made necessary by the development of the school. The library will be enlarged and newly equipped, a physical and biological laboratory will be fitted up, an art room well lighted and suited to the purpose will be opened, and a suitable hall for the literary societies will be furnished.

Admission.

1. Age. The minimum age for admission is fifteen years. Male applicants must be sixteen.
2. Health. Sound health is a prime requisite for the good teacher and an important qualification for the normal student.
3. Character. A certificate of moral character is required of all who are admitted.
4. Scholarship. Any one of the following documents is sufficient evidence of the scholarship required of all who are admitted:
   a. A diploma of a high school, college or university accredited by the board of higher education.
   b. A certificate of honorable dismissal from a state normal school or other institution of equal or higher rank.
   d. Upon presenting a certificate from a county or city superintendent stating that the holder has completed satisfactorily the eighth grade of the public school course one may be admitted to the first year of the elementary course.

Applicants without any such credentials may be admitted by passing an examination under the direction of the principal.

Satisfactory evidence of work done elsewhere equivalent to any portion of either course will be accepted.
Expense.

Tuition is free to residents of Washington.

Text books are provided and no rental is charged for careful use.

A library fee of six dollars is due upon registration. One-half of this, less charges for loss or damage to books, is returned upon the withdrawal of the student or at the end of the year.

An incidental fee of four dollars is paid into a fund which at the end of the year is distributed pro rata to those students who reside more than one hundred miles from Ellensburg, and who have accomplished satisfactorily not less than half a year's work.

Boarding.

The normal school dormitory accommodates about fifty ladies. The cost of board and room, with light and fuel, is $3.50 per week. Table board here costs $2.75. Men rooming elsewhere may take their meals at the dining hall of the dormitory.

The finances of the dormitory are managed by the Board of Trustees with the purpose of providing good board and a good home for our students at minimum cost. In order to conduct it successfully upon this basis prompt payment of bills is necessary. Bills for board and rooms are payable monthly in advance. No deductions are made for absence for less time than one week, nor for withdrawal within a week of the end of the term.

Laundry work for boarders in the dormitory is done at twenty-five cents per week.

Fuel is supplied on each floor of the building.

The dormitory is in charge of a matron who oversees the dining room and the kitchen and has full charge of the house. Young women will be kindly cared for by her.

A member of the faculty has supervision of the students who reside in the dormitory, and every provision will be made to make it a place favorable to the health, the moral welfare and the social culture of the young women who secure rooms here.

Rooms should be engaged as early as practicable. All the rooms are likely to be occupied.

Board in private families costs from $3.25 to $4.50 per week.

Rooms can be rented for housekeeping.

In some desirable homes students can find board and rooms for service.

Before engaging board or rooms students must consult the Principal. Lists of approved boarding places and of rooms that may be rented will be kept at the Principal's office.

Only students of the same sex, unless brothers and sisters, may room in the same house.

Residents of Ellensburg desiring student boarders or to let rooms for housekeeping should send to the Principal the information that will enable him to direct students to them.

Graduation.

The state normal schools are authorized by law to award certificates and diplomas as follows:

"A student who completes the elementary course shall receive a certificate which shall entitle him to teach in the common schools of the state for a period of five years. A student who completes any advanced course shall receive a diploma which shall entitle him to teach in the common schools of the state for a period of five years, and upon satisfactory evidence of having taught successfully for two years during the time for which the diploma was issued, shall receive a life diploma issued by the state board of education. Graduates from accredited high schools shall receive an elementary certificate after completing one year's work of the advanced course: Provided, That no one shall receive a diploma or certificate who has not been in attendance one school year of forty weeks, and who has not given evidence of ability to teach and govern a school by not less than twenty weeks' practice teaching in the training school: Provided further, That any of the foregoing certificates or diplomas may be revoked by the state board of education for incompetency, immorality, or unprofessional conduct." Chapter CXLII., Sec. 26, Session Laws 1899.

It is further provided in this section:

"That a student shall pass the examination required for a third grade teacher's certificate before entering the second year of the elementary course, and shall pass the examination required for a second grade teacher's certificate before entering the third year of the elementary course."

Employment.

Graduates of the school are rarely unemployed.

School officers frequently apply to the school for teachers.

Assistance in securing desirable positions will be gladly given graduates and other students who have attained sufficient preparation to warrant their recommendation.

To School Officers.

School officers and other citizens are invited to visit the school, and to correspond with the Principal with reference to teachers for vacancies.

ANNOUNCEMENT.

The next school year will open Sept. 6, 1899, at 10 A. M. All who pur pose to accomplish a full term's work in the school should register on Tuesday, Sept. 5, and be present on the opening day. Absence the first days or weeks is seriously detrimental to scholarship and to the progress of the classes. No part of a course of instruction is so important as the first lessons.

Students are admitted at any time, but may be classified only on Mondays if not present at the organization, Sept. 6.

For further information, address,

W. E. WILSON, PRINCIPAL.