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Washington State Normal School at Ellensburg. Catalogue for 1906-1907

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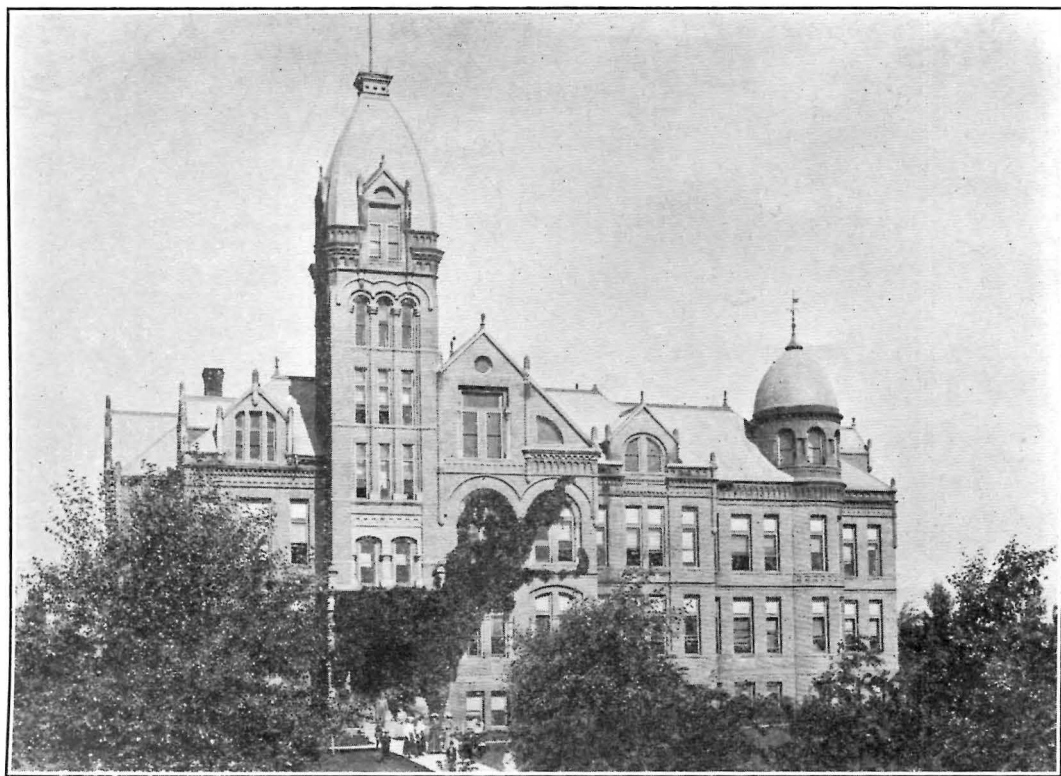
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Washington
State Normal
School

AT ELLENSBURG

1907



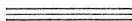
WASHINGTON
STATE NORMAL SCHOOL

AT

ELLENSBURG



CATALOGUE FOR 1906-1907
AND
ANNOUNCEMENTS FOR 1907-1908



OLYMPIA, WASH.:
C. W. GORHAM, PUBLIC PRINTER.
1907.

CALENDAR OF 1907-1908.

FALL AND WINTER SEMESTER.

1907.

Entrance Examinations	Monday, September 2, and Tuesday, September 3.
Registration, Principal's Office, 9 A. M.	Tuesday, September 3.
Opening Day, Assembly and Address, 10 A. M.	Wednesday, September 4.
Opening of Training Department.	Monday, September 9.
End of First Quarter	November 8.
Beginning of Second Quarter.	November 11.
Thanksgiving Recess.	November 28, December 2.
Christmas Vacation, begins at noon	December 20.

1908.

Christmas Vacation, ends	January 6.
End of First Semester	January 24.

Spring and Summer Semester.

Beginning of Second Semester	January 27.
National Holiday.	February 22.
End of Third Quarter	March 27.
Beginning of Fourth Quarter.	March 30.
Easter Vacation.	April 16, noon to April 21.
Close of Training Department.	May 29.
Memorial Day.	May 30.
Anniversary of Literary Societies	June 5.
Alumni Anniversary, 8 P. M.	Saturday, June 6.
Baccalaureate Day	Sunday, June 7.
Class Day	Monday, June 8.
Graduation Day	Wednesday, June 10.

"It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex." (Constitution of Washington, Article IX, Section 1.)

"A general and uniform system of public schools shall be maintained throughout the State of Washington and shall consist of common schools (in which all high schools shall be included), normal schools, technical schools, University of Washington, school for defective youth and such other educational institutions as may be established and maintained by public expense." (Code of Public Instruction, Chapter 1, Section 1.)

"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." (Act of Legislature, approved March 28, 1890.)

The school was opened September 6, 1891.

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

An appropriation of \$75,000 for additional buildings was made by the Tenth Legislature and approved March 15, 1907.

BOARD OF TRUSTEES.

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

BOARD OF CONTROL.

H. T. JONES, Chairman.....	Olympia.
MATT L. PILES.....	Seattle.
J. H. DAVIS.....	Tacoma.
C. C. ASPINWALL, Secretary.....	Olympia.

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 Normal 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. (Monmouth, Ill.), Principal,
History and Philosophy of Education, Psychology.

JOHN HENRY MORGAN, A. M. (Furman, S. C.), Vice-Principal,
Mathematics.

MARY A. GRUPE, Principal Training Department,
Pedagogy.

JESSIE BIRDENA WILCOX,
History.

EDWIN JAMES SAUNDERS, B. A. (Toronto), M. A. (Harvard),
Geography and Geology.

JOHN P. MUNSON, M. S. (Wisconsin), Ph. D. (Chicago),
The Biological Sciences, Sociology.

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

EVALYN THOMAS,
Physical Training—Reading.

ADALENE HUNT,
Art.

ELSBETH SABELWITZ,
Music—Voice, Piano.

J. R. BEVIS, Ph. D. (Chicago),
(in charge of Department Physical Science, 1906-7.)

RUTH C. HOFFMAN.
Primary Training Supervisor.

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

CLARA MEISNER,
Kindergarten Director—German.

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.

JACOB CLEMAN,
Gardiner.

STUDENTS 1906-1907.

Senior Class.

Graduated June 5, 1907.

