

1-1-1906

Washington State Normal School at Ellensburg. Catalogue for 1905-1906

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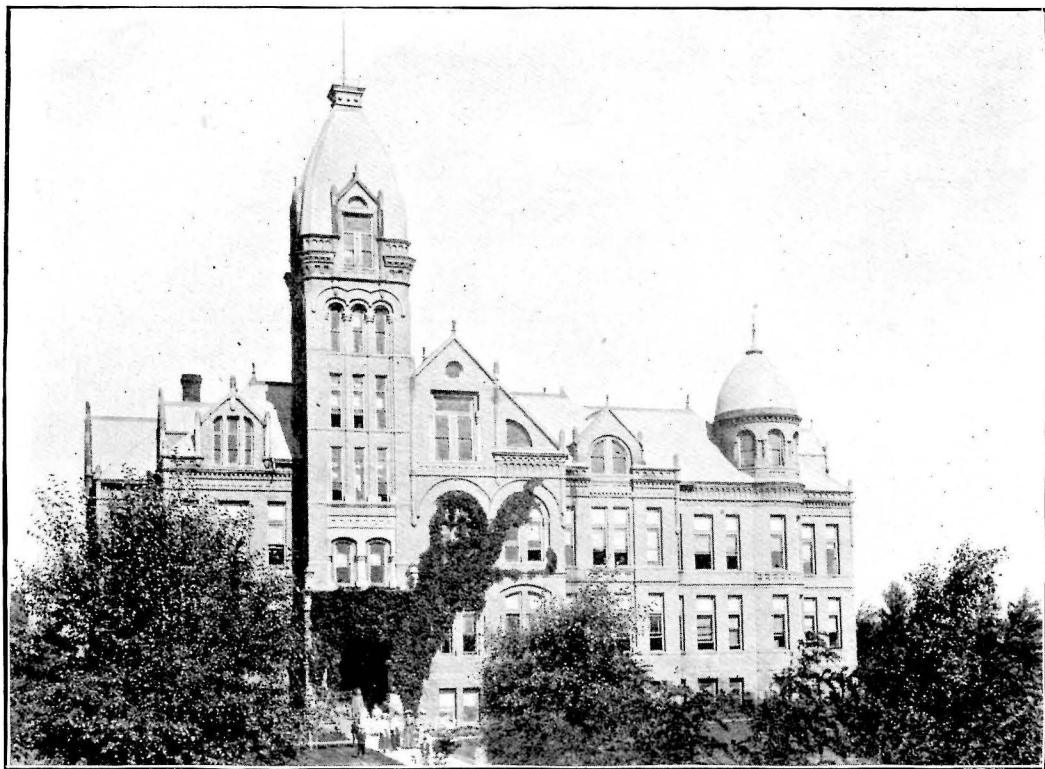
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Washington
State Normal
School

AT ELLENSBURG

1906



WASHINGTON STATE NORMAL SCHOOL, ELLENSBURG

WASHINGTON
STATE NORMAL SCHOOL

— AT —

ELLENSBURG

=====
Catalogue for 1905-1906 and
Announcements for
1906-1907

=====
OLYMPIA, WASH
C. W. GORHAM, PUBLIC PRINTER
1906

1906

JULY

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1907

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CALENDAR OF 1906-1907.

Fall and Winter Semester.

1906.

Entrance Examinations.....	Monday, September 3. and Tuesday, September 4.
Registration, Principal's Office, 9 A. M.....	Tuesday, September 4.
Opening Day, Assembly and Address, 10 A. M....	Wednesday, September 5.
Opening of Training Department.....	Monday, September 10.
End of First Quarter.....	November 9.
Beginning of Second Quarter.....	November 12.
Thanksgiving Recess.....	November 29-December 3.
Christmas Vacation, begins.....	December 20.

1907.

Christmas Vacation, ends.....	January 2.
End of First Semester.....	January 25.

Spring and Summer Semester.

Beginning of Second Semester.....	January 29.
National Holiday.....	February 22.
End of Third Quarter.....	March 27.
Easter Vacation.....	March 27-April 3.
Beginning of Fourth Quarter.....	April 3.
Close of Training Department.....	May 24.
Memorial Day.....	May 30.
Anniversary of Literary Societies.....	May 31.
Baccalaureate Day.....	Sunday, June 2.
Class Day.....	Monday, June 3.
Graduation Day.....	Wednesday, June 5.
Alumni Anniversary, 8 P. M.....	Wednesday, June 5.

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 1 of Act.)

The school was opened September 6, 1891.

The present building was erected in 1893, and first occupied September 4, 1894.

BOARD OF TRUSTEES,

JABEZ A. MAHAN, M. D.....	Ellensburg.
H. M. Baldwin.....	Ellensburg.
J. D. CORNETT.....	North Yakima.

BOARD OF HIGHER EDUCATION,

R. B. BRYAN, Superintendent of Public Instruction, President.....	Olympia.
THOMAS F. KANE, Ph. D., President University of Washington.....	Seattle.
ENOCH A. BRYAN, A. M., LL. D., President The State College of Washington.....	Pullman.
WILLIAM E. WILSON, A. M., Principal Washington State Normal School.....	Ellensburg.
EDWARD T. MATHES, Ph. D., Principal State Nor- mal School.....	Bellingham.
HARRY M. SHAFER, A. M., Principal State Normal School.....	Cheney.
J. W. SHEPARD.....	Walla Walla.
A. P. WILLIAMS.....	Montesano.
T. J. STIGER.....	Everett.
J. A. TORMEY.....	Spokane.

FACULTY.

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

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

MARY A. GRUPE,
Principal Training Department, Pedagogy.

JESSIE BIRDENA WILCOX,
History.

EDWIN JAMES SAUNDERS, B. A.,
Physics, Chemistry, Geology, Geography, Astronomy.
(Absent on leave 1905-06.)

HARRY M. PARKS,
(In charge of Department Physical Science 1905-06.)

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

MARY A. PROUDFOOT,
Kindergarten Director, Art.

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

EVALYN THOMAS,
Physical Training, Reading.

MRS. MARGARET ASHWORTH NIBLETT,
Music—Voice, Piano.

RUTH C. HOFFMAN,
Primary Training Department.

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

MARGARET STEINBACH,
Assistant in Mathematics and Sciences.

LUELLA M. WILCOX,
Assistant in Training Department.

MRS. ELLA GIRDNER WARNER,
Librarian.

MARGUERITE E. HARN,
Secretary.

MRS. E. J. ARTHUR,
Matron.

WILLIAM HUSS,
Engineer and Janitor.

STUDENTS 1905-1906.

Senior Class.

Graduated June 6, 1906.

Bishop, Alma Loretta.....	Ellensburg,	Kittitas.
Corbin, Maude Estell.....	Couer d'Alene,	Idaho.
Davis, Lucile Davis, 604 S. Maple.....	Spokane,	Spokane.
Davis, Martha D., 2404 Broadway....	Spokane,	Spokane.
Hubbell, May Eliza, R. F. D. 3.....	Tacoma,	Pierce.
Link, Gertrude J., 3115 6th.....	Tacoma,	Pierce.
Macdonald, Flora, 712 N. 2d.....	Tacoma,	Pierce.
Maxwell, Marion E., 618 Aloha.....	Seattle,	King.
Neilson, Jessie, 1221 N. Wash.....	Tacoma,	Pierce.
Peterson, Cecile C., 3207 N. 27th.....	Tacoma,	Pierce.
Roberts, Lola Ella, 1007 6th.....	Tacoma,	Pierce.
Roberts, Vera Berkley, 1007 6th.....	Tacoma,	Pierce.
Salladay, Flora	Ellensburg,	Kittitas.
Schoeraffe, Gertrude, 308 Roy.....	Seattle,	King.
Smith, Frances Hortense.....	Port Townsend,	Jefferson.
West, Vernie.....	Winlock,	Lewis.
Wiley, Jennie Edith, 315 S. 30th.....	Tacoma,	Pierce.

Course Not Completed.

Chapin, Stella, E. K & 45th.....	Tacoma,	Pierce.
Des Voigne, Elsie.....	Ellensburg,	Kittitas.
Strahm, Lulu.....	Dayton,	Columbia.

Junior Class.

Bigford, Grace E., 2905 Proctor.....	Tacoma,	Pierce.
Bishop, Joanna.....	Dayton,	Columbia.
Calhoun, Vira	Port Townsend,	Jefferson.
Chapman, James Le Roy.....	Waitsburg,	Walla Walla.
Coy, Hope Bertha, 811 S. I.....	Tacoma,	Pierce.
Crimp, Alice Maude.....	Ellensburg,	Kittitas.
Cunningham, Gertrude.....	Puyallup,	Pierce.
Drummond, Elizabeth M., 1502 N. Steel	Tacoma,	Pierce.
Easterday, Fay Beatrice, 1314 Yaki- ma.....	Tacoma,	Pierce.
Gilbert, Sarah, 1332 13th, S.....	Seattle,	King.

Guibor, Charles William.....	Kent,	King.
Hill, Naunerl E., 411 N. K.....	Tacoma,	Pierce.
Hitchcock, Annette, 811 S. 7th.....	Tacoma,	Pierce.
Hodges, J. Evelyn.....	Ellensburg,	Kittitas.
Holbrook, Helen M., 604 W. Poplar...	Walla Walla,	Walla Walla.
Howard, Mabelle Adelaide.....	Lebam,	Pacific.
Howland, Serita Mildred.....	Pendleton,	Oregon.
Johnson, Daisy M., 608 G.....	Tacoma,	Pierce.
Knobe, Clara Sophia.....	Ellensburg,	Kittitas.
Keyes, Olive Sibyl.....	Kent,	King.
Liddell, Maude.....	Ellensburg,	Kittitas.
McCue, Bertha Ella.....	Puyallup,	Pierce.
Macdonald, Norma, 712 N. 2d.....	Tacoma,	Pierce.
McNeil, Mellicent.....	Ellensburg,	Kittitas.
Peck, Myrtle Elizabeth.....	North Yakima,	Yakima.
Preston, Lillian May.....	Ellensburg,	Kittitas.
Rhoads, Edith.....	Fern Hill,	Pierce.
Rockhill, Luella.....	Turner,	Columbia.
Ross, Evelyn.....	Ellensburg,	Kittitas.
Salladay, Loretta.....	Ellensburg,	Kittitas.
Scott, Gertrude Josephine.....	Puyallup,	Pierce.
Shewbridge, Ruth.....	Thorp,	Kittitas.
Slater, Margaret M., 124 E. 34th.....	Tacoma,	Pierce.
Stauffer, Martha Elise.....	Ellensburg,	Kittitas.
Taylor, Edith Blanch, 226 Cliff.....	Tacoma,	Pierce.
Tompkins, Adelia Cecil.....	Dayton,	Columbia.
Trumbull, Julia Annette.....	Port Angeles,	Clallam.
Wallace, Howard Smithson.....	Ellensburg,	Kittitas.
Williams, Mary Frances.....	Pendleton,	Oregon.
Wilson, Frank Thompson.....	Ellensburg,	Kittitas.
Wilson, Stanley Ramsdell.....	Ellensburg,	Kittitas.

Fourth Year.

