1-1-1901

Washington State Normal School at Ellensburg

Central Washington University

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Washington
State Normal School,
Ellensburg.

1901
WASHINGTON

STATE NORMAL SCHOOL

— AT —

ELLENSBURG.

CATALOG FOR 1900-1901

AND

ANNOUNCEMENTS FOR 1901-1902.

OLYMPIA, WASH.

GWIN HICKS, . . . STATE PRINTER

1901.
### GENERAL CALENDAR.

#### CALENDAR FOR 1901-1902.

**FALL AND WINTER SEMESTER.**

**1901.**

- Registration of Students: Tuesday, September 3
- Opening Day: Wednesday, September 4
- Principal’s office beginning at 10 A.M.
- Opening address at 10 A.M.
- End of First Quarter: November 8
- Beginning of Second Quarter: November 11
- Thanksgiving Recess: November 28 - 30
- Christmas Vacation Begins: December 20

**1902.**

- Christmas Vacation Ends: January 6
- End of First Semester: January 31

**SPRING AND SUMMER SEMESTER.**

- Beginning of Third Quarter: February 4
- Washington’s Birthday: February 22
- End of Third Quarter: April 11
- Beginning of Fourth Quarter: April 14
- Memorial Day: May 30
- Closing Exercises of Training School: Sunday, June 15
- Baccalaureate Day: Tuesday, June 17
- Alumni Anniversary: Wednesday, June 18
- Graduation Day: Wednesday, June 18

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#### January

- **1901.**
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  - End of First Semester: January 31

#### February

- **1901.**
  - Washington’s Birthday: February 22

- **1902.**
  - Beginning of Third Quarter: February 4

#### March

- **1901.**
  - End of Third Quarter: April 11

- **1902.**
  - Beginning of Fourth Quarter: April 14

#### April

- **1901.**
  - Memorial Day: May 30

- **1902.**
  - Closing Exercises of Training School: Sunday, June 15

#### May

- **1901.**
  - Baccalaureate Day: Tuesday, June 17

- **1902.**
  - Alumni Anniversary: Wednesday, June 18

#### June

- **1901.**
  - Graduation Day: Wednesday, June 18

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The Washington State Normal School at Ellensburg was established by Act of the Legislature, approved March 28, 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 education of teachers in the art of instructing and governing in the public schools of this state." [See section one of Act.]

The school was opened September 6, 1891.
The present building was erected in 1893, and first occupied September 4, 1893.

BOARD OF TRUSTEES.

Clyde V. Warner, President, Ellensburg.
Eugene E. Wager, Ellensburg.
Stanton Warburton, Tacoma.

BOARD OF HIGHER EDUCATION.

R. B. Bryan, 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, A. M., Principal Washington State Normal School, Ellensburg.
Edward T. Mathes, Ph. D., Principal Washington State Normal School, Whatcom.
Mrs. Carrie Shaw Rice, Tacoma.
Mrs. Clara Ryan, Nacnover.
Miss Sarah Lawton, Spokane.
Miss Grace C. Henderson, St. John.
FACULTY.

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JOHN HENRY MORGAN, A. M. (Furman University),
Vice-Principal. Mathematics, Economics.

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The Biological Sciences, Sociology.

EDWIN JAMES SAUNDERS, B. A. (Toronto),
Physics, Chemistry, Geography, Geology, Astronomy.

JESSIE BIRDENA WILCOX (Oswego),
Principal Training School, History.

LAURA GRACE RIDDLELL (Stanford),
English Language, Literature.

IDA MAE REMMELE, PH. B. (Heidelberg, O.),
Physical Training, Reading.

ANNETTE V. BRUCE (Leipsic),

LUCINDA PEARL BOGGS, PH. D. (Halle),
Principal Primary Training Department.

MARY N. PROUDFOOT (Chicago, Berlin),
Art, Kindergarten.

CHARLOTTE SANFORD (Ellensburg),
Assistant in Training School.

ELLA G. WARNER,
Librarian.

ANNA L. FROST,
Secretary.

STUDENTS.

ADVANCED COURSE.

Graduated June 12, 1901.

POSTOFFICE.    COUNTY.

Dennis, Edna    Tumwater    Thurston.
Grindrod, Ione    Ellensburg    Kittitas.
Kruegel, Nell    Pullman    Whitman.
Larsen, Minnie    Ellensburg    Kittitas.
Lewis, Eleanor    Burnett    Pierce.
McKinney, Katherine    North Yakima    Yakima.
Mann, Huldah    Tacoma    Pierce.
Myhant, May    Tacoma    Pierce.
Ostrom, Lora Edith    Tacoma    Pierce.
Rowland, Cora M.    Lewisville    Clarke.
Stickney, Beatie    Tacoma    Pierce.
Wilson, Guilford    Ellensburg    Kittitas.
Wallis, Bay    Pullman    Whitman.

JUNIOR CLASS.

Baker, Mrs. C. S.    Ellensburg    Kittitas.
Carleton, Jessie    Sheldon    Mason.
Dunkerley, Ethel    Tacoma    Pierce.
Dennis, Esma    Tacoma    Pierce.
Fouts, Rose    Dayton    Columbia.
Getz, Minerva    Ellensburg    Kittitas.
Hiddleson, Vivian    Ellensburg    Kittitas.
Kerns, O. H.    Ellensburg    Kittitas.
Moorehouse, Edna    Walla Walla    Walla Walla.
Nelson, Nellie    Tacoma    Pierce.
Oldham, Eva    Walla Walla    Walla Walla.
Payne, Florence    Port Townsend    Jefferson.
Rodman, Albertine    North Yakima    Yakima.
Schnebly, Lillian    Ellensburg    Kittitas.
Wilson, Florence    Ellensburg    Kittitas.
Blair, H. S.    Camas    Clark.
Butcher, Fred    Ellensburg    Kittitas.
Carter, Fannie    Spokane    Spokane.
McBride, Oscar    Hopewell    Clarke.
Page, Ethel    Ellensburg    Kittitas.
THIRD YEAR CLASS—COURSE I.

Broughton, Alice .......................... Castle Rock ............................ Cowlitz.
Davidson, Omar ............................... Ellensburg ........................ Kittitas.
McKenzie, George ............................ Yelm ............................... Thurston.
Olinger, Jean ................................. Tacoma ............................. Pierce.
Odell, Mary ................................ Puyallup ......................... Pierce.
Riddell, Harry ............................... Ellensburg ........................ Kittitas.
Sharp, Emily ................................ Starbuck ............................ Columbia.
Wilson, Ivan ................................. Ellensburg ........................ Kittitas.

THIRD YEAR CLASS—COURSE III.

Bower, O. H ................................. Montesano ........................... Chehalis.
Blair, J. B ................................ Camas ................................. Clarke.
Grupe, Bernice ............................... Dayton ............................. Columbia.
Gumm, Velma ................................. Farmington ........................ Whitman.
Hall, W. H ................................ LaConnor ................................ Skagit.
Holland, Dell ................................. Ellensburg ........................ Kittitas.
Low, Kathleen ............................... Dayton ............................. Columbia.
Norby, Agnes ................................. South Bend ........................ Pacific.
Nordwick, Claudine .......................... Chinook ............................. Pacific.
Painter, Besie ................................ Ellensburg ........................ Kittitas.
Prior, Elizabeth .............................. North Yakima .................... Yakima.
Rucks, Ella ................................ Puyallup ............................... Pierce.
Taylor, Annie Imogen ........................ Walla Walla ........................ Walla Walla.
Wills, Elizabeth .............................. Walla Walla ........................ Walla Walla.
Yale, Nellie ................................. Vancouver .......................... Clark.

SECOND YEAR CLASS.