Bishop Joanna.....	Dayton,	Columbia.
Cunningham, Gertrude.....	Puyallup,	Pierce.
Drummond, Elizabeth M., 1502 No. Steel, Tacoma,		Pierce.
Goss, Orville Clyde, 5217 So. T St.....	Tacoma,	Pierce.
Guibor, Charles William.....	Kent,	King.
Ketner, E. Bertha, 114 So. 8th.....	Tacoma,	Pierce.
Langridge, Catherine.....	Olympia,	Thurston.
Liddell, Maude.....	Ellensburg.	Kittitas.
Macdonald, Norma, 712 No. 2d.....	Tacoma,	Pierce.
MacDonald, Sarah Ann.....	Pomeroy,	Garfield.
Peck, Myrtle Elizabeth, 108 No. 9th St. North	Yakima,	Yakima.
Pike, Ella Frances.....	North Bend,	King.
Reid, Jane F., 1311 No. 10th St.....	Tacoma,	Pierce.
Rhoads, Edith.....	Fern Hill,	Pierce.
Salladay, Loretta.....	Ellensburg,	Kittitas.
Slater, Margaret, 124 E. 34th St.....	Tacoma,	Pierce.
Tompkins, Adelia Cecile.....	Dayton,	Columbia.
Williams, Mary Frances.....	Pendleton,	Oregon.

Course Not Completed.

Coy, Hope Bertha, 811 So. I.....	Tacoma,	Pierce.
Crockette, Grayce N.....	Pendleton,	Oregon.
Hawks, Myrtle B.....	Pendleton,	Oregon.
McNeil, Millicent.....	Ellensburg,	Kittitas.
Pease, Emma Bell, 3725 No. 28th....	Tacoma,	Pierce.
Spurling, Ada.....	Ellensburg,	Kittitas.
Stauffer, Martha Elise.....	Ellensburg,	Kittitas.
Taylor, Edith Blanch, 226 Cliff Ave..	Tacoma,	Pierce.

Junior Class.

Arntson, May Josephine, 2101 So. K..	Tacoma,	Pierce.
Ball, Alma Irene, 1417 Yakima Ave...	Tacoma,	Pierce.
Brennan, Mary Constance, 715 10th...	Seattle,	King.
Burke, Nellie Charlotte.....	Ellensburg,	Kittitas.
Burwell, Leona E., 801 No. Junett St..	Tacoma,	Pierce.
Buzzell, Minnie.....	Ellensburg,	Kittitas.
Carr, Nellie Sophia, 717 So. M St....	Tacoma,	Pierce.
Chapman, Wm. H.....	Vancouver,	Clark.

Clark, J. Ethelyn.....	Cashmere,	Chelan.
Coblintz, Ethel Hallet, 1024 No. J St..	Tacoma,	Pierce.
Currier, Emma Jane.....	Ellensburg,	Kittitas.
Davidson, Philip Adams.....	Ellensburg,	Kittitas.
Eidson, Bertha, 1733 39th Ave.....	Seattle,	King.
Estrem, Laura.....	Easton,	Kittitas.
Fatland, Dora Carolyn, 4002 S. Yakima.	Tacoma,	Pierce.
Flemming, Nanna Della.....	Ellensburg,	Kittitas.
Gilkison, Armeta.....	Buckley,	Pierce.
Guthrie, Alice Bette.....	Ellensburg,	Kittitas.
Harland, Anna.....	Puyallup,	Pierce.
Herr, Leila Leota.....	Puyallup,	Pierce.
Hill, Naunerl E., 411 No. K St.....	Tacoma,	Pierce.
Horrocks, Nancy Sarah, 324 No. G St..	Tacoma,	Pierce.
Johnson, Carrie C.....	Kent,	King.
Karrer, Frank Xavier.....	Roslyn,	Kittitas.
Kohls, Anna M., 211 No. 3d.....	North Yakima,	Yakima.
Morkin, Gertrude Vivien.....	Kent,	King.
Perry, Winifred Loraine, 2540 S. T. A..	Tacoma,	Pierce.
Plummer, Anna.....	Port Townsend,	Jefferson.
Preston, Lillian.....	Ellensburg,	Kittitas.
Richardson, Bessie Alberta, 112 8th St.	North Yakima,	Yakima.
Rock, Jennie Strain, 1619 E. Rep.....	Seattle,	King.
Rogers, Elizabeth Emma, R. F. D. 4..	North Yakima,	Yakima.
Rosing, Othelia.....	Aberdeen,	Chehalis.
Sharkey, Margaret G.....	O'Brien,	King.
Sherrard, Grace.....	Kent,	King.
Shipler, Margaret E.....	Winlock,	Lewis.
Spurling, Grover A.....	Ellensburg,	Kittitas.
Terry, Harriet B.....	Sumner,	Pierce.
Wheeler, Iva, 902 Ainsworth Ave.....	Tacoma,	Pierce.
Wilson, Anna Fernie.....	North Yakima,	Yakima.
Wilson, Stanley R.....	Ellensburg,	Kittitas.

Fourth Year.

Beale, Richard P.....	Nome,	Alaska.
Bill, Byrl.....	Ellensburg,	Kittitas.
Butler, Leah Fawn.....	Montesano,	Chehalis.
Caplinger, Jenne Maude.....	Waitsburg,	Walla Walla.
Caplinger, Katie Josephine.....	Waitsburg,	Walla Walla.
Clark, Myrta.....	North Yakima,	Yakima.
Clerf, Rose A.....	Ellensburg,	Kittitas.
Coy, Grace Boneta, 811 So. I St.....	Tacoma,	Pierce.
Danes, Myrtle E.....	Irrigon,	Oregon.
Gibson, Henry Vance.....	Ellensburg,	Kittitas.

Gilkey, Rena.....	Montesano,	Chehalis.
Henderson, Emma.....	Waitsburg,	Walla Walla.
Henry, Alice.....	Tumwater,	Thurston.
Henton, Newton.....	Ellensburg,	Kittitas.
Hunt, Edna.....	Ellensburg,	Kittitas.
Kellogg, June, 1728 Bleinheim Court..	Seattle,	King.
Landon, Lena.....	Sunnyside,	Yakima.
McKay, Sally R.....	Winlock,	Lewis.
McKinstry, Sadie L.....	Ellensburg,	Kittitas.
McManus, Lee R.....	Cashmere,	Chelan.
Morgan, Grace E.....	Lester,	King.
Nilsen, Esther E. A., 2601 Yesler Way	Seattle,	King.
Pearson, Pearle A.....	Ellensburg,	Kittitas.
Rader, Virginia.....	Ellensburg,	Kittitas.
Rogers, Leroy A., R. F. D. 4.....	North Yakima,	Yakima.
Ross, R. Gertrude.....	Waitsburg,	Walla Walla.
Schroder, Minnie.....	North Yakima,	Yakima.
Simons, Mabel E.....	Montesano,	Chehalis.
Smith, Ingenia Henrietta.....	Kennewick,	Benton.
Tremp, Louis A.....	Lester,	King.
West, Effie V.....	Winlock,	Lewis.
Wills, Mildred Alice.....	Ellensburg,	Kittitas.
Wilson, C. Lucile.....	Ellensburg,	Kittitas.
Wyandt, Rilla May, 228 St. Helen's...	Tacoma,	Pierce.