Baxter, Edith Adra.....	Winlock,	Lewis.
Bill, Beryl.....	Ellensburg,	Kittitas.
Burke, Nellie Charlotte.....	Ellensburg,	Kittitas.
Burr, Eulalia Fox.....	Cle Elum,	Kittitas.
Buzzell, Minnie.....	Ellensburg,	Kittitas.
Clark, J. Ethelyn.....	Cashmere,	Chelan.
Davidson, Philip S.....	Ellensburg,	Kittitas.
Eidson, Bertha, 910 University.....	Seattle,	King.
Guthrie, Alice.....	Ellensburg,	Kittitas.
Gwin, George A.....	Oakville,	Chehalis.
Hall, W. H.....	Ellensburg,	Kittitas.

Haney, Anne Myrtle.....	Kennewick,	Benton.
Karrer, Frank Xavier.....	Roslyn,	Kittitas.
Langridge, Katherine.....	Olympia,	Thurston.
MasDonald, Sarah.....	Pomeroy,	Garfield.
Rader, Virginia.....	Ellensburg,	Kittitas.
Shipler, Margaret.....	Winlock,	Lewis.
Spurling, Grover Alvin.....	Ellensburg,	Kittitas.

Third Year.

Brain, Irene Elizabeth.....	Thorp,	Kittitas.
Breece, Lulu May, 4213 Brooklyn.....	University Station,	King.
Butler, Leah F.....	Montesano,	Chehalis.
Camp, Gratia Bailey.....	Ellensburg,	Kittitas.
Clark, Myrta Mai.....	North Yakima,	Yakima.
Davis, Grace C., 2404 Broadway.....	Spokane,	Spokane.
De Good, Blanche.....	Prosser,	Benton.
Frost, Edgar Franklin.....	Ellensburg,	Kittitas.
Gibson, Henry Vance.....	Ellensburg,	Kittitas.
Gibson, Celia.....	Ellensburg,	Kittitas.
Hanna, Lida A.....	Ellensburg,	Kittitas.
Henry, Alice.....	Tumwater,	Thurston.
Henton, Newton.....	Ellensburg,	Kittitas.
Jones, Adelaide H.....	Roslyn,	Kittitas.
Kellogg, June, 1809 18th.....	Seattle,	King.
McKinstry, Sadie.....	Ellensburg,	Kittitas.
McManus, Lee R.....	Cashmere,	Chelan.
Morgan, Grace.....	Lester,	King.
Osborne, Jennie Gertrude.....	Castle Rock,	Cowlitz.
Ross, Rovilla Gertrude.....	Waitsburg,	Walla Walla.
Trempe, Louis A.....	Lester,	King.
West, Effie V.....	Winlock,	Lewis.
Wilson, Lucile.....	Ellensburg,	Kittitas.

Second Complete.

Alsbury, Pearl A.....	Toppenish,	Yakima.
Anderson, Lillian Elfreda.....	Ellensburg,	Kittitas.
Aspinwall, Alice Anne.....	Ellensburg,	Kittitas.
Baldwin, Myrtle D.....	Ellensburg,	Kittitas.
Baldwin, Ella Dora.....	Ellensburg,	Kittitas.
Bellis, M. Louise, 1414 G.....	Tacoma,	Pierce.
Bishop, Lena Walker.....	Ellensburg,	Kittitas.
Bossong, Pearl.....	Ellensburg,	Kittitas.
Burchard, Evelyn, 1121 High.....	Bellingham,	Whatcom.
Clerf, Rose Adel.....	Ellensburg,	Kittitas.

Clifford, Maude H.....	Spokane,	Spokane.
Crane, Blanch.....	Ellensburg,	Kittitas.
Davidson, Mary Virginia.....	Ellensburg,	Kittitas.
Diteman, B. Marla.....	North Yakima,	Yakima.
Ernster, Rosa Ida.....	Umtanum,	Kittitas.
Greenhow, Nan.....	Ellensburg,	Kittitas.
Henry, Edythe E.....	Tumwater,	Thurston.
Hiddleston, Vibart W.....	Ellensburg,	Kittitas.
Hinman, Alfred R.....	Ellensburg,	Kittitas.
Howard, Mary Elizabeth.....	Ellensburg,	Kittitas.
Mathews, Byrl.....	Ellensburg,	Kittitas.
Mires, John R.....	Ellensburg,	Kittitas.
Pearson, Pearle A.....	Ellensburg,	Kittitas.
Power, Margaret Fidelia.....	Juan de Fuca,	Island.
Price, Ruby Beatrice.....	Ellensburg,	Kittitas.
Rogers, Eugene.....	Ellensburg,	Kittitas.
Salladay, Gladys.....	Ellensburg,	Kittitas.
Schuyler, Eleanor L.....	Ellensburg,	Kittitas.
Stover, Aileen D.....	Yakima City,	Yakima.
Wallace, Charlotte Isabella.....	Ellensburg,	Kittitas.
Willis, Bertha A.....	Ellensburg,	Kittitas.

Second Elementary.

Allen, Mabel.....	North Yakima,	Yakima.
Blaine, Lena I.....	Lebam,	Pacific.
Carrell, Ella E.....	Bickleton,	Klickitat.
Chapman, Zina Alice.....	Vancouver,	Clarke.
Coon, Ona May.....	Ellensburg,	Kittitas.
Dean, Violet Adele.....	Hot Springs,	King.
Dove, Eva May.....	Bickleton,	Klickitat.
Fulton, Estelle.....	Twisp,	
Keller, Grace Lillian.....	Redmond,	King.
Keller, Lydia Lorena.....	Redmond,	King.
Legg, Mary Elmyra.....	Pomeroy,	Garfield.
Lillie, Mary.....	Ellensburg,	Kittitas.
Macgreger, Essja.....	Ellensburg,	Kittitas.
Russell, Mary Elizabeth.....	Lakeside,	Chelan.
Schroder, Minnie.....	North Yakima,	Yakima.
Smith, Jessie L.....	North Yakima,	Yakima.
Stone, Eddice A., & S. Sheridan.....	Spokane,	Spokane.
Wilson, Dora H.....	Ellensburg,	Kittitas.
Wilson, Nora R.....	Ellensburg,	Kittitas.

First Year.

Altice, Lydia Catherine.....	Ellensburg,	Kittitas.
Ames, Hazel.....	Ellensburg,	Kittitas.
Barnhart, Lizzie May.....	Ellensburg,	Kittitas.
Bartholet, Marie.....	Ellensburg,	Kittitas.
Biersdorff, Pearl, 1331 Main W.....	Spokane,	Spokane.
Clerf, Anna Lillian.....	Ellensburg,	Kittitas.
Colby, Lena.....	Mabton,	Yakima.
Davis, Mary.....	Easton,	Kittitas.
Gibson, Rohta.....	Ellensburg,	Kittitas.
Henness, Edna.....	Gates,	Oregon.
Hinman, Laureada F.....	Ellensburg,	Kittitas.
Hubbard, Lulu.....	Dayton,	Columbia.
Jones, Inez.....	Ellensburg,	Kittitas.
Lantis, Earl Garfield.....	North Yam Hill,	Oregon.
Lesh, Kathryn Beatrice.....	North Yakima,	Yakima.
Longmire, Addie.....	Ellensburg,	Kittitas.
McKinstry, Delocia.....	Ellensburg,	Kittitas.
Mudge, Zella.....	Gate,	Thurston.
Nickols, Katie Alice.....	North Yakima,	Yakima.
Noble, Minnie Lucille.....	North Yakima,	Yakima.
Pressey, Cora E.....	Ellensburg,	Kittitas.
Pressey, Della.....	Ellensburg,	Kittitas.
Putman, Ernest L.....	Goldendale,	Klickitat.
Putman, Pearl Matilda.....	Goldendale,	Klickitat.
Randle, Stella.....	Randle,	Lewis.
Randolph, Celia Blanch.....	Sunnyside,	Yakima.
Selle, Teresa Marie G.....	Elbe,	Pierce.
Schnebly, Jean.....	Ellensburg,	Kittitas.
Sharp, Eleanor Venia.....	Ellensburg,	Kittitas.
Vertrees, Nellie.....	Ellensburg,	Kittitas.
Wilkes, Cora Althea.....	Fossil,	Oregon.
Woolsey, Clara Bell.....	North Yakima,	Yakima.

Ninth Grade.

Ames, Olive.....	Ellensburg,	Kittitas.
Baldwin, Sarah.....	Ellensburg,	Kittitas.
Brain, James.....	Thorp,	Kittitas.
Davidson, Margaret.....	Ellensburg,	Kittitas.
Elwood, Lucile.....	Ellensburg,	Kittitas.
Frost, Mildred.....	Ellensburg,	Kittitas.
Grant, Lyle.....	Ellensburg,	Kittitas.
Grunden, Anna.....	Ellensburg,	Kittitas.

Grunden, Lottie.....	Ellensburg,	Kittitas.
Hendricks, Ila.....	Ellensburg,	Kittitas.
Home, Thelma.....	Ellensburg,	Kittitas.
Jones, Ira.....	Ellensburg,	Kittitas.
Miller, Mary.....	Ellensburg,	Kittitas.
Palmer, Emeline.....	Ellensburg,	Kittitas.
Power, Marion.....	Ellensburg,	Kittitas.
Rehmke, Anna.....	Ellensburg,	Kittitas.
Stewart, Jean.....	Ellensburg,	Kittitas.
Weed, Mildred.....	Ellensburg,	Kittitas.

Students of the Summer School of 1905.

Barnhart, Estella.....	Ellensburg,	Kittitas.
Best, Margaret.....	Roslyn,	Kittitas.
Brain, Irene E.....	Thorp,	Kittitas.
Chapin, L. J.....	Ellensburg,	Kittitas.
Grindrod, Ione.....	Ellensburg,	Kittitas.
Hall, W. H.....	Ellensburg,	Kittitas.
Hanna, Lida A.....	Ellensburg,	Kittitas.
Howell, Lucy M.....	North Yakima,	Yakima.
Hoy, Minnie.....	Ellensburg,	Kittitas.
Jones, Adelaide.....	Roslyn,	Kittitas.
Macgreger, Essja.....	Ellensburg,	Kittitas.
Miliken, Sadie.....	Ellensburg,	Kittitas.
Mires, Anna.....	Ellensburg,	Kittitas.
Myers, Theodore.....	Alpha,	Lewis.
Phillips, Myrtle G.....	North Yakima,	Yakima.
Philips, Ada.....	Waitsburg,	Walla Walla.
Pickens, Agnes.....	Roslyn,	Kittitas.
Salladay Annia N.....	Ellensburg,	Kittitas.
Karrer, Matilda.....	Roslyn,	Kittitas.

LOCATION AND EQUIPMENT.

The city of Ellensburg is located in the Kittitas valley, an extensive basin embraced by the foothills east of the Cascade Mountains. The site of the Normal School is 1,570 feet above mean tide, and the dry, bracing atmosphere, the bright skies and the noble scenery make the location attractive and inspiring.

Ellensburg is on the main line of the Northern Pacific railroad and has excellent train service, four passenger trains passing each way daily.

BUILDING.

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.

GROUNDS.

The school premises consist of two blocks and the vacated street between them, an area of 400 feet by 680, or $6\frac{1}{4}$ acres. This space affords room for the buildings now needed, a Training Department building and a dormitory, and also for others which the development of the school within a few years will call for.

