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Washington State Normal School at Ellensburg

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Washington
State Normal School
At Ellensburg

1904
WASHINGTON
STATE NORMAL SCHOOL
AT
ELLENSBURG

Catalogue for 1903-1904 and
Announcements for
1904-1905

LOWMAN & HANFORD
STATIONERY AND PRINTING CO.
SEATTLE
CALENDAR OF 1904-1905.

Fall and Winter Semester.

1904.

Entrance Examination ........................................... Monday, September 12.
Registration, Principal's Office, 9 A.M. ......................... Tuesday, September 13.
Opening Day ....................................................... Wednesday, September 14.
Greeting, 9 to 10 A.M.
Opening Address, 10 to 11 A.M.
Organization, 11 to 12.

End of First Quarter ................................................ November 18.
Beginning of Second Quarter ...................................... November 21.
Thanksgiving Recess ................................................. November 24-26.
Christmas Vacation Begins .......................................... December 22.

1905.

Christmas Vacation Ends ........................................... January 3.
End of First Semester ............................................... February 3.

Spring and Summer Semester.

Beginning of Second Semester ..................................... February 7.
National Holiday .................................................... February 22.
End of Third Quarter ................................................ April 14.
Beginning of Fourth Quarter ....................................... April 17.
Memorial Day .......................................................... May 30.
Closing of Training Department .................................... June 9.
Baccalaureate Day ..................................................... Sunday, June 18.
Graduation Day ......................................................... Wednesday, June 21.
Alumni Anniversary, 8 P. M. ......................................... Wednesday, June 21.
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.

JABEZ A. MAHAN .................................................. Ellensburg
STANTON WARBURTON ............................................. Tacoma
H. M. BALDWIN .................................................... Ellensburg

BOARD OF HIGHER EDUCATION.

R. B. BRYAN, Supt. of Public Instruction, President, Olympia, Wash.
THOMAS F. KANE, Ph. D., Pres. University of Washington, Seattle
ENOCH A. BRYAN, A. M., LL. D., President Washington Agricultural College and School of Science ............... Pullman
WILLIAM E. WILSON, A. M., Principal Washington State Normal School .............................................................. Ellensburg
EDWARD T. MATHES, Ph. D., Principal State Normal School ................................................................. Bellingham
HARRY M. SHAFER, Ph. D., Principal State Normal School, Cheney
MRS. CARRIE SHAW RICE ........................................... Tacoma
J. M. HITT ............................................................. Port Townsend
S. W. YERKES ......................................................... Seattle
J. W. SHEPARD ....................................................... Walla Walla
FORMER PRINCIPALS
Benjamin F. Barg e, 1891 to 1894.
P. A. Getz, 1894 to 1898.

FORMER TEACHERS
W. N. Hull, 1891 to 1893.
Fannie C. Norris, 1891 to 1892.
Rose M. Rice, 1891 to 1892.
Christiana S. Hyatt, 1892 to 1894.
Elvira Marquis, 1892 to 1897.
J. A. Mahan, 1893 to 1897.
Anna L. Steward, 1893 to 1898.
Elizabeth Cartwright, 1893 to 1896.
C. H. Knapp, 1894 to 1896.
Fanny A. Ayers, 1894 to 1897.
Ruth A. Turner, 1894 to 1897.
Blanche Page, 1897 to 1898.
Lillian J. Throop, 1897 to 1898.
Agnes Stowell, 1897 to 1899.
Lucy J. Anderson, 1897 to 1899.
Colema Dickey, 1898 to 1901.
Ida Mae Rembele, 1899 to 1903.
Charlotte Sanford, 1899 to 1902.
Laura G. Riddell, 1900 to 1902.
Lucinda Pearl Boggs, 1901 to 1902.
Jennie H. Evans, 1902 to 1903.

FACULTY.

WILLIAM EDWARD WILSON, A. M., Principal,
History and Philosophy of Education, Psychology.

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

JOHN P. MUNSON, M. S., Ph. D.,
The Biological Sciences, Sociology.

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

ELLA ISABEL HARRIS, Ph. D.,
The English Language and Literature.

JESSIE BIRDENA WILCOX,
History.

EVALYN THOMAS,
Physical Training, Reading.

MARY A. GRUPE,
Principal Training Department, Pedagogy.

RUTH C. HOFFMAN,
Principal Primary Training Department.

MARY A. PROUDFOOT,
Kindergarten Director, Art.

ANNETTE V. BRUCE,
Music—Voice, Piano.

BETHESDA I. BEALS, Ph. B.,
Latin, English.

MARGARET STEINBACH,
Assistant in Training Department.

ELLA G. WARNER,
Librarian.

ANNA L. FROST,
Secretary.

MRS. E. J. ARTHUR,
Matron.
WASHINGTON STATE NORMAL SCHOOL.

STUDENTS 1903-'04.

Senior Class.

Graduated June 15, 1904.

Campbell, Ruby, 706 21st Ave .......... Seattle.
Day, Mary Edna, 419 East 30th St ....... Tacoma.
Epplle, Edyth ...................... Pendleton.
Harmeling, Stephen J .................. Vashon.
Hoffman, Kathryn E .................... Ellensburg.
Hooton, Olive G., 2202 Ainsworth Ave .... Tacoma.
Jungst, Anna B., 316 S. Natchez Ave .... North Yakima.
Kingston, Eloise, 608 E. Howell St ...... Seattle.
McCurdy, Katherine .................... Port Townsend.
Olding, Lida J ........................ Ellensburg.
Payne, Florence I ........................ Port Townsend.
Reid, Mary Bruce, 1311 North 10th St .... Tacoma.
Robinson, Beatrice, 712 Alder St ........ Walla Walla.
Smith, Verna ........................... Ellensburg.
Vance, Virginia Belle .................. Ellensburg.

Course Not Completed.

Anderson, Stella Elizabeth ............ Athena.
Corbin, Maude Estella ................ Coeur d'Alene.
Du Vall, Victoria Eleanor ............. Spokane.
Maxwell, Marion ....................... Seattle.
Prior, Mrs. Robert ..................... Tacoma.
West, Vernie ........................... Winlock.
Whitmore, Ernest ...................... Bickerton.

Junior Class.

Atwood, Stanley Freeman, 408 S. Roy ..... Ellensburg.
Aimiller, Bessee ........................ Nort Yakima.
Burns, Katherine Mae .................. Morania.
Clarke, Emma Edyth, 1207 7th Ave ...... Spokane.
Cocharan, Myrtle E., 3911 Cedar St ...... Everett.
Cornwall, Anna ......................... North Yakima.
Culton, Bessee Elvira .................. Colfax.
Dalton, Kathryn ........................ Seattle.
Davis, Lucile, 604 South Maple St ....... Spokane.
Evans, Ruth C., 3805 Thompson Ave ...... Tacoma.
Fife, Maude ............................ Tacoma.
Gardner, Veta, 308 Roy St ............. Seattle.
Henry, Vida ............................ Chehalis.
Karrer, Anna M ........................ Roslyn.
Karrer, Mada ............................ Roslyn.
King, Stella Barbara ................... Walla Walla.
McCreary, Eva, 616 South G St .......... Tacoma.
Marchildon, Eva ........................ North Yakima.
Merritt, Florence ........................ North Yakima.
Miller, Anna D., 2341 Tacoma Ave ...... Tacoma.
Nachtsheim, Louise Agnes, 1424 S. J St .......... Tacoma.
Paton, Rae, 955 Tacoma Ave .......... Tacoma.
Pease, Emma B., 3725 North 28th St ...... Tacoma.
Peck, Myrtle ........................... North Yakima.
Rowley, Mabel Ann ..................... Arlington.

WASHINGTON STATE NORMAL SCHOOL.

T HIRD YEAR—COURSE IV.

Bishop, Alma ........................... Ellensburg.
Buzzell, Minnie B., 706 4th St ........... Ellensburg.
De Voigne, Elsie L ..................... Ellensburg.
Herr, Ethel Belle ....................... Puyallup.
Howard, Mabelle Adelaida ............. Lebam.
Jeterone, Delphine ..................... Ellensburg.
Liddell, Maude ......................... Ellensburg.
Pike, Ella Frances ........................ North Bend.
Painter, Annie .......................... Walla Walla.
Rader, Blossom M ....................... Ellensburg.
Rader, Floyd ........................... Ellensburg.
Schoeraffe, Gertrude, 2014 E. Union St, Seattle.
Spurling, Ada ........................... Ellensburg.
White, Della ........................... Ellensburg.