Third Year.

Alsbury, A. Pearl.....	Toppenish,	Yakima.
Anderson, E. Lillian.....	Ellensburg,	Kittitas.
Aspinwall, Alice.....	Ellensburg,	Kittitas.
Baker, A. Alfred.....	Alfalfa,	Yakima.
Best, Margaret.....	Roslyn,	Kittitas.
Baldwin, Ella Dora.....	Ellensburg,	Kittitas.
Bossong, Pearl.....	Ellensburg,	Kittitas.
Cleman, Lela.....	Ellensburg,	Kittitas.
Collier, Iona.....	Ellensburg,	Kittitas.
Comney, Anna Louise.....	Sedro Woolly,	Skagit.
Davidson, Mary Virginia.....	Ellensburg,	Kittitas.
Henry, Edythe.....	Tumwater,	Thurston.
Looney, Elna.....	Fossil,	Oregon.
McIntire, Maude.....	Ellensburg,	Kittitas.
Mathews, Byrl.....	Ellensburg,	Kittitas.
Pennington, Emma.....	Sumner,	Pierce.
Power, Margaret.....	San de Fuca,	Island.
Salladay, Gladys.....	Ellensburg,	Kittitas.
Sander, Mabel.....	Ellensburg,	Kittitas.

Schuyler, Eleanor L.....	Ellensburg,	Kittitas.
Spinning, Hazel I.....	Sumner,	Pierce.
Wallace, Charlotte Isabell.....	Ellensburg,	Kittitas.
Wills, Bertha.....	Ellensburg,	Kittitas.
Woodham, Dolly Ethel.....	Ellensburg,	Kittitas.

Second Year.

Ames, Hazel Marguerite.....	Ellensburg,	Kittitas.
Ames, Olive Nita.....	Ellensburg,	Kittitas.
Bartholet, Marie.....	Ellensburg,	Kittitas.
Barnhart, Lizzie M.....	Ellensburg,	Kittitas.
Chapman, LeRoy, 804 W. 16th.....	Vancouver,	Clark.
Clerf, Anna Lillian.....	Ellensburg,	Kittitas.
Davidson, Margaret.....	Ellensburg,	Kittitas.
Duryee, Ollie Leona.....	Bickleton,	Klickitat.
Eakin, Twila F.....	Sunnyside,	Yakima.
Ernster, Rosa Ida.....	Selah,	Yakima.
Fulton, Jacquelyn.....	Twisp,	Okanogan.
Gibson, Rotha.....	Ellensburg,	Kittitas.
Gilkey, Vernice R.....	Montesano,	Chehalis.
Grant, Lyle G.....	Ellensburg,	Kittitas.
Hadley, Lottie M.....	Ellensburg,	Kittitas.
Hibbler, Edith Mildred, R. F. D. 4....	North Yakima,	Yakima.
Hinman, Laureada F.....	Ellensburg,	Kittitas.
Home, Thelma.....	Ellensburg,	Kittitas.
Knox, Lena Catherine.....	Lucas,	Klickitat.
Lantis, Earl.....	Ellensburg,	Kittitas.
Lesh, Catherine B.....	North Yakima,	Yakima.
Lewis, Helen.....	Ellensburg,	Kittitas.
Lewis, Rose Ellen.....	Cle Elum,	Kittitas.
McGuire, Nettie Irene.....	North Cove,	Pacific.
McKean, Mary H.....	Walla Walla,	Walla Walla.
McKinstry, James.....	Ellensburg,	Kittitas.
McKinstry, Delocia.....	Ellensburg,	Kittitas.
Miller, Mary.....	Ellensburg,	Kittitas.
Montgomery, Agnes.....	Burnett,	Pierce.
Nickols, Katie A., R. F. D. 4.....	North Yakima,	Yakima.
Noble, Minnie Lucile.....	North Yakima,	Yakima.
Pressey, Coralie Edna.....	Vancouver,	British Col.
Randle, Stella E.....	Randle,	Lewis.
Randolph, Blanche.....	Sunnyside,	Yakima.
Rehmke, Anna.....	Ellensburg,	Kittitas.
Schnebly, Jean.....	Ellensburg,	Kittitas.
Selle, Teresa M.....	Elbe,	Pierce.
Stewart, Jean.....	Ellensburg,	Kittitas.

Thomas, Frances Myrtle.....	Ellensburg,	Kittitas.
Vertrees, Nellie.....	Ellensburg,	Kittitas.
Warner, Robert G.....	Ellensburg,	Kittitas.
Wilkes, Cora.....	Fossil,	Oregon.
Wolfram, Vera E.....	North Yakima,	

First Year.