The grounds are undergoing improvement and adornment year by year. Trees and shrubbery of the choicest kinds suited to the climate have been planted, and a system of school gardens has been laid out and is being cultivated by the pupils of the Training Department.

THE PURPOSE OF THE SCHOOL.

The school is maintained by the state for the express purpose of educating and training teachers. The necessity for the constant reinforcement of the teaching service by men and women of talent, character and training is recognized as imperative, and the state has made provision in its normal schools for the training of persons suited by nature for this work. Young men and women of the best type are needed in large numbers in the teaching profession.

The normal schools are not maintained with the intention of furn-

ishing free education to those of its citizens who may choose to avail themselves of it for their private benefit, but to qualify for active service in the schools persons possessing good health, moral strength of character, good general scholarship, and adaptation to the work of education. They need not possess brilliant talents or extraordinary gifts, but a fairly strong combination of the essentials of complete manhood or womanhood ought to exist in those who are to be trained in the state normal school.

Persons possessing these qualifications are invited to enter the normal schools and prepare themselves, at the expense of the state, to become highly useful public servants in the schools, and influential in promoting the welfare of society.

The terms of admission and of graduation are prescribed and the courses outlined by the Board of Higher Education.

ADMISSION.

There are no restrictions on account of race, nationality, or place of birth or residence, but it is expected that those who apply for admission to a state normal school in this state desire to become teachers, and to find employment in the state of Washington. On registering as a student 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."

Anyone, however, who is qualified for admission and who prefers not to sign the above statement may register by paying in advance a tuition fee of ten dollars each semester.

The qualifications held to be essential for admission to a normal school are: Good health, moral strength of character, sufficient maturity, and adequate scholarship.

Health. The basis of the teacher, as of every other worker, is a sound and strong physical constitution. A course in a good normal school should promote health and physical vigor, but is not designed for persons in feeble health. A certificate of health, signed by the family physician, or some regular physician who knows the physical condition of the applicant, is requested of all who apply for admission.

Character. A certificate of moral character is required for admission. The certificate should bear the signature of a responsible person of high standing, and should certify that the bearer is a person of integrity and worth.

Blanks for certificates of health and of character are furnished

upon application, and are convenient for those who make out these certificates.

Age. The work of a normal school requires physical and mental maturity. The minimum age of admission as fixed by law is fifteen years and male persons must be sixteen.

Scholarship. The intellectual attainments required for admission to the several courses are as follows:

(a.) To the advanced courses, the completion of a four years high school course or equivalent scholarship.

(b.) To the secondary course, the completion of the tenth grade or its equivalent.

(c.) To the complete five years course, the completion of the ninth grade.

(d.) The minimum of scholarship with which one may enter the normal school is the completion of the eighth grade or its equivalent. This is accepted only for admission to the elementary course.

Students may be admitted by certificate or by examination.

Admission by Certificate. The following credentials are sufficient evidence of the required scholarship:

(a.) A diploma of a high school, or other secondary school accredited by the Board of Higher Education, admits to the advanced courses.

(b.) A diploma of a college or university admits to the graduate course.

(c.) A certificate of honorable dismissal from a state normal school or other institution of equal or higher rank admits to such standing as may be determined.

(d.) A certificate of standing in an accredited high school admits to such standing as the student is found prepared to maintain.

(e.) A first grade teacher's certificate admits to the complete course and to such advanced standing as the student's attainments justify.

(f.) A second or third grade certificate and an eighth grade certificate admit to the elementary course.

Admission by Examination. Evidence of preparation for a course may be established by passing an examination under the direction of the principal of the normal school. This examination, for admission to any course, will include English, arithmetic, geography, and the history of the United States, and, in addition to these, other subjects according to the standing the student desires to establish.

An examination will be held at the Normal School, September 10 and 11, 1906, beginning at 9 o'clock a. m.

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

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

EXPENSES.

Tuition is free to all who are qualified for admission, provided they sign the declaration of intention to prepare for teaching. For conditions of admission, see page —.

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 fee of \$10.00 is paid by all students when they register. Of this sum, six dollars is a library free. 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. The other \$4.00 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.

For several years past all students who have been entitled to share in the distribution of this fund have received back sufficient to pay their transportation home.

Boarding.

The cost of board in private families varies from \$3.50 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 stu-

dents of the same sex, unless brothers and sisters, may ordinarily room in the same house.

A number of students every year secure board in good families, for service. Assistance in finding a suitable home will be given gladly to those who apply. In bringing about such an arrangement, it is understood on the one hand that actual service, worth in some way the cost of board, is to be rendered, and that competency, neatness, careful attention to the work undertaken, are assumed; and on the other hand that the students' services are to be limited to hours agreed upon, so that her school work may not be hindered. Furthermore, the fact should be recognized by the student who undertakes to earn board while attending school, that the time and strength necessary to do this cannot be applied also to study. No one should expect to accomplish as much school work in this way as would be possible otherwise, and yet by energetic effort and self-denial some students do maintain good standing in a full course of work while earning their board.

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 rooming elsewhere may take meals here. The dormitory is under the care of a competent matron and affords privileges especially advantageous to student life.

Important improvements and some enlargement of the dormitory were made last summer, and during the year every room has been occupied almost continuously and the dining room has been crowded. Further enlargement is contemplated and will be undertaken, if rooms continue to be rapidly engaged.

The rates charged for rooms and board are as follows:

For table board per week.....	\$3.00
For furnished room with fuel and electric light, per week	
for rooms 1, 26, 9, 11, 22, 27, for each person.....	1.00
For all other rooms per week for each occupant.....	.75

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. 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.

The dormitory as a residence for young ladies has become very popular. At this date, May 24, most of the rooms have been engaged for next year. A few young ladies who reside at the dormitory have the privilege of serving in the dining room, for which service they receive their board during the time they serve. This privilege is confined to those who have become favorably known as residents at the dormitory and is extended to no one for longer time than one-half of the same school year if there are other applicants thus entitled to the privilege.

GENERAL OUTLINE OF THE COURSES.

The following courses were adopted by the Board of Higher Education, for the State Normal Schools, April 11, 1905. They were outlined in general terms specifying the amount of work required in each department each year; the designation of particular subjects and the arrangement of the work by semesters being left to the faculties of the several schools.

Complete Course—Five Years.

Any person completing this course of study may be awarded a diploma as provided by law.

Terms of admission:

- (a) A first grade certificate issued in Washington or its equivalent.
- (b) One year of high school work completed.

First Year.

The work of the ninth grade of the Public School course or its equivalent.

English and expression.....	8
Foreign language (elective)..	6
History	3
Physical science	8
Biological science	4
Mathematics	4
Hand work	4
Music	4
Physical training	2

Junior Year.

English and Method	5
Education	8
Teaching and Observation....	5
Geography and Method	4
Biological science	4
Arithmetic and Method	5
Hand work	5
Music	3
Physical training	2

Second Year.

English	5
Foreign language	8
History	5
Science	8
Mathematics	8
Hand work	4
Music	4
Physical training	2

Fourth Year.

English and expression.....	8
Foreign language (elective)..	4
History	5
Education (elective)	5
Physical science	5
Biological science	5
Mathematics	5
Hand work (elective).....	3
Music (elective)	3
Physical training	2

Senior Year.

English	5
History and Method	3
Sociology	4
Education	8
Teaching	10
School Hygiene	2
Hand work	2
Music	2
Physical training	1

Elementary Course—Two Years.

Any person completing this course of study may receive a certificate good for a term of two years.

Terms of admission:

- (a) A teacher's certificate.
- (b) A certificate showing the completion of the elementary school course; that is, an eighth grade certificate.
- (c) By passing an examination in English, reading, spelling, arithmetic, United States history, geography and physiology.

First Year.

English and Expression	8
Latin or German	10
History	5
Mathematics	10
Biological Science	4
Physical Science	4
Art and Manual Training.	5
Physical Training	2

Second Year.

English	8
Latin or German (elective).. . . .	8
United States History.	5
Geometry	5
Arithmetic	5
Agriculture and Nature Study.	5
Geography	5
Physical Training	2
School Management	2
Music	4

Secondary Course—Two Years.

Any person completing this course of study may be granted a secondary Normal School certificate, good for five years.

Terms of admission.—Completion of two years of high school work, based upon the following requirements: English, two years, including composition and rhetoric, with theme work in narration and description, based upon standard literature; algebra, one year; plane geometry, one year, completion of a standard text, including theorems and original problems; ancient and European history, one year; botany, elementary physics, or physical geography, any one a year, or any two one-half year each.

Electives.—Each student must present, in addition to the above, two years of other work, to secure full admission into the secondary course. It is recommended that this elective work be in a foreign language, preferably Latin.

First Year.

English and Expression.	8
Foreign language (elective).. . . .	8
History	3
Biological Science	4
Physical Science	6
Mathematics	4
Hand work	4
Music.	4
Physical Training	2

Second Year.

English and Method	5
Oral Expression	3
American History and Civics.	5
Elementary Psychology and General Method	5
Teaching	5
Geography and Method.	5
Science (elective)	4
Mathematics	5
Hand work	3
Music	2
Physical Training	2

Advanced Course—For Graduates of the Secondary Course.

Junior Year.		Senior Year.	
English	5	English and Expression.....	5
Foreign Language (elective)..	5	History and Method	3
History	5	Sociology	4
Education	5	Education	8
Biological Science	5	Teaching	10
Physical Science	8	School Hygiene	2
Mathematics	5	Hand work	2
Physical Training	2	Music	2
		Physical Training	1

Advanced Course—For Graduates of Accredited Schools.

Terms of admission.—A diploma from an accredited school, or its equivalent.

Junior Year.		Senior Year.	
English	5	English and Expression	5
Oral Expression	2	History and Method	3
Education	8	Sociology	4
Teaching and Observation... 5	5	Education	8
Biological Science	4	Teaching	10
Geography and Method	5	School Hygiene	2
Arithmetic and Method	5	Hand work	2
Hand work	5	Music	2
Music	3	Physical Training	1
Physical Training	2		

Graduate Course.

A graduate of any accredited college, university, or normal school, who desires to receive a diploma from any state normal school in this state, must attend its daily recitations for one school year and complete not less than 30 credits of work. Students entering this course will be granted the privilege of electing their work from the regular courses offered, subject to the approval of the principal of the institution.

REGULATIONS.

1. The term "one credit," as used in these regulations, is defined to mean one hour per week for one semester, provided that only half-credit need be given for one hour per week in gymnasium exercises and in laboratory work in drawing, manual training and the sciences.

2. The following range of credits shall be established as the basis for the completion of the several courses of study:

Elementary course..	Minimum	80 credits;	maximum	88 credits.
Secondary course.....		Minimum	80 credits;	maximum	88 credits.
Advanced course.....		Minimum	75 credits;	maximum	85 credits.
Complete course.....		Minimum	200 credits;	maximum	220 credits.
Graduate course.....		Minimum	30 credits;	maximum	40 credits.

3. Each certificate issued by the state normal schools of this state shall bear on its face a statement of the various courses offered by the normal schools, and the kind of certificate or diploma awarded upon completion of each course.

4. No certificate based upon the work of the elementary course shall be issued to any student under eighteen years of age.

5. Teachers of successful experience may be given additional credit for practice work after having earned a minimum of five credits in the training school.

6. Two years of one foreign language, or a total of eighteen credits, shall be required of all graduates from the complete course, provided that any student electing two foreign languages must present a total of 22 credits for graduation.