Campbell, Ruby ............................... Bridgeport .......................... Douglass.
Chamberlain, Ethelyn ......................... Ellensburg ........................ Kittitas.
Craig, Eva ................................. Montesano ........................... Chehalis.
Grindrod, Roy ............................... Ellensburg ........................ Kittitas.
George, Elsie .............................. Sunnyside .......................... Yakima.
Gordon, Georgie ............................. Thorp ............................... Kittitas.
Harris, Oma ................................. Northport .......................... Stevens.
Hood, Margaret .............................. Ephrata ............................ Minn.
Hult, Irene ................................. Centralia ........................... Lewis.
Hoyer, Minnie ............................... Castle Rock ........................ Cowlitz.
Kingston, Elise .............................. Everett ............................. Snohomish.
Lum, Charlotte .............................. North Yakima .................... Yakima.
Pilch, Emma ................................. Puyallup ............................. Pierce.
Rader, Blossom ............................. Ellensburg ........................ Kittitas.
Stewart, Bessie .............................. Mission ............................ Chelan.
Southern, Luella ............................ Thorp ............................... Kittitas.

Washington State Normal School.

Settle, Phebe ............................... Seattle .............................. King.
Settle, Maud ................................. Seattle .............................. King.
Sander, Fred ................................. Ellensburg ........................ Kittitas.
Shannon, Grace ............................. North Yakima .................... Yakima.
Smith, Davina ............................... Burnett ............................ King.
Treadwell, Ida .............................. Mission ............................. Chelan.
Young, Ethel ............................... North Yakima .................... Yakima.

FIRST YEAR CLASS.

Burr, Ada ................................. Brooklyn ............................ Pacific.
Burcham, Carrie ............................. Kelso .............................. Cowlitz.
Burr, Eulalia ............................... North Yakima .................... Yakima.
Croft, Clara ................................. Northport ........................ Stevens.
Campbell, Carrie ............................ Bridgeport ........................ Douglass.
Craig, Ethel ................................. Ellensburg ........................ Kittitas.
Champlin, Henry ............................. Ellensburg ........................ Kittitas.
Clerk, Christine ............................. Ellensburg ........................ Kittitas.
Coates, Frances ............................. South Park ........................ King.
Cummins, Rose ............................... Ellensburg ........................ Kittitas.
Douglas, Grace .............................. North Yakima .................... Yakima.
Ellison, Leroy ............................... Teanaway ........................ Kittitas.
Ellison, Lewis ............................... Teanaway ........................ Kittitas.
Flint, Ella ................................. Fall City ............................. King.
Geddins, Pearl ............................... Ellensburg ........................ Kittitas.
Herr, Ethel ................................. Puyallup ............................. Pierce.
Keller, Edvin ................................. Redmond ........................ King.
Lowe, Luther ................................. Seattle .............................. King.
Lycan, Elsie ................................. Hoquiam ............................ Chehalis.
Lichty, Roy ................................. Sunnyside .......................... Yakima.
Morrill, Joe ................................. Ellensburg ........................ Kittitas.
McMillan, Jeanette ......................... South Tacoma ........................ Pierce.
McPhee, Roberta ............................ North Yakima .................... Yakima.
Masterson, Carrie ......................... South Bend .......................... Pacific.
Morris, Edna ............................... Leavenworth ........................ Chelan.
McBride, Inez ............................... Hopewell .......................... Clarke.
Neilson, Carrol ............................. Newcastle ........................ King.
Painter, Anna ............................... Ellensburg ........................ Kittitas.
Phillips, Myrtle ............................. North Yakima .................... Yakima.
Petersen, Lucile .............................. Tacoma ............................. Pierce.
Persing, Ella ................................. Tacoma ............................. Pierce.
Ross, Fred ................................. Ellensburg ........................ Kittitas.
Reece, Pearl ................................. Ellensburg ........................ Kittitas.
Rader, Foyd ................................. Ellensburg ........................ Kittitas.
Salladay, Flora ............................. Ellensburg ........................ Kittitas.
Salladay, Ophelia .......................... Ellensburg ........................ Kittitas.
Spencer, Beatrice .......................... Lewisville ........................ Clarke.
SUMMARY.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>13</td>
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<tr>
<td>Juniors</td>
<td>20</td>
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<tr>
<td>Third year</td>
<td>24</td>
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<tr>
<td>Second year</td>
<td>22</td>
</tr>
<tr>
<td>First year</td>
<td>42</td>
</tr>
</tbody>
</table>

PUPILS OF THE TRAINING SCHOOL.

EIGHTH GRADE.
- Campbell, Leona
- Chase, Clifford
- Davidson, Philip
- DesVigne, Elsie
- Grinrod, George
- Brennen, John
- Brennen, Maggie
- Gage, Cecil
- Getz, Roy
- Grissom, Ella
- Hayes, George
- Hays, Grace
- Hogue, Maxey
- Leanhard, Anna
- Mitchell, Bertie
- Moody, Maude
- Seidman, Stanley
- Liddell, Maude
- Wilson, Frank
- Wilson, Stanley
- Moore, Gertrude
- Offield, George
- Peason, Pearl
- Prideau, Carry
- Privett, Donna
- Rader, Virgie
- Salladay, Lorain
- Thomas, Mary
- Vandenberg, Mary
- Wilson, Lea
- Young, Charles

SEVENTH GRADE.
- Chase, Nettie
- Davidson, Mary
- Frost, Harry
- Greenhow, Nan
- Moody, Mary
- McIntyre, Maude
- Offield, Lula
- Prideau, Mabel
- Raskin, Bertha
- Raskin, Hattie
- Scott, Ralph
- Spaulding, Lester
- Vandenberg, Sophia
- Westcott, Grace
- Wilson, Lucille

SIXTH GRADE.
- Baird, Harry
- Cole, Erma
- Davidson, Majorie
- Frost, Mildred
- Grissom, Myrtle
- Hendricks, Ilia
- Hogue, Glenn
- Laudelette, Lloyd
- Champi, George
- Fleming, Marjorie
- Getz, Florence
- Kauffman, Dorothy
- Kauffman, Charlotte
- Moore, Blanche
- Murray, Grace

FIFTH GRADE.
- Offield, Henry
- Palmer, Henry
- Privett, Edna
- Russel, Myrtle
- Salladay, Gladys
- Sander, Mabel
- Smith, Delpha
- Wilson, Leshe

FOURTH GRADE.
- Baird, Harry
- Cole, Erma
- Davidson, Majorie
- Frost, Mildred
- Grissom, Myrtle
- Hendricks, Ilia
- Hogue, Glenn
- Laudelette, Lloyd
- Champi, George
- Fleming, Marjorie
- Getz, Florence
- Kauffman, Dorothy
- Kauffman, Charlotte
- Moore, Blanche
- Murray, Grace

THIRD GRADE.
- Palmer, Clarice
- Rennke, Elsie
- Rennke, Nettie
- Rennke, Henrietta
- Warner, Lucille
- Wright, Nellie
- Wilson, Beulah

SECOND GRADE.
- Hendricks, Frankie
- Hubbell, Beckwith
- Jelleson, Ellen
- Lynch, Carl
- Moody, Willie
- Monohan, May
- Morgan, Nessa
- Murray, Hilda
- McCandless, James
- Norcross, Willie
- Raskin, Adolph
- Rentsch, Oscar
- Schnabel, May
- Scott, Stanley
- Snowden, James
- Snowden, Herbert
- Wright, Doris
FIRST GRADE.

Ames, Helen
Carson, James
Champie, Clofa
Childs, Eddie
Davidson, Gail
Davis, Edna
Farrell, Hazel
Farrell, Stanley
Friend, George
Fritterer, Clarence
Grisom, Vivi
Home Jessie

Leonhard, Hortensia
Lester, Helen
Moody, Myra
Pattenaude, Ludgea
Rehmke, Tonie
Rice, Harry
Schnebley, Bertha
Williams, Edna
Wilson, Faith
Wright, Charlotte
Worth, Esther

SUB-PRIMARY ROOM.