Aspinwall, Jessie.....	Ellensburg,	Kittitas.
Bartholet, Anna.....	Ellensburg,	Kittitas.
Batchelor, Ruth.....	Ellensburg,	Kittitas.
Berg, Clara.....	North Yakima,	Yakima.
Burroughs, Carrie.....	Ellensburg,	Kittitas.
Castor, Muriel M.....	Cunningham,	Adams.
Chapman, Amy, 804 W. 16th.....	Vancouver,	Clark.
Chiles, Carrie Elizabeth.....	Ellensburg,	Kittitas.
Cyphert, Hypatia Constance.....	Ellensburg,	Kittitas.
DeGood, Nelle.....	Prosser,	Yakima.
Doyle, Clara May.....	Ellensburg,	Kittitas.
Elwood, Lucile.....	Ellensburg,	Kittitas.
Ernster, Pauline Mary.....	Selah,	Yakima.
Gibson, Ralph.....	Ellensburg,	Kittitas.
Green, Mary Ellen.....	Ellensburg,	Kittitas.
Griffith, Auda.....	Watson,	Oregon.
Grunden, Annie.....	Ellensburg,	Kittitas.
Grunden, Lottie.....	Ellensburg,	Kittitas.
Haberman, Rosie.....	Ellensburg,	Kittitas.
Hendricks, Ila Winifred.....	Ellensburg,	Kittitas.
Hubbell, Frances.....	Ellensburg,	Kittitas.
Kamm, Charles.....	White Water,	Wisconsin.
Kirby, Virginia.....	Scholls,	Oregon.
Lee, Alice Lillian.....	North Yakima,	Yakima.
Lewis, Smith.....	Ellensburg,	Kittitas.
May, Irene M.....	Los Angeles,	California.
Mills, Anna Agnes.....	Ellensburg,	Kittitas.
Peairs, Gladys Alta, Box 135.....	Tacoma,	Pierce.
Rehmke, Elsie.....	Ellensburg,	Kittitas.
Riggs, Mrs. Ella.....	Ellensburg,	Kittitas.
Selle, Otto F.....	Elbe,	Pierce.
Sharp, Eleanor V.....	Ellensburg,	Kittitas.
Shoemake, Mabel, R. F. D. 1.....	Ellensburg,	Kittitas.
Swain, Zona.....	Ellensburg,	Kittitas.
Taliaferro, Clara.....	San Rafael,	California.
Tedder, Cora Verna.....	Walla Walla,	Walla Walla.
Vance, Lucile.....	Ellensburg,	Kittitas.
Waite, Lucinda Evaline.....	Tacoma,	Pierce.

Waite, Hazel Olivet.....	Tacoma,	Pierce.
Warner, Viola Olive.....	North Yakima,	Yakima.
Wilson, Beulah Florence.....	Ellensburg,	Kittitas.

Ninth Grade.

Baldwin, Sarah.....	Ellensburg,	Kittitas.
Bartholet, Ruth.....	Ellensburg,	Kittitas.
Des Voigne, Leslie.....	Ellensburg,	Kittitas.
Flemming, Marjory.....	Ellensburg,	Kittitas.
Heraty, Mary.....	Ellensburg,	Kittitas.
Hendricks, Nellie.....	Ellensburg,	Kittitas.
Martin, Verne.....	Ellensburg,	Kittitas.
Nickols, Louise.....	Ellensburg,	Kittitas.
Palmer, Clarice.....	Ellensburg,	Kittitas.
Palmer, Emeline.....	Ellensburg,	Kittitas.
Palmer, Frank.....	Ellensburg,	Kittitas.
Kauffman, Charlotte.....	Ellensburg,	Kittitas.
Kauffman, Dorothy.....	Ellensburg,	Kittitas.
Rehmke, Henrietta.....	Ellensburg,	Kittitas.
Rehmke, Nettie.....	Ellensburg,	Kittitas.
Talbott, Mary Lucile.....	Ellensburg,	Kittitas.
Warner, Lucile.....	Ellensburg,	Kittitas.
Welsh, Florence.....	Ellensburg,	Kittitas.

SUMMARY.

Graduated June 6, 1906.....	18
Seniors whose course is not completed.....	8
Juniors	41
Fourth year students.....	34
Third year students.....	24
Second year students.....	43
First year students.....	41
Ninth grade students.....	18

PUPILS IN THE TRAINING DEPARTMENT.

Eighth Grade.

Baker, Dora	Pautzke, Elizabeth
Brunn, Victor	Quick, Blanche
Elsner, Josephine	Rader, Ben
Emerson, Ruby	Robinson, Ida
Francis, Loren	Snowden, Hubert
Lambson, Laura	Taylor, Percy
Mills, Edward	Vance, Effie
Newman, George	

Seventh Grade.

Ames, Helen	Hatton, Clyde
Baker, Martha	Morgan, Nessa
Banks, Frank	Mumma, Orville
Bill, Frank	Ogilvie, Burdette
Brunn, Hilda	Packwood, Nettie
Carr, Ruth	Rehmke, Antoinette
Coon, Dot	Robinson, Vern
Coon, Earl	Schlotfeldt, Alvena
Dumphy, John	Slemmons, Wilbert
Ernster, Grace	

Sixth Grade.

Bartholet, Hazel	Jones, Eva
Bartholet, Hilda	Leonard, Alice
Bebe, Vivian	Martin, Mallie
Bridges, Ethel	McKinstry, Samuel
Butcher, Floy	Mills, Mary
Cooke, Florence	Patullo, Mae
Dunn, Rolland	St. John, Edna
Felch, Elaine	Satterwhite, Arthur
Frank, Margaret	Taylor, Loyal

Fifth Grade.

Brain, Frank	Lambson, Alice
Bachelor, Ralph	Guler, Devere
Baker, Evalena	Hill, May
Bloomfield, Isabel	Rader, Lena
Bartro, Olive	Suver, Ida
Coon, Cecil	Stulfauth, Charles
Dameris, Henry	Twillinger, Hubert
Dumphey, Lucien	Wright, Hilda
Dyer, Glen	Woodyard, Claud

Elsner, Adolph
Ernster, Charles

Woodyard, Mabel
Zetzsche, Coburn

Fourth Grade.

Ames, Adalyn
Bartholet, Mathew
Brunn, Herbert
Bartro, Robert
Cameron, Faun
Daamris, Adele
Devinney, Nellie

Hubbell, Ruth
Mansur, Eva
Ogilvie, Rollin
Partington, Murlene
Peed, Terese
Sleet, Marie
Woodyard, Harry

Third Grade.

Brunn, Helen
Brunn, Rudolph
Coon, Roy
Dunsworth, Edwin
Duncan, Charles
Dunn, Lowel
Elsner, Rudolph
Guler, Delos

Hayes, Bennet
Horton, Helen
Kavanaugh, Leo
May, Mable
Mason, Thomas
Mason, Gladys
Smith, Harry
Thomas, Hazel

Second Grade.

Belch, Edwin
Bachelor, Leon
Chase, Audrey
Dupee, Minnie
Folkner, Laura
Folkner, Marvin
Hayes, Castle
Keen, Lillian

Lambson, Harry
McEwen, Ernest
Peed, Vern
Rehmke, Willie
Vanderbilt, Cornelius
Whipple, Marie
Warner, Joseph
Woodyard, Charles

First Grade.