7. Students graduating from any advanced course in any state normal school during the year 1906 shall be required to earn 200 credits for the completion of the full course, or 80 credits for the completion of the advanced course for graduates of accredited schools, the work being based upon the courses of study adopted May 8, 1903.

THE COURSES OUTLINED IN DETAIL.

The above course, adopted by the Board of Education for the normal schools of this state, are here arranged by subjects and semesters, with reference to the special conditions and equipment of this school, and the present provision available for carrying the course into effect. The figures placed after the subjects denote the number of recitation periods required per week.

The work here indicated in tabular form is explained more fully under the several departments, beginning on page 28.

THE COMPLETE COURSE.

This course is a continuous secondary and normal training course of five years, designed to provide a broad and thorough education for teachers, the culture of the individual as well as the efficiency of the teacher being held in view.

As may be seen by a perusal of this outline, students may elect their work, only so that they do not omit from any department what is necessary for a fully qualified elementary teacher. Thus a student taking this course may specialize in literature or history, or a department of science or mathematics, or art, but not at the expense of sufficient attention to all other lines to make him a teacher capable of carrying forward the whole work of any primary or grammar grade.

As preparation for this course, the completion of the ninth grade, or the equivalent of this, is required, as specified on page 20.

One who has completed the first year of the elementary course, as outlined on page 25, is prepared for this course.

First Year—Ninth Grade.

* The work of the ninth grade of the public school course, or its equivalent.

Second Year—Tenth Grade.

First Semester.		Second Semester.	
English III.....	4	English IV.....	2
Latin III or German I.....	4	Latin IV or German II.....	4
Roman History II.....	2	Mediaeval European History, III.....	3
Zoology II.....	3	Nature Study and Agriculture, III.....	5
Geometry, IIa	5	Geometry IIb	3
Music	2	Art II.....	3
Physical Training	2	Physical Training	2

Third Year.

English V.....	2	English VI.....	3
Latin V or German III (elec.)..	4	Latin VI or German IV (elec.)	4
English History, course VI....	4	Oral Expression III.....	3
Biology IV (elective).....	3	Biology V (elective).....	4
Chemistry, III.....	5	Physics II.....	4
Book-keeping, IV (elective)..	3	Algebra V.....	4
Art, manual training, III.....	3	Art IV.....	2
Music	2	Music	2
Physical Training	2	Physical Training	2

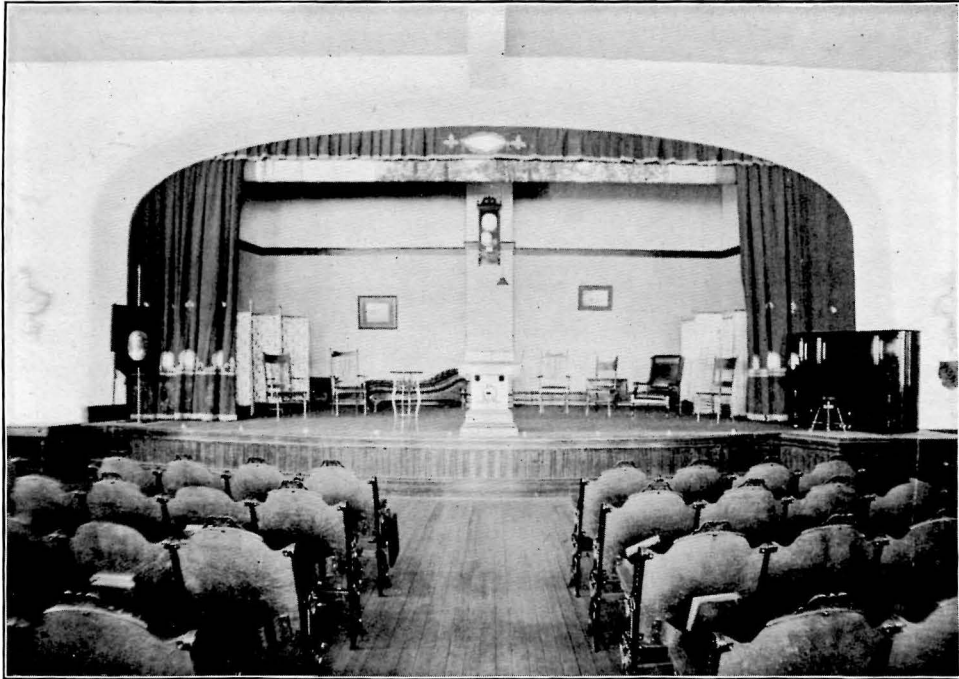
Fourth Year.

Literature IX	3	Literature X.....	2
Latin VII or German V (elec.)	2	Latin VIII or German VI (elec- tive)	3
History IX.....	2	History X.....	3
Oral Expression, IV (elective)	2	Pedagogy I.....	3
Biological Science (elective)..	3	Neurology VIII.....	4
Physical Geography (elec.)... 5	5	Geology (elective) IV.....	3
Geometry, VI.....	5	Arithmetic and Method VII..	5
Art, VIII (elective).....	2	Art IX (elective).....	2
Physical Training	2	Physical Training	2

Junior Year.

English VIII.....	3	Literature VII.....	2
Oral Expression	2	History and Method IX.....	3
Psychology	3	Pedagogy	3
Teaching	5	Geography	5
Art, VI or IX (elective).....	3	Trigonometry VIII (elective)..	3
Music (elective).....	2	Art, course VII.....	3
Physical Training	2	Music	2
		Physical Training.....	2

*The first year of this five year course corresponds to the second year of the elementary course and of the high courses, so, to avoid confusion, it is called "second year," the ninth grade being assumed to be the first year.



THE ASSEMBLY HALL

Senior Year.

SECTION A

Literature XI.....	2
Psychology and General Meth.	5
Hygiene VI.....	2
Teaching	10

SECTION B

Literature	2
Psychology and Gen. Method.	5
Sociology	3
Hygiene VI.....	2
Astronomy	3
Mathematics	2
Music	2
Physical Training	2

SECTION A

Literature XII.....	2
Oral Expression V.....	2
History and Philosophy of Education	3
Sociology	3
Astronomy	3
Mathematics IX	2
Art	2
Music	2
Physical Training	2

SECTION B

Literature XII.....	2
Oral Expression	2
History and Philosophy of Education	3
Art VII	2
Teaching	10

ELEMENTARY COURSE—TWO YEARS.

This course is designed to provide a short practical course of training for teachers who are mature enough to profit by it but are prevented from pursuing a longer course. It embraces one year of academic or high school work and a year of normal school work, including a study of the leading elementary branches from the teacher's point of view.

First Year—Ninth Grade.

First Semester.

English I.....	3
Latin, I.....	5
Reading, I.....	2
Botany Ia, and Physics Ia....	4
Algebra, Ia.....	5
Art, manual training, I.....	3
Physical Training.....	2

Second Semester.

English II.....	3
Latin II.....	5
History, Greece, I.....	5
Physics Ib and Botany Ib....	4
Algebra Ib	5
Physical Training	2

Second Year.

English III.....	4
Latin (elective)	4
German (elective)	4
History, the U. S. IV.....	3
Reading II	3
Geography I	3
Geometry II	5
Music	2
Physical Training	2

English IV	3
Latin (elective)	4
German (elective).....	4
History, The State, V.....	2
School Management I.....	2
Nature Study & Agricult. III.	5
Arithmetic III.....	5
Art II.....	3
Physical Training	2

SECONDARY COURSE.**First Year (Third Year).**

First Semester.	Second Semester.
English V..... 2	English VI..... 3
Latin (elective) 4	Latin (elective) 4
German (elective) 4	German (elective) 4
English History VI..... 4	Oral Expression III..... 3
Biology IV..... 3	Neurology VIII..... 4
Chemistry III 5	Arithmetic III..... 4
Art, manual training, III... 3	Art IV..... 2
Music 2	Music 2
Physical Training 2	Physical Training 2
	Introductory Pedagogy I..... 3

Second Year (Fourth Year).

English VIII..... 3	English VI..... 2
Oral Expression 2	History and Method VIII..... 3
History of the U. S. VII..... 2	Educational Theory III..... 3
Psychology II 4	Physics II 5
Practice 5	Art 3
Geography II..... 5	Music 2
Art (elective)..... 2	Physical Training 2
Music (elective)..... 3	

ADVANCED COURSE (II).

For those who have completed the Secondary Course.

Junior Year.

First Semester.	Second Semester.
Literature IX..... 3	Literature X..... 2
Latin (elective)..... 3	Latin (elective) 2
German (elective)..... 3	German (elective) 2
Oral expression IV (elective). 2	Pedagogy 3
Biological Science VII (elec.) 3	Biological Science VII (elec.) 2
Physical Geography III (elec.) 3	Geology IV 5
Geometry—solid 5	Trigonometry VIII (elective). 3
Art VIII (elective)..... 2	Art IX (elective)..... 2
Physical Training 2	Physical Training 2

Senior Year.

SECTION A	SECTION ^a A
Literature XI..... 2	Literature XII..... 2
Psychology and General Meth- od 5	Oral Expression V..... 2
Hygiene and Sanitation VI... 2	History and Method 3
Teaching 10	History and Philos. of Educa- tion 3
	Sociology 3
	Art 2
	Music 2
	Physical Training 2
	SECTION B
Literature 2	Oral Expression 2
History and Method 3	History and Philos. of Educa- tion 3
Psychology and General Meth- od 5	Art VII..... 2
Hygiene and Sanitation VI... 2	Teaching 10
Sociology 3	
Music 2	
Physical Training 2	

ADVANCED COURSE (III).

Junior Year.

First Semester.		Second Semester.	
English IX.....	3	Literature X.....	2
Oral Expression	2	Psychology II.....	4
Introductory Pedagogy I.....	4	Teaching	5
Biology IV.....	4	Biology V.....	2
Arithmetic VII.....	5	Geography II.....	5
Art V and Hand Work VI....	3	Art VI.....	2
Music	2	Music	1
Physical Training	2	Physical Training	2

Senior Year.

SECTION A		SECTION A	
Literature XI.....	2	Literature XI.....	2
Psychology and General Meth- od	5	Oral Expression V.....	2
Hygiene and Sanitation VI....	2	History and Method	3
Teaching	10	History and Philos. of Educa- tion	3
		Sociology	3
		Art VII.....	2
		Music	2
		Physical Training	2
SECTION B		SECTION B	
Literature XI.....	2	Literature XII.....	2
History and Method VIII.....	3	Oral Expression	2
Psychology and General Meth- od	5	History and Philos. of Educa- tion	3
Hygiene and Sanitation VI....	2	Art VIII.....	2
Sociology	3	Teaching	10
Music	2		
Physical Training	2		

THE WORK OF THE SEVERAL DEPARTMENTS OUTLINED.

THE ENGLISH LANGUAGE AND LITERATURE.

(Dr. Harris and Miss Beals.

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.

Course I. A Course in Rhetoric and Literature. The purpose of this course is to teach the method of simple, direct and accurate expression, thru a study of masterpieces and a practical application of the principles learned from such study. Hawthorne's and Irving's short stories, and other narrative masterpieces are the material used in this course.

Course II. A continuation of Course I. Descriptive masterpieces studied.

Course III. A Course in the History of American Literature, and in Rhetoric. In this course the work of the first year is reviewed and the longer American masterpieces studied. The written work of the class will be expository.