T HIRD YEAR—COURSE I.

Burcham, Carrie ........................ Kelso.
Casells, Margaret R., 1003 No. M St .... Tacoma.
Dailey, Laura .......................... Elma.
Easterday, Ruth ........................ Puyallup.
Hanley, Adela, 1236 So. E. St .......... Tacoma.
Karaske, Anna, 2325 So. G St .......... Tacoma.
Matheson, Anna May, 322 3rd Ave No. .... Seattle.
Murphy, Christine ...................... Wenatchee.
Ward, Loretta .......................... Catlin.

SECOND YEAR.

Arnold, Maude .......................... Waitsburg.
Baker, Martha Frances .................. Zillah.
Dixon, Maude ............................ Milan.
Edginton, Floyd B ................. Ellensburg.
Edison, Augusta, 919 University St .... Seattle.
Ellingson, Emma ........................ London.
Gibson, Emily .......................... Wapato.
Gwin, Nellie ............................ Oakville.
Kraft, Gertrude Emma ................... Hoquiam.
Knodle, Clara .......................... Auburn.

Painter, Annie .......................... Walla Walla.

Kingson, Eloise .......................... Ellensburg.
Karrer, Anna M ........................ Roslyn.
Karrer, Mada ............................ Roslyn.
King, Stella Barbara ................... Walla Walla.
McCready, Eva, 616 South G St .......... Tacoma.
Marchildon, Eva ........................ North Yakima.
Merritt, Florence ........................ North Yakima.
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Gibson, Emily .......................... Wapato.
Gwin, Nellie ............................ Oakville.
Kraft, Gertrude Emma ................... Hoquiam.
Knodle, Clara .......................... Auburn.
Knudsen, Gertrude Aberdeen, Chehalis.
MacDonald, Sarah Pomeroy, Garfield.
McNaughton, Fred TolT, King.
McKay, Sally Winlock, Lewis.
Mires, Anna, 405 Ruby St. Ellensburg, Kittitas.
Murphy, Lizzie Everett, Snohomish.
McNeil, Melicent Ellensburg, Kittitas.
Pouter, Ethel, 201 Prospect St. Tacoma, Pierce.
Preston, Lillian M. Ellensburg, Kittitas.
Ross, Evelyn, 603 East 4th St. Ellensburg, Kittitas.
Sweany, L. LeRoy Winlock, Lewis.
Salladay, Loretta, 109 11th St. Ellensburg, Kittitas.
Shewbridge, Ruth Esther Ellensburg, Kittitas.
Spurling, Ceci Ellensburg, Kittitas.
Wilson, Frank T, 807 B St. Ellensburg, Kittitas.
Wilson, Stanley R., 807 B St. Ellensburg, Kittitas.
Williams, Minnie Lea Ellensburg, Kittitas.
Wold, Mary L. Issaquah, King.
Zetzsche, Beulah D. Ellensburg, Kittitas.

FIRST YEAR.

Ayers, Mary Dayton, Columbia.
Baker, Alfred Zillah, Yakima.
Blaine, Lena I. Frances, Pacific.
Burke, Nellie C. Ellensburg, Kittitas.
Clemen, Flora Ellensburg, Kittitas.
Clark, Vera Hartland, Klickitat.
Davis, Zetta College Place, Walla Walla.
Plummerfelt, Nellie Ellensburg, Kittitas.
Gibson, Celia Wapato, Yakima.
Green, Gertrude Fernley, Yakima.
Gwin, George A. Oakville, Chehalis.
Johnson, Marie Centralia, Chehalis.
Keller, Lydia E. Redmond, King.
King, Edgar Ellensburg, Chehalis.
Leverich, Pearl Ellensburg, Kittitas.
Leeds, Grace Tacoma, Pierce.
Legg, Mary Elmira Pomeroy, Garfield.
Manus, Lee Riley Mission, Chelan.
Maxey, Alfred Ellensburg, Kittitas.
Payne, Mary Ellensburg, Kittitas.
Pearson, Pearl Ellensburg, Kittitas.
Price, Joe Ellensburg, Kittitas.
Shipley, Margaret Winlock, Lewis.
Spurling, Grover Ellensburg, Kittitas.
Stone, Eddice A., 127 So. 1st St. North Yakima, Yakima.
Vance, Homer Thomas, 800 Wallnut St. Ellensburg, Kittitas.

SUMMARY.

Graduated June 15, 1904. 15
Seniors whose course is not completed 7
Juniors 42
Third Year Students 29
Second Year Students 27
First Year 27

WASHINGTON STATE NORMAL SCHOOL.

PUPILS OF THE TRAINING SCHOOL.

Ninth Grade.

Bossong, Pearl.
Des Voigne, La Verne.
Frost, Franklin.
Graves, Marion.
Greenhow, Nan.
Grupe, Beulah.
Henry, Alice.

Mackey, Jessie.
Morey, Helen.
Prideaux, Mabel.
Raskin, Hattie.
Stevens, Pearl.
Wilson, Lucile.

Eighth Grade.

Ames, Hazel.
Bishop, Lena.
Cryder, Ida.
Davidson, Mary.
Mack, Jennie.
Matthews, Byrl.
Patzke, Nellie.
Raskin, Bertha.

Salladay, Gladys.
Sander, Mabel.
Schuyler, Eleanor.
Taylor, Hazel.
Vandenbush, Sophia.
Wallace, Charlotte.
Woo, Millie.

Seventh Grade.

Cummins, Roswell.
Davidson, Margaret.
Frost, Mildred.
Hendricks, Ila.
Jones, Jeff.
Lambson, Charles.

Maxey, Aurel.
Morey, Nellie.
Oldham, Stella.
Palmer, Eline.
Rehmke, Annie.
Vaughn, Lottie.

Sixth Grade.

Champie, George.
Des Voigne, Leslie.
Flemming, Marjorie.
Gilbert, Audrey.
Hayes, Ella.
Jones, Ada.
Kaufman, Dorothy.
Kaufman, Charlotte.
Moore, Blanche.

Pautzke, Lizzie.
Palmer, Clarice.
Rehmke, Nettie.
Rehmke, Elsie.
Rehmke, Henriette.
Thompson, Nolie.
Wilson, Beulah.
Warner, Lucile.

Fifth Grade.

Champie, Charles.
Ford, Katie.
Francis, Loren.
Geddis, Freda.
Lambson, Laura.
Mounahan, May.
Morgan, Nessa.
Mackey, Ina.

Merriman, Donald.
Rentsch, Oscar.
Snowden, James.
Snowden, Herbert.
Schnabley, May.
Schildt, Alvena.
Umphrey, Flossie.
WASHINGTON STATE NORMAL SCHOOL.

Fourth Grade.
Ames, Helen.
Carson, James.
Champie, Clofa.
Claydon, Leonora.
Fogarty, Isabel.
Gilkey, Gussie.
Jackson, Callie.
McCuen, Edward.
Martenson, Adolph.
Morey, Blanch.
Merriman, Mae.
Martonson, Julia.
Nelson, Marie.
Reinhke, Tonie.
Schnebley, Bertha.
Spurling, Agnes.
Upshrey, Ivey.
Wilson, Mary.
Winkler, Elsie.
Wilgus, Irwin.

Third Grade.
Bartholet, Hilda.
Bartholet, Hazel.
Beane, Mahyle.
Francis, Mildred.
Moore, George.
Spiker, Edna.
Schuyler, Dorothy.
Taylor, Loyal.
Winkler, Edward.

Second Grade.
Byrnes, Francis.
Byrnes, Katie.
Bloomfield, Isabel.
Dunning, Guy.
Francis, Calvin.
Hendricks, Ada.
Hayes, Bennet.
King, Tracey.
Lewis, Anita.
Lambson, Alice.
Suver, Tda.
Umphrey, Lydia.
Wilgus, Lilian.
Zetsche, Coburn.