Brain, George
Buh, Philip
Campbell, Lorna
Coon, Hazel
Duncan, Pearl
Dennis, Edna
Dennis, Florence
Fulton, Amosy
Gault, Lola
Huss, Paul
Holbrook, Sanford
Jacobson, Grata
Lewis, Gladys

Mason, Gladys
Mason, John
Neff, Jean
Russel, Margaret
Randall, Thelma
Spaulding, Harold
Sleet, Arthur
Steen, Lois
Smithson, Alice
Woodyard, James
Zimmer, Fred
Zimmer, Lulu

Kindergarten.

Ames, Houghton	Heness, Dorothy
Baker, Leon	Kenney, Elaine
Bates, Murrel	Kleinberg, Lester
Batchelor, Blanch	La Rue, Elizabeth
Beecher, Florence	Martin, George
Beddoes, Warren	Miller, Beatrice
Boyes, Clarke	Morse, Jean
Bradfield, Pasquin	Palmer, Stuart
Bullard, Mildred	Parrish, Edna
Burlinggate, Clarence	Russell, James
Burlingham, Alfred	Shindler, Alberta
Burlingham, George	Shaw, Mae
Cleman, Alice	Siegel, Juanita
Cummins, Willie	Sleet, John
Dennis, Helen	Smith, Grace
Doyle, Laura	Snowden, Miriam
Elwood, Lottie	Starns, Birdie
Fulton, Amasa	Stuart, Margaret
Fulton, Merdo	Violer, May
Gilkey, Lloyd	Wippel, Earl
Griffin, Jack	Wipple, Gerald
Hamilton, Roy	

WASHINGTON STATE NORMAL SCHOOL.

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.

BUILDINGS.

The present building, which was erected in 1893 at a cost of \$60,000, is substantial, commodious, and sightly. Improvements have been made from time to time until now every part of it is furnished and in use. It contains an assembly hall which is attractive, easy of access, and possesses excellent acoustic qualities; the class rooms are convenient and of suitable size; the library occupies two rooms connected and suitably arranged for study; and there are physical, chemical and biological laboratories, and a large art room suitably equipped and lighted by skylight.

The legislature of this year has appropriated \$75,000 for a training school building and a central heating plant. These buildings, which are to be modern in construction, will be erected by the Board of Control during the coming year. When they are completed the rooms which will then be vacated by the Training Department will afford needed relief to other departments. This substantial addition to the accommodations of the school should greatly increase the value of its work.

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.

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 re-

enforcement 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.

EXTRAORDINARY DEMAND FOR TEACHERS.

Young men and women of the best type are needed in the teaching profession in ever increasing numbers. This need is strongly emphasized by the present scarcity of qualified teachers. The demand the past year has been extraordinary, and this year it seems to have increased, in consequence higher salaries are offered trained teachers who have had successful experience. This does not seem to be a merely temporary disturbance, but rather a changed condition denoting a new and better status for the properly qualified teacher. To meet such demand by furnishing teachers who, first of all, are strong and talented men and women, and who have thoroly qualified themselves by education and training, is one of the higher functions of the Normal School.

The normal schools are not maintained for the purpose of furnishing free education to those 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 Washington State Normal School at Ellensburg 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 it 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 2 and 3, 1907, beginning at 9 o'clock a. m.

Accredited Schools.

The following high schools and academies have been accredited by the Board of Higher Education:

Aberdeen	Port Angeles
Anacortes	Port Townsend
Auburn	Prosser
Ballard	Puyallup
Bellingham	Ritzville
Centralia	Seattle
Chehalis	Sedro-Woolley
Colfax	Snohomish
Davenport	Spokane
Dayton	Sumner
Ellensburg	Tacoma
Everett	Vancouver
Garfield	Walla Walla
Hoquiam	Waterville
Kent	Wenatchee
LaConner	Preparatory department
Mount Vernon	of University of Puget
North Yakima	Sound.
Olympia	Waitsburg Academy
Palouse	St. Paul School
Pomeroy	

High school carrying partial courses may be accredited. At a meeting of the Board of Higher Education held at Olympia on June 25, 1907, the following resolution was passed:

Resolved, That the Board of Higher Education do undertake the task of accrediting and standardizing courses of study in high schools other than those having a complete four years' curriculum and that in carrying out this task the following system be pursued, to-wit: When-

ever any high school desires to have any of its courses approved and accredited, it shall make application for the same to the State Department of Public Instruction. If deemed expedient, the Superintendent of Public Instruction may send an examiner from his office or may appoint one of the five institutions represented on this board to send an examiner to the high school making application.

The schedule of subjects and of facts to be ascertained shall be the same as that hitherto approved by this board. The standard for minimum requirement in any given course shall be the same in all high schools of the state. The report on the several courses with the examiner's recommendation thereon shall be laid before this board (or a committee thereof) for approval. The accredited course or courses shall remain accredited during the tenure of the high school principal (or teacher) in charge of the school.

A list of the high schools and of the courses accredited in each shall be kept in the office of the Superintendent of Public Instruction and a copy shall be furnished to each of the institutions represented on this board.

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 18.

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 each student upon registration. One-half of this fee is applied to the maintenance of the library. The other half is an indemnity fee and at the close of the school year, or upon the withdrawal of the student, this amount less charges for loss or damage to books or materials in the student's hands, is returned.

Boarding.

The cost of board in private families varies from \$3.50 to \$5.00 per week.

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

A 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.

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, for rooms 1, 7, 9, 11, 26, 27, for each person, per month.....	4.50
For all other rooms for each occupant, per month.....	3.50

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. 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.

Rooms may be reserved for next year by applying to the matron or the principal and paying one month's rental in advance.

Last year every room was occupied thruout the year and a number of students who desired to board at the dormitory were unable to get rooms.

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 was 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.

Second Year.

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

Third Year.

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

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

Junior Year.	Senior Year.
English and Method 5	English 5
Education 8	History and Method 3
Teaching and Observation.... 5	Sociology 4
Geography and Method..... 4	Education 8
Biological science 4	Teaching10
Arithmetic and Method..... 5	School Hygiene 2
Hand work 5	Hand work 2
Music 3	Music 2
Physical training 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 German10
History 5
Mathematics10
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.**

English	5
Foreign Language (elective)..	5
History	5
Education	5
Biological Science	5
Physical Science	8
Mathematics	8
Physical Training	2

Senior Year.

English and Expression.....	5
History and Method	3
Sociology	4
Education	8
Teaching	10
School Hygiene	2
Hand work	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.

English	5
Oral Expression	2
Education	8
Teaching and Observation....	5
Biological Science	4
Geography and Method	5
Arithmetic and Method	5
Hand work	5
Music	3
Physical Training	2

Senior Year.