Course IV. A continuation of Course III.

Course V. A Critical Study of Nineteenth Century Literature. The material will be Wordsworth's lyrics, Shelley's and Keat's odes, Tennyson's Princess, Arnold's Essays on Wordsworth and Keats, and Carlyle's Essay on Burns.

Course VI. The Study of English Etymology. This course is based on such books as Trench's Study of Words and Anderson's Study of English Words. It will include drill in the spelling and use of words, and practice in short written exposition.

Course VII. The History of English Literature From Chaucer to Pope. This course includes an intensive study of masterpieces and rapid supplementary reading.

Course VIII. A Course in the History and Principles of English Teaching. The examination of numerous English text books, with a view to forming some basis of judgment, is also undertaken. This course is obligatory for those desiring a secondary certificate and for high school students entering the junior class.

Course IX. A Course in the Study of Argumentative Masterpieces. Webster's reply to Hayne, Burke's speech on conciliation, and others are read.

Course X. A Course in Original Argumentation. This course will include work in debating. Open only to those who have had Course IX or its equivalent.

Course XI. A Study of Dramatic Literature, especially Shakespeare and his contemporaries. This is a purely cultural course and is given for the purpose of opening more clearly to the view of the student than is otherwise possible the relation of literature to life. Open only to students who have had Courses VI and VII or their equivalent.

Course XII. A Nine Weeks Course in Daily Theme Writing. This is an advanced course for members of the senior class, and is intended to give practice in the application of the principles of written discourse and some training in the theory and method of composition teaching in the grades.

Further courses in the theory and practice of rhetoric, in Browning, and in the Lake School of poets, will be offered, should there be sufficient demand for them.

HISTORY.

(Miss Wilcox.)

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 will be noted.

Provisions 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 is now made in the regular course for those who require it.

Course I. Greek History. A study of the people, country, life, art, achievements, and contributions to the progress of the world. The spe-

cial 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. Roman History. A study of the Roman people from earliest times down to the fall of Rome. The method and aims of this course are similar to those in Course I.

Course III. Mediaeval European History. The method is the same as that pursued in Courses I and II. 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 IV. United States History and Method. This course and the following course (V) are provided for those second year students who desire to receive an elementary certificate at the end of the year. It provides for a brief general review of the earlier periods of the history and for a more intensive study of the constitutional period. Throughout the course attention will be called to methods of study and teaching in the elementary school.

Course V. The State of Washington—Its Geography, History, Constitution, and School Laws. The last two weeks of this course will be given to a summing up of principles concerning the values of history and the methods of teaching it in the elementary school.

Course VI. English History. This course consists of a study of the history of England from the time of Henry the VII. to the close of the eighteenth century.

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

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

Course VIII. This course aims to provide for a summing up of the work of the United States history in its relation to the histories of other nations, as well as for a consideration of the values of history, and the methods of its teaching in the grammar grades.

Course IX. An intensive study of the history of the Oriental or classical people.

Course X. An intensive study of some modern topic, as the history of Europe during the nineteenth century.

Course XI. History and Methods. 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. A consideration of one of the more important periods of United States history is made the basis of this work.

Course XII. United States Colonial History. An intensive study of the colonial period of United States history from 1607-1775 is provided for those who desire such a course. The motives and methods of colonization, and the government, manners and customs of the colonists will be studied. Original sources will be consulted wherever it is possible.

ART.

(Miss Proudfoot.)

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.

Course I. Aim, to develop appreciation of form in mass, paying particular attention to 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 in flat tones.

Course II.

I. Water color—Winter landscapes in black and white—flat tones. Figure posing, in 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.

Course III. 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.

Course IV.

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.

Course V.

I. Clay modeling—Preparation and handling of clay. Modeling of common objects in mass, bas-relief and work from the cast.

II. Charcoal and colored-crayon work—Single objects and groups. Sketching from nature and life, posing, and illustration.

III. Perspective—The elements.

IV. Water-color work—Flowers and still life studies. Conventional arrangement of borders, pannels and the like with flowers, landscape and illustration.

Course VI.

V. 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 decoration of the schoolroom.

VI. 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.

Course VII. A practical and suggestive course suitable for use in the elementary schools.

Course VIII. Elective.

I. Modeling from the antique.

II. Drawing. A studio sketch class for practice in making characteristic sketches of people and scenes.

III. Painting in water colors. Landscapes from nature. Figures from the costume model, or photograph. Still life in or out of doors.

Course IX. Elective.

IV. Illustration for magazines or books, in various mediums.

V. Design.

VI. Composition.

MUSIC.

(Mrs. Niblett.)

The ability to appreciate and enjoy music is an important element in the fully qualified teacher. Unusual 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.

The instruction provided includes, first, general class work in singing and theory, and methods of instruction which is a regular part of all courses; and second, special instruction in music in the departments of voice and piano.

Class Instruction.

(The aim is to give the students a practical knowledge of singing as an art and science.)

The course in music consists of ear-training, tone-placing and voice-building, development of rhythm, sight-singing, and music-writing with methods of teaching the same.

Ear-training is begun by means of single tones — distinguishing general pitch, then particular pitch; reproduction of tone; singing tones by dictation; writing single tones, gradually increasing until entire phrases can be written after being heard once; this work is continued until four parts can be heard and written.

Rhythm is developed by marching; tapping; rhythmical games; concert reading; arm-swinging of accents; writing of accent swings; gradual substitution until staff, notes, bars, and other musical signs and terms are used entirely.

Sight-singing is enjoyed from the first. Different systems are used as, singing by syllable, numeral, letter, words, and interval. Good quality of tone and ease in singing are aided by suitable exercises. Part-singing is introduced early.

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 are given by the students in the private classes. Ensemble playing, chorus, and quartette work form important features.

All students in the school who are musically qualified are eligible to membership in the Treble Clef chorus of the Young Men's Glee Club.

Many fine musical attractions come to Ellensburg which may be heard at students' rates.

There are six pianos in the school.

The Tyrolean Musical Club, a school organization of which Mrs. Niblett is director, affords the students an excellent opportunity for practical executive work. The officers are students. The programs are planned and carried out by students who thus have an unusual opportunity in a much neglected part of musical life.

Private Instruction.

The following is an outline of four years' work, although the time of completion depends upon the student's ability and time devoted to daily practice.

Piano.

Grade I. Ear-training in rhythm and tone; rudiments of notation; scales begun; Loeschorn Op. 84; easy pieces.

Grade II. Ear-training continued; Schmitt Daily Exercises; Czerny-Germer Vol. I.; phrasing etudes of Heller and Bertini; Sonatinas, rondos, and easy selections from Clementi, Dussek and Handel.

Grade III. Ear-training continued; Schwalm Daily Exercises; Czerny-Germer Vol. II.; selected etudes from modern composers; Bach's Little Preludes and Fugues; Haydn and Mozart sonatas; selections from Mendellsohn, Schubert and modern composers.

Grade IV. I. Philipp Exercises; Cramer-Bulow etudes; Bach's suites; Beethoven and Schumann sonatas; selections from Chopin, Greig, Tschaikowsky, Brahms, 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. Study in expression; song of Greig, Brahms, Macdowell and other modern composers; arias from operas, oratorios; repertoire building.

Tuition Per Term of Nine Weeks.

Pianoforte, private lessons, half hour, one lesson per week,	\$6.75
Voice, private lessons, half hour, one lesson per week,	\$6.75
Pianoforte, class of four in sight playing, one lesson per week,	\$2.25
Harmony, theory, music form, class of four, one lesson per week,	\$4.50
Piano practice, one hour daily, per month,	\$1.00

No deduction will be made except in cases of prolonged illness.

PHYSICAL CULTURE AND EXPRESSION.

(Miss Thomas.)

This department is maintained to promote the health, self-control and effective expression of our students. It seeks to establish a sufficient physical basis for the capable teacher by teaching the student to live hygienically. It seeks to develop the student's power through effective expression of himself in attitude, movement, voice and speech. It would cause each member of the school to become an influential personality through true culture of mind and heart made effective in natural expression.

It seeks to do this through:

I. Instruction by lecture and by private suggestion and advice. Lectures formal and informal are given upon health and self-culture. They treat of food and dress, bathing and care of the person, of exercise and of rest and sleep, of work and recreation, of moderation in all things, and of the value of a merry heart and busy mind.

II. Training in the gymnasium and upon the athletic grounds by means of the following forms of exercise:

- (a.) Exercise for poise, presence and bearing.
- (b.) Aesthetic gymnastics.
- (c.) Calisthenic drill.
- (d.) Military tactics.
- (e.) Fencing.

III. Instruction and practice in the art of vocal expression:

1. To awaken the student.
2. To develop the speaking voice.
3. To attract the student toward correct habits of thought, speech and action.
4. By aiding the student in the selection of literary material suited to quicken power of thought and to enliven the imagination.

Course I. The work of the first year begins with the correct formation of elements; the analytical study of the pronunciation and expression of words; the study of any selection as a whole.

Course II. Expression study of selections from Emerson, Beecher,

Webster, Tennyson, Wordsworth, Scott, Lanier, and others, with special attention to parts of subjects set in contrast.

Course III. The student enters the Realistic period of his development through the study of the great orators, dramatists, and poets, with dramatic presentation of some classic.

Course IV. The habit of wise selections; the power to discriminate between what is essential and non-essential in reading; the interpretative dramatic study and presentation of selected plays of Shakespeare.

Course V. History of Oratory. Study of orations from Webster, Cicero, Burke, Lincoln, Beecher, and Phillips. Delivery of original productions.

MATHEMATICAL DEPARTMENT.

(Prof. Morgan.)

The course in mathematics comprises book-keeping, arithmetic, (oral and written), algebra, geometry (plane, solid and conic sections), plane trigonometry, and methods of teaching these subjects.

Course I. Algebra. This course embraces the fundamentals, factoring, G. C. D., L. C. M., fractions, involution, evolution, theory of exponents, radical quantities, and the solution of simple quadratic equations by factoring.

The equation is recognized as an instrument of mathematical investigation, and special attention is given to its logical development, and its use in the solution of practical problems. The fundamentals, factoring, and reduction of fractions, are treated as necessary aids or tools for the solution of the equation, and hence considerable drill work is done in these processes looking to skill in manipulation. The G. C. D. and the L. C. M. are found through factoring whenever practicable, the Euclidian method being the last resort. Enough work is done in graphics to make clear the meaning of simultaneous equations.

Course II. Plane Geometry. (a) This course includes the study of lines, angles, triangles, quadrilaterals and circles, including constructions and loci.

The work in geometry is intended to develop the ability to reason correctly and logically, hence stress is placed upon concise, comprehensive and accurate definitions, and concise statement of axioms, upon which so much depends in the early demonstrations. The aim is to omit no essentials, but all non-essentials. Where previous proof is involved, the student is required to state the principle upon which his proof depends instead of the conventional "by previous proposition." The work is so directed as to prevent the relying upon memory where theorems demonstrated by an author are under consideration. Much

of the work consists of independent exercises, theorems, constructions and consideration of loci. The method of attack is not overlooked in connection with construction and original demonstrations. The practical side of geometry is ever kept in view.

(b) This course includes the study of proportion, proportional lines, similar polygons, the comparison and measurement of similar polygons, regular polygons and circles.