First Grade.
Ames, Adalyne.
Allison, Stella.
Bartholet, Matthew.
Bloomquist, Richard.
Champie, Roy.
Cameron, Fawn.
Dyre, Glen.
Elwood, Earl.
Ford, Wendal.
Fogarty, Bernie.
Hubbel, Ruth.
Hodges, Belzenia.
Hayes, Castle.
Henness, Donald.
McCuin, Earnest.
Nelson, Raymond.
Putman, Pearl.
Peel, Terese.
Stewart, Marguerite.
Wilson, Eugene.
Walker, Vesta.

WASHINGTON STATE NORMAL SCHOOL.

ALUMNI.

Class of 1892.
Buriff, Ellen M. (Mrs. M. R. Brown), Wallace, Idaho.
Edwards, U. Grant, teacher, Port Townsend.
Gardiner, N. L., Instructor in Botany, University of California.
Gilbert, Susie Alice (Mrs. Dennis), Kelso.
Millham, Charlotte (Mrs. A. J. Gass), 709 7th Ave, North Seattle.
Murray, Anna (Mrs. C. F. Porter), Wenatchee.
O'Dell, Malcolm W., Indian School, Toledo, Iowa.
Oliver, Lulu M. (Mrs. A. N. Daniels).
Painter, Maude (Mrs. G. d'Abraing), Ellensburg.
Rudlos, Laura M. (Mrs. Wm. Pierce), Pendleton, Oregon.
Thomas, Esther M., teacher, Wilbur.

Class of 1893.
Barge, Alice (Mrs. Alex. McCreedy), Simcoe Station.
Bowman, Lena F., teacher Indian School, Shewawa, Oregon.
Brown, Estella M. (Mrs. Will Hale), Missoula, Montana.
Charlton, Franc S., teacher, Ellensburg.
Charlton, John J., Kettle Falls, Wash.
Delaney, Sarah O. (Mrs. George M. Jenkins), Ellensburg.
Durr, Louis C., Goshen.
Hill, Claudia Olga, teacher, Tacoma.
McBride, Mary Florence, Ellensburg.
McRoberts, Eliza M. (Mrs. Nagle), 946 West Quartz St., Butte Mont.
Osmonde, Edith F., teacher, 1713 South 8th St, Tacoma.
Painter, Eugenia (Mrs. Henry Wager), Ellensburg.
Peterson, Virginia (Mrs. E. J. Anderson), Olympia.
Salladay, Anna Narcissa, teacher, Ellensburg.
Sherman, Mary O'Ella, teacher, Santa Ana, Cal.
Smith, Lora A., teacher, Spokane.
Stewart, Anna L. (Mrs. Dr. W. A. Hibbs), Spearfish, South Dakota.
Turner, Alice G., teacher, 416 Broadway, Seattle.

Class of 1894.
Adams, May (Mrs. James Ramsay), Ellensburg.
Beach, Daisy (Mrs. Frank Emigh), Kennewick.
Berkman, Effie V., teacher, Tacoma.
Bruce, Lena (Mrs. James R. O'Farrell), Orting.
Colbert, Elfreda (Mrs. R. H. Herrold), teacher, Ilwaco.
Cole, Mrs. Maria Bethel, teacher, Olympia.
Damman, Mamie (Mrs. F. P. Wolff), Ellensburg.
Eldred, Leslie G. (died May 13, 1897).
Poley, Sarah B., teacher, Seattle.
Gunther, Dill R. (Mrs. Will R. Wells), La Conner.
Hale, Harry W., attorney at law, Ellensburg.
Julesberg, Ada (died April 19, 1901).
Knapp, C. H., Principal Public School, Pomeroi.
WASHINGTON STATE NORMAL SCHOOL.

Kuns, Joseph, Whitman County.
Larson, Anna, teacher, Kelso.
McArthur, Jessie, teacher, 721 7th St., Denver, Colo.
McGill, Mattie (Mrs. B. B. Pease), Tacoma.
McManus, O. D. (died June 10, 1903).
Painter, Grace J. (Mrs. C. R. Hovey), Ellensburg.
Painter, Mabel, teacher, Everett.
Painter, Bonnie Jean, teacher, Walla Walla.
Steiner, Sevilla (Mrs. H. D. McMillen), Ephrata.
Zeebuth, May (died October 20, 1894).

Class of 1895.
Cameron, Crissie E., teacher, 231 Tacoma Ave., Tacoma.
Carothers, Warren E., Ellensburg.
Hatfield, Ella M. (Mrs. Will Connor), Ballard.
Ross, Douglas, Seattle.

Class of 1896.
Anthony, Julie E., teacher, 1327 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 15th 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. (Mrs. Robert Satterwhite), teacher, Ellensburg.
Wilson, Eliza J., Montesano (deceased).
Witt, Lena, teacher, 708 East Linto Ave., Spokane.
Zimmerman, C. L., teacher, California.

Class of 1897.
Atkins, May (Mrs. Joseph Mason), Bellingham.
Armour, Ellen, teacher, 121 Melrose Ave., Seattle.
Barclay, Berthie, teacher, Dayton.
Bullock, Effie (died November 11, 1899).
Ebert, Bessie (Mrs. Orville Curry), Tacoma.
Fulton, Nellie (Mrs. Frank Wilmoth), Winthrop, Okanogan County.
Gerboth, Meta (Mrs. James Watson), 13 August Ave., Spokane.
Hargear, Bessie L., teacher, Tacoma.
Houghton, Ethel (Mrs. Ray Freeland), 3730 South L St., Tacoma.
Lynch, Cornelius, physician and surgeon, North Yakima.
Larimer, May, 625 Malden Ave., Seattle.
Lynch, John, lawyer, North Yakima.
Lowe, May L. (Mrs. Frederic Haggist), Walla Walla.
Lucingier, Rose, teacher, Walla Walla.
McDowell, Carrie, teacher, Ellensburg.
Miller, Clyde, railway postal clerk, 1750 South 1st St., Tacoma.
Pauley, Anna, teacher, Walla Walla.
Reid, J. Howard, cashier bank, Spokane.
Roush, George H., business manager, Goldendale.

WASHINGTON STATE NORMAL SCHOOL.

Selby, William, teacher, Everett.
Salladay, Letha, teacher, Kittitas.
Shaw, Carrie (Mrs. Will Eugene Walker), Farmington.
Scott, Fannie (Mrs. H. C. Belt), 1817 Sixth Ave., West Seattle.
Steinbach, Margaret, teacher, Normal School.

Class of 1898.
Bergie, Etta M. (Mrs. L. R. Gillette), Mace, Idaho.
Bisbee, Zella, teacher, Spokane.
Beatty, Margaret, teacher, Seattle.
Clark, Dee, student State University.
Coleman, Pearl, Bellingham.
Dorr, Ada, Manila, P. I.
Devereaux, Ellen, teacher, Everett.
Kelling, Blanche, teacher, Walla Walla.
Morgan, Adelle, teacher, Pullman.
Melson, Hester A. (Mrs. Jacob Nades), West Seattle.
McDonnell, Mary, teacher, Tacoma.
Prichard, Milton, Vancouver, school superintendent.
Painter, Pearl M. (Mrs. C. J. Lynch), North Yakima.
Richmond, J. P., Seattle.
Stevens, Claire (deceased).
Stevens, Jessie (Mrs. Nason), Seattle.
Sampson, Helen, teacher, Spokane.
Thomas, Eloise, teacher, Spokane.
Thayer, Fannie, teacher, Spokane.
Thompson, Regina S., teacher, 125 Blanchard St., Seattle.
Weyer, Ross, medical student, Chicago, Ill.
Weyer, Cora, teacher, Ellensburg.
Weller, Fannie, student, Stanford University.

