1-1-1902

Washington State Normal School Ellensburg

Central Washington University

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WASHINGTON: State Normal School at Ellensburg.
Catalog for 1901-1902
Announcements for 1902-1903.

Ellensburg.
Localizer Press Rooms.
1902.

Library
Central Washington College of Education
Ellensburg, Washington
### CALENDAR FOR 1902-1903.

**FALL AND WINTER SEMESTER.**

#### 1902.

- **Registration of Students.** Tuesday, September 9
- **Principal's office beginning at 10 A.M.**
- **Opening Day.** Wednesday, September 10
  - Opening address at 10 A.M.
  - Organization at 11 A.M.
- **End of First Quarter.** November 14
- **Beginning of Second Quarter.** November 17
- **Thanksgiving Recess.** November 27-30
- **Christmas Vacation Begins.** December 19
- **Christmas Vacation Ends.** December 29

#### 1903.

- **End of First Semester.** January 30

**SPRING AND SUMMER SEMESTER.**

- **Beginning of Third Quarter.** February 3
- **Washington's Birthday.** February 22
- **End of Third Quarter.** April 10
- **Beginning of Fourth Quarter.** April 13
- **Memorial Day.** May 30
- **Closing Exercises of Training School.**
- **Baccalaureate Day.** Sunday, June 14
- **Alumni Anniversary.** Tuesday, June 16
- **Graduation Day.** Wednesday, June 17
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.

T. B. Bryan, Supt. 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
Lewis B. Alger, Principal State Normal School . Cheney
Edward T. Mathes, Ph. D., Principal State Normal
School . . . . . . . . . . . . . Whatcom
Mrs. Carrie Shaw Rice . . . . . . . . . . Tacoma
Mrs. Clara Ryan . . . . . . . . . . . . . . . . Vancouver
Miss Sarah Lawton . . . . . . . . . . . . . . . Spokane
Miss Grace C. Henderson . . . . . . St. John
FACULTY.

William Edward Wilson, A. M. (Monmouth, Ill.)
Principal. Psychology, Pedagogy.

John Henry Morgan, A. M. (Furman University),
Vice-Principal. Mathematics, Economics.

John P. Munson, M. S. (Madison), Ph. D. (Chicago),
The Biological Sciences, Sociology.

Edwin James Saunders, B. A. (Toronto),
Physics, Chemistry, Geography, Geology, Astronomy.

Jessie Birdena Wilcox (Oswego),
Principal Training School, History.

Ella Isabel Harris, Ph. D. (Yale)
English Language, Literature.

Ida Mae Remmele, Ph. B. (Heidelberg, O.),
Physical Training, Reading.

Annette V. Bruce (Leipsic),

Ruth C. Hoffman, (Oswego),
Principal Primary Training Department.

Mary A. Proudfoot (Chicago, Berlin),
Art, Kindergarten.

Ella G. Warner,
Librarian.

Anna L. Frost,
Secretary.

STUDENTS 1901-02.

Graduated June 18, 1902.

Senior Class.

Postoffice. County.

Baker, Mrs. C. S. ................. Ellensburg ........ Kittitas.
Blair, H. F. ...................... Camas ........ Clarke.
Bowman, Ina ..................... Alderton .......... Pierce.
Burwell, Mildred J. 1310 S. 4th St. Tacoma .......... Pierce.
Carter, Frances Maude, 308 Mans. ave Spokane ........ Spokane.
Dennis, Esma, 615 S. 1 St. Tacoma .......... Pierce.
Fouts, Rose Bartol ............... Dayton ........ Columbia.
Hoke, Floy A., 222 E. 34th St. Tacoma .......... Pierce.
King, Effie Angeline .......... Walla Walla ........ Walla Walla.
McKenzie, George ................. Yelm ........ Thurston.
McBride, Harvey Oscar .......... Hopewell ........ Clarke.
Pace, Ethel Bell .................. Camas ........ Clarke.
Painter, Marguerite ............. Walla Walla .......... Walla Walla.
Rodman, Albertine Eliza .......... Sunnyside ........ Yakima.
Wilson, Florence Alden .......... Ellensburg .......... Kittitas.
Warinuth, Lena June .............. Seattle ........ King.

Junior Class.

Harmeling, Gertrude Henrietta .......... North Yakima ........ Yakima.
Harmeling, Stephen J. .......... North Yakima ........ Yakima.
Ingram, Cora Eltan ............. Dayton ........ Columbia.
Jones, Phora Nina, 1704 14th Ave. Seattle ........ King.
Massey, Joy Lillian .......... Des Moines ........ Pierce.
McClure, William L .......... Winlock ........ Lewis.
Phelps, Harriett Newton, 823 N. M st Tacoma .......... Pierce.
Rock, Mary, 435 17th Ave. N. Seattle ........ King.
Reid, Mary Bruce, 1311 N. 10t St. Tacoma .......... Pierce.
Rogers, Nell G .......... North Yakima ........ Yakima.
Wills, Elizabeth .......... Walla Walla ........ Walla Walla.
<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>County</th>
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<tbody>
<tr>
<td>Anderson, Caroline</td>
<td>Ellensburg</td>
<td>Kittitas</td>
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<tr>
<td>Burgerson, Lula M.</td>
<td>Ellensburg</td>
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<td>Banks, Beth</td>
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<td>Campbell, Ruby</td>
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<td>Davis, Martha</td>
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<td>Emerson, Ethelyn D.</td>
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<td>Fleming, Flora</td>
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<td>Greening, Clara</td>
<td>Seattle</td>
<td>King</td>
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<td>Grinrod, Roy</td>
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<td>Hall, W. H.</td>
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<td>Hoffman, Kittie E.</td>
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<td>Holland, Della</td>
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<tr>
<td>Kingston, Eloise, 2117 Grand ave.</td>
<td>Everett</td>
<td>Snohomish</td>
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<td>Lichty, Roy C.</td>
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<td>Mueller, Della</td>
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<td>Olding, Lida J.</td>
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<td>Odell, Mary</td>
<td>Puyallup</td>
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<td>Painter, Herbert</td>
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<td>Rader, Blossom</td>
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<td>Sander, Fred</td>
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<td>Sander, Anna</td>
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<td>Smith, Verna Clare</td>
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<td>Thomas, Hester</td>
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<td>Twymon, Jeanette</td>
<td>Ellensburg</td>
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<tr>
<td>West, Vernie Estella</td>
<td>Winlock</td>
<td>Lewis</td>
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**THIRD YEAR—COURSE II**