Course III. Arithmetic. The object of this course is not so much for the logic of the subject as for the practicability of it. It embraces the study of the most essential portions of arithmetic—those topics which should be taught in the grades below the high school. The aim is to emphasize the essentials from the practical standpoint, to make the student thorough in the understanding of the topics he must teach. Method is incidental in this course.

Course IV. Book-keeping. This course is based upon the supposition that all persons should know a little of keeping accounts—enough to enable them to keep accurately and systematically ordinary business transactions. Day-book, cash-book, petty ledger, (bill file) and ledger are used. No text.

Course V. Algebra. This course includes the study of ratio, proportion, series, inequalities, imaginary quantities, indeterminate equations, zero and infinity, interpretation of negative results, logarithms, permutations and combinations and the binomial theorem.

Course VI. Solid Geometry. This course includes the study of lines, planes, polyhedrons, the three round bodies, the ellipse, the hyperbola and the parabola.

The aim is to so present the subject that the student will recognize the same principles he has met in plane geometry, in a somewhat different field of application.

Course VII. Arithmetic and Method. Having a working knowledge of arithmetic and a knowledge of elementary algebra and plane geometry, the students are now in a position to appreciate a more comprehensive view of arithmetic, to appreciate to some extent the study of the underlying principles in connection with all processes, to see the relation of each new process to those already studied, to clearly distinguish between arithmetic as a science and arithmetic as an art, to discern that the applied science always deals with the concrete, and to recognize the importance of clearly distinguishing between the concrete unit and the number, to recognize and group the analytic, and the synthetic processes and to see and appreciate to some extent the unity of the subject. While the practical side of arithmetic which arises in connection with commercial life or in the laboratory, is kept

in view, a greater stress is thrown upon the scientific side of the subject with a view to training in mathematical analysis.

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

Course VIII. Trigonometry. This is a course in plane trigonometry and is designed to give the student a more extended or different view-point in the treatment of triangles. The practical application is kept in view. The reason is apparent. It is not done from memory.

Course IX. Senior Mathematics. The work in this year consists of a study of the history and development of arithmetic, algebra and geometry, their relation, their essentials, their justification in a course of study, their relative importance in it, and something of the method of presenting each.

PHYSICS AND CHEMISTRY.

(Professor Saunders.)

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 the spirit of scientific inquiry into the phenomena of nature, and not to have a 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.

Although regular apparatus is used for most of the experimental work of the class, they are taught to improvise from materials that may be obtained without much expense, apparatus that they may use in their schools to explain the simple elementary facts of meteorology, physical geography, physics, and chemistry.

Course I. Elementary Physics. 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.

Course II. Advanced Physics. A more intensive study of different topics under electricity, light, sound, and dynamics is made in this course. The theories and principles explaining the phenomena are more fully dwelt with, and experimental illustrations and proofs of laws are worked out and explained.

Electricity—Static and current electrification and magnetism, production, and relations, conduction and induction, effects of each with practical applications, as the telegraph, telephone, dynamo, electric lighting, electro-plating, wireless telegraphy, X-rays, influence machine, leyden jar, compass, and electro-magnet.

Light—Its nature, the action and laws of mirrors and lenses, color dispersion, and the common atmospheric phenomena.

Sound—Cause, transmission, properties and relations of tones.

Dynamics—Newton's laws of motion, and the laws of falling bodies.

Course III. Chemistry. A systematic study of the common elements and compounds, the development of the laws of chemical action, the principles of chemical nomenclature and classification, and the explanation of the atomic theory.

The manufacture, uses, and chemical characteristics of the common acids, bases, and salts are illustrated by experiment. As soon as the students have acquired some skill in manipulation, and a knowledge of chemical action, the study of characteristic tests and reactions, with the analysis of simple salts and solutions is begun as a basis for qualitative analysis.

Particular attention is given to the study of the chemistry of animal and plant life, combustion, decay, fermentation, bleaching, dyeing, and reduction of ores.

GEOGRAPHY, GEOLOGY AND ASTRONOMY.

(Prof. Saunders.)

Geography is made the central subject of these earth studies, and geology, mineralogy, and astronomy are studied in their relation to geography.

For the study of these subjects the school is provided with E. E. Howell's large relief map of the United States on section of a 16½-foot globe, small globes, maps, modeling trays, collections of minerals, rocks, and fossils, a 50-inch telescope with three-inch aperture, and other suitable apparatus for individual observation and work. The library is well supplied with reference books, and the best geographical and scientific magazines. Government maps and reports are received regularly and are used in connection with other references throughout the courses. The use of pictures and other illustrative material is emphasized.

Course I. Geography. This course will be an advanced study of general descriptive and commercial geography keeping in view the needs of the teacher of geography in the elementary school.

Course II. Commercial Geography and Method. A brief course in physical and commercial geography, based upon previous studies in physics, chemistry, botany, zoology, and history. 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.

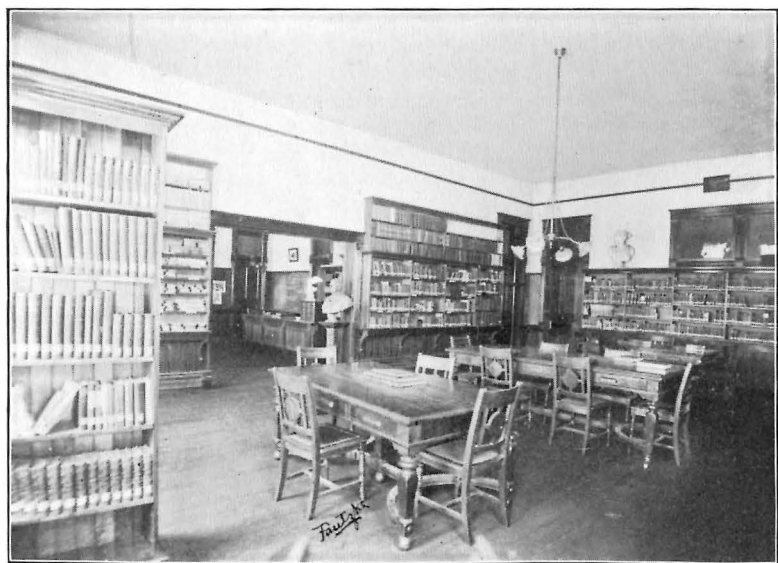
Course III. Physiography.

1. The Earth as a Planet—A brief review of the principles of mathematical geography.

2. The Atmosphere—A study of elementary meteorology. Weather records are kept throughout the term. The temperature, moisture, and pressure conditions of the air are noted in relation to climatic changes. Exercises on the construction and use of weather maps are a part of the work.



THE READING ROOM



THE LIBRARY

3. The Ocean—The distribution and movements of the waters of the ocean, and their effect on climatic conditions and life.

4. The Crust of the Earth—A brief study is made of the rocks and minerals composing the earth's crust. 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.

5. Surface Features—A study of the agencies that are active in forming the characteristic features of the earth. Various river systems are compared to bring out the topography which indicates the age of rivers and their work. The topographical contour maps of typical areas are studied and used to model from.

6. Life—General distribution of life and principles underlying it.

Course IV. Geology. This course includes not only the study of the earth as it appears today, but also the study of those forces which have shaped and are now shaping its surface. The different classes of rocks are studied more in regard to their position geologically and their distribution than in the previous course. 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 in the crust, is studied as fully as time will permit. Special attention is given to the geological history of our continent and our own state.

Course V. Astronomy. 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.

BIOLOGICAL SCIENCES.

(Dr. Munson.)

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, parafine baths, reagents, stains, miscropic slides, moist chambers, and the glassware and other appliances usually belonging to such laboratories.

Course I. Botany.

(a.) Descriptive botany 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 importane characters on which classification is based.

(b.) In systematic botany 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 II. Zoology.

(a.) In this course of systematic zoology 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.

(b.) Comparative Morphology and Physiology of Animals is an introduction to the systematic study of animals. The aim is 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 III. Nature Study and Agriculture. Laboratory work, field work and readings.

Scientific methods are used in the study of the familiar things of the farm. The course is intended especially for those students who are candidates for the elementary certificate. The student is expected

to acquire such a habit of looking at things as will make him able to manipulate, to judge, to know and to appreciate things not only for their money value, but for their scientific, moral, educational and intrinsic value.

Course IV. Cellular Biology. 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 isotropism, 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 V. Comparative Morphology and Physiology of the Nervous System.

(a.) 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.

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

Course VI. School Sanitation and Methods.

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

(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.

Course VII. Histology and Microscopic Technique—Elective.

Students who have completed the required courses in this department or special students wishing to become proficient in the use of the microscope, may by special arrangement pursue a course of eighteen weeks in the study of bacteriology, cytology, and histology under the direction of the head of this department.

Course VIII. Philosophical Biology—Elective.

A general culture course in the literature of science with special reference to anthropology, consisting of reading and discussion with occasional lectures on evolution, heredity, breeding and general plant and animal ecology. Familiarity with the life and work of such pioneers of evolution as Darwin, Huxley, Tyndall, Herbert Spencer, Haeckel and Agassiz, and the theories of life and development which such prominent thinkers have advocated will form the main subject matter of this course. Evolution is not taught dogmatically. It is studied impartially as any other theory or hypothesis is studied by the scientific student.

SOCIOLOGY AND ECONOMICS.

(Dr. Munson.)

Course I. Sociology and Economics.

(a.) Sociology is based on the sociology of Small and Vincent. Nothing more is attempted than to give the student some idea of society as a growing organism, and the method to be pursued in the study of a concrete aggregation of human beings. The student is encouraged to examine the various social groups to discover if possible

the laws of social development, the factors involved in normal social evolution, the gradual specialization of the primitive group, and the mutual interdependence of the social organs thus evolved.

(b.) Economics follows sociology, and an equal amount of time is given to it. No attempt is made to settle economic questions. A free discussion of both sides of these questions is permitted; and the relation of economic activities to questions of ethics is constantly kept in view. Ely's Economics is used as a basis for the class work.

From the following list of questions, each student is allowed to select the topic in which he is especially interested for future study, using all the resources of the library. The results are then presented to the class for further discussion.

SUBJECTS IN ECONOMICS.

1. Corporations and Trusts.
2. Private Ownership in Land.
3. Economic Effects of Division of Labor.
4. Relation Between Land, Labor and Capital.
5. Private Ownership of Public Utilities.
6. Factory Legislation in the United States.
7. Relation Between Progress and Poverty.
8. Relation Between Man and External Nature.
9. Forms of Taxation.
10. Function of Government in Economic Activity.
11. What the Rich Owe to the Poor; to Society.
12. Self-interest as a Basis of Economics.
13. Ethics and Economic Activity.
14. Economic Laws.
15. Foreign Immigration.
16. Labor Problems and Strikes.
17. Hard Times.
18. Money: Kinds and Uses.
19. Monopolies and Social Progress.
20. Socialism.
21. The Law of Supply and Demand.
22. Wages and Standards of Living.
23. Competition and Co-operation.
24. The Single Tax Theory.
24. Trades Unions.

TOPICS IN SOCIOLOGY.