Allbright, Gertrude
Baird, Howard
Baker, Gladys
Bartholet, Hilda
Bartholet, Hazel
Benson, Victor
Brennon, Luke
Childs, Chester
Donovan, Frances
Dyer, Ora
Elmer, Mary
Farrell, Clarence
Felch, Elaine
Frances, Calvin
Frances, Mildred
Fritterer, Lewis
Ford, Lawrence
Gault, Bessie
Hanks, Park
Haven, Jessie
Hayes, Bennett
Hayes, Cassel
Hendricks, Ada
Hill, Ernest
Home Rea

King, Phillip
Lafferty, Zenobia
Lamson, Alice
Lee, Helen
Lewis, Anita
Malone, Wilbur
Martin, Freda
Miller, Viola
Moore, George
Murray, Stella
McCandless, Howard
Offield, Bertha
Offield, Myrtle
Pattenaude, Marie
Raskins, Henry
Robinson, Alva
Smithson, John
Sears, Hina
Sears, Tom
Stewart, Frances
Stewart, Frances
Wheeler, Nadine
Wilson, Mary
Wright, Verne
Zetsche, Coburn

ALUMNI.

CLASS OF 1892.

Edwards, U. Grant, Superintendent of Schools, Jefferson County, Port Townsend.
Gardiner, N. L., student State University, Coupeville.
Gilbert, Susie Alice (Mrs. Dennis), Tacoma.
Milham, Charlotte (Mr. J. A. Gass), Seattle.
Murry, Anna, teacher, Pomeroy.
O'Dell, Malcom W., student, University of California, 1809 Euclid Ave., Berkeley, Cal.
Oliver, Lulu M. (Mrs. A. N. Daniels).
Painter, Maude (Mrs. G. d'Ablaing), Ellensburg.
Rudio, Laura M. (Mrs. Wm. Pierce), Pendleton, Or.
Thomas, Ether M., teacher, Wilbur.

CLASS OF 1893.

Barge, Alice (Mrs. Alex. McCriddy), North Yakima.
Bowman, Lena F., teacher, Indian School, Chewawa, Or.
Brown, Estella M., teacher, Ellensburg.
Chariton, Franc S., teacher, Roslyn.
Chariton, John J., Republic.
Delaney, Sarah O., (Mrs. George M. Jenkins), Ellensburg.
Durr, Louis C., teacher, Goshem.
Hill, Claudia Olga, teacher, Puyallup.
McRoberts, Eliza M., (Mrs. Nagle), 946 West Quartz St., Butte, Mont.
Osmo, Edith P., teacher, 1713 South 8th Street, Tacoma.
Painter, Eugenia (Mrs. Henry Wagner), Ellensburg.
Peterson, Virginia (Mrs. E. J. Anderson), Olympia.
Sallaly, Anna Narcissa, teacher, Ellensburg.
Sherman, May O'ella, teacher, Santa Ana, Cal.
Smith, Lora A., teacher, Spokane.
Stewart, Anna L., critic teacher, Normal School, Spearfish, South Dakota.
Tunber, Alice G., teacher, 416 Broadway, Seattle.

CLASS OF 1894.

Adams, May (Mrs. Jas. Ramsey), Ellensburg.
Bench, Dalby, teacher, Kennewick.
Berkman, Effie V., teacher, Tacoma.
Bruce, Lena, teacher, Tacoma.
Colbert, Elfreda, teacher, Ilwaco.
Cole, Mrs. Marie Bethel, teacher, Olympia.
Damman, Mamie (Mrs. F. P. Wolf), Ellensburg.
Eldred, Leslie G. (died May 13, 1897).
Foley, Sarah B., teacher, Seattle.
Gunther, Dill R. (Mrs. Will R. Wells), La Conner.
Hale, Harry W., County Clerk, Ellensburg.
Julesberg, Ada, teacher, Castle Rock, died April 19, 1901.
Kuns, Joseph, teacher, Dayton.
Larson, Anna, teacher, Mt. Tabor.
McArthur, Jessie, teacher, 721 7th Street, Denver, Col.
McGill, Mattie (Mrs. B. B. Pease), Ellensburg.
McMannus, O. D., teacher, Mission.
Painter, Grace J. (Mrs. C. R. Hovey), Ellensburg.
Painter, Mabel, teacher, Ellensburg.
Painter, Bonnie Jean, teacher, Walla Walla.
Steiner, Sevilla, Co. Supt. Schools, Waterville.
Zeeburyth, May (died Oct. 20, 1894).

CLASS OF 1895.
Cameron, Crissie C., teacher, 231 Tacoma Avenue, Tacoma.
Caruthers, Warren E., Ellensburg.
Hatfield, Ella M. (Mrs. Will Conner), Ballard.
Ross, Douglas, Seattle.

CLASS OF 1896.
Anthony, Julia E., teacher, 1527 7th Street, Seattle.
Bell, Martha, teacher, 409 13th Ave., N. Seattle.
Coyle, Nida A., teacher, Walla Walla.
Carothers, C. M., Ellensburg.
Parnham, Francis E., teacher, Ellensburg.
Galbraith, Nettie M., teacher, Walla Walla.
Huggins, Mabel Hortense, teacher, 811 15th Street, Tacoma.
Long, Violet Genevieve, teacher, Pomeroy.
Lewis, Rae, teacher, 801 Yesler Way, Seattle.
Parkhurst, Daisy, teacher, 2417 Western Avenue, Seattle.
Riddell, Mabel S., teacher, Hartline.
Reitz, Gertrude E., teacher, 1108 Lane Street, Seattle.
Stewart, Carrie E., teacher, Ellensburg.
Wilson, Eliza J., teacher, Monteeno, deceased.
Witt, Lena, teacher, 708 E., Linton Avenue, Spokane.
Zimmerman, C. L., teacher, Pomeroy.

CLASS OF 1897.
Atkins, May (Mrs. Joseph Mason), Whatcom.
Armour, Ellen, teacher, 121 Melrose Avenue, Seattle.

Barclay, Berthile, teacher, Dayton.
Bullock, Effie (died Nov. 11, 1890).
Ebert, Essie, Mrs. Orville Curry, Olympia.
Fulton, Nellie (Mrs. Frank Wilmoth), Winthrop, Okanogan Co.
Gerboth, Meta, teacher, Spokane.
Hargear, Essie L., teacher, Tacoma.
Houghton, Ethel, teacher, 1818 Yakima Avenue, Tacoma.
Lynch, Cornelius, student, Medical College, 740 6th St., Louisville, Ky.
Larimer, May, teacher, 625 Maiden Avenue, Seattle.
Lynch, John, law student, Ann Arbor, Mich.
Lowe, May L. (Mrs. Frederic Haggist), teacher, Walla Walla.
Lucinger, Rose, teacher, Walla Walla.
McDowell, Carrie, teacher, Ellensburg.
Miller Clyde, Rosalie.
Pauley, Anna, teacher, Walla Walla.
Reid J. Howard, teacher, Hatton.
Roush, George H., Goldendale.
Selby, William, teacher, Port Townsend.
Salladay, Letha, teacher, Ellensburg.
Shaw, Carrie (Mrs. Will Eugene Walker), Farmington.
Scott, Fannie, teacher, 2819 Mallon Avenue, Spokane.

CLASS OF 1898.
Burgie, Etta M., 1509 College Avenue, Spokane.
Bisbee, Zella, teacher, Spokane.
Beatty, Margaret, student, State University, Seattle.
Clark, Dee, teacher, Vancouver.
Coleman, Pearl, teacher, New Whatcom.
Dorr, Ada, Manilla, P. I.
Devereaux, Ellen, teacher, Puyallup.
Kelling, Blanch, teacher, Walla Walla.
Morgan, Adella, student, State University, Seattle.
Maison, Hester A., teacher, Seattle.
McDonnell, Mary, teacher, Tacoma.
Prichard, Milton, teacher, Vancouver.
Painter, Pearl M., teacher, Port Townsend.
Richmond, J. P., Seattle.
Rock, Anna, teacher, Seattle.
Stevens, Claire, teacher, Seattle, deceased.
Stevens, Jessie, teacher, Seattle.
Sampson, Helen, teacher, Spokane.
Turner, Birdie A., teacher, Seattle.
Thomas, Elouise, teacher, Spokane.
Thayer, Fannie, teacher, Spokane.
Thompson, Regina S., teacher, Seattle.
Weyer, Ross, Chicago, Ill.
Weaver, Cora, teacher, Ellensburg.
Weller, Fannie, student, Stanford University.