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<th>Name</th>
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<tr>
<td>Burcham, Perry</td>
<td>Kelso</td>
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<td>Chamberlin, Ethelyn Laurell</td>
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<td>George, Ethel M.</td>
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<td>Jude, Maude</td>
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<td>Ketcham, Catherine</td>
<td>Kiona</td>
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<td>Lum, Charlotte</td>
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<td>Mills, May</td>
<td>Roslyn</td>
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<td>Painter, Jessie</td>
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<td>Petersen, Lucie Frances</td>
<td>Hillhurst</td>
<td>Pierce</td>
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<td>Pihl, Emma Charlotte</td>
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<td>Pierce</td>
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<td>Porter, Jessie May</td>
<td>Oakville</td>
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<td>Pege, Wm. Courtney</td>
<td>Cameroon</td>
<td>Lewis</td>
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<td>Settle, Maude, 319 Terry ave. N</td>
<td>Seattle</td>
<td>King</td>
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<td>Shannon, Grace</td>
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<tr>
<td>Shoemaker, Edna Grace</td>
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<td>Columbia</td>
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<td>Stretch, Blanche, 110 E. Bay ave.</td>
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<td>White, Della</td>
<td>Harrington</td>
<td>Lincoln</td>
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<td>Young, Ethelyn Harriett</td>
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**FIRST YEAR CLASS**

<table>
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<tr>
<td>Bartholet, Charles J.</td>
<td>Ellensburg</td>
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<td>Becker, C. Franklin</td>
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<td>Branam, Myrtle</td>
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<td>Chapman, William Howell</td>
<td>Kalama</td>
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<td>Craig, Edna Ethel</td>
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<td>Ellis, Leroy</td>
<td>Cle Elum</td>
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<td>Everett, Alice Deamer</td>
<td>Olympia</td>
<td>Thurston</td>
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<td>Fulton, Estelle</td>
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<td>Goede, Minnie</td>
<td>Menno</td>
<td>Adams</td>
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<td>Grinbig, Floy</td>
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<td>Greenhow, Cora</td>
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<td>Oakville</td>
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<td>Henton, Katherine</td>
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<td>Hinman, Pearl</td>
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<td>Howard, Mabelle A.</td>
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**SECOND YEAR**

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<th>Name</th>
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<tr>
<td>Acteson, Florence Mae</td>
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<td>Carney, Rosa</td>
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<td>Harmeling, Emma</td>
<td>North Yakima</td>
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<tr>
<td>Heinbach, Gertrude Lane, 692 Front st. Portland</td>
<td>Oregon</td>
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<td>Herr, Ethel B</td>
<td>Puyallup</td>
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<td>Howard, Susan</td>
<td>Snohomish</td>
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<td>Lycan, Elsie Georgena</td>
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<td>Matheson, Elizabeth A.</td>
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<td>Martin, Sara Angelica</td>
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<td>Myers, Theodore</td>
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<td>Hopewell</td>
<td>Clarke</td>
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<td>McFhee, Roberta</td>
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<td>Painter, Annie</td>
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<td>Stearns, Eva</td>
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<td>Steinbach, Esther</td>
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<td>Wills, Alma Josephine</td>
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<td>Young, Janie Hetta</td>
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</tbody>
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SUMMARY.

Seniors .............................................. 22
Juniors .............................................. 15
Third Year Advanced ................................. 25
Third Year ........................................... 19
Second Year .......................................... 27
First Year ............................................ 35
Total .................................................... 143

PUPILS OF THE TRAINING SCHOOL.

NINTH GRADE.

Campbell, Leona .................................. Liddell, Maude
Davidson, Philip ................................. Wilson, Stanley
De Voigne, Elsie ................................ Wilson, Frank
Grindrod, George .................................

EIGHTH GRADE.

Brennan, Maggie ................................. Moody, Maude
Gage, Cecil ....................................... Pearson, Pearl
Graves, Marion .................................. Prideaux, Carrie
Goldsmith, Effie ................................. Privett, Donna
Getz, Roy ......................................... Reid, Fred

SEVENTH GRADE.

Hodges, Geneva ...................................
Hogue, Letah ......................................
McIntire, Maude ...................................
Moody, Mary ......................................
Pautzke, Nellie ...................................
Prideaux, Mabel ..................................
Raskin, Hattie ....................................
Vandenburg, Sophie ..............................
Warner, Robbie ..................................
Wilson, Lucille ..................................
Wright, Jessie ...............................

SIXTH GRADE.

Privett, Edna ......................................
Russell, Myrtle ...................................
Salladay, Gladys ..................................
Sander, Mabel .....................................
Schuyler, Eleanor ............................... Taylor, Hazel
Wallace, Charlotte .............................. Welty, Elmer
Wilson, Leslie ..................................

FIFTH GRADE.

Maxey, Aurel ......................................
McNeil, Gilbert ................................. Oldham, Stellas
Frost, Mildred ....................................
Hendricks, Ida ..................................
Hayes, Ella ......................................
Hill, Joseph ......................................
Hogue, Glenn ....................................
Hodges, Olivia ..................................
Holland, Clarence ............................... Lauderdale, Lloyd

FOURTH GRADE.

Maxey, Aurel ......................................
McGranahan, Chester ..........................
Norcross, Willie ...............................
Washington State Normal School.

Gilbert, Audrey
Haven, Walter
Hubbell, Beckwith
Kauffman, Charlotte
Kauffman, Dorothy
Luff, Lola

Baker, Frank
Baird, Robert
Bower, Dora
Champie, Charles
De Voigne, Leslie
Farrell, Maurice
Forde, Katie
Friend, Edward
Geddis, Freda
Hendricks, Frances
Hodges, Charles
Jellesen, Josie

Ames, Helen
Boleman, Vida
Carson, James
Champie, Clofa
Davidson, Gaul
Farrel, Stanley
Farrel, Hazel
Fitterer, Clarence
Fogarty, Isabel
Friend, George
Goldsmith, Howard
Haven, Bennie
Lampson, Laura

Albright, Gertrude
Baird, Howard
Benson, Victor
Clinton, Wilbur
Farrell, Clarence
Fitterer, Lewis
Greening, Earl
Hayes, Bennett
Hendrick, Ada
Hill, Mayn
Kavanaugh, John

Palmer, Clarice
Rehmke, Elsie
Rehmke, Henrietta
Rehmke, Nettie
Wilson, Beulah

Monahan, May
Morgan, Nessa
Moody, Willie
Murray, Hilda
Raskins, Adolph
Rentzsch, Oscar
Schlotfeldt, Alvena
Schneely, May
Snowden, Herbert
Snowden, James
Wright, Nellie
Wright, Dorris

Hill, Frank
Leonard, Hortensia
Moody, Myra
Noble, Orrie
Rehmke, Louie
Reed, Clyde
Rice, Harry
Schneely, Bertha
Taylor, Percy
Williams, Edna
Wilson, Faith
Wirth, Esther
Wright, Charlotte

King, Philip
Lampson, Alice
Lester, Helen
Moore, George
McIntire, Alice
Offield, Myrtle
Offield, Bertha
Schuyler, Dorothy
Steward, Frances
Wilson, Mary

Kindergarten, 51. Whole Number 166.
ALUMNI.