Class of 1899.
Abbott, Lulu Edith (Mrs. Augustus F. Galloway), Weiser, Idaho.
Colbert, Daisy Johanna (Mrs. Edward Brown), Missoula, Mont.
Davies, Anna, teacher, Carbonado.
Dillon, Hannah M., teacher.
Graff, Minda Selmur, teacher, Seattle.
Hayes, L. Justin M. (Mrs. Thompson), Seattle.
Jackson, Edith Louise, teacher, 124 Bridge Ave., Spokane.
Johnston, Grace Cassidy (Mrs. Guy Allen Turner), Pasadena, Cal.
Lewis, Margaretta, teacher, Wilkeson.
McCausland, Margaret Rebecca, teacher, Walla Walla.
McDonnell, Alberta, student Vassar College, Poughkeepsie, N. Y.
McCrea, Frances P., teacher, Conway, Skagit County.
Megannon, Robina Marie, teacher, E. 313 Mission St., Spokane.
Miller, Mary G., teacher, Spokane.
Miles, Eley, teacher, 706 L St., Tacoma.
Montgomery, Wm. W., Superintendent of Schools, Olympia.
Nickeus, Elsie (Mrs. Robert Hawzhurst, Jr.), San Francisco.
Rock, Mattie, teacher, 17th Ave. and Republican St., Spokane.
Sanford, Charlotte (died June 29, 1902).
Scott, Edna Rosalind Marlin (Mrs. H. A. Gibbon), South Bend.
Sprague, Genevieve Estelle, teacher, Ellensburg.
Stejer, Francis Adiren, supervising principal, Gresham, Oregon.
Tucker, George Henry, Castle Rock.
Truitt, Elizabeth, teacher, 1418 E St., Tacoma.
Young, Ida C., teacher, Hartline.
Zimmerman, Lydia Adelia (Mrs. John W. Blake), La Conner.

Class of 1900.
Anderson, Katherine, principal, Stanwood.
Baker, Mrs. Bessie B., teacher, Ellensburg.
Carroll, Julia Virginia (Mrs. Oscar R. Mains), 1728 7th Ave. W., Seattle.
Clark, Mary, teacher, Ballard.
Carothers, Lillian (Mrs. E. J. Merriman), Ellensburg.
Gibbon, Herbert Addison, principal, South Bend.
Henson, Alice Marguerite (Mrs. James Christoe), Treadwell, Alaska.
Hopp, Kathleen, teacher, Everett.
Lampson, Eva, teacher, Walla Walla.

Class of 1901.
Dennis, Edna, teacher High School, Ellensburg.
Grindrod, Ione, teacher, Roslyn.
Ruegal, Nell, teacher, Pullman.
Larsen, Minnie, teacher, North Yakima.
Lewis, Eleanor, teacher, Wilkeson.
McKinney, Katherine, teacher, North Yakima.
Mann, Hilda, teacher, Tacoma.
Myhan, May, teacher, Tacoma.
Ostrum, Lora Edith, teacher, Tacoma.
Rowland, Cora M., teacher, Everett.
Stickney, Bessie (Mrs. W. McD. Mackey), Tacoma.
Wilson, Guilford, Superintendent of Schools, Roslyn.
Wallis, Bay, teacher, Pullman.

Class of 1902.
Baker, Mrs. C. S., teacher, Cle Elum.
Blair, H. F., County Superintendent Kittitas County, Ellensburg.
Bowman, Ina, teacher, Ballard.
Burwell, Mildred J., teacher, Tacoma.
Carter, Frances Maude, teacher, 208 Mansfield Ave., Spokane.
Dennis, Esma, teacher, Kelso.
Fouts, Rosaline, teacher, Dayton.
Getz, Minerva Adelia, teacher, Ritzville.
Hoke, Floy A., teacher, 222 E. 34th St., Tacoma.

Class of 1903.
Bigelow, Margaret Elizabeth, teacher, Olympia.
Bosse, Bertha Helen, teacher, 1218 North 4th St., Tacoma.
Dunkley, Ethel, teacher, Orting.
Fallon, Lucy Lavine, teacher, Marysville.
Henry, Margie, teacher, Ketchikan, Alaska.
Ingram, Cora Elta, teacher, Dayton.
Jones, Cora Ticknor.
Jones, Flora Nina, teacher, 1704 Fourteenth Ave., Seattle.
Koontz, Anna Katherine, teacher, North Yakima.
Odell, Mary Ellen, teacher, North Yakima.
Osborne, William Quincy, principal, Orting.
Phelps, Harriett Newton, teacher, 822 North 1st St., Tacoma.
Rogers, Nell G., teacher, North Yakima.
Scott, Minnie, teacher, North Yakima.
Winkelman, Julia, teacher, 1934 South E St., Tacoma.
Pihl, Ida Mary, teacher, Roslyn.

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, 713 South N Street, Tacoma.

Class of 1894.
Anderson, Helen (Mrs. F. N. McCandless), Tacoma.
Baird, Irene, McPherson, Kansas.
WASHINGTON STATE NORMAL SCHOOL.

Elsensohn, Tena (Mrs. M. G. Beale), Alpowa.
Ford, Rachel (Mrs. Arthur Damman), Ellensburg.
France, Minnie (Mrs. Wilton Watson), Hoquiam.
Havens, Cora (Mrs. A. L. Foster), Leary.
Phillips, Ina (Mrs. Williams), North Yakima.
Petersen, Gertrude, teacher, Kettlefall.
Quimby, Amanda, teacher, Montesano.
Steele, Nellie (Mrs. J. J. Charlton), Kettlefall.
Thomas, Edwin, Juneau, Alaska.
Young, Mary, teacher, North Yakima.

Class of 1895.

Bruce, Mary, teacher, 1808 South D Street, Tacoma.
Currier, Clara (Mrs. Hubbard), Hyman.
Nelson, Emma (Mrs. George Elsensohn), Pomeroy.
O'Farrel, M. T., teacher, Orting.
Sheets, Gertrude (Mrs. Roy Randall), Ellensburg.
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.
Putnam, James G., Ellensburg.
Rogers, Belle (Mrs. Thayer), Bellingham.
Rambo, Charles, teacher, Bush Prairie.
Smith, Gertrude (Mrs. H. W. Hale), Ellensburg.
Stephenson, Grace (Mrs. Will Prater), Ellensburg.
Stoops, Clara, North Yakima.
Taylor, Harley, Superintendent Cowlitz County, Kalam.
Young, Carrie, teacher, North Yakima.

Class of 1897.

Ashman, Anna, teacher, Hoquiam.
Adams, J. Q., Dawson City, N. W. T.
Baker, Ella, teacher, Cleveland.
Butchard, Fred, Ellensburg.
Burke, Odesa, teacher, Hoquiam.
Cooke, Mary, teacher, Seattle.
Currey, Orson (died May 12, 1909).
Hinman, Agnes, teacher, Ellensburg.
Kuchar, Blanche, teacher, Tacoma.
Lindsay, Ella, teacher, 326 Tyler Street, Port Townsend.
Leake, Norma, teacher, Avon.
Shull, Emma, teacher, Roslyn.

Class of 1898.

Adams, Edna (Mrs. Borey), Seattle.
Anderson, Lillie, teacher, Kent.
Atterbury, Josie, Garfield.

WASHINGTON STATE NORMAL SCHOOL.

Atterbury, Cora, Garfield.
Bower, Mollie (Mrs. John Van Alstine), Ellensburg.
Barthrop, Anna (Mrs. Capt. W. E. Renney), Tacoma.
Bullock, Grace A., teacher, North Yakima.
Baker, Lutie, teacher, Everett.
Clark, Grace E., teacher, Cleveland.
Coe, Mabel, teacher, Garfield.
Davies, Minnie, teacher, Seattle.
Davies, Eliza, teacher, Aberdeen.
Foss, S. S., teacher, Prescott.
Farnsworth, Stella, teacher, Spokane.
Gaines, Sue B., Oakesdale.
Harris, Clara, teacher, Auburn.
Hess, Ellen (Mrs. William White), Goldendale.
Hines, Sophia, deceased, 1903.
Norman, Clara, Port Townsend.
Powell, Perry, Castle Rock.
Swain, Maude (Mrs. John Judson), Stone Station, Montana.
Schulerude, Christine, deceased.
Stearns, H. J., teacher, Chinook.
Wilson, Emma (Mrs. Leon Wakefield), Elma.
Wallace, M. Eliza, teacher, La Conner.
Wallace, Margaret, teacher, Seattle.

Class of 1899.