**CLASS OF 1899.**
Abbott, Lulu Edith, teacher, Walla Walla.
Colbert, Daisy Johanna, teacher, Ilwaco.
Davies, Anna, teacher, Carbonado.
Dillon, Hannah M., teacher, Roslyn.
Graff, Minda Selmar, teacher, Everett.
Hayes, L. Justin M., teacher, Centralia.
Jackson, Edith Louise, teacher, Spokane, (1424 Bridge Ave.)
Johnston, Grace Cassiday, teacher, Dayton.
Lewis, Margarettia May, teacher, Carbonado.
McCausland, Margaret Rebecca, teacher, Walla Walla.
McGreer, Francis P., teacher, Conway, Skagit County.
Megannon, Robina Naree, teacher, Spokane, (E. 313 Mission St.)
Miller, May G., teacher, Spokane.
Miles, Eley, teacher, 708 L St., Tacoma.
Montgomery, Wm. W., Principal High School, Olympia.
Nieceus, Elise, teacher, Spokane.
Sanford, Charlotte, teacher, Normal Training School, Ellensburg.
Scott, Edna Rosiland Marlin, teacher, 1515 4th Ave., Seattle.
Sprague, Genevieve Estelle, teacher, Ellensburg.
Stejer, Francis Adrien, teacher, Tacoma.
Tucker, George Henry, teacher, Toledo.
Truitt, Elizabeth, teacher, Tacoma.
Wallace, Idia R., (Mrs. John W. Blake,) LaConner.
Young, Ida C., teacher, Hartline.
Zimmerman, Lydia Adelia (Mrs. Charles Kyle), teacher, Wenatchee.

**CLASS OF 1900.**
Anderson, Katherine, teacher, Stanwood.
Baker, Mrs. Bessie B., teacher, Ellensburg.
Carroll, Julia Virginia, teacher, Seattle.
Clark, Mary, teacher, North Yakima.
Carothers, Lillian, teacher, Garfield.
Davis, Dora Winston, teacher, Spokane.
Gibbon, Herbert Addison, teacher, Roslyn.
Henson, Alice Marguerite, teacher, Port Angeles.
Hopp, Kathleen, teacher, Everett.
Lampson, Eva, teacher, Snohomish.
Lindsay, Grace, Port Townsend.

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Morse, Raymond C., teacher, South Prairie.
Morrow, Calla Lily, teacher, Walla Walla.
Metcalf, John Baker, teacher, King County.
Patterson, Myrtle, teacher, Wenatchee.
Shoudy, Loyal, student, University of Washington, Seattle.
Vallen, Margaret Elinor, County Superintendent of Schools, (elect)
Pomeroy, Garfield County.
Wilding, Florence, teacher, Jersey City, N. J.
Willson, Mary Jane, teacher, Everett.
Weyer, Zoora E., teacher, Everett.

**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.
Davis, Samuel Clifford, teacher, Haidlock.
Leonard, Virginia, teacher, 715 South N street, Tacoma.

**CLASS OF 1894.**
Anderson, Helen (Mrs. F. N. McCandless), Ellensburg.
Baird, Irene, McPherson, Kansas.
Elsensohn, Tena (Mrs. M. G. Beale), Alpowa.
Ford, Rachel (Mrs. Arthur Daman), Ellensburg.
Havens, Cora (Mrs. A. L. Foster), Ellensburg.
Phillips, Ida (Mrs. Williams), North Yakima.
Peterson, Gertrude, teacher, Castle Rock.
Quimby, Amanda, teacher, Montesano.
Steele, Nellie (Mrs. J. J. Charlton), Republic.
Thomas Edwin, Juneau, Alaska.
Young, Mary, teacher, North Yakima.

**CLASS OF 1895.**
Bruce, Mary, teacher, 1808 South D street, Tacoma.
Currier, Clara (Mrs. Hubbard), Hyam.
Nelson, Emma (Mrs. George Elsonhon), county superintendent, Pomeroy.
O'Farrel, J. M. T., teacher, Orting.
Painter, Marguerite, teacher, Walla Walla.
Sheetz, Gertrude (Mrs. Roy Randall), Ellensburg.
Tuttle, Edith, teacher, Everett.

**CLASS OF 1896.**
Atwood, Blanche, teacher, Dayton.
Brown, Mae Pauline (Mrs. Dell Thompson, Dayton.)

---
Bushnell, Virginia (Mrs. McCrosky), Oakesdale.
Chappell, Mrs. Lottie, teacher, Goldendale.
Hagy, Margaret, teacher, North Yakima.
Hunter, Anna C., teacher, Port Angeles.
Kent, Margaret, teacher, Vancouver.
Putman, James J., Ellensburg.
Rogers, Belle (Mrs. Thayer), New Whatcom.
Rambo, Charles, teacher, Bush Prairie.
Smith, Gertrude (Mrs. H. W. Hale), Ellensburg.
Stephenson, Grace (Mrs. Will Prater), Skagway, Alaska.
Stoops, Clara, teacher, North Yakima.
Taylor, Harley, teacher, Kalama.
Young, Carrie, teacher, North Yakima.

CLASS OF 1897.
Ashman, Anna, teacher, Cosmopolis.
Adams, J. Q., Dawson City, N. W. T.
Baker, Ella, teacher, Cleveland.
Bullock, Anna, teacher, North Yakima.
Butcher, Fred, Ellensburg.
Burke, Odessa, teacher, Hoquiam.
Cooke, Mary, teacher, Seattle.
Currey, Orson, principal, Olympia.
Hinman, Agnes, teacher, Ellensburg.
Koontz, Anna, teacher, Chehalis.
Koreshner, Blanche, teacher, Olympia.
Lindsay, Ella, teacher, 326 Tyler street, Port Townsend.
Leake, Norma, teacher, Avon.
Malley, Sarah, teacher, Oneida.
Shull, Emma, teacher, Roslyn.

CLASS OF 1898.
Adams, Edna, Seattle.
Anderson, Lillie, teacher, Kent.
Attebery, Josie, student, State Normal School, Cheney.
Attebery, Cora, student, State Normal School, Cheney.
Bower, Mollie (Mrs. John Van Alstine), Ellensburg.
Blair, H. F., teacher, Ellensburg.
Barthrop, Anna, teacher, Port Townsend.
Bullock, Grace A., teacher, North Yakima.
Baker, Lutie, teacher, Everett.
Clark, Grace E., teacher, Cleveland.
Coe, Mabel, teacher, Ritzville.
Davies, Minnie, teacher, Roslyn.
Davies, Olga, teacher, Hoquiam.
Foss, E. S., teacher, Prescott.
Farnsworth, Stella, Palouse.

Gaines, Sue B., teacher, Oakesdale.
Harris, Clara, teacher, Auburn.
Hess, Ellen (Mrs. William White), Goldendale.
Hines, Sophie, teacher, Bucoda.
Jacobs, Pauline, teacher, Aberdeen.
Norman, Clara, teacher, Everett.
Powell, Perry, teacher, Eufaula.
Swain, Maude (Mrs. John Judge), Stone Station, Montana.
Schulerude, Christine, teacher, Tekoa.
Stearnes, H. J., teacher, Chinook.
Wilson, Emma, teacher, Montesano.
Wallace M. Eliza, teacher, La Conner.
Wallace, Margaret, teacher, Olympia.