CLASS OF 1892.
Buriff, Ellen M. (Mrs. M. R. Brown), Wallace, Idaho.
Edwards, U. Grant, Superintendent of Schools, Jefferson County, Port Townsend.
Gardiner, N. L., Instructor in Botany, University of California, Berkeley, Cal.
Gilbert, Susie Alice (Mrs. Dennis), Kelso.
Milham, Charlotte (Mrs. J. A. Gass), 702 7th ave. North Seattle.
Murray, Anna (Mrs. Porter), Spokane.
O'Dell, Malcom W., Indian School, Toledo, Iowa.
Oliver, Lulu M. (Mrs. A. N. Daniels)
Painter, Maude (Mrs. G. d'Ablaing), Ellensburg.
Rudio, Laura M. (Mrs. Wm. Pierce), Pendleton, Or.
Thomas, Esther M., teacher, Wilbur.

CLASS OF 1893.
Barge, Alice (Mrs. Alex. McCreedy), North Yakima.
Bowman, Lena F., teacher, Indian School, Chewawa, Or.
Brown, Estella M. (Mrs. Will Hale), Missoula, Montana.
Charlton, Franc S., teacher, Ellensburg.
Charlton, John J., Principal Public School, Republic.
Declaney, Sarah O. (Mrs. George M. Jenkins), Ellensburg.
Durr, Louis C., Goshem.
Hill, Claudia Olga, teacher, Tacoma.
Livermore, Hattie Nye, teacher, 2300 4th ave. Seattle.
McBride, Mary Florence, Ellensburg.
McRoberts, Eliza M. (Mrs. Nagle), 916 West Quartz St., Butte, Mont.
Osmond, Eunice F., teacher, 1713 South 8th St. Tacoma.
Painter, Eugenia (Mrs. Henry Wager), Ellensburg.
Peterson, Virginia (Mrs. E. I. Anderson), Olympia.
Salladay, Anna Narcissa, teacher, Leavenworth.
Sherman, May O'ella, teacher, Santa Ana, Cal.
Smith, Lora A., teacher, Spokane.
Steward, Anna L., Principal Normal Training School, Spearfish, South Dakota.
Turner, Alice G., teacher, 416 Broadway, Seattle.

CLASS OF 1894.
Adams, May (Mrs. James Ramsey), Ellensburg.
Beach, Daisy (Mrs. Frank Emigh), Kennewick.
Berkman, Effie V., teacher, Tacoma.
Washington State Normal School.

Bruce, Lena (Mrs. James R. O'Farrell), Orting.
Colbert, Elfreda, teacher, Illwaco.
Cole, Mrs. Marie Bethel, teacher, Olympia.
Damman, Mamie (Mrs. F. P. Wolff), 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, (died April 19, 1901).
Kuns, Joseph, teacher, Dayton.
Larson, Anna, teacher, Mt. Tabor.
McArthur, Jessie, teacher, 721 7th St., Denver, Col.
McGill, Mattie (Mrs. B. B. Pease), Ellensburg.
McMannus, O. D., Mission.
Painter, Grace J. (Mrs. C. R. Hovey), Ellensburg.
Painter, Mabel, teacher, Ellensburg.
Painter, Bonnie Jean, teacher, Walla Walla.
Steiner, Sevilla, County Superintendent, Waterville.
Zeebuyth, May (died Oct. 20, 1894).

Class of 1895.

Cameron, Crissie E., teacher, 231 Tacoma ave., Tacoma.
Carothers, Warren E., Ellensburg.
Hatfield, Ella M. (Mrs. Will Conner), Ballard.
Ross, Douglas, Seattle.

Class of 1896.

Anthony, Julia E., teacher, 1527 7th St., Seattle.
Bell, Martha, 409 13th ave., Seattle.
Coyle, Nida A. (Mrs. John Simmons), Walla Walla.
Carothers, C. M., Ellensburg.
Farnham, Frances E., teacher, Ellensburg.
Galbraith, Nettie M., teacher, Walla Walla.
Huggins, Mabel Hortense, teacher, 811 16th St., Tacoma.
Long, Violet Genevieve, teacher, Walla Walla.
Lewis, Rae, teacher, 801 Yesler Way, Seattle.
Parkhurst, Daisy, teacher, 2417 Western ave., Seattle.
Riddell, Mabel S., teacher, Hartline.
Reitz, Gertrude E., teacher, 1103 Lane St., Seattle.
Steward, Carrie E., teacher, Ellensburg.
Wilson, Eliza J., Montesano, deceased.
Wilt, Lena, teacher, 708 East Linto ave., Spokane.
Zimmerman, C. L., teacher, Pomeroy.

Washington State Normal School.

Atkins, May (Mrs. Joseph Mason), Whatcom.
Armour, Ellen, teacher, 121 Melrose ave., Seattle.
Barclay, Berthile, teacher, Dayton.
Bullock, Effie, (died Nov. 11, 1899).
Bertel, Bessie, [Mrs. Orville Curry], Tacoma.
Fulton, Nellie [Mrs. Frank Wilmuth], Winthrop, Okanogan Co.
Gerboth, Meta [Mrs. James Watson], 13 Augusta ave., Spokane.
Hargear, Bessie L., teacher, Tacoma.
Houghton, Ethel, teacher, 1318 Yakama ave., Tacoma.
Lynch, Cornelius, Physician and Surgeon, North Yakima.
Larimer, May, 625 Maiden ave., Seattle.
Lynch, John, law student, Ann Arbor, Mich.
Lowe, May L., [Mrs. Frederic Haggist], Walla Walla.
Lucinger, Rose, teacher, Walla Walla.
McDowell, Carrie, teacher, Ellensburg.
Miller, Clyde, Rosalia.
Pauley, Anna, teacher, Walla Walla.
Reid, J. Howard, teacher, Waverly.
Roush, George H., Goldendale.
Selby, William, teacher, Port Townsend.
Salladay, Letha, teacher, Leavenworth.
Shaw, Carrie [Mrs. Will Eugene Walker], Farmington.
Scott, Fannie, teacher, 2319 Mallon ave., Spokane.