Abbott, Flossie Ford, teacher, Spokane.
Annis, Bessie, student, University of Washington, Seattle.
Bowman, Edna, teacher, Shelton.
Banks, Beth, teacher, Brightmont.
Blanchard, Bess, teacher, Seattle.
Cara, Josephine Frances, teacher, Spokane.
Davies, Rose, teacher, Aberdeen.
Davies, Catherine, principal, Wilkison.
Fields, Anna Lillie, teacher, Port Angeles.
Fox, Bessie, teacher, Wilson Creek.
Gibson, Annie Elizabeth (Mrs. Martin Pihl), Ellensburg.
Gibson, Janet Rae, teacher, 523 Union Street, Seattle.
Gano, Avenelle, teacher, North Yakima.
Herr, Bessie Beatrice, teacher, Puyallup.
Hiddeson, Christel Dora (Mrs. W. W. Tuttle), Tacoma.
Hughes, Daisy May (Mrs. O. N. Erickson), Auburn.
Irwin, Iva May (Mrs. Lawrence Elsensohn), British Columbia.
Irons, Marguerite, teacher, Milton, Oregon.
Ketcum, Mary Elizabeth, teacher, Springdale.
Krahe, Theresa, teacher, Parkland.
Klankman, Henryetta M., (Mrs. Dahl), Seattle.
Maltby, Addie Belle, teacher, East Spokane.
Mason, Hattie Belle, Garfield.
McKenzie, Clara Eta, teacher, Olympia.
Osward, Mary (Mrs. L. J. Beedon), Aberdeen.
Sayer, Stella M., teacher, Ione, Oregon.
Schrumpf, Jennie, teacher, Tekoa.
Shaw, Eleanor Marie, teacher, East 410 North Avenue, Spokane.
Stephens, Bertha K. (Mrs. Philip Adams), Ellensburg.
Tripp, Nepha Dell, teacher, Tacoma.
Ward, Bernadette (Mrs. Platte Morrow), Waitsburg.
Watkins, Mary Ann (Mrs. F. P. McGreal), La Couler.
White, Lila P. (Mrs. G. N. Salisbury), 348 19th Ave., Seattle.
Whittle, Lois, student, Germany.

Class of 1900.
Agnew, Ina (Mrs. McNutt), teacher, Port Angeles.
Anderson, Carolyn, teacher, Wenatchee.
Blake, Georgia (Mrs. Edward Stevens), Ellensburg.
Carscadden, Mabel, teacher, Prosser.
Douglas, Lena, teacher, Pomeroy.
Foss, Mayme, teacher, Pomeroy.
Ingram, Mae (Mrs. Clark Israel), Dayton.
McKenzie, Edith, teacher, Olympia.
Pihl, Josephine C., teacher, Puyallup.
Riddell, Harry S., surveyor, Ellensburg.
Van Brocklin, Mabel, teacher, King County.
Warne, Clara H., teacher, Winlock.
Young, Frances, teacher, Hartline, Douglas County.

Class of 1901.
Bower, O. H., teacher, Chehalis County.
Blair, J. Bennett, medical student, Portland, Ore.
Grupe, Bernice, teacher, Hoquiam.
Gumm, Velma, Kennewick.
Norby, Agnes, teacher, Roslyn.
Nordwick, Claudine, teacher, Ilwaco.
Prior, Elizabeth, teacher, North Yakima.
Rucks, Ella, teacher, Puyallup.
Wills, Elizabeth, teacher, Roslyn.
Yale, Nellie, teacher, Vancouver.

Class of 1902.
Burcham, Perry, Kelso.
Lum, Charlotte, teacher, North Yakima.
Mills, May, Roslyn.
Peterson, Lucie Frances, student, State Normal School, Ellensburg.
Pihl, Emma Charlotte, teacher, Roslyn.
Porter, Jessie May, teacher, Oakville.
Poage, Wm. Courtney, teacher, North Bend.
Shannon, Grace, teacher, North Yakima.
Shoemaker, Grace, teacher, Dayton.
Stretch, Blanche (Mrs. Andrew Austin), 110 E. Bay Avenue, Olympia.
Young, Ethelyn Harriett, teacher, North Yakima.

Class of 1903.
Harmeling, Emma, teacher, Sunnyside.
Herr, Ethel Belle, student State Normal School, Ellensburg.
Matheson, Elizabeth, teacher, Olympia.
McPhee, Roberta, teacher, Yakima.
Myers, Theodore, teacher, Kittitas County.
Rogers, Laura, teacher, Prosser.
Steinbach, Esther, teacher, Kittitas County.
Wills, Alma, teacher, Shelton.
Young, Janie, teacher, North Yakima.
AIMS OF THE SCHOOL AND THE SCOPE OF ITS WORK

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.

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 much to be lamented that many schools are entrusted to the management and instruction of untrained persons because teachers qualified for this work are lacking.

The lack of men with talent for teaching who have qualified themselves by adequate training for the work of education is especially great. Young men who are prepared to assume charge of schools as principals or as teachers in the higher grades, or in special departments, and to render professional service in these capacities are much in demand.

The state, having recognized the urgent necessity of trained teachers for the public schools, and having provided for the education of the 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 an institution having its own special function, 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 Development of the Teacher Spirit. 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. Educational Insight. It must reveal the nature, aims and methods 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. Mastery of Culture material. It must enable 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 develop interest and to nourish intellectual life.

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 understand 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. Training in the Art of Teaching. 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.
ADMISSION.

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

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

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

Health. Sound health is a prime requisite for the good teacher and an important qualification for the normal student. A health certificate from the family physician or some physician who is acquainted with the applicant's state of health is requested of all who are admitted. Only a strong and vigorous person may wisely undertake the full work of any class in the normal school.

Character. A certificate of moral character is required of all who are admitted. This certificate should be signed by some one of high standing in the community where the applicant resides.

Blanks for certificates of health and of character are furnished upon application and are convenient for those who make out these certificates.

Scholarship. Any of the following credentials will be accepted as evidence of the scholarship required for admission.

a. A diploma of a high school or other secondary school, accredited by the Board of Higher Education.

b. A diploma or a certificate of honorable dismissal from a state normal school or other institution of equal or higher rank.

c. A teacher's certificate from the State of Washington or its equivalent.

d. A certificate showing that the applicant has completed work equivalent to the ninth grade or a higher grade.

Evidence of sufficient scholarship may be given by passing, under the direction of the principal, an examination showing adequate preparation for taking up the work of the elementary course.

This examination will include the following subjects:

English—Composition, grammar and reading—arithmetic, geography, physiology, the history of the United States.

An examination for admission will be held at the Normal School on Monday and Tuesday, September 12 and 13, 1904, beginning at 9 o'clock a.m.

Accredited High Schools. The following high schools and academies have been accredited for the ensuing year:

Aberdeen. Olympia.
Ballard. Port Angeles.
Bellingham. Port Townsend.
Centralia. Puget Sound Academy.
Chehalis. Puyallup.
Colfax. Seattle.
Davenport. Snohomish.
Dayton. Spokane.
Everett. Tacoma.
Kent. Vancouver.
La Conner. Walla Walla.
North Yakima. Waterville.

CLASSIFICATION.

When admitted to the school students are classified and assigned their work according to their attainments and ability. Graduates of colleges or universities are admitted to the Senior year and may elect work with the advice and approval of the Principal. Those who present evidence of having already made attainments equivalent to the requirements of the Junior year may also be admitted conditionally by vote of the faculty to the Senior year.

Graduates of accredited high schools are admitted to the advanced course, but to accomplish in two years the work required for a diploma the student needs to come with good health, power to think and work independently and with the habits as well as the spirit of the true student.

It sometimes happens that graduates of strong high schools come to the normal school without the breadth and quality of scholarship needful for the successful completion of this course in two years. Some finish the high school course before they have attained the maturity of body, mind and character requisite; some before they have acquired power to investigate or to make research and to appreciate the differences between original and independent effort and the unassimilated appropriation of results worked out by others. These need
more time to acquire the qualifications requisite for a life diploma.