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

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 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	190 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.

The following additional resolutions were adopted by the Board of Higher Education at a meeting held in Olympia, June 25, 1907.

7. Resolved, That the principal of any normal school may transfer credits in any department from the present official outline of any course as adopted by this Board, April 11th, 1905, to the elective list of subjects elsewhere provided for in this report: Provided, That not more than five credits may be made elective in any one department: And provided further, That the total number of credits so transferred in any course shall not exceed five credits for each year.

8. Resolved, That the principal of each normal school in arranging the courses of study for daily work in the institution under

his charge shall have power to add not more than two credits to the required work of any department in any year of any course of study: Provided, That a total of not more than four credits may be so added to the required work of any department: And provided further, That the total number of credits required in any one year of any course shall not exceed forty-two.

9. Resolved, That the following list of elective subjects be authorized for use in the normal schools in the State of Washington:

Practice teaching	10	credits
School administration	5	"
Education	5	"
Primary methods	4	"
Mathematics	5	"
Biological science	8	"
Physical science	8	"
Agriculture	8	"
Astronomy	5	"
Geology and mineralogy	5	"
Domestic science	5	"
Domestic economy	5	"
Manual training	8	"
Art	8	"
Music	8	"
Political and social science	8	"
History	8	"
English	12	"
Foreign languages	16	"

The principal of each normal school is authorized to provide instruction in any course of study in the institution under his charge in such of the foregoing subjects as may be advisable, provided that no class shall be organized in any of the above elective courses for fewer than five students.

10. Resolved, That it shall be the duty of the principal of each normal school to report to the Board of Higher Education at its annual meeting, each year, a complete list of the electives offered by his institution, together with such other information regarding the work of his school as may be required by said board.

11. Resolved, That it is the sense of this board that the principals of the normal schools of this state may make arrangements to offer a limited amount of extension work by the members of their respective faculties in connection with the regular work of the institutions under their charge and grant credits for such work upon the same basis as in the regular work of the institution.

THE COURSES OUTLINED IN DETAIL.

The above courses, adopted by the Board of Higher 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 for carrying them 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 several departments, beginning on page 33.

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 23.

One who has completed the first year of the elementary course, as outlined on page 30, 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.

Second Semester.	First Semester.
English III..... 4	English IV..... 2
Latin III or German I..... 4	Latin IV or German II..... 4
Roman History II..... 2	Mediæval Europ. Hist. III... 3
Biol. Sc. II, Zoology..... 3	Nature Study, Agriculture.... 5
Math. IIa, Geometry..... 5	Geometry IIb..... 3
Music 2	Art II..... 3
Physical Training..... 2	Physical Training..... 2

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

Third Year.

English V.....	2	English VI.....	3
History VI, England.....	3	History VII.....	2
Chemistry	5	Physics	4
Art III or IV.....	3	Art V, Manual Training.....	2
Music II.....	2	Music III.....	2
Physical Training.....	2	Oral Expression.....	3
		Physical Training.....	2

ELECTIVE WORK.

Latin V or German III.....	4	Latin VI or German IV.....	4
Biol. Sci. II.....	3	Algebra V.....	4
Book-keeping	3	Domestic Science.....	3

Fourth Year.

English IX.....	3	English X.....	2
History IX.....	2	History X.....	3
Biol. Sc. IV.....	4	Biol. Sc. V.....	4
Physiography	5	Pedagogy I.....	4
Geometry	4	Arithmetic	4
Physical Training.....	2	Physical Training.....	2

ELECTIVE WORK.

Latin VII or German V.....	2	Geology	3
Oral Expression IV.....	2	Art VIII.....	2
Art VI.....	2	Domestic Economy.....	3
Latin VIII or German VI....	3		

Junior Year.

English VIII.....	3	Literature VII.....	2
Oral Expression.....	2	History and Method.....	3
Psychology	4	Pedagogy	3
Teaching	5	Geography	5
Algebra V.....	4	Art VII.....	3
Physical Training.....	2	Music VI.....	2
		Physical Training.....	2

ELECTIVE WORK.

Art VI or IX.....	3	Trigonometry VIII.....	3
Music	2	Domestic Science.....	2

Senior Year.

SECTION A		SECTION A	
English XI.....	2	English XI and XII.....	2
Psychology and General Meth.	5	Oral Expression V.....	2
Hygiene and Sanitation.....	2	History and Philosophy of Ed-	
Teaching	10	ucation	3
SECTION B		Sociology	3
English XI.....	2	Astronomy	3
Psychology and Gen. Method.	5	Mathematics IX.....	2
Hygiene and Sanitation.....	2	Art IX.....	2
Sociology	3	Music VII.....	2
Astronomy	3	Physical Training.....	2
Mathematics IX.....	2	SECTION B	
Music VII.....	2	Literature XI and XII.....	2
Physical Training.....	2	Oral Expression V.....	2
		History and Philosophy of Ed-	
		ucation	3
		Art IX.....	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.		Second Semester.	
English I.....	3	English II.....	3
Latin I.....	5	Latin II.....	5
Reading I.....	2	History I, Greece.....	5
Botany I.....	4	Physics I.....	4
Algebra, Ia.....	5	Algebra Ib.....	5
Art I	3	Physical Training.....	2
Physical Training.....	2		

Second Year.

English III.....	4	English IV.....	3
History IV, the U. S.....	3	History V, The State.....	2
Reading II.....	3	School Management I.....	2
Geography I.....	3	Nature Study and Agric. III..	5
Geometry II.....	5	Arithmetic III.....	5
Music	2	Art II.....	3
Physical Training.....	2	Physical Training.....	2

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

First Semester.	Second Semester.
English V..... 2	English VI..... 3
History VI, England..... 3	History VII..... 2
Biology IV (Cellular)..... 3	Biology V (neurology) 4
Chemistry 5	Arithmetic 4
Art III or IV..... 3	Art V..... 2
Music II..... 2	Music III..... 2
Oral Expression..... 3	Pedagogy I..... 3
Physical Training..... 2	Physical Training..... 2

ELECTIVE WORK.

Latin V or German III..... 4	Latin VI or German IV..... 4
Book-keeping 3	Domestic Science..... 3

Second Year (Fourth Year)

English VIII..... 3	English VII..... 2
History VIII, The U. S..... 2	History IX..... 3
Psychology I..... 4	Pedagogy III..... 3
Practice 5	Physics 4
Geography 5	Art VII..... 3
Oral Expression..... 2	Music IV..... 2
Physical Training..... 2	Physical Training..... 2

ELECTIVE WORK.