Class of 1898.

Burgie, Etta M., 1509 College ave., 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.
Deveraux, Ellen, teacher, Puyallup.
Kelling, Blanch, teacher, Walla Walla.
Morgan, Adelle, student State University, Seattle.
Malson, Hester A., [Mrs. Jacob Mades], West Seattle.
McDonnell, Mary, teacher, Tacoma.
Pritchard, Milton, teacher, Vancouver.
Painter, Pearl M., teacher, Port Townsend.
Richmond, J. P. Seattle.
Rook, Anna, teacher, 436 17th ave., North Seattle.
Stevens, Claire [deceased].
Stevens, Jessie [Mrs. Nason], Seattle.
Sampson, Helen, teacher, Spokane.
Turner, Birdie A., teacher, 605 7th ave., Seattle.
Thayer, Fannie, teacher, Spokane.
Thompson, Regina S., teacher, 125 Blanchard St., Seattle.
Weyer, Ross, Medical Student, Chicago, Ill.
Weaver, Cora, teacher, Ellensburg.
Weller, Fannie, student, Stanford University.

CLASS OF 1899.
Abbott, Lulu Edith, teacher, Walla Walla.
Colbert, Daisy Johanna, Ilwaco.
Davies, Anna, teacher, Carbonado.
Dillon, Hannah M., teacher, Roslyn.
Graff, Minda Selmar, teacher, Everett.
Hayes, L. Justin M., [Mrs. Thompson], Centralia.
Jackson, Edith Louise, teacher, 1424 Bridge ave., Spokane.
Johnston, Grace Cassidy [Mrs. Guy Allen Turner], Walla Walla.
Lewis, Margaretta, teacher, Wilkeson.
McCausland, Margaret Rebecca, teacher, Walla Walla.
McGreal, Francis P., teacher, Conway, Skagit County.
Megganone, Robina Maree [Mrs. Spaulding], teacher, E. 313 Mission St., Spokane.
Miller, May G., teacher, Spokane.
Miles, Eley, teacher, 706 L St., Tacoma
Montgomery, Wm. W., Superintendent of Schools, Olympia.
Nieceus, Elise [Mrs. Robert Hawxhurst, Jr.], San Francisco.
Rock, Mattie, teacher, 17th ave and Republican, Seattle.
Sanford, Charlotte, teacher, Normal Training School, Ellensburg.
Scott, Edna Roslin Marlin [Mrs. H. A. Gibbon], Kent.
Sprague, Genevieve Estelle, teacher, Ellensburg.
Steiger, Francis Adrien, Supervising Principal, Edmonds.
Tucker, George Henry, Principal High School, Castle Rock.
Truitt, Elizabeth, teacher, 1418 E St., Tacoma.
Wallace, Ida R. (Mrs. John W. Blake), La Conner.
Young, Ida C., teacher, Hartline.
Zimmerman, Lydia Adelisa [Mrs. Charles Kyle], 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, Cora Winston, teacher, Spokane.
Gibbon, Herbert Addison, teacher, Kent.

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Clark, Mary, teacher, North Yakima.
Carothers, Lillian, teacher, Garfield.
Davis, Cora Winston, teacher, Spokane.
Gibbon, Herbert Addison, teacher, Kent.

Washington State Normal School.

Henson, Alice Marguerite, teacher, Port Angeles.
Hopp, Kathleen, teacher, Seattle.
Lampson, Eva, teacher, Snohomish.
Lindsay, Grace, teacher, Port Townsend.
Morse, Raymon C., Principal of Schools, Chelan.
Morrow, Calla Lillie, teacher, Waitsburg.
Metcalfe, John Baker, teacher, Snoqualmie.
Patterson, Myrtle, teacher, Wenatchee.
Shandy, Loyal, student University of Washington, Seattle.
Vallen, Margaret Elnor, County Supt. of Schools, Pomeroy.
Wilding, Florence, teacher, Jersey City, N. J.
Willson, Mary Jane, teacher, Port Angeles.
Weyer, Zoora E., teacher, Everett.

CLASS OF 1901.

Dennis, Edna, teacher, High School, Ellensburg.
Grindrod, Irene, teacher, Roslyn.
Kruegel, Nell, teacher, Pullman.
Larsen, Minnie, teacher, North Yakima.
Lewis, Eleanor, teacher, Wilkeson.
McKinney, Katherine, teacher, North Yakima.
Mann, Huldah, teacher, Tacoma.
Myhun, May, teacher, Tacoma.
Ostrom, Lora Edith, teacher, Tacoma.
Rowland, Cora M., teacher, Anacortes.
Stickney, Bessie, teacher, Tacoma.
Wilson, Guilford, teacher, Roslyn.
Wallis, Bay, teacher, Pullman.

Whole number........................................ 189
Deceased.............................................. 6
Women married and not teaching.................. 38
Number teaching in 1902............................ 113
Superintendents or Principals...................... 13
Engaged in other occupations...................... 11
ALUMNI ASSOCIATION.

Officers—1901-2.

President:
W. W. Montgomery, 1899.

Secretary and Treasurer:
Bessie B. Baker, 1900.

Executive Committee:
Charlotte Sanford, 1899.
Carrie Steward, 1896.
Guilford Wilson, 1901.
Harry Hale, 1893.
Ione Grindrod, 1901.

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, Hadlock.
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 Damman), Ellensburg.
France, Minnie (Mrs. Milton Watson), Hoquiam.
Havens, Cora (Mrs. A. L. Foster), Leary.
Phillips, Ina (Mrs. Williams), North Yakima.
Petersen, 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), Ilyman.
Nelson, Emma (Mrs. George Elsonsohn), Pomeroy.
O'Farrel, M. T., teacher, Orting.

Paint, Marguerite, student, State Normal School, Ellensburg.
Sheets, Gertrude (Mrs. Roy Randall), Lind.
Tuttle, Edith (Mrs. John Peel), Seattle.