The scholarship of the teacher in the American public schools needs to be broad as well as clear and strong. Even if his work is to be in a special line the elementary scholarship should not be weak in any department. So it is required for unconditional standing in the Junior year, that the student's high school course shall have been complete. The requirement fixed by the board of higher education is 20 credits of high school work in English, 20 credits in a foreign language, 20 credits in history, 20 credits in mathematics, 10 credits in physical science, 10 credits in biological science, 5 credits in art and 5 credits in music.

[By resolution of the Board of Higher Education, passed June 27, 1904, this requirement was suspended for one year so that it will go into effect July 1, 1905.]

One credit as defined by the board means one full recreation period of 40 minutes per week for half a school year, approximately 20 lessons, with corresponding time for reading and study; 10 credits is a full year of major work.

Opportunity for strengthening the preparation of any whose high school course has been incomplete will be provided the coming year to the extent, if necessary, of one semester's work.

Students who bring certificates showing that they have completed in a satisfactory manner the work of the ninth grade of the state course, or its equivalent, may enter regularly the first year of the elementary course.

Those who have completed the tenth grade may enter the second year.

Work done elsewhere equivalent to any part of the course, if properly certified to, will be accepted, but no student can receive a diploma or certificate without accomplishing in the school the work of one full school year.

The Basis of Elementary Scholarship.

It is assumed that all who are admitted have maturity of body and mind and a steadiness of purpose and habits that will enable them to do strong, independent work. It is also expected that they have already studied successfully some classic literature in English, some history besides that of the United States and some mathematics besides arithmetic; they are supposed to have learned to sing and to draw as well as to speak and write approved English and to read with expression.

But these fundamental arts, so essential in the elementary preparation of those who would become teachers, have been so frequently neglected that special attention is called to their importance.

Review Classes in the Fundamental Branches.

To provide opportunity for the thorough mastery of these fundamental arts, special review classes are maintained and students will not be permitted to advance with classes in professional work nor to teach in the training department who have not attained fair proficiency in these essentials. Review classes in English grammar and composition, arithmetic, geography, history of the United States, human physiology and elementary algebra are maintained as may be required for those who are admitted on teacher's certificates.

This is not a preparatory course for persons who are not prepared to take up normal school work but provision for securing proficient elementary scholarship in all who are admitted to the school. It is especially necessary for some who have already been authorized to teach upon third grade certificates.

COURSES

The following courses have been authorized by the Board of Higher Education and arranged in accordance with resolutions adopted by it. The work indicated here is outlined under the several departments beginning on page 31.

The figures after the subjects denote the number of recitation periods per week and also the number of credits given to each subject.
# I. THE ELEMENTARY COURSE.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Rhetoric and Literature</td>
<td>4</td>
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<tr>
<td>Latin or German</td>
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<td>Physical Training</td>
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<tr>
<td>Botany I. and Physics</td>
<td>5</td>
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<tr>
<td>Geometry</td>
<td>5</td>
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<tr>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Singing</td>
<td>2</td>
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</tbody>
</table>

## Second Year.

| Literature | 2 | Method in English | 3 |
| History, Mediaeval Europe | 3 | History, England | 2 |
| Latin or German | 5 | Latin or German | 5 |
| Oral Expression | 2 | Pedagogy, Introductory Course | 2 |
| Zoology and Chemistry | 3 | Nature Study | 3 |
| Algebra | 4 | Arithmetic and Method | 4 |
| Singing | 2 | Singing | 2 |
| Physical Training | 2 | Physical Training | 2 |

## Third Year.

| Literature, III | 3 | Literature, III | 2 |
| History, IV | 3 | History, IV | 3 |
| Psychology | 3 | School Polity | 2 |
| Practice Teaching | 5 | Oral Expression | 2 |
| Biology, V | 2 | Neurology, VI. and VII | 4 |
| Geography and Method | 5 | Physics | 5 |
| Art | 2 | Art, History and Method | 3 |
| Physical Training | 2 | Physical Training | 2 |

# II. THE ADVANCED COURSE.

Arranged for those who have completed Course I.

## Fourth Year.

| Literature | 3 | Literature | 3 |
| History | 3 | History | 2 |
| Latin, Virgil, or German | 5 | Latin, Cicero, or German | 5 |
| Chemistry | 4 | Geology | 4 |
| Geometry | 5 | Trigonometry | 5 |
| Physical Training | 2 | Physical Training | 2 |

## Senior Year.

| History and Philosophy of Education | 3 | Psychology and Gen'l Method | 5 |
| Sociology | 3 | Astronomy | 3 |
| Literature | 3 | Oral Expression | 2 |
| Teaching | 3 | Hygiene and Nature Study | 3 |
| Physical Training | 2 | Mathematics | 2 |
| Art and Music | 3 | Art and Music | 3 |
| History | 2 | History | 2 |

# III. THE ADVANCED COURSE.

For graduates of Accredited High Schools.

## Junior Year.

| English and Method, III | 3 | Literature, IV | 2 |
| Oral Expression | 3 | History, IV | 3 |
| Pedagogy, Introductory Course | 3 | Psychology | 4 |
| Biology, V, and VI | 4 | Teaching | 5 |
| Drawing | 3 | Biology, VII | 3 |
| Music | 2 | Geography and Method | 4 |
| Physical Training | 2 | Art, History and Method | 2 |

## Senior Year.

| History and Philosophy of Education | 3 | Psychology and Gen'l Method | 5 |
| Sociology | 3 | Astronomy | 3 |
| Literature | 3 | Oral Expression | 2 |
| Teaching | 10 | Hygiene and Nature Study | 3 |
| Physical Training | 2 | Mathematics | 2 |
| Art and Music | 3 | Art and Music | 3 |
| History | 2 | History | 2 |

# IV. COMPLETE COURSE.

This course embraces the work of the elementary and the advanced courses and allows election and specialization to a greater extent.

It requires as preparation the completion of the ninth grade or its equivalent, including a full year's study of Latin or German, a year of algebra, half a year of botany, half a year of physics, and a good degree of proficiency in reading, speaking and writing English. It offers superior advantages to the student who can pursue the course continuously and who is ambitious to make thorougeh preparation for educational work in special lines.

## First Year.

| Rhetoric and Literature | 4 | Literature and Rhetoric | 4 |
| Latin or German | 3 | Latin or German, 2nd year | 3 |
| Zoology and Chemistry | 3 | History, Greece and Roman | 5 |
| Geometry | 5 | Nature Study | 5 |
| Drawing | 3 | Geometry and Bookkeeping | 3 |
| Singing | 2 | Drawing or Manual Training | 2 |
| Physical Training | 2 | Singing | 2 |
| Physical Training | 2 | Physical Training | 2 |
### Second Year

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<tr>
<th>Subject</th>
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<td>Literature</td>
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<tr>
<td>History, Mediaeval Europe</td>
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<td>Chemistry</td>
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<tr>
<td>Algebra</td>
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<tr>
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### Third Year

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<td>Geometry</td>
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<td>Physical Training</td>
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### Junior Year

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<td>Oral Expression</td>
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</tr>
<tr>
<td>Pedagogy, Introductory Course</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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<td>Drawing</td>
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<td>Music</td>
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</tr>
<tr>
<td>Physical Training</td>
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</table>

### Senior Year

<table>
<thead>
<tr>
<th>Subject</th>
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THE WORK OF THE SEVERAL DEPARTMENTS OUTLINED

THE ENGLISH LANGUAGE AND LITERATURE.

The instruction in this course aims, first, to secure for the student ease and energy in composition, 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 as a foundation for a broader and more adequate understanding of the English language.

Course I. First Year—A course in rhetoric and literature. The purpose of the course is to teach the methods of simple, direct and accurate expression, through a study of masterpieces and a practical application of the principles learned from such study. Hawthorne's and Irving's short stories, Burrough's nature essays and Addison's and Macaulay's essays are, in part, the material from which selection is made.

Course II. Second Year—A study of the history of American literature. This course is intended to give the student an acquaintance with American literature, and to afford material for a study of methods during the last semester.

Course III. The history of English literature from Chaucer to Pope, pursued by means of an intensive study of masterpieces and rapid supplementary reading. This course will be preceded by a brief course in the history of the English language.

Course IV. A critical study of Tennyson, Browning and Arnold. This course is open to students who have had course III. or its equivalent.