Art VI..... 2	Domestic Science..... 3
Music 2	Domestic Economy..... 2

ADVANCED COURSE (II).

For those who have completed the Secondary Course.

Junior Year.

First Semester.	Second Semester.
English IX..... 3	English X..... 2
History IX..... 2	History X..... 3
Physiography 4	Geology 4
Math. VI, Geometry..... 4	Math. 4, Algebra..... 4
Physical Training..... 2	Physical Training..... 2

ELECTIVE WORK.

Latin III or V, German I or III 4	Latin IV or VI, German II or IV 4
Biol. Sc. VII..... 3	Biol. Sc. VIII..... 2
Art VI or — 2	Art 2
Oral Expression..... 3	Domestic Science..... 3

Senior Year.

SECTION A

English XI.....	2
Psychology and Gen. Method..	5
Hygiene and Sanitation.....	2
Teaching	10

SECTION B

English XI.....	2
Psychology and Gen. Method..	5
Hygiene and Sanitation.....	2
Sociology	3
Music VII.....	2
Physical Training.....	2

SECTION A

English XI and XII.....	2
Oral Expression V.....	2
Hist. and Philos. of Ed.	3
Sociology	3
Mathematics IX.....	2
Art IX	2
Music VII.....	2
Physical Training.....	2

SECTION B

English XI and XII.....	2
Oral Expression V.....	2
Hist. and Philos. of Educ.	3
Art IX.....	2
Teaching	10

ELECTIVE WORK.

Astronomy	3	Domestic Economy.....	3
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ADVANCED COURSE (III).

Junior Year.

First Semester.

English IX.....	3
Oral Expression.....	2
Introductory Pedagogy I.....	4
Biology IV.....	4
Arithmetic VII.....	4
Art VI.....	3
Music V.....	2
Physical Training.....	2

Second Semester.

Literature X.....	2
Psychology II.....	4
Teaching	5
Biology V.....	2
Geography II.....	4
Art VII.....	2
Music VI.....	1
Physical Training.....	2

Senior Year.

SECTION A

English XI.....	2
Psychology and General Method	5
Hygiene and Sanitation.....	2
Teaching	10

SECTION B

English XI.....	2
History and Method XII.....	3
Psychology and General Method	5
Hygiene and Sanitation.....	2
Sociology	3
Music VII.....	2
Physical Training.....	2

SECTION A

English XI and XII.....	2
Oral Expression V.....	2
History and Method.....	3
History and Philos. of Ed. ..	3
Sociology	3
Art IX.....	2
Music VII.....	2
Physical Training.....	2

SECTION B

English XI and XII.....	2
Oral Expression.....	2
History and Philos. of Ed. ..	3
Art IX.....	2
Teaching	10

ELECTIVE WORK.

Astronomy	3	Mathematics IX.....	2
Mathematics IX.....	2	Domestic Economy.....	3

THE ENGLISH LANGUAGE AND LITERATURE.

(Dr. Harris and Miss Beals.)

The instruction in this department 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.

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 text books, including texts for language, reading and literature in the grades, 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. Baker's Principles of Argumentation is used as the text book in Courses IX and X.

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.

THE LATIN LANGUAGE AND LITERATURE.

(Dr. Harris and Miss Beals.)

The instruction in this department is intended to supplement and strengthen the work in English, rather than to form the base for a more extended classical Latin course; but it also aims at giving a knowledge of the Latin inflections and syntax and an appreciation and understanding of the authors read and of their place in Roman literature and history.

Course I. A course in Beginner's Latin, including simple Latin composition.

Course II. Continuation of Course I, supplemented by readings in *Viri Romae*. In both Course I and II attention is given to etymology, and to the kinship between Latin and English.

Course III. Caesar's Commentaries and Prose Composition. The knowledge of forms gained in the first year is extended, and an effort is made to enable the student to understand the characteristic idioms, especially the forms of indirect discourse, and to cultivate the habit of translating into good, idiomatic English.

Course IV. A continuation of Course III. These two courses cover the first four books of the Commentaries.

Course V. Cicero's Orations.

Course VI. A continuation of Course V. In these two courses, five orations are read, usually the four Cataline Orations and one other. An attempt is made to make the reading not merely a linguistic exercise, but a study of literature as well; attention is also given to idiomatic English translation.

Course VII. Virgil's Aeneid.

Course VIII. A continuation of Course VII. As in the reading of Cicero, this course is intended to be a study of Latin literature as well as a linguistic exercise, and aims also at giving the student practice in translating into idiomatic English prose.

THE GERMAN LANGUAGE AND LITERATURE.

(Miss Meisner.)

German, as well as Latin, is included in these courses, not primarily with the view of proficiency in using the German language, but rather for the enrichment of the student's thought and vocabulary and for broadening his sympathies and interests. He studies foreign languages so that he may know English better and may use it more effectively and so that he may better appreciate literature and art and life.

Course I. During the first weeks, chief stress will be laid upon the acquiring of a correct pronunciation. Special attention will be given to the proper placing of sounds which have no equivalent in the English language. An effort will be made to have German the class language as soon as possible. German expression will be substituted for the English as soon as the class have become familiar with them. It is expected that German will largely be used in class by the second semester. As an aid in the acquiring of the German idiom, and to assist in enlarging the vocabulary, short selections of prose and poetry will be memorized by the class. The principles of grammar will be derived from the reading. This work will be supplemented by the use of Spannhoofd's Grammar for reference and for further application of the forms learned. Besides the reading gathered from the observation and conversation lessons, the class will read Volume I of Guerber's *Marchen and Erzahlungen*.

Course II. The work of this course will be a continuation of that outlined above. The reading will be from Volume II of Guerber's *Maerchen and Ezraehlungen* and from Muller and Wenckebach's *Glueck Auf*.

Course III. Here as in the first year's work, German will be dealt with as a living tongue and will be spoken in class. Frequent lessons in conversation will be given. These will be based upon stories told and retold, descriptions of familiar places, personal experiences, stories of German life, customs, history and literature. Thomas' German Grammar will be studied. The reading of this course will include: Selections from Hewett's German Reader; *Geschichten vom Rhein*. Good selections of prose and poetry will be memorized. Much attention will be given to the writing of German composition and letters.

Course IV. Continuation of lessons in conversation, grammar and composition as outlined above. Reading: Storm's Immensee and Chamisso's Peter Schlemihl.