Class of 1896.
Atwood, Blanche, teacher, Spokane.
Brown, Mae Pauline (Mrs. Dell Thompson), Dayton.
Bushnell, Virginia, (Mrs. J. Franklin McCrosky), Oakesdale.
ChapPELL, Mrs. Lottie, teacher, Goldendale.
Hagy, Margaret, teacher, North Yakima.
Hunter, Anna C., teacher, Fort Flagler.
Kent, Margaret, teacher, Vancouver.
Putman, James G., 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.
Baylor, Harley, principal Kalama schools.
Young, Carrie, teacher, North Yakima.

Class of 1897.
Ashman, Anna, teacher, Hoquiam.
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 (Died May 12, 1902).
Hinman, Agnes, teacher, Roslyn.
Kountz, Anna, teacher, Chehalis.
Karsten, Blanche, teacher, Olympia.
Lindsay, Ella, teacher, 326 Tyler street, Port Townsend.
Leake, Norma, teacher, Alton.
Shull, Emma, teacher, Roslyn.

Class of 1898.
Adams, Edna, Seattle.
Anderson, Lillie, teacher, Kent.
Attebery, Josie, Garfield.
Attebery, Nora, Garfield.
Bower, Mollie (Mrs. John Van Alstine), Ellensburg.
Barthrop, Anna, teacher, Port Townsend.
Bullock, Grace A., teacher, North Yakima.
<table>
<thead>
<tr>
<th>Class of 1899</th>
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<tbody>
<tr>
<td>Baker, Lutie, teacher, Everett.</td>
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<tr>
<td>Clark, Grace E., teacher, Cleveland.</td>
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<td>Coe, Mabel, teacher, Garfield.</td>
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<td>Davies, Minnie, teacher, Roslyn.</td>
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<td>Davies, Olga, teacher, Ellensburg.</td>
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<tr>
<td>Foss, S. S., teacher, Prescott.</td>
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<tr>
<td>Farnsworth, Stella, Spokane.</td>
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<tr>
<td>Gaines, Sue B., student, Cheney Normal school.</td>
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<tr>
<td>Harris, Clara, teacher, Auburn.</td>
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<tr>
<td>Hess, Ellen (Mrs. William White), Goldendale.</td>
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<tr>
<td>Hines, Sophie, missionary, New Mexico.</td>
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<tr>
<td>Jacobs, Pauline, teacher, Whatcom.</td>
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<tr>
<td>Norman, Clara, Chicago.</td>
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<tr>
<td>Powell, Perry, teacher, Eufaula.</td>
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<tr>
<td>Swain, Maude, (Mrs. John Judge), Stone Station, Montana.</td>
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<tr>
<td>Schulerude, Christine, teacher, Tekoa.</td>
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<tr>
<td>Stearnes, H. J., teacher, Chinook.</td>
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<td>Wilson, Emma, teacher, Elma.</td>
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<td>Wallace, M., Eliza, teacher, LaConner.</td>
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<tr>
<td>Wallace, Margaret, teacher, Seattle.</td>
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<th>Class of 1899</th>
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<tbody>
<tr>
<td>Abbott, Flossie Forder, teacher, Spokane.</td>
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<tr>
<td>Annis, Bessie, teacher, 107 Howard street, Spokane.</td>
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<tr>
<td>Bowman, Edna, teacher, Alderton.</td>
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<tr>
<td>Banks, Beth, teacher, Snohomish.</td>
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<tr>
<td>Blanchard, Bessie, teacher, Seattle.</td>
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<tr>
<td>Canta, Josephine Frances, teacher, Oakesdale.</td>
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<tr>
<td>Davies, Rose, teacher, Roslyn.</td>
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<tr>
<td>Davies, Catherine, teacher, Carbonado.</td>
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<tr>
<td>Fields, Anna Lillie, teacher, Port Angeles.</td>
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<tr>
<td>Fox, Bessie, teacher, Wilson Creek.</td>
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<tr>
<td>Gibson, Annie Elizabeth, teacher, North Yakima.</td>
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<tr>
<td>Gibson, Janet Rae, teacher, 528 Union street, Seattle.</td>
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<tr>
<td>Gano, Avenelle, teacher, North Yakima.</td>
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<tr>
<td>Herr, Bessie Beatrice, teacher, Puyallup.</td>
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<tr>
<td>Hiddleston, Christel Dora, (Mrs. W. W. Tuttle), Tacoma.</td>
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<tr>
<td>Hughes, Daisy May (Mrs. O. N. Erickson), Auburn.</td>
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<tr>
<td>Irwin, Iva May (Mrs. Lawrence Elensohn), Trail, B. C.</td>
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<tr>
<td>Irons, Marguerite, teacher, Milton, Oregon.</td>
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<tr>
<td>Ketchum, Mary Elizabeth, teacher, Springdale.</td>
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<tr>
<td>Kraabel, Theresa, teacher, Parkland.</td>
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<tr>
<td>Klockstead, Henrietta M., teacher, Seattle.</td>
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<tr>
<td>Malby, Addie Belle, teacher, East Spokane.</td>
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<th>Class of 1900</th>
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<tbody>
<tr>
<td>Agnew, Ina (Mrs. McNutt), teacher, Port Angeles.</td>
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<tr>
<td>Anderson, Carloyn, teacher, Ballard.</td>
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<tr>
<td>Blake, Georgia, teacher, Ellensburg.</td>
</tr>
<tr>
<td>Carscauden, Mabel, teacher, Lewis county.</td>
</tr>
<tr>
<td>Douglas, Lena, teacher, Yakima county.</td>
</tr>
<tr>
<td>Foss, Mayme, teacher, Columbia county.</td>
</tr>
<tr>
<td>Ingram, Mae, teacher, Dayton.</td>
</tr>
<tr>
<td>McKenzie, Edith, teacher, Olympia.</td>
</tr>
<tr>
<td>Pihl, Josephine C., teacher, Puyallup.</td>
</tr>
<tr>
<td>Riddell, Harry S., teacher, near Ellensburg.</td>
</tr>
<tr>
<td>Van Brocklin, Mabel, teacher, King county.</td>
</tr>
<tr>
<td>Warne, Clara H., teacher, Winlock.</td>
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<tr>
<td>Young, Leta, teacher, Everett.</td>
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<tr>
<td>Young, Frances, teacher, Hartline, Douglas county.</td>
</tr>
</tbody>
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<tr>
<th>Class of 1901</th>
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</thead>
<tbody>
<tr>
<td>Bower, O. H., teacher, Montesano.</td>
</tr>
<tr>
<td>Blair, J. B., teacher, Marysville.</td>
</tr>
<tr>
<td>Bernier, Grupe, Dayton.</td>
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<tr>
<td>Gunn, Velma, teacher, Kennewick.</td>
</tr>
<tr>
<td>Norby, Agnes, teacher, Roslyn.</td>
</tr>
<tr>
<td>Nordwick, Claudine, Ilwaco.</td>
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<tr>
<td>Prior, Elizabeth, teacher, Ellensburg.</td>
</tr>
<tr>
<td>Rucks, Ella, teacher, near Ellensburg.</td>
</tr>
<tr>
<td>Willis, Elizabeth, teacher, Roslyn.</td>
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<tr>
<td>Yale, Nellie, teacher, Vancouver.</td>
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</table>
WASHINGrON STATE NORMAL SCHOOL,
AT ELLensburg.