Course V. A study of dramatic literature, especially Shakespeare and his contemporaries. This course is open to all students who have courses I. and III. or their equivalents.

In preparation for courses IV. and V. equivalency will be decided by examination, and admission on examination will be probationary. These courses are pursued by the laboratory method, and written and oral reports and more finished papers will be required throughout.
A course in Wordsworth and the Lake School and in Argumentation will be offered, either as extra electives or as substitutes for one of the above courses, should a sufficient number of students elect. Those undertaking Argumentation must have had course I., those undertaking Wordsworth and the Lake School must have had courses I. and III. or their equivalents.

HISTORY.

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 of the regular course for those who require it.

Course I. First Year, Second Semester—Greek and Roman 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—Mediaeval and modern European 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 fully as time permits.

Course III. Second Year, Second Semester—English history. This course consists of a study of the history of England from the time of Henry VII to the close of the eighteenth century.

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 year 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.

Course VII. Junior Year, Second Semester—United States history for a study of the constitutional period. The work done and the methods pursued are similar to those outlined for course IV. above, the work being adapted to meet the needs of high school graduates and to serve as introduction to the study of methods in history as outlined for the Senior year.

Course VIII. 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, the best methods of securing profitable study of history are discussed, and the students are guided in the use of sources, maps, charts, outlines, pictures and literature, and in the selection of topics for primary, grammar, and high school grades.

ART.

Some of the most important uses of the art course are, first of all, to bring the student into that association with nature which will not only help him to consciously observe, but shall awaken within him a more sympathetic interpretation of
life. To learn to see correctly will not only broaden man's material horizon, but help him to think.

To think is to be able to do, and the aim of the art course is to so unify the thinking and doing that each result, however crude, will be a real creative expression of the individual. The drawing will be planned, so far as possible, to fulfill some definite purpose and shall be related to other subjects. This will include the illustrating of nature, history and literature papers, etc., by the use of charcoal, pencil or water color. Some time will also be spent in the practical application of suitable designs for particular spaces, these decorations of the students actually to be used throughout the building and will frequently be changed as the season or particular interest varies.

A. The Elementary Course.

First Year—First Semester.

Aim, to develop appreciation of form in mass, paying particular attention to color and arrangement, by means of:

Color and arrangement, by means of:
I. Clay modeling—Vegetables, fruits and common objects.
II. Charcoal, colored crayon—Still life studies in mass; no outline. Outdoor sketching. Literature illustrations.
III. Water color—Flowers and still life studies and flat tones.

Second Semester.

I. Water color—Winter landscapes in black and white—flat tones. Figure posing, use of flat tones. The application of flowers in unconventional form for decoration of school papers, book covers, picture frames, etc.
II. Colored chalk—Use of flowers in the designing of borders, panels, etc. Sketching from nature.

Third Year—First Semester.

Aim—To develop appreciation of line, light, shade and texture.

I. A more advanced interpretation of work of first year.
II. Perspective—Application of the common rules of the same.
III. Free-hand cutting and tearing by means of various uses and combinations of colored papers.

WASHINGTON STATE NORMAL SCHOOL.

Second Semester.

IV. Designing. Conventionalization of natural forms for ornamental purposes. Designing of book covers, title pages, etc.

V. History of art. Sculpture, painting.

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

B. The Advanced Course.

Preliminary Course—Including only necessary preparation for the advanced course. Required of those who have not sufficient preparation to proceed with the regular Junior work.


II. Charcoal and Colored Crayon Work—Mass representation, single objects and groups. Sketching from nature and life.

III. Perspective—The elements.


Junior Year—First Semester.

I. Clay modeling, bas-relief and work from the cast.
II. Charcoal, pencil and colored crayon. Studies in light and shade by means of still life studies, outdoor sketching, posing and illustration.

III. Water color. Landscape and illustration.

Second Semester.

IV. Designing. Conventionalization of natural forms and the practical application of the elementary principles of design, by the making of book covers, title pages, and the like, together with the decoration of the schoolroom.

V. History of art.

During the consideration of each phase above mentioned, attention will be given to the method of teaching the same in the elementary schools.

Senior Year—Ten Weeks.

A practical and suggestive course suitable for use in the elementary schools.
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; Burlitt 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, Schubert and modern composers.

Grade IV. 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 or 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, trigonometry, and methods of teaching these subjects.

Review 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 object is a good working knowledge of arithmetic and an understanding of the principles involved.

Arithmetic and Methods—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
order and method of presentation; whether algebra shall be taught, how much, how introduced, how taught, how related to arithmetic; geometry in the grammar schools inductively or deductively taught, when, why, relation to arithmetic and practical application.

PHYSICS AND CHEMISTRY.

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 experimental work), and also a study of the text and works of reference. For the accomplishment of this work there are two well equipped laboratories, one for chemistry and one for physics, and in the library numerous books for reference and the best scientific magazines. The students are taught to observe carefully, to record experiments and results neatly, and from the results of their observations to draw logical conclusions. The aim of the work is to cultivate power of observation, independence of thought, and a spirit of scientific inquiry into the phenomena of nature, and not to have the student memorize a portion of the text every day.

Articles from scientific magazines bearing on the work are used and special attention is given to the application of physical principles in the explanation of common inventions, mechanical devices, and every day phenomena.

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

Physics—20 weeks in the first year. This course includes a study of the properties and conditions of matter, pressure in fluids and applications of the same in the barometer, the common pump and force pump, the siphon, buoyant force, and methods of finding the specific gravity of different bodies.


Chemistry—10 weeks in the second year.

A brief study of the elements Oxygen, Hydrogen, Nitro-
A brief course in physical and commercial geography based upon previous studies in physics, chemistry, botany, zoology, and history.

This includes not only the study of the earth as it appears today, but also the study of those agencies which have shaped and are now shaping its surface. The great importance of structure, soil, and climate in determining the commercial importance of different countries is emphasized, and in connection with climate the meteorological conditions affecting climate are studied.

Some time is given to the discussion of the occurrence and distribution of different products in the United States, and the growth of manufacturing which is placing the United States among the first commercial nations of the world.

Specific instruction in methods of teaching geography is given in this course, and this is supplemented by observation and work in the training school. The order of the presentation of the subject to the 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.

Geology—20 weeks in the fourth year, or in the senior year.

Geological changes 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, is studied as fully as time will permit. Special attention is given to the geological history of our continent and our own state.

The physical and chemical characteristics of the common minerals, especially those of economic importance are noted in the class. The rocks are classified according to their origin, mineral composition, and structure, and the student becomes familiar with the different rocks by comparing unknown specimens with the larger cabinet specimens.

Astronomy—20 weeks in the senior year.

This course in general descriptive astronomy includes a study by observation of the motion of the bodies belonging to the solar system, also the geography of the heavens and observation of nebulae, double stars, and groups which may be observed with a small telescope.

The theories and laws concerning the position and motion of these bodies are then studied, and all facts bearing on the nebular hypothesis are noted and applied in explanation of that theory.

While the course is not one in mathematical astronomy, the methods by which some of the measurements are made are explained and worked out.

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 classroom 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 term.

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, fourth term.

Field work, laboratory work, recitation once a week.

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

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.
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.
Laboratory work, lectures, recitations.

In this course it is the aim to make the student familiar by actual dissection and study of types with all the classes and the principal orders of animals. Considerable attention is given to classification.

ADVANCED COURSES.

Course V. Cellular Biology—10 weeks.
Lectures, laboratory work and general reading.

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 isomorphism, 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.
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.
Lectures, demonstrations, recitations, written themes.

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

Course VIII. Nature Study (Plants and Animals)—10 weeks.
Field work, laboratory, original observations with written reports.

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

Course IX. School Sanitation and Hygiene—10 weeks, Senior year.
Lectures, recitations, written themes.

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

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

Laboratory work, reading, written reports.