1. History of a Growing Settlement.
 2. Development of a Known City.
 3. Settlement Work.
 4. Development of a New Country.
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5. The Church as a Social Factor.
6. The Religious Life of Ellensburg.
7. Development of Specialized Industries of Ellensburg.
8. Life on the Farm.
9. Advantages of City Life.
10. Social Pathology of Ellensburg.
11. Development of the Public Schools of Ellensburg.
12. What Social Classes Owe to Each Other.
13. Social Centers and Amusements in Ellensburg.
14. The Saloons of Ellensburg.
15. Co-operative Effort of the People of Ellensburg.
16. Slavery and the Servant Problem.
17. The Government of Ellensburg.
18. Sources of Poverty and Wealth in Ellensburg.
19. The Organism Theory of Society.
20. Influence of Bosses, Reformers and Authorities.
21. Poverty (causes and effects) in Known Case.
22. Nationalities—Habits, Peculiarities in Known Cases.
23. The New Rich.
24. Influence of Natural Factors in a Given Community.
25. Unifying and Specializing Tendencies in a Family.
26. Study of Interdependence of Parts in W. S. N. S.
27. The Church and Democracy.
28. Social Evolution (Kidd).

PSYCHOLOGY AND EDUCATION.

(Principal Wilson and Miss Grupe.)

Course I.—Introductory Course. This course, introductory to the study of education, is based upon observation of children and of school work. It is designed to be inductive and to a large extent individual. It includes a series of systematic visits to the various grades of the training department by which the actual facts and the real things teachers deal with are brought before the student in concrete form. Oral and written reports of the observations made are presented in class and furnish material for study and discussion.

This inductive study of educational facts and forces, processes and methods is supplemented in the course by suitable reading upon a moderate range of topics and by lectures and discussions designed to lead to an intelligent and earnest study of the problems which teachers and all educators have to solve or else fail to solve.

This course comes in the third year of the secondary course, or at the beginning of the advanced course (III).

Course II.—Psychology. This introduction to self study and child study extends through one semester of the secondary course or one

semester of the Junior year. The first half of the time is occupied with introspective and experimental study of human psychology; the second half with studies of children.

Course III.—Practical Pedagogy. A study of the art of school teaching, embracing school organization and management; the government of children; the elementary course; and the principles of method.

This course comes in the last semester of the secondary course and, combined with Course I, in the first semester of advanced Course (III).

Course IV.—Psychology and General Method. In this second course psychology is taken up from the physiological standpoint with experiment, preparation for which has been made in the courses in neurology. The second part of the course is a practical study of the art of thinking and the principles of conduct leading to the study of method and of school administration.

Course V.—The Philosophy and History of Education. In this course 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.

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 semester to cover the cost of 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 eighteen 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. 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 rote. The children learn to read by letter or syllable, songs and exercises.

First Grade.

Nature Study—Plant and animal study. Gardening (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 and Manual Work—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. Cardboard work.

Second Grade.

Nature Study—Plants and animals. Gardening (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 and Manual Work—Simple still life studies in flat tones; figure posing; clay work; raffia and cardboard work; sewing.

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. Measurement applied to gardening and construction work.

Third Grade.

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

Story—Bible stories and myths.

Reading—Whole classics and selections from many readers, also matter relating to story and nature study. Stepping Stones to Literature, Book III.

Drawing and Manual Work—Designing of decorative school programs. Appreciation of shadow in still life studies; simple landscapes; clay work; raffia and cardboard work; sewing.

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, gardening, and manual work; fractions to one-twelfth.

Fourth Grade.

Nature Study—Plants and animals, with some classification. Gardening (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 and Manual Work—Study of light and dark shadows in still life studies; outdoor charcoal sketching to be repeated in water color. Clay work; simple wood work; raffia; sewing.

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, growing out of nature study and manual work; 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. Gardening (fall and spring). Mineral study, 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 sentences as to use. Book I of Mother Tongue in hands of teacher.

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

Drawing and Manual Work—Designing of covers for nature papers. Designing of suitable borders to be used for decoration of the school room; clay work; raffia and wood work; sewing.

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. Original composition.

Sixth Grade.

Nature Study—Plant study, fertilization; dissemination of seeds; family characteristics and classifications; flowerless plants. Animal study, mollusks and birds (fall and spring). Intensive study of coal. Mechanics; simple experiments in magnetism and electricity. Gardening.

Geography—Study of the continents; Asia, Africa and South America. Astronomical geography, formation and appearance of earth, 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; literature. Composition. 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 and Manual Work—Illustration of literature and history papers. Designing of panels in color to be used in decoration of vacant spaces in sixth grade room. Raffia and wood work. Sewing. Pottery.

Arithmetic—Fundamentals in decimal fractions; compound numbers; 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. Gardening (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. Grammar. Mother Tongue, Book II, Part I.

German—Taught conversationally (one-half year).

Drawing and Manual Work—Use of two figures in posing to be studied in outline. Designing for appropriate programs to be used at entertainments given by school. Simple application of the rules of perspective. Wood work. Sewing. Pottery.

Mathematics—Arithmetic, application of denominate numbers. Mensuration. Application 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—Study of veretbrates; human physiology (first half year). Physical geography (last half year).

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

English—Study of masterpieces adapted to grade. The selections are from American and English authors, as Longfellow, Lowell, Burroughs, Warner, Scott, Shakespeare, etc. Composition, simple narration and description. Grammar, Mother Tongue, Book II completed.

German—Reading of German stories, conversation (first half year).

Latin—(Last half year).

Drawing and Manual Work—A course in decorative designing; application of conventional design to be used as book covers, borders, etc. Study of animal life. Careful studies made of plant life. A more scientific study of perspective. Bookbinding. Metal work.

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 (twenty weeks), physics (twenty weeks).

History—Greek history (last half year).

English—Grammar (first ten weeks). "Whitney's Essentials of English Grammar" in the hands of the pupils throughout the year. Literature and composition, narration and description (thirty weeks).

Reading—(Twice a week first half year).

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

Drawing and Manual Training—(First half year).

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.

Physical Training.

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 become a regular student in a Kindergarten course and have all the advantages of actual experience and practice in connection with a course in theory under the Kindergarten director.

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

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

We do not possess a Kindergarten home in this sense, and yet we feel that we have quite vitally made our school one with the home.

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

THE SOCIAL LIFE OF THE SCHOOL.

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

MORAL AND RELIGIOUS CULTURE.

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

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

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

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.

THE REGULATION OF CONDUCT.

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

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

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

Any student who fails to exercise guardianship over his own conduct, and who, from lack of discretion or self-control, endangers the good order and the good name of the school, may expect to be advised to withdraw and seek less responsible employment than that of teaching.

Such faults as habitual tardiness and failure to keep appointments, carelessness about restoring borrowed property, indifference to the convenience and interest of others, disregard of the proprieties in public places, etc., betray weakness in character, damage the reputation of a normal student, and render doubtful his right to the privileges of a state normal school.

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.

COURSE OF LECTURES AND ENTERTAINMENTS.

During the year a course of five lectures and entertainments has been carried by the school with assistance of the people of Ellensburg. It included:

1. A concert by the Slayton Jubilee Singers.
2. A lecture, "In the Year 2000," by Reno B. Welbourne.
3. A concert by Wells, Lewys, Gibbs Company.
4. A lecture by Lou J. Beauchamp on "The Age of the Young Man."

5. A lecture on "Representative Government" by Senator Robert M. LaFollette.

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 preverse spirit present, the best efforts seem to be futile. We attribute much of the good accomplished in this school to the earnest sympathy and co-operation of the student body.

GRADUATION.

The State Normal Schools are authorized by law to award certificates and diplomas as follows:

"Upon the completion of the elementary course, a certificate to be known as an elementary normal school certificate, which shall authorize the holder to teach in any elementary school in the state for a period of two years; upon the completion of the secondary course a certificate to be known as a secondary normal school certificate, which shall authorize the holder to teach in the common schools of the state for a period of five years; upon the completion of any advanced course, a diploma to be known as a normal school diploma, which shall authorize the holder 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 certificate issued by the State Board of Education. Upon the completion of the work of the Junior year any student may be given a secondary normal school diploma by vote of the faculty: Provided, That no one shall receive a diploma or a secondary normal school certificate who has not attained the age of nineteen years, and attended the same state normal school one full school year of thirty-six weeks: Provided further, That no one shall receive a secondary normal school certificate or a normal school diploma who has not given evidence of ability to teach and govern a school by successful practice in the training department for a period of not less than eighteen weeks."

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 5, 1906, at 10 a. m. All who purpose to accomplish a full year's work in the school should register on Tuesday, September 4, and be present on the opening day. Absence the first days or weeks is seriously detrimental to a student's scholarship and hinders the progress of the classes. No part of a course is quite so important as the first lessons.

Applicants for admission after September 6, will be received if they bring satisfactory evidences of preparation, and will be assigned their places and work as soon as possible. They will be regularly enrolled in classes 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.

FORMER PRINCIPALS.

Benjamin F. Barge, 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 1897.

C. H. Knapp, 1894 to 1896.

Fanny A. Ayers, 1894 to 1897.

Ruth A. Turner, 1894 to 1897.

George E. St. John, 1896 to 1897.

Blanche Page, 1897 to 1898.

Lillian J. Thorp, 1897 to 1898.

Agnes Stowell, 1897 to 1899.

Lucy J. Anderson, 1897 to 1899.

Colema Dickey, 1898 to 1901.

Annette V. Bruce, 1898 to 1904.

Ida Mae Remmele, 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.

GRADUATES.

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.
Milham, Charlotte (Mrs. A. J. Gass), 702 7th Ave., North Seattle.
Murray, Anna (Mrs. C. F. Porter), Wenatchee.
O'Dell, Malcom W., Indian School, Toledo, Iowa.
Oliver, Lulu M. (Mrs. A. N. Daniels).
Painter, Maude (Mrs. G. d'Ablaing), Ellensburg.
Rudio, Laura M. (Mrs. William Pierce), Pendleton, Oregon.
Thomas, Esther M. (Mrs. Richard Shreiber), Genesee, Idaho.

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.
Cahrlton, John J., Kettle Falls, Wash.
Delaney, Sarah O. (Mrs. George M. Jenkins), Ellensburg.
Durr, Louis C. Goshem.
Hill, Claudia Olga, teacher, Tacoma.
Livermore, Hattie Nye (Mrs. H. B. Burling), teacher, Seattle.
McBride, Mary Florence, 2203 Mallon Ave., Spokane.
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. I. Anderson), Olympia.
Sallady, Anna Narcissa, teacher, Thorpe.
Sherman, Mary O'ella, teacher, Santa Ana Cal.
Smith, Lora A., teacher, Spokane.
Steward, Anna L. (Mrs. Dr. W. A. Hibbs), Seattle, Wash.
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., Tacoma.
Bruce, Lena (Mrs. James R. O'Farrell), Orting.
Colbert, Elfreda (Mrs. R. H. Herrold), teacher, Ilwaco.
Cole, Mrs. Marie Bethel, teacher, Olympia.
Damman, Mamie (Mrs. F. P. Wolff), Ellensburg.
Eldred, Leslie G. (died May 13, 1897).
Foley, Sarah B., teacher, Seattle.
Gunther, Dill R. (Mrs. Will R. Wells), La Conner.
Hale, Harry W., attorney at law, Ellensburg.

Julesberg, Ada (died April 19, 1901).
 Knapp, C. H., Principal Public School, Pomeroy.
 Kuns, Joseph, Whitman County.
 Larson, Anna, deceased.
 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.
 Zeebuyth, 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 Conor), Ballard.
 Ross Douglas, Seattle.