AIMS OF THE SCHOOL AND THE SCOPE OF ITS WORK.

ITS SPECIFIC PURPOSE.

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

THE DEMAND FOR PROFESSIONALLY EDUCATED TEACHERS.

The need of special training for the important public service of teaching has come to be generally appreciated and such preparation is commonly expected of those who seek positions in public schools. The more desirable the position, the more stern, as a rule, is the demand for professional training.

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.

THE SPECIAL WORK OF THE NORMAL SCHOOL.

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

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

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

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

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

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

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

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

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:

"I 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.

Character. A certificate of moral character is required of all who are admitted.

Blanks are furnished upon application for certificates of health and of character. The health certificate should
be signed by a physician who is acquainted with the state of the applicant's health; the certificate of character by some citizen of high standing and well known in the community where the applicant resides. These blanks are not necessary, of course, but only a convenience for those who give the certificate.

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. An eighth grade state certificate.

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 8, and Tuesday, September 9, 1902. Those who intend to apply for admission after September 8, and are without the above credentials, should notify the principal in advance as to the time when they will apply.

When admitted students are classified according to their age and the quality and extent of their attainments. 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.

It is assumed that all who are admitted, even those upon only an eighth grade certificate or a third grade certificate, have a maturity of body and mind and a steadiness of habit and purpose beyond the average of eighth grade graduates.

It is desirable that at least the ninth and even better, the tenth grade, be completed before taking up the elementary course. One who has completed the tenth grade may enter the second year of the elementary course, but he should have had at least one year in Latin or a modern foreign language. It is assumed that all who enter the normal school have a substantial basis of elementary scholarship and a lively interest in study. They are supposed to have studied in the grammar grades, some classic literature in English, some history, some elementary mathematics, besides arithmetic, and to have learned to sing and to draw, as well as to speak correctly, to read intelligently and to write reasonably.

Review Classes in the Fundamental Branches.

Some who are admitted to the school feel the need of improving immediately their scholarship in one or more of the elementary branches. Opportunity to do this is afforded in review classes in English, arithmetic, geography, physiology and the history of the United States, which are organized as may be found desirable and practicable. This review work may be done along with advance work, but cannot be taken in addition to the full regular 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 31 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 indicate the approximate number of recitations per week.

### I. THE ELEMENTARY COURSE.

#### FIRST YEAR.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>I.</td>
<td>Latin and English Composition</td>
<td>5</td>
</tr>
<tr>
<td>I.</td>
<td>Literature and reading</td>
<td>3</td>
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#### SECOND YEAR.

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<td>History—Rome</td>
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<td>Zoology</td>
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<td>Literature V</td>
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#### THIRD YEAR.

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### 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 course is arranged for those who have completed Course III.

FOURTH YEAR.

<table>
<thead>
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SENIOR YEAR.

FIRST SEMESTER.

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<td>Economics</td>
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<td>Literature</td>
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SECOND SEMESTER.

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<td>History VII</td>
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<td>Biology IX</td>
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<td>Drawing Method</td>
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<td>Practice Teaching</td>
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WORK OF THE SEVERAL COURSES OUTLINED.

ENGLISH LANGUAGE AND LITERATURE.

The instruction offered in this course aims, first, to secure for the student ease and energy in composition, an historical knowledge of the English language, and a general acquaintance with English literature; and second, to prepare him to be an effective teacher.

A year's study of Latin with English composition and word study is provided for the elementary course as a foundation for a broader and more adequate understanding of the English language.

Course I. First Year, Second Semester—Reading of some of the masterpieces of Greek literature in translation. This course is intended to supplement and to be supplemented by the parallel course in Greek history. Translations will be used that have become English classics, such as Pope's Iliad and Bryant's Odyssey.

Course II. Second Year, First Semester—This course gives almost equal attention to literature and to composition and rhetoric. The work in literature will be the study of Shakespeare's Julius Caesar and Coriolanus, and Macaulay's Lays of Ancient Rome. With Shakespeare's plays, Plutarch's Lives of Caesar and Coriolanus will be read. The work in composition and rhetoric is designed to give practice in writing and instruction in the theory of rhetoric.

Course III. Second Year, Second Semester—Shorter English masterpieces of nineteenth century literature. During this course methods in teaching English will be discussed and the class will be required to prepare outlines for teaching.

Course IV. In the third year of the elementary course, modified, a brief history of American literature is given.
### WORK OF THE SEVERAL COURSES OUTLINED.

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A year's study of Latin with English composition and word study is provided for the elementary course as a foundation for a broader and more adequate understanding of the English language.

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**Course III. Second Year, Second Semester**—Shorter English masterpieces of nineteenth century literature. During this course methods in teaching English will be discussed and the class will be required to prepare outlines for teaching.

**Course IV. In the third year of the elementary course, modified, a brief history of American literature is given**
with intensive study of such American masterpieces as Cooper's Last of the Mohicans, Hawthorne's House of the Seven Gables, Emerson's American Addresses. This course will also include rapid reading supplementary to the more intensive study. Throughout both semesters methods of teaching will be discussed. The work of the Junior year will be a course similar to Course IV but somewhat stronger and embracing different masterpieces. It will aim to prepare graduates of high schools to teach literature in the elementary grades.

Course V. History of English literature from Chaucer to Pope. This course is pursued by means of intensive study of representative masterpieces and rapid supplementary reading. Written work will be required throughout the course.

Course VI. Continuation of Course V.

Course VII. Critical study of selected poems of Tennyson, Browning and Arnold, with the reading of critical and appreciative essays. Written work will be required throughout the semester.

Course VIII. An intensive study of a number of Shakespeare's dramas. This course is designed to give the student some knowledge of Shakespearian drama and of dramatic theory.

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 Medieval 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 the VII to the close of the eighteenth century, together with that of western Europe and the United States.