The aims of this course are: (a) to give the student some skill in laboratory technique; (b) to develop a rational method of teaching nature study.

a. Technique is acquired in connection with the study of the developing tadpole and germination of seeds. It consists in preparing histological material, sectioning, staining and mounting microscopic slides, in demonstration of the circulation of the blood, and the preparation of the normal solutions and reagents, the use of the automatic and the hand microtome and the preparation of mounted plant tissues.

b. The nature study method is taught by the study of a concrete object in which the natural steps in the study of an object is shown and actually taken. Reading and discussions of a book on nature study method will occupy part of the time in this work. Each member of the class is expected to make a careful study of a bird and to present a written account of his observations.

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

PSYCHOLOGY AND EDUCATION.

A. In the Elementary Course.

I. Introductory Course. The study of education in the elementary course begins at the middle of the second year. This introductory course 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 students, and topics suggested by them and by the teacher 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. A course in psychology extends through the first semester of the third year. 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. Text books are 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. The second semester of the third year is occupied by a course in the art of school teaching, embracing organization, management, government and general method.

B. In the Advanced Course.

IV.—Introductory Course. The Junior class, which is composed of graduates of high schools and others having equivalent preparation, pursues during the first half of the third year an inductive course in pedagogy, based upon systematic study of the school of observation.

V.—Psychology. In the second semester the Junior class attempts a course in psychology from the physiological standpoint, with experiments, preparation for which has been made by a study of biology during the first semester. The latter part of the course is given to child study.

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.—The Philosophy and History of Education. In the Senior year the attempt is made to reach intelligent conception of the true aims of education and the nature of the process as a foundation for correct methods of teaching and of school administration. The material for this study of educational theory is derived partly from previous studies in biology, psychology and sociology, and partly from studies in the history of education, which are pursued simultaneously with this study of the philosophy of education.

VII.—Psychology and General Method. Neither formal logic nor formal ethics is included in these courses, but a course in the art of thinking and the principles of conduct leading to the study of method and of school administration and supervision occupies one semester in the Senior year.
THE TRAINING DEPARTMENT

For the purpose of observation and practice, an elementary school of nine 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. 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 of teaching, 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 the 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.—The physical condition of the children receives careful attention. Provision is made for daily instruction under the supervision of the physical director. The work in the primary grades consists of games, pantomimic accompaniment to Mother Goose rhymes, motion songs, games with songs, marching with songs, rest 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.

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. Stepping Stones to Literature. Book I.

Drawing.—Representation of subjects in nature study and story in clay, paper cutting and tearing, water color, charcoal, colored crayon, and on blackboard work done in mass and not in outline.

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.—Simple still life studies in flat tones; figure posing.

Number.—Numbers one 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 polygons and comparison of lines and surfaces.

Third Grade.

Nature Study.—Plant and animal life 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 read-
ers, also matter relating to story and nature study. Stepping Stones to Literature, Book III.

**Drawing**—Designing of decorative school programs. Appreciation of shadow in still life studies; simple landscapes.

**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; State and Pacific Coast; United States through productions and occupations.

**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. Cyr Reader, Book IV.

**Drawing**—Study of light dark shadows in still life studies; outdoor charcoal sketching to be repeated in water color and ink.

**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.

**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, and common and useful minerals (late fall). Simple mechanics (winter).

**Geography**—The earth in its relation to sun and planets; the earth as the home of man (one-half year). North America and Europe as type continents (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. Book I of Mother Tongue in hands of teacher.

**Reading**—Whole classics adapted to grade. Cyr Reader, Book V.

**Drawing**—Designing of covers for nature papers. Designing of suitable borders to be used for decoration of the school room.

**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; common fractions in more extended way.

**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.

**Sixth Grade.**

**Nature Study**—Plant study, fertilization; dissemination of seeds; family characteristics and classifications; 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. Asia, Africa and South America. Review of astronomical geography—latitude, longitude, winds of the world, ocean currents, etc.

**English—Story**—Historical stories from mediaeval and modern history and early history of the United States; 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. Book I of Mother Tongue placed in hands of children and completed.

Reading—Whole classics adapted to grade. Cyr Reader, Book VI.

Drawing—Illustration of literature and history papers. Designing of panels in color to be used in decoration of vacant spaces in sixth grade room.

Arithmetic—Fundamentals in decimal fractions; compound numbers, including the metric system; United States money, applications and bill-making; land measurements, shingling and carpeting; 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. Mother Tongue, Book II, Part I.

German—Taught conversationally (one-half year).

Drawing—Use of two figures in posing to be studied in outline. Designing of appropriate program to be used at entertainments given by school. Simple application of the rules of perspective.

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

Eighth Grade.

Nature Study—Physiology (first half year). Study of vertebrates; physiology based on above (last half year).

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

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

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

Grammar—Mother Tongue, Book II completed (first half year). Analysis through study of selections from literature (second half year).

German—Reading of German stories, conversation.

Drawing—A course in decorative designing; application of conversational design to be used as book covers, borders, etc. Study of animal life. A more scientific study of perspective.

Mathematics—Arithmetic, needful review of all processes learned, and more extended application of the same (last half year). Algebra, factoring, G. C. D., and L. C. M., in an elementary way, fundamental operations applied to fractions; solution of simple equations and problems involving the same.

Ninth Grade.

Nature Study—Botany (ten weeks), physics (ten weeks), chemistry (ten weeks).

History—Greek history (first half year). A review of American history (last half year).

English—Study of some English masterpieces, as Scott's Lady of the Lake (first half year). American masterpieces (last half year). Composition, rhetoric and grammar based upon the above.

Latin—Collar & Daniel's First Latin Book completed. Reading and translating of fables and history stories.

Art—Manual training (first half year). Drawing (last half year). Same work as outlined for eighth grade.

Mathematics—Arithmetic (first half year). A more advanced study of the applications of percentage, as stocks and bonds; discount, bank and commercial; partial payments, etc.; keeping of accounts and making of bills. More extended
application of mensuration; square and cube root. Algebra (last half year). Further study of simple equations; square and cube root; quadratics.

THE KINDERGARTEN.

The Kindergarten was established as a department of the Training School in 1901. It occupies a pleasant room in the basement, which is well lighted and ventilated, suitably furnished, and accommodates forty children.

All students in the normal school make use of the Kindergarten. During the period given to the special study of schools and of teaching by observation, the Kindergarten is visited and studied by all students, just as are the several primary and grammar grades.

Those who desire to supplement their preparation as primary teachers by a brief course as assistants in the Kindergarten may have that privilege either in the Junior or the Senior year. Several have done this during the past year.

Any regularly admitted student who desires to give attention mainly or exclusively to the Kindergarten may have that privilege either in the Junior or the Senior year. Several have done this during the past year.

The friendship 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 cooperating with those of similar faith in religious work.

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

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

THE REGULATION OF CONDUCT.

In a school for the education of teachers, composed wholly of those who are seeking soon to be entrusted with the government and training of children, the regulation of con-
duct 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 god 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 in 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.

THE NORMAL OUTLOOK.

Through the past six years the students have published a school paper. 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 a real, not an imagined thing, and it determines largely the effect of what is done in and by the school. A good spirit animating a school, every effort for the general welfare seems to succeed; a perverse spirit present, the best efforts seem to be futile. We attribute much of what 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 acoustic properties; 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. There are physical, chemical, and biological laboratories, and a large art room suitably equipped and lighted by skylight.

A separate building is very much needed for the training department, which at present is accommodated in six rooms 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 24.

Text books are provided, and no rental is charged for careful use. Certain text books, however, 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 housekeeping, 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 roaming elsewhere may take meals here. The dormitory is under the care of a competent matron and affords privileges especially advantageous to student life.

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

For furnished room with fuel and electric light, 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 withdrawals within a week from the end of the term.

Those who room in the dormitory furnish their own linen, towels, napkins and curtains. Rooms should be engaged as early as practicable.

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. CXLII, 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 14, 1904, at 10 A. M. All who purpose to accomplish a full year's work in the school should register on Tuesday, September 13, 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.

Applicants for admission after Sept. 14 should present themselves as early as possible with whatever certificates, grades and letters, they may have as evidences of preparation. Those found qualified to enter the classes in progress will be assigned their places and work promptly, and will be regularly enrolled as students at the beginning of the following week.

The faculty will take pleasure in serving in all practicable ways those who are seeking fuller preparation for the work of education.

For more specific information, address

W. E. WILSON, Principal,
Ellensburg, Wash.