CLASS OF 1899.
Abbott, Flossie Forder, teacher, Spokane.
Annis, Bessie, teacher, 107 Howard street, Spokane.
Bommarito, Edna, teacher, Alderton.
Buncy, Belle, teacher, Ellensburg.
Blanchard, Bessie, teacher, Ellensburg.
Carstens, Josephine Frances, teacher, Farmington.
Davies, Rose, teacher, Roslyn.
Davies, Catherine, teacher, Carbonado.
Dennis, Edna, student, State Normal School, Ellensburg.
Fields, Anna Lillie, teacher, Port Angeles.
Fox, Bessie, teacher, Wilson Creek.
Gibson, Annie Elizabeth, teacher, North Yakima.
Gibson, Janet Rae, teacher, 523 Union St., Seattle.
Gano, Avenelle, teacher, North Yakima.
Harr, Bessie Beatrice, teacher, Puyallup.
Hiddleston, Christel Dora, Ellensburg.
Hughes, Daisy May, teacher, Auburn.
Irvin, Iva May, teacher, Pomeroy.
Irving, Marguerite, teacher, Milton, Oregon.
Ketchum, Mary Elizabeth, teacher, Springdale.
Kraabel, Theresa, teacher, Parkland.
Klocksteadt, Henrietta M., teacher, Vashon.
Malby, Addie Belle, teacher, East Spokane.
Mason, Hettie Belle, teacher, Garfield.
McCurdy, Katherine, teacher, St. Paul's School, Walla Walla.
McKenzie, Clara Etta, teacher, Olympia.
Oswald, Mary, Wynooche.
Sayer, Della M., teacher, Walla Walla.
Schurman, Jennie, teacher, Tekoa.
Shaw, Eleanor Marie, teacher, E. 410 North Ave., Spokane.
Shepardson, Bessie, teacher, Castle Rock.
WASHINGTOE 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 privileged 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.

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 whole 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.
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.

ADMISSION.

There are no restrictions on account of race, nationality, or place of residence, but it is assumed that those who apply for admission desire to become teachers, and to find employment in the State of Washington. On registering as students the following statement is signed:

"We hereby declare that our purpose in entering the Washington State Normal School is to fit ourselves for the profession of teaching, and that it is our intention to engage in teaching in the public schools of this state."

AGE. The minimum age for admission is fifteen years, and male applicants must be sixteen.

HEALTH. Sound health is a prime requisite for the good teacher, and an important qualification for the normal student. No one whose physical condition is defective so that vigorous health may not be established by ordinary hygienic measures should undertake such a course as the normal school maintains.

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.

An examination for admission will be held at the Normal School on Monday, September 2 and Tuesday, September 3. Those who intend to apply for admission after September 2, and who are without the above credentials should notify the principal in advance as to the time when they will apply.

Satisfactory evidence of work done elsewhere, equivalent to any portion of either course will be accepted. Certified statements signed by the principal or teacher under whom the work was done should be presented at the time of admission by those who expect to take advanced standing.

REVIEW CLASSES IN THE FUNDAMENTAL BRANCHES.

For the purpose of providing opportunity for such review of the fundamental branches as may be needful on the part of any who have met the requirements for admission, special classes will be organized each year in English composition, grammar, arithmetic, U. S. History, and human physiology.

Such opportunity for review of arithmetic and English will be offered each semester. This work may be done before beginning the elementary course or later, but it can not be undertaken in addition to the full work of any year.

COURSES.

The following courses have been authorized by the Board of Higher Education. They have been arranged as here presented, with reference to the special conditions and the present equipment of this school.
The subjects embraced in each course, and the time allotted to each, are indicated here in their order and relation; the work in its extent and character is more fully outlined by departments on page 29 and following.

The school year is divided into two equal parts and each part designated a semester to avoid the ambiguity of the word term. The figures after the subjects are to indicate the approximate number of recitations per week.

I. THE ELEMENTARY COURSE.

FIRST YEAR.

FIRST SEMESTER.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin and English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Botany</td>
<td>5</td>
</tr>
<tr>
<td>Geometry</td>
<td>5</td>
</tr>
<tr>
<td>Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Singing</td>
<td>3</td>
</tr>
<tr>
<td>Reading and Voice Training</td>
<td>3</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
</tbody>
</table>

SECOND SEMESTER.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin and English Word Study</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Botany</td>
<td>5</td>
</tr>
<tr>
<td>Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Drawing</td>
<td>2</td>
</tr>
<tr>
<td>Singing</td>
<td>2</td>
</tr>
<tr>
<td>History, Course I</td>
<td>3</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
</tbody>
</table>

SECOND YEAR.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature and Rhetoric</td>
<td>4</td>
</tr>
<tr>
<td>History, Course II</td>
<td>3</td>
</tr>
<tr>
<td>Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Geometry</td>
<td>5</td>
</tr>
<tr>
<td>Singing</td>
<td>1</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>German (optional)</td>
<td>3</td>
</tr>
</tbody>
</table>

THIRD YEAR.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin, Caesar (or German)</td>
<td>4</td>
</tr>
<tr>
<td>History, Course V</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
</tr>
<tr>
<td>Physics, advanced</td>
<td>5</td>
</tr>
<tr>
<td>Algebra, advanced</td>
<td>5</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>Latin, Virgil (or German)</td>
<td>4</td>
</tr>
<tr>
<td>History, Course VI</td>
<td>2</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>Singing</td>
<td>1</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>German (Optional)</td>
<td>3</td>
</tr>
</tbody>
</table>

The above course leads to course II.

II. THE ADVANCED COURSE.

To this 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.
IV. THE ADVANCED COURSE. (Modified.)

This is the advanced course for those who have completed Course III.

**FIRST SEMESTER.**

**SECOND SEMESTER.**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin, Caesar (or German)</td>
<td>Latin, Virgil (or German)</td>
</tr>
<tr>
<td>History, Course V</td>
<td>History, Course VI</td>
</tr>
<tr>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td>Physics, advanced</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Algebra, advanced</td>
<td>Geometry, advanced</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Physical Training</td>
</tr>
</tbody>
</table>

**FOURTH YEAR.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin, Virgil (or German)</td>
<td>Latin, Virgil (or German)</td>
</tr>
<tr>
<td>History, Course VI</td>
<td>History, Course VI</td>
</tr>
<tr>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Geometry, advanced</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Physical Training</td>
</tr>
</tbody>
</table>

**SENIOR YEAR.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics</td>
<td>History and Philosophy of Education</td>
</tr>
<tr>
<td>History, Course VII</td>
<td>English Composition</td>
</tr>
<tr>
<td>Biology IX</td>
<td>Drawing, Method</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>Practice Teaching</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Physical Training</td>
</tr>
</tbody>
</table>

**THE WORK OF THE SEVERAL COURSES OUTLINED.**

**LANGUAGE AND LITERATURE.**

The course in literature 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, extends throughout the course.

The 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. The development of our language and literature is taught best thru masterpieces, and when any period is under consideration, an intensive study of the masterpieces of its representative authors will be supplemented by:

(a) Critiques on that period.
(b) Novels which picture vividly the period.
(c) Works of art, e.g.: Elizabethan Period—History of the Drama, Shakespere and Contemporaries; Criticisms by Rolfe, Furness, Lowell and others; Novels, Westward Ho, Judith Shakespere, When Knighthood was in Flower.

**MASTERPIECES:** Evangeline, Snowbound, Vision of Sir Launfal, Lady of the Lake, Gareth and Lynette, The Princess, Rime of the Ancient Mariner, As You Like It, Macbeth, Hamlet, L'Allegro, Il Penseroso, Comus, Lycidas, Sonnets; Shorter poems of Longfellow, Whittier, Lowell, Wordsworth, Shelly, Keats, Byron, Tennyson, and Browning; Silas Marner, Burke's Speech on Conciliation with America, Macaulay's Essays on Milton and Addison, Sir Roger de Coverly Papers; selections from Irving, Ruskin, Emerson, Thoreau, and others; novels of Scott, Dickens, Eliot, and others.
HISTORY AND CIVICS.

AIMS: The chief aim of the following courses 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.

METHOD: Whenever it is possible the students will be led to consult the original sources and to reason and infer from these. The use 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 relation to history past and present noted.

Provision for a thorough review of the history of the United States, also for the study of the history, constitution, and public school system of the State of Washington, will be made outside the regular course for those who require it.

Course I. First Year, Second Semester—Greek history—a study of the people, country, life, art, achievements, and contributions to the progress of the world. The special aim of this course is to introduce the student to the method of historical study. With this aim in view literature and illustrative material have been selected and arranged, and earnest efforts are made to awaken the historic spirit and cultivate interest in research.

Course II. Second Year, First Semester—Roman and mediaeval history. The method is the same as that pursued in the first year. A broader view of the field is taken, and the characteristics and distribution of the great peoples of the world are considered as intensively as time permits.