Course IV. In the third year of the elementary course, modified, 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. 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. Courses V and VI belong to the third year of the elementary course and to the Fourth year in the advanced course, modified.

Course VII. Senior Year, Second Semester—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, 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.


Especially emphasis will be placed on the correct representation of form, texture, color, light and shade.

b. 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. Sketching from nature and life.

b. Systematic study of forms by contact with natural objects, and their comparison with type forms.

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 first 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 discriminating power and such control of voice as may enable him to meet reasonable demands.

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

**CLASS INSTRUCTION.**

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

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

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

Ensemble playing, chorus and quartet work will form important features.

**PIANO.**

The following is an outline for four 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; Czerny-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; Czerny 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 students. 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 second year, the third year, or the Junior year, twenty weeks are given to the more advanced study of arithmetic and methods of teaching it.

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 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 dominate 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, reversal 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 logic. The method of attack is not overlooked in connection with construction and original demonstrations. The practical side of geometry is ever kept in view.

Geometry is studied twenty weeks during the first year. This work is chiefly inductive; and, in addition to its value as a method of discovering truth, is designed as a partial preparation for the better understanding of deductive geometry.

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

For twenty weeks in the third year or 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, spherical triangles, and the mensuration of these solids, and some study of the regular polyhedrons complete the work in geometry.

**Mathematics.** 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 manner 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.

**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 gasses; 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.

**Advanced Course.**

**Physics.**—The course in physics given in the fourth year is a more intensive study of certain topics, especially under general dynamics, electricity and magnetism, light and sound. In this course, the theories and principles explaining the phenomena are more fully dealt with. Illustrations and proof of the different laws are everywhere sought for. Special attention is given to the application of physical principles in the explanation of common inventions, mechanical devices and every-day phenomena.

**Chemistry.**—A course of twenty weeks in chemistry, given the first half of the fourth year, consists of a systematic study of the common elements and compounds, and the development of the laws of chemical action, the principles of chemical nomenclature and classification, and the explanation of the atomic theory.
The common acids, bases, and salts are made and tested. As soon as students have acquired some skill in manipulation, and some knowledge of chemical action, the study of characteristic tests and reactions, with the analysis of simple salts and solutions, is begun, as a basis for qualitative analysis.

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

Method.—The work in physics and chemistry consists of individual laboratory work, supplemented by lectures and class discussions on the principles, laws and theories, illustrated by and explaining the experiments, and also a study of the text book and reference books. Articles from scientific journals, bearing on the work are considered. The students are taught to observe carefully, to record experiments and results neatly, and from the results of their observations to draw logical conclusions.

To cultivate observation of phenomena, independence of thought, and a spirit of inquiry are the aims of the work, and not the memorization of the text book.

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

Geography, Geology and Astronomy.

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 or ingeous 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 Method.—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 in this 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.

This course is given in the third year and also in the Junior year.

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 hypothesis are studied and applied in explanation of that theory.
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 microscopes, 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 textbook 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 textbook 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 dissection and study of types with all the classes and the principal orders of animals. It is a continuation of Course I, greater stress being laid on classification.

ADVANCED COURSES.

COURSE V. CELLULAR BIOLOGY—10 weeks, junior year, first semester.

Lectures, laboratory work, general reading, and written themes.

The morphology and physiology of the cell is studied with the aid of the compound microscope, both from prepared animal and vegetable tissues, and from living unicellular forms. Some idea of histological, cytological and embryological methods is gained, and a practical study of bacteria is made.

The cell is considered to be the ultimate basis of life, and the various problems of protoplasmic organization and is tropism, of heredity, reproduction, environment, and the various important theories existing as to these are discussed.
Familiarity with biological literature is sought, and the relation of biological theories, as held by leading biologists, to important questions of education is pointed out.

After unicellular organisms, such as infusoria, and unicellular fungi and algae, the lower cell aggregates are studied in the order of their complexity. The course is intended to vitalize the whole subject of biological study, and to open the eye and mind of the student to the relationship of the biological sciences, and to the vast domains of knowledge yet unexplored by him.

COURSE VI. COMPARATIVE MORPHOLOGY OF THE NERVOUS SYSTEM—10 weeks, junior year, first semester.

Laboratory work, written themes.

By dissection of the lower forms of animals, such as the clam, earthworm, crayfish, insect, frog, the development of the nervous system from the hydra to the cat is observed in its increasing complexity and centralization in the head; and this is supplemented by examination of permanent microscopic preparations with which the laboratory is well supplied. By observation of living representative forms, the habits, instincts, and intelligence accompanying these various grades of nervous organization are studied with the view to determining the dependence of the one set of phenomena on the other.

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.
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 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 text-book 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 of 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.

SOCIAL SCIENCES.

Sociology—A brief course in sociology occupies the first quarter of the Senior year. This is to furnish the sociological foundation for educational theory and practice.

Economics—Following the study of sociology the Senior class takes up for ten weeks the study of economics. The attempt is made to create sufficient interest in economical questions to lead the students to make more extended investigations for themselves. In addition to the class discussions each student is required to investigate more fully some of the following subjects: Banking, tariff, money, capital, wages, rent, interest, production, distribution, prices, taxation, bimetallization, the labor problem.

EXPRESSION AND PHYSICAL CULTURE.

Reading and Expression—The method of teaching reading and expression is based upon psychological principles. The
student is led along the lines of development in art and nature through progressive steps. He learns to think and feel while before an audience, and to express these thoughts and emotions through his own individuality. This results in a natural style, cultivates and refines the literary taste, strengthens the imagination, develops concentration, continuity of thought, and personal power.

Not only must the teacher be a good reader, but she should have a musical voice and a cultivated manner, for children are great imitators. It is the aim to bring out the latent strength and beauty in the voice and to preserve its individuality.

COURSE I. SIGHT READING. First semester, first year—How to read: thought, feeling, directness, phrasing, articulation, diacritical marking, and pronunciation.

The voice is correctly placed and the student is taught to think the author’s thoughts while on the floor, and to enter into the spirit of the thought. Such selections from standard authors are read as will best assist in this development.

COURSE II. Second semester, third year.

(a) Voice work continued, formation, flexibility, power, etc.

(b) A study of the principles underlying reading. Application 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 of students 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 extremities; 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 hearing, 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 for the children who attend, but a
fee of one dollar for each pupil is payable at the beginning of each year to cover the cost of writing, drawing, and other material used by the pupil.

Aside from this all books and supplies are furnished by the school; and the library, gymnasium, apparatus and collections of the normal school are used in the instruction of the children.