Class of 1896.

Anthony, Julie E., teacher, 1527 7th St., Seattle.
 Bell, Martha, 409 13th Ave., Seattle.
 Coyle, Nida A. (Mrs. John Simmons), Walla Walla.
 Carothers, C. M., Ellensburg.
 Farnham, Frances E., teacher, Ellensburg.
 Galbraith, Nettie M., teacher, Walla Walla.
 Huggins Mabel Hortense, teacher, 811 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 E. 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, Berthile, 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 Augusta Ave., Spokane.
 Hargear, Bessie L., teacher, Tacoma.
 Houghton, Ethel (Mrs. May 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.
 Lucinger, Rose, teacher, Walla Walla.

McDowell, Carrie, teacher, Ellensburg.
Miller, Clyde, railway postal clerk, 1720 South I St., Tacoma.
Pauley, Anna, teacher, Walla Walla.
Reid, J. Howard, cashier bank, Sprague.
Roush, George H., business manager, Goldendale.
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, Ellensburg.

Class of 1898.

Bergie, Etta M. (Mrs. L. R. Gillette), Mace, Idaho.
Bisbee, Zella, teacher, High School, North Yakima.
Beatty, Margaret, teacher, Seattle.
Clark, Dee, student State University.
Coleman, Pearle (Mrs. Frank Briggs), Bellingham.
Dorr, Ada, Manila, P. I.
Devereaux, Ellen, teacher, Everett.
Kelling, Blanche, teacher, Walla Walla.
Morgan, Adelle, teacher, Pullman.
Malson, Hester A. (Mrs. Jacob Mades), West Seattle.
McDonnell, Mary, teacher, Tacoma.
Prichard, Milton, Vancouver, county school superintendent.
Painter, Pearl M. (Mrs. C. J. Lynch), North Yakima.
Richmond, J. P., Seattle.
Rock, Anna, teacher, 435 17th Ave. North, Seattle.
Stevens, Claire (deceased).
Stevens, Jessie (Mrs. Nason), Seattle.
Stampson, Helen, nurse, New York.
Turner, Birdie A. (Mrs. Wright), teacher, 605 7th Ave., Seattle.
Thomas, Eloise, teacher, Walla Walla.
Thayer, Fannie, teacher, Spokane.
Thompson, Regina S., teacher, 125 Blanchard St., Seattle.
Weyer, Ross, medical student, Chicago, Ill.
Weaver, Cora, teacher, Ellensburg.
Weller, Fannie, teacher, Pullman.

Class of 1899.

Abbott, Lulu Edith (Mrs. Augustus F. Galloway), Weiser, Idaho.
Colbert, Daisy Johanna (Mrs. Edwin Brown), Missoula, Mont.
Davies, Anna, teacher, Carbonado.
Dillon, Hannah M., teacher.
Graff, Minda Selmer, teacher, Seattle.
Hayes, L. Justin M. (Mrs. Thompson), Seattle.
Jackson, Edith Louise, student University of Washington.
Johnston, Grace Cassidy (Mrs. Guy Allen Turner), Pasadena, Cal.
Lewis, Margaretta, teacher, Wilkeson.
McCausland, Margaret Rebecca, teacher, Walla Walla.
McDonnell, Alberta, teacher High School, North Yakima.
McGreal, Francis P., teacher, Conway, Skagit County.
Megannon, Robina Marie, teacher, E 313 Mission St., Spokane.
Miller, May G., teacher, Spokane.

Miles, Ely, 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., Seattle.
 Sanford, Charlotte (died June 29, 1902).
 Scott, Edna Rosalin Marlin (Mrs. H. A. Gibbon), South Bend.
 Sprague, Genevieve Estelle, teacher, Ellensburg.
 Stejer, Francis Adrian, supervising principal, Gresham, Oregon.
 Tucker, George Henry, Castle Rock.
 Truitt, Elizabeth, teacher, 1418 E St., Tacoma.
 Wallace, Ida C. (Mrs. John W. Blake), La Conner.
 Young, Ida C., teacher, Hartline.
 Zimmerman, Lydia Adelia (Mrs. Charles Keyle), Wenatchee.

Class of 1900.

Anderson, Katherine, principal, Stanwood.
 Baker, Mrs. Bessie B., Ellensburg.
 Carroll, Julia Virginia (Mrs. Oscar R. Mains), 1728 7th Ave. W.,
 Seattle.
 Clark, Mary, teacher, Ballard.
 Carothers, Lillian (Mrs. E. J. Merriman), Ellensburg.
 Davis, Cora Winston, teacher, Spokane.
 Gibbon, Herbert Addison, principal, South Bend.
 Henson, Alice Marguerite (Mrs. James Christoe), Treadwell, Alaska.
 Hopp, Kathleen, teacher, Seattle.
 Lampson, Eva, teacher, Walla Walla.
 Lindsay, Grace, teacher, Port Townsend.
 Morse, Raymond C., student Medical Department Northwestern Uni-
 versity, Evanston, Ill.
 Morrow, Calla Lilly (died June 25, 1903).
 Metcalf, John Baker, teacher, South Prairie.
 Patterson, Myrtle (Mrs. Rev. Tichneal), Wenatchee.
 Shoudy, Loyal, student University of Pennsylvania, Seattle.
 Vallen, Margaret Elinor, County Superintendent Schools, Pomeroy.
 Wilding, Florence, teacher, Jersey City, N. J.
 Wilson, Mary Jane, teacher, Seattle.
 Weyer, Zoorra E., teacher, Douglas City, Alaska.

Class of 1901.

Dennis, Edna (Mrs. G. F. Dullain), Bismark, N. Dak.
 Grindrod, Ione, teacher, Roslyn.
 Kruegal, Nell, teacher, Pullman.
 Larsen, Minnie, teacher, North Yakima.
 Lewis, Eleanor, teacher, Wilkeson.
 McKinney, Katherine, teacher, North Yakima.
 Mann, Hulda (Mrs. Carl Wright), teacher, North Yakima.
 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, 1310 S. 4th St., Tacoma.
Carter, Frances Maude, teacher, 208 Mansfield Ave., Spokane.
Dennis, Esma, married.
Fouts, Rose Bartol, teacher, Dayton.
Getz, Minerva Adelia, Portland, Oregon.
Hoke, Floy A., teacher, 222 E. 34th St., Tacoma.
King, Effie Evangeline, teacher, Walla Walla.
Moorehouse, Edna Lorine, teacher, Ritzville.
McBride, Oscar Harvey, Vancouver.
Nelson, Nellie M., teacher, 402 South L St., Tacoma.
Oldham, Eva, teacher, Kittitas.
Page, Ethel Belle, teacher, Tacoma.
Painter, Marguerite, teacher, Walla Walla.
Pendergast, Charlotte, teacher, Walla Walla.
Rodman, Albertine Eliza, teacher, Sunnyside.
Russ, Esther Clair Euphrosyne, teacher, Tacoma.
Warmouth, Lena Jane, student Stanford University.
Wilson, Florence Alden, student University of Washington.

Class of 1903.

Bigelow, Margaret Elizabeth, teacher, High School, Olympia.
Bosse, Bertha Helen, teacher, 1218 North 4th St., Tacoma.
Dunkerley, Ethel, teacher, Tacoma.
Fallon, Lucy Lavine, teacher, 2107 Fifth Ave., Seattle.
Henry, Margie, teacher, Ketchikan, Alaska.
Ingram, Cora Eltan, teacher, Dayton.
Jones, Cora Ticknor.
Jones, Flora Nina, teacher, Walla Walla.
Koontz, Anna Katherine, teacher, North Yakima.
McClure, W. L., Prin. Central School, North Yakima.
Odell, Mary Ellen, teacher, North Yakima.
Osborne, William Quincy, principal, Orting.
Phelps, Harriet Newton, teacher, 822 North M St., Tacoma.
Rock, Mary Elizabeth, teacher, 435 17th Ave. North, Seattle.
Rogers, Nell G., teacher, North Yakima.
Scott, Minnie, North Yakima.
Winkleman, Julia, teacher, 1931 South E St., Tacoma.
Pihl, Ida Mary, teacher, Roslyn.

Class of 1904.

Campbell, Ruby, student University of Washington, 707 21st Ave.,
Seattle.
Day, Mary Edna (Mrs. Robert Stevens), Thorp.
Epple, Edyth, teacher, Cle Elum, Pendleton, Oregon.
Harmeling, Stephen J., principal, Brighton Beach, Vashon.
Hoffman, Catherine E., teacher, Ellensburg.
Hooton, Olive G., teacher, 2302 Ainsworth Ave., Tacoma.
Jungst, Anna B., teacher, 316 S. Natchez Ave., North Yakima.

Kingston, Eloise, student New York.
 McCurdy, Kathryn, teacher, Seattle.
 Olding, Lida J., teacher, Kittitas County, Ellensburg.
 Payne, Florence I., teacher, Kittitas County.
 Reid, Mary Bruce, teacher, 1311 N. 10th St., Tacoma.
 Robinson, Beatrice, teacher, Everett, 712 Alder St., Walla Walla.
 Smith, Verna (Mrs. G. I. Wilson), Ellensburg.
 Vance, Virginia Bell, teacher, Tacoma, Ellensburg.

Class of 1905.

Anderson, Stella E. (Mrs. Dale Preston), Waitsburg.
 Atwood, Stanley F., teacher, Ballard, Ellensburg.
 Clarke, Emma E., teacher, 1207 7th Ave., Spokane.
 Cochrane, Myrtle Edna, teacher, Deer Harbor, 2911 Cedar St., Everett.
 DuVall, Victoria, Eleanor, teacher, Cle Elum, 204 Nichols Spokane.
 Hardy, Helen G., teacher, Cle Elum, Kent.
 Henry, Vida L. teacher, Chehalis.
 Karrer, Anna M., teacher, Roslyn.
 Karrer, Matilda W., teacher, Roslyn.
 King, Stella Barbara, Walla Walla.
 Lister, Pearle, teacher, 931 C street, Tacoma.
 Merritt, Florence E., teacher, R. F. D. 4, North Yakima.
 Miller, Anna D., teacher, 2341 Tacoma Ave., Tacoma.
 Nachtsheim, Louise A., teacher, 1424 J street, Tacoma.
 Peterson, Lucie Frances, teacher, Tacoma, Hillhurst.
 Poage, Wm. C., principal Georgetown, Camas.
 Quigley, Anna, teacher, Ellensburg.
 Rowley, Mabel Anna, teacher, Lowell, Arlington.
 Stauffer, Rosina Katherine, teacher, Lester, Ellensburg.
 Twyman, Jeannette, teacher Marysville, Ellensburg.
 Wilson, Frank C., principal, Roslyn, Ellensburg.
 Youngs, Ora B., teacher, 1416 N. Prospect, Tacoma.

Whole number of graduates.....	258
Number teaching in 1904-5.....	141
Superintendents of Schools.....	4
Principals	7
Students in higher institutions.....	5
Women married	58
Deceased	10
In other business.....	33

SUMMARY.

Graduated June 6, 1906.....	17
Seniors whose course is not completed.....	4
Juniors.....	41
Fourth year students.....	18
Third year students.....	24
Second year students.....	50
First year students.....	32
Ninth grade students.....	18
Students attending only summer session.....	13