Course III. Second Year, Second Semester—Modern history. This course consists principally of a study of the history of England from the time of Henry VII to the close of the eighteenth century, together with that of western Europe and the United States.

Course IV. Third Year, First Semester. In the third 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 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.

A portion of this semester is devoted to consideration of methods of teaching history in the grammar grades.

Course V. Fourth Year, First Semester. An intensive study of the history of an oriental or classical people.

Course VI. An intensive study of some modern topic, as the history of Europe during the nineteenth century, or the progress and development of American institutions during the past one hundred years.

Course VII. Senior Year, Second Semester, First Term. Methods of teaching history. This course is intended to provide for consideration of the best methods of history teaching. The nature and value of history are discussed; the best methods of securing profitable and interesting instruction in history are considered, and the students guided in the use of sources, maps, charts, outlines, pictures, and literature in history study, and in the selection of topics for primary, grammar, and high school grades.

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—First semester.
   a. Representative work. Literature illustration.
      Nature illustration—Flowers, fruits, animals, landscapes, etc.
      Special 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 school room decoration will be given.

Second semester.
   a. Representative work continued.

Third Year—First semester.
   a. Representative work. Light and shade.

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

After the consideration of each phase above mentioned, attention is given to method of teaching in the elementary schools.

ADVANCED COURSE.

Junior Year—Forty weeks.
The work in the junior year will cover that outlined for the second and third years of the Elementary course.

Senior Year—Ten weeks.

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.

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 are 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 discrim-
inating 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 or 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 years' work, though the time of completion depends 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; Czneru-Germer Vol. II.; Heller op. 45 and 47; Bach's Little Preludes and Fugues; Selections from Mendelssohn, Lang and modern composers.

Grade IV. Touch and technic continued; Czny op. 740; Bach's Inventions; Sonatas of Hayden 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: 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. Exercise in expression, Songs of Lassen, Grieg, with the easier arias from the operas, oratorios, etc.

The charge for private lessons, either piano or voice, is seventy-five cents per half hour. No deduction will be made for absence from lessons except in case of prolonged illness.

MATHEMATICAL DEPARTMENT.

The course in mathematics comprises arithmetic, elementary and advanced algebra, plane and solid geometry and methods of teaching these subjects.

ARITHMETIC.—The extent of the work in arithmetic varies with the needs of the members. Some attention is given incidentally to the method. Special attention is given to basic principles throughout. The order of procedure is logical. The object is a good working knowledge of arithmetic and an understanding of the principles involved.

ARITHMETIC AND METHODS.—During the third year, or during the junior year, twenty weeks are given to the more advanced study of arithmetic and methods of teaching arithmetic.

Having a working knowledge of arithmetic, and a knowledge of elementary algebra and plane geometry, the students are now in a position to appreciate a more comprehensive view of arithmetic, 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 be-
between the concrete unit and the number, to recognize and group the analytical and the synthetic processes, and to see and appreciate to some extent the unity of the subject. While the practical side of arithmetic, which arises in connection with commercial life or in the laboratory, is kept in view, a greater stress is thrown upon the scientific side of the subject with a view to training in mathematical analysis.

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, the Spiral 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 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.

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, involution, evolution, the quadratic equation, the different methods of solution, and factoring, as related to the quadratic equations are studied. Special attention is given to the theory of exponents, arithmetical and geometrical progression, and ratio and proportion are given some consideration, and a proficiency in the practical use of the binomial theorem in the expansion of binomials with positive integral exponents, is aimed at.

Advanced Algebra.—During the third year, or the fourth year, higher algebra is studied for one semester, during which time a more comprehensive study of the quadratic equation is required, also of progressions and proportion and the use of proportion in the solution of quadratics. In addition the following subjects are discussed and studied: Inequalities, imaginary quantities, indeterminate equations, zero and infinity, interpretation of negative results, 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, comprehensive 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 proof 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 overlooked in connection with constructions and original demonstrations. The practical side of geometry is ever kept in view.

During the first semester of the second year the students are concerned with the geometry of lines, angles, triangles, quadrilaterals, circles and proportion.

For 20 weeks in the third year, or the fourth year, mensuration of plane figures, and the relations of regular polygons, and demonstrations in solid geometry, including figures in different planes, parallelopipeds, prisms, pyramids, cylinders, cones and spheres and the mensuration of these solids, and some study of the regular polyhedrons complete the work in geometry.

MATHMATICS. 
Senior Year. The work in mathematics during this year consists of the consideration of a course of study in mathematics for the primary and grammar schools. This involves the determining whether bookkeeping shall constitute a part of the course, if so how much, how presented and when; the topics to be taught in arithmetic, why, the order and method of presentation; whether algebra shall be taught, how much, how introduced, how taught, how related to arithmetic; geometry in the grammar schools inductively or deductively taught, when, why, relation to arithmetic and practical application.

It is introduced inductively and studied during the first quarter of the year.

PHYSICS AND CHEMISTRY.

ELEMENTARY COURSE.

PHYSICS.—This course, given in the first year includes a study of matter, its properties and conditions; the dynamics of fluids, or effect of gravitation on liquids and gases; heat, its effect upon the state and properties of matter, and introductory work on magnetism and electricity.

CHEMISTRY.—Supplementing the work on heat, a brief course in the first year deals with chemical action in combustion, plant and animal life, and decay. Special attention is given to arrangement of apparatus to illustrate lessons on air, water and heat.
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 AND ASTRONOMY.

ELEMENTARY COURSE.

PHYSICAL GEOGRAPHY.—The work in this subject coming the last semester of the second year includes not only the study of the earth as it appears to-day, but also the study of those agencies which have shaped, and are now shaping its surface. The great importance of structure, soil and climate in determining the political, 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 surface. The common rock making minerals are noticed.

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.

GEOGRAPHY AND METHODS.—First semester of third year. A brief but comprehensive course in general geography based upon previous studies in physics, chemistry, botany, zoology and history.

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 order that the class may learn the best means for sustaining the interest in, and broadening the scope of the subject.

ADVANCED COURSE.

GEOLOGY.—Twenty weeks in senior year. 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 common minerals are determined by their physical and chemical properties, 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.

ASTRONOMY.—In connection with the above course, a brief study of general descriptive astronomy is made. The geography of the heavens, and motions of the heavenly bodies are studied by observation. The theories and laws concerning position and motion of these are then taken in class and facts bearing on the nebular hypotheses are studied and applied in explanation of that theory.

METHODS IN PHYSICAL SCIENCES.—A ten weeks’ course in the senior year in which outlines of work in the different branches are made out and the methods of presentation discussed. Students are required to study different topics and plan lessons on these topics, as they would present them to different classes.

THE BIOLOGICAL SCIENCES.

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

The biological laboratory is on the second floor of the building, is well lighted and cheerful. It is provided with running water and aquaria in which living forms of plants and animals are kept for observation and study. The fauna and flora in the vicinity of Ellensburg are remarkably interesting to those coming from other sections of the country. Ample opportunity is provided for dissection and microscopic work, the laboratory being
equipped with good compound microscopes and dissecting microtomes, paraffine baths, reagents, stains, microscopic slides, moist chambers, and the glassware and other appliances usually belonging to such laboratories.

Course I. Descriptive Botany—10 weeks, first year, first semester.

Field work, laboratory work, recitations with occasional lectures and demonstrations.

This course is intended as a general introduction to the systematic study of flowering plants. It aims to make the pupil familiar with the language of systematic botany, to develop some skill in manipulation, and systematic habits of observation of specimens illustrating the more important characters on which classification is based.

Course II. Systematic Botany, Plant Analysis—10 weeks first year, second semester.

Field work, laboratory work.

This course is a continuation of Course I. The student is made familiar with the analytical key and with the proper use of a manual and text book of systematic botany as an aid to independent work in teaching. It is thought that the ability to use properly such a book of reference as Gray's text book and manual is indispensable to a teacher who must necessarily be able to answer many questions which authorities alone can solve.

A herbarium of twenty-five flowering plants, neatly pressed, mounted and analyzed, is required in this course.

Course III. Comparative Morphology and Physiology of Animals—10 weeks second year, first semester.

Laboratory work, recitations, lectures.