The 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.

**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. Other reading matter adapted to grade.

**Drawing.—** Representation of subjects in nature study and story in clay, paper cutting, water color, charcoal, colored crayons and ink; 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 Gothic 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; a study of the United States, through productions and occupations (half year). The earth in its relation 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; constructive work; sewing; picture study; Gothic 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 medieval 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, charcoal, colored crayon, and ink, landscape, plant and animal life; figure

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

**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. Greek and Roman art. Constructive work; 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.
come a regular student in a Kindergarten course and have all the advantages of actual experience and practice in connection with a course in theory under the Kindergarten director.

Our Kindergarten is a social community where the children grow to the consciousness of how to live with their neighbors by all working together with a common interest.

The newer German Kindergarten is based upon an actual home as a part of the school. Here the children find themselves a real necessity to the family through their daily service. This more improved type of Kindergarten is being demonstrated by the wonderfully well equipped Pestalozzi Froebel House at Berlin.

We do not possess a Kindergarten home in this sense, and yet we feel that we have quite vitally made our school one with the home. We have come into such close touch with the families of the neighborhood that we have actually gone out by little groups into the homes of the children and the parents have furnished us with the opportunity of our most valuable occupation. This plan has seemed to develop so harmoniously that we already feel the influence of this social contact in the community, not only in its effect of one child upon another, but also that of one family upon another.

ACCREDITED HIGH SCHOOLS.

The following schools have been accredited by the Board of Higher Education as four year high schools whose graduates are to be admitted to the Freshman class of the University of Washington and of the Agricultural College and School of Science, and to the advanced course of the State Normal Schools:

Aberdeen, Ballard, Centralia, Chehalis, Everett, Fairhaven, North Yakima, Port Townsend, Puyallup, Seattle, Spokane, Tacoma, Vancouver, Walla Walla, Waterville (union), and Whatcom.

The following private schools have also been accredited:

The Puget Sound Academy, Waitsburg Academy and St. Paul’s School.

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, and 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 peoples' societies and in the general services of the churches. All students are earnestly advised to find in some church a regular place of worship, and to nourish their own religious life by co-operating with those of similar faith in religious work.

The Y. 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, Episcopalian, 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 afford opportunities for literary work and for social culture. 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 NORMAL OUTLOOK.

Through the past four years the students have conducted a school quarterly. This journal furnishes an incentive for literary work and strengthens the bond of fellowship between the students and the alumni.

ESPRIT DE CORPS.

The spirit of a school is real, not an imagined thing, and it determines largely the effect of what is done in and by the school. A good spirit animating a school, every effort for the general welfare seems to succeed; a perverse spirit present, the best efforts seem to be futile. We attribute much of what is accomplished in this school to the earnest sympathy and co-operation of the student body.
LOCATION, EQUIPMENT, EXPENSES, GRADUATION.

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

The city is located in Kittitas valley, a fine basin embraced by foothills of the Cascades. The site of the Normal School is 1570 feet above mean tide, 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 been made from time to time until now every part of it is furnished and in use. The assembly hall is attractive, easy of access and has excellent acoustics; the class rooms are convenient and of ample size; the library occupies two rooms which are connected and arranged suitably for study as well as for the consultation of books and periodicals; the physical, chemical, biological and manual training laboratories are well fitted and furnished, and there is a large art room suitably equipped and lighted by skylight.

A separate building for the training department is very much needed, but at present it is fairly well accommodated in six rooms which are spared for the purpose until a new training school can be erected.

EXPENSES.

Tuition is free to residents of Washington. For conditions of admission see page 25.

Text books are provided in part and no rental is charged for careful use. Certain text books ought to be the property of the student and ought to be preserved for future reference. These with note books and other materials requisite for research and written work may cost from $2 to $5 during a year.

A library fee of $6 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 $4 is paid into a fund which at the end of the year is distributed pro rata to those students who have accomplished satisfactorily not less than half a year’s work.

BOARDING.

The cost of board in private families varies from $3.00 to $4.50 per week.

Rooms can be rented for housekeeping at moderate cost. Lists of approved boarding places are kept at the principal’s office. Students should consult the principal before engaging board or room. Only students of the same sex, unless brothers and sisters, may ordinarily room in the same house.

A limited number of students can secure board in good families for service. Assistance in finding a suitable home will be given gladly to those who apply.

Residents of Ellensburg desiring student boarders or to let rooms for house-keeping, should send to the principal the information that will enable him to direct students to them.

THE NORMAL DORMITORY.

The dormitory of the normal school accommodates about forty ladies. It is located on the corner of Fifth and Main streets and occupies two stories of a large brick building. It is carried on by the Board of Trustees for the purpose of providing good board and a pleasant, healthful home for lady students at minimum cost. Young men students rooming elsewhere may take meals here. The dormitory will be under the direct charge of a member of the faculty and will afford certain privileges and opportunities especially favorable to student life.

The rates charged for rooms and board at the dormitory are as follows:

For furnished room with fuel and electric light (one 16 c. p. lamp), occupied by two students, 75 cents each per week. When occupied by one alone, $1.00 per week. For table board, $3.00 per week.

Board and room bills are payable in advance every four
weeks. This is requisite in order that purchases may be made upon a cash basis. Fifteen dollars covers the cost of room and board for four weeks, when two occupy a room. No deductions are made for absence for less time than one week, nor for withdrawal within a week from the end of the term.

Careful accounts will be kept and balances taken from month to month. At the end of each quarter, viz: at the end of November, February and May, if a balance remains over expenses amounting to one dollar or over per boarder who has paid in advance and is still in residence, such amount will be allowed pro rata on the next succeeding month’s board. In this way board may be furnished to students at what it costs. No profit can accrue to the dormitory and a deficiency is guarded against.

Those who room in the dormitory furnish their own linen, towels, napkins and curtains. Rooms should be engaged as early as practicable. A number are already engaged for next year. All are likely to be occupied.

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. cxiii, 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. They are also invited to suggest the advantages of this school to those who are contemplating becoming teachers.

ANNOUNCEMENT.

The next school year will open September 10th, 1902, at 10 a.m. All who purpose to accomplish a full term’s work in the school should register on Tuesday, September 9, and be present on the opening day. Absence the first days or weeks is seriously detrimental to scholarship and to the progress of the classes. No part of a course is quite so important as the first lessons.

Students are admitted at any time, but can be assigned to classes to begin regular work only on Mondays if not present at the opening of the school year.

For further information, address

W. E. WILSON, Principal.