Course V. The work of this year will be largely a study of German literature. The aim will be to give a general survey of its development from the time of the old folk epics to the present in order that the students may be intelligently conversant with the greatest writers. Keller's *Bilder aus der deutschen Liteeratur* will be used for reference. A more detailed study will be made of the life and works of Schiller. The reading will consist of selections illustrative of the periods studied in literature and a special study will be made of Heine's *Harzreise* and Schiller's *Lied der Glocke*. Some supplementary reading of German magazines and newspapers will be done by the students and oral and written reports of these given to the class. The written work of the year will be based on the study of German literature and the general reading.

Course VI. Continuation of study of literature and collateral reading.

Course V. Reading of Schiller's *Wilhelm Tell*.

A German club will be organized for those students who are able to converse in German. The club will meet twice a month, and will be social and literary in character. The purpose of the club will be to further an interest in the German language and people. The evenings will be devoted to German songs and games and to talks, by guests or members of the club, on accounts of travel in Germany and on other topics bearing on German life and achievements.

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.

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

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

Course II. 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 the 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 given to methods of study and teaching in the elementary school.

Course VI. English History. A study of early English history from its beginning thru the period of the Tudor reigns. In this course emphasis is laid upon the development of the English constitution from its Anglo Saxon foundations and upon the industrial evolution of England.

Course VII. English history from the close of the Tudor period to modern times.

Course VIII. 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 the appreciation needful for the teacher.

In connection with the history of the nation, our government, both state and national, will be studied and pursued in this way. This phase of the subject will be found interesting and easy.

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

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

Course XII. 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 XIII. 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 AND MANUAL TRAINING.

(Miss Hunt.)

The general aims of the art courses are: first, to help the student in appreciating beauty in nature and art; second, by technical training to enable him to express his ideas by means of form and color; third, to prepare him to teach art in the public schools.

Course I. (a) Sketching of flowers, grasses and seed pods. (b) Study of the principles of free hand perspective and their application to the drawing of objects. (c) Study of grouping of still life. The mediums used are, pencil, charcoal, oils, and colored crayons.

Course II. A study of the principles of design and composition. The aim is to enable students to appreciate good composition and to learn how to originate and execute designs for practical purposes in an artistic manner. (a) Constructive design, shapes suitable for wood, clay and basketry. (b) Decorative design, conventionalization of flower forms, landscape, and their application to surface patterns borders, etc. (c) Completion of at least three objects in applied design as stenciled object, paper, construction and clay.

Course III. A continuation of Course I. (a) Advanced perspective-sketching of interiors, houses, steps, window and out-of-doors work.

(b) Pictorial landscape composition and still life groups. (c) Figure sketching. Mediums used are pencil, charcoal, water color and colored crayons.

Course IV. (a) Study of plant forms, flowers, grasses, etc. (b) A study of free hand perspective and the sketching of objects, interiors, houses, streets, etc. (c) Still life work, grouping, color harmonies. (d) Pictorial composition, landscape. (e) Figure sketching and the use of the figure in illustrating stories.

Course V. A course in manual training. (a) Study of constructive design and simple working drawings. (b) Knife work, working out of objects designed in course "a". (c) Bench work, learning how to use the bench, tools, saw, plane, chisel, etc. (d) Decoration, line and chip carving. (e) The finishing of models, sand-papering, waxing, etc.

Course VI. (a) Still life studies, large groups including flowers. (b) Figure sketching and illustration of stories, poems, etc. The mediums used are charcoal and colored crayons, and water color over charcoal. This is an advanced course for students who have had course III and IV or their equivalent.

Course VII. (a) Course in design and composition somewhat similar to course II. (b) Methods of teaching art in the elementary schools.

Course VIII. History of art; a study of the great art periods in sculpture, architecture and painting. This course includes some study of historic ornament.

Course IX. Art methods. This course is an adaptation of the art principles learned in the preceding courses to the needs of the elementary school. Courses in art and manual training suitable for the grades are planned by each student and the different phases discussed and worked out in class.

Courses in charcoal portrait work, clay modeling from the head, and applied design, will be given if there is call for them.

The initial cost for each student of materials, paints, etc., used in the art courses is about \$2.50.

MUSIC.

(Miss Sabelwitz.)

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; and second, special instruction in music in the departments of voice and piano.

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.

There exists in the school three musical organizations, The Treble Clef, the Young Men's Glee Club, and an orchestra. These clubs assist throughout the year in the various programs given in the school.

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

There are six upright pianos and a Wissner Concert Grand piano in the school.

The courses in music consist of: tone placing and voice building, ear training, development of rhythm, sight reading, and music writing, and methods in teaching music in the public schools.

The work in vocal drill, ear training, rhythm and sight reading are carried along progressively throughout the courses.

Course I. Rudiments of music; syllables, pitch names, real names, harmonic names; simple notation and dictation. Original melodies—expression of thought in melody. Music interpretation and music history.

Course II. Music notation and dictation; bass clef; study of intervals; major and minor, and chromatics begun; problems in time; original melodies; music interpretation. Music history and biography.

Course III. Continuation of Course II, increasing in difficulty.

Course IV. Music notation and dictation involving problems in time and tune. Major and minor; intervals and triads; chromatics. Methods in public school music briefly. Music interpretation, music history and biography.

Course V. Notation and dictation involving problems in time and tune. Major and minor; intervals and triads; chromatics. Music forms. Original verse writing, set to original melodies, with especial thought to adaptability for use in public schools. Methods in public school music. Music interpretation. Music history and biography.

Course VI. Continuation of Course V, with more especial attention given to problems in teaching music in the public schools.

Course VII. Notation and dictation involving chromatics and mode; also problems in time, as dotted note, divided beat, etc. Music forms; elementary harmony. Original verse writing set to original melodies, with especial thought to adaptability for use in public

schools. Methods in teaching public school music. Music interpretation. Music history and biography. Round table.

Course VIII. A special course in methods and supervision of music in public schools, for those looking forward to filling positions as supervisors of music.

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. Work in ear training and rhythm. Exercises for touch and singing quality of tone. Rudiments of notation. Scales and arpeggios. Loeschron Op. 84; Mrs. Crosby Adams' "First lessons at the piano." Simple pieces from standard composers.

Grade II. Ear training and work in rhythm continued. Exercises for touch and strength. Scales in all major and minor keys and in different forms and rhythms. Arpeggios. Schmitt daily exercises. Pischna's 48 exercises. Czerny-