This course is an introduction to the systematic study of animals. It aims to show the morphological and physiological relationships of animal organs and organisms, and to give a general view of the morphological characters underlying systematic zoology.

Course IV. Systematic Zoology—10 weeks second year, first semester.

Laboratory work, lectures, recitations.

In this course the student is made familiar by actual dissec-
Course VII. Physiology of the Central Nervous System and Sense Organs.—10 weeks, junior year, second semester.

Lectures, demonstrations, recitations, written themes.

This course is a continuation of course VI., and is intended as a preparation for the study of Psychology. Special attention is given to the subject of localization of cerebral functions, and the experiments on which that doctrine is based. The various areas of the brain and spinal cord, so far as these have been determined are located; paralytic effects of lesion, drugs, etc., are studied; reflex action and the physiological basis of habit are considered; and various experiments to test the functions and relative acuteness of the various sense organs are made, together with a histological study of the structure and development of the central nervous system, peripheral nervous system and sense organs.

Course VIII. Nature Study. (Plants and Animals)—10 weeks junior year, second semester.

Field work, laboratory, original observations with written reports at the end of each week.

The course is intended to make the student familiar with the method and the matter suited for nature work in the elementary schools. The student is expected to do the work as he should require his own pupils to do it when he undertakes to teach the subject, more now being demanded of him by way of independent laboratory work and familiarity with library sources of information and general literature properly introduced in connection with nature study.

Course IX. School Sanitation and Hygiene.—10 weeks senior year, second semester.

Lectures, recitations, written themes.

The subject of personal and school sanitation is based on general physiology. In connection with the structure and function of the various organs of the body, pathological and abnormal conditions are considered in connection with the usual causes of disorder. The germ theory of disease is discussed in connection with the study of bacteria, fermentation, and putrefaction. Poisons, antidotes, disinfectants, transmission of contagious diseases, lighting, ventilation and general school house construction, etc., are topics assigned for library research, and are discussed when reported.

Course X. Science Methods.—10 weeks, senior year, second semester.

Laboratory work, lectures, written weekly reports.

This course is supplementary to the previous courses, and serves as a general summary. Two days of the week are devoted to laboratory work, one to lectures and general discussions on the seminar plan, and one or two days to discussion of written reports, the result of the students' observation and library research.

The lectures deal with the educational value of nature study and general science training, the rational inductive method of teaching science, based on psychology, and the growth in education of the scientific spirit, as seen in the modern school, and in the writings of educational reformers.

The subjects studied are: Comparative studies of the morphology, physiology and mode of reproduction of fungi, algae, liverworts, mosses, ferns, flowering plants. On the zoological side, a comparative study of the morphology, physiology, habits instincts, intelligence and general ecology of crustacea, insects, fishes, reptiles, birds and mammals.

More advanced courses in the various departments of biological science may be offered if time permits.

Psychology and Pedagogy.

I. Elementary Pedagogy.—In the second year, second semester, an introductory course in pedagogy is given. It is based upon observation of children and of schools and includes systematic visitation of the school of observation. Oral and written reports of these visits are presented by the student and topics suggested by them are discussed and investigated.

The course embraces an introduction to the study of children, principles of instruction derived from a study of schools and theory of school organization and management.

II. Elementary Psychology.—In the third year a course in psychology extends through the first semester. The first part of the course is introspective psychology, a study of self activity; the second part is a study of the nature and development of children. The class work consists of lectures, discussions and reports. A textbook is read and discussed and large use is
made of the literature of the subject with which the school is well supplied.

Throughout this semester the members of the elementary class teach an hour each day in the several grades of the training school.

III. PRACTICAL PEDAGOGY.—In the second semester of the third year a course is pursued in the art of school teaching, embracing administration and general method of instruction.

In connection with it some studies of great educators and of great educational movements are undertaken.

IV. PEDAGOGY AND PSYCHOLOGY.—Introductory course.

In the first semester of the year the Junior class, which is composed of graduates of high schools, those who have completed course I, and those having equivalent preparation, pursues an inductive course in pedagogy based upon systematic study of the school of observation and of children.

V. PSYCHOLOGY.—In the second semester a course in psychology from the physiological standpoint is attempted, preparation for which has been made by the study of biology during the first semester.

During this semester the members of the junior class study and practice teaching in the several grades of the training school one hour each day.

VI. LOGIC AND ETHICS.—In the first semester of the senior year ten weeks are devoted to the study of the laws of thought and the principles of conduct.

VII. THE PHILOSOPHY AND THE HISTORY OF EDUCATION.—During the last semester of the senior year the attempt is made to found a sound theory of teaching upon views derived from previous studies in biology, psychology, sociology and history. Studies of educational history and biography and of educational systems and institutions are carried on simultaneously.

Each member of the senior class has full charge of a room in the training school for a period of ten weeks except during an hour and a half each day.

The pedagogical library, the periodical literature, the school of observation and other sources furnish material for work in this department.
tion of foregoing principles to study and reading of standard selections.

(c) Methods of teaching reading in primary and grammar grades.

Course III. Expression and Literary Interpretation.—
Second semester, junior year.

Particular stress is laid upon the relation of literary interpretation to platform rendering. It is the aim of this course to develop speakers, whose style shall be simple, natural and forceful; to develop the individuality; to make each pupil responsive in mind and body, and to give each command of all his powers before an audience.

Physical Culture.—Health with physical vigor is the essential basis of a thoroughly competent teacher. The general objects of this work are health, self control, muscular co-ordination and mental poise. It is our first aim in this department to lead each pupil to form such habits of regimen as will give the best physical foundation for intellectual development, and to enable the student to assist his own pupils in physical as well as mental development.

Students take work in the gymnasium twice a week throughout the course. Upon entering the school, each student is given a physical examination. The work is done in classes, but adapted to individual needs. Instruction in hygiene is provided for, and the physiological habits have personal attention. It is expected that young ladies will provide themselves with gymnasium suits, consisting of bloomers and sailor waists of dark blue flannel.

Course I. First year.—Marches, drills, wands, bells, free gymnastics, games.

In this course correct sitting and standing positions, together with grace and ease in carriage are taught. An attempt is made to correct unequal development, place the vital organs, develop lung capacity, and induce correct breathing. Instruction in dress, diet, rest, bathing, etc., is also given.

Course II. Second and Third Years.

Free gymnastics, psycho-physical exercises, rhythm, harmony, marches, bells, clubs, apparatus work, games.

The work in this course is done with special reference to the strengthening of the centers and the freeing of the extremeties; to the cultivation of poise and endurance; and the development of muscular co-ordination. Some time is also devoted to the study of methods.

Course III. Junior and Senior Years.

In this course, the work done in the elementary course is reviewed, perfected and enlarged upon, with special reference to bearing, power in repose, and the perfecting and refining of the whole physical being. A study is made of the principles underlying physical training; of the value of different exercises, and their adaptation to various grades and conditions; and of the methods of presentation.

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 in part by the school; and the library, gymnasium, apparatus and collections of the normal school are used in the instruction of the children.

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 and the elementary 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 class for a like 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 prepared by the student teachers and criticised.
by the supervisors. 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.

THE COURSE OF INSTRUCTION.

PRIMARY DEPARTMENT.

Writing, spelling and language are taught in connection with the work in all subjects in the primary grades.

PHYSICAL TRAINING.—Provision is made for the physical training of children, and instruction is given at stated periods. The work in the primary grades consists of games, pantomimic accompaniment to rhymes and songs, motion songs, games with songs, marching with songs, relaxation exercises, teaching of correct position and correct breathing, simple extremity exercises, etc.

MUSIC.—Simple songs learned by note; the children learn to read by letter or syllable songs and exercises in the key of C.

First Grade.

NATURE STUDY.—Plant and animal study (fall and spring.) Water and its forms (winter months.)

STORY.—Folk-lore and fairy tales—memorizing of choice literature related to above, and adapted to grade.

READING.—Relating to story and nature study.

DRAWING.—Representation of subjects in nature study and story in clay, paper cutting, water color, and outline drawing; decorative design in sepia and color; picture study.

NUMBER.—Numbers from one to ten inclusive, developed objectively, largely through measurements; halves, thirds and fourths developed; number comparisons between one-fourth and four times; visualizing objects and number combinations.

Second Grade.

NATURE STUDY.—Plants and animals (fall and spring). Soil and minerals (late fall, winter, and early spring). Water and water forms (simple experiments in winter).

STORY.—Folk-lore and fairy tales, Indian myths, animal stories. Memorizing of choice literature.

Reading.—Relating to story and nature. Other reading matter adapted to grade.

DRAWING.—Work of first grade continued.

NUMBER.—Numbers to one thousand; the forty-five combinations; comparisons between one-fifth and five times; factoring to twenty; multiplication and division tables through the fives; measurements extending and including perimeter of polygon and comparison of lines and surfaces.

Third Grade.

NATURE STUDY.—Plant and animal study as in preceding years, more advanced work (fall and spring). Soil and minerals (late fall and early spring). Heat, sources and effects (winter).

STORY.—Bible stories and myths.

READING.—Whole classics and selections from many readers, also work relating to story and nature study.

DRAWING.—Continuation of work of preceding years.

NUMBER.—Numbers to ten thousand; addition and subtraction; multiplication and division tables through the twelves; short division; two figure multipliers; direct and indirect comparisons of numbers, lines and surfaces; measurements continued and applied to fencing; fractions to one-twelfth.

Fourth Grade.

NATURE STUDY.—Plants and animals, with some classification (fall and spring). Soil, minerals and rocks. Heat, review effects; applications (winter).

GEOGRAPHY.—A study of home geography.

STORY.—Heroic stories. as stories from the Iliad and Odyssey, stories from Norse mythology, and pioneer history stories.

READING.—Whole classics, selections from many readers, also selections relating to story and nature.

DRAWING.—As in first three years, but more extended work; a study of Greek art.

NUMBER.—Numbers to one million; short division; long division with thirteen for divisor, and graded dividends; three figure multipliers; direct and indirect comparisons of aliquot parts; squares and square roots to four hundred; measurements; decimals through tenths and hundredths.
Grammar Department.

Physical Training.—Instruction given at stated periods. The work in the grammar grades consisting of games, marches, drills, use of bells, rings and wands; free gymnastics, poising, stretching, harmony relaxation; psycho-physical exercises.

Vocal Music.—The children learn to read by letter and syllable in eight major keys. Many songs learned by note.

Fifth Grade.

Nature Study.—Plant study—parts of plants, roots, stems, and leaves; ferns (fall and spring). Animal study, articulates (fall and spring). Mineral study, common and useful minerals (late fall). Simple mechanics (winter).

Geography.—State and Pacific coast; cities of the United States as industrial centers (half year). The earth in its relations to sun and planets; the earth as the home of man (one-half year).

English—Story.—Historical stories from early Greek, Roman, French, English and American history; stories of industry; original stories written by children.

Formal Language Work.—As need for it arises in oral and written work; simple rules of punctuation; letter writing, friendship letter; parts of speech, noun, pronoun, and verb; parts of sentence, subject and predicate; agreement of subject and predicate; kinds of sentence as to use.

Reading.—Whole classics adapted to grade.

Drawing.—Representation work as in preceding grades; sketching from life, from landscape; systematic form and color study; constructive work; sewing; picture study; Roman art.

Arithmetic.—The fundamentals in a more extended way; factoring with reference to 2, 3, 5, 7, 11, 13; G. C. D. by factoring; L. C. M. learned and applied in the addition and subtraction of fractions; comparisons continued, measurements, including wood and lumber; evolution of perfect squares.

Sixth Grade.

Nature Study.—Plant study, fertilization; dissemination of seeds; family characteristics and classification, flowerless plants. Animal study, mollusks and birds (fall and spring). Mineral study. The work of water, air and ice in sculpturing the earth’s surface. Intensive study of coal. Mechanics; simple experiments in magnetism and electricity.

Geography.—Study of the continents, North America as the type continent.

English—Story.—Historical stories from mediæval and modern history; stories of great artists; stories of industry; original stories by children.

Composition and Grammar.—Formal work as need for it arises in oral and written work; rules for punctuation, paragraphing, etc.; kinds of sentence as to use (review); analysis of simple sentences; parts of speech; letter-writing, business forms.

Reading.—Whole classics adapted to grade.

Drawing.—Representation, water-color and lead pencil, landscape, plant and animal life; figure sketching; illustrations from literature. Decorative design, based on plant and animal life. Gothic architecture. Systematic form and color study. Constructive work and sewing.

Arithmetic.—Fundamentals in common and decimal fractions; compound numbers, including the metric system; United States money, applications and bill making; land measurements; shingling and carpeting.

Seventh Grade.

Nature Study.—Plant study, parts of plants, family characteristics and classification (fall and spring). Mineral study, intensive study of iron. Physics, sound and light; gravitation and applications.

Geography.—Intensive study of the geography of the United States (one-half year).

History.—History of the United States (one-half year).

English.—Literature, study of masterpieces adapted to grade. Stories from French and English history. Composition, written work based upon above; original stories; letter-writing, business forms; paragraphing, punctuation, etc.; original stories. Grammar, parts of speech (review); kinds of sentence as to construction; clauses; analysis of simple, complex and compound sentences.
LATIN OR GERMAN:—Taught conversationally (one-half year).

DRAWING:—Representation, as in sixth grade. Perspective, light and shade, composition. Design, decorative treatment and conventional design; adaptation of design to use. Art of the Renaissance. Systematic form; constructive work; systematic color study. Manual training and sewing.

MATHEMATICS:—Arithmetic, percentage and some of its applications (one-half year). Algebra, introduced through the equation in such a way as to lead to and involve the fundamental operations. Geometry, inductive work, ultimately leading to demonstrative work, is done. The pupils experiment with lines, angles, triangles, quadrilaterals, etc., discovering relations, and applying the same in measuring heights and other inaccessible lines, squaring corners, etc.

Eighth Grade.

NATURAL STUDY.—Physiography (first half year). Study of vertebrates; physiology based on above (last half year).

HISTORY.—United States history and civics completed (first half year).

GEOGRAPHY.—Political geography, review (last half year).

ENGLISH.—Literature, study of masterpieces adapted to grade. The selections are largely made from American authors, as Holmes, Longfellow, Whittier, Irving, Burroughs, Warner, etc.

LATIN.—Collar and Daniel's "First Latin Book," used and completed.

DRAWING.—A continuation and more intensive study of the same topics as outlined for the seventh grade. A study of modern art.

MATHEMATICS.—Arithmetic, needful review of all processes learned, and more extended application of the same (last half year). Algebra, factoring, G. C. D., and L. C. M., in an elementary way, fundamental operations applied to fractions; solution of simple equations and problems involving the same; the simpler forms of evolution and quadratics (first half year). Geometry, work of seventh year continued.

THE SOCIAL LIFE OF THE SCHOOL.

The friendships formed, the impulses imparted and the sentiments developed are among the important results of school life. A wholesome social atmosphere is of the highest value in a normal school and its preservation is a matter of constant solicitude.

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. Intercourse among 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 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 cooperating with those of similar faith in religious work.

The Y. W. C. A. of the school holds weekly meetings which are open to all. The influence of this organization in the school is invaluable, and some of the best students consider membership in it 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 the 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 is furnished for the exclusive use of the societies.

THE DEBATING SOCIETY.

The Forensic Club meets weekly for exercise in debate and in parliamentary practice. It is a valuable factor of the school.
LOCATION, EQUIPMENT, EXPENSES, 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 1,570 feet above mean tide, and 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 substantial and commodious. Improvements have recently been made which greatly increase its convenience. The library has been enlarged and newly equipped, physical and biological laboratories have been fitted up, an art room well lighted and suited to the purpose has been opened, and a suitable hall furnished for the literary societies.

EXPENSE.

Tuition is free to residents of Washington. Text books are provided in part 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.

Young women rooming in the dormitory furnish their own sheets, pillow-cases, towels, napkins and curtains.

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.” [Chap. cxlit, sec. 26, Session Laws of 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 to 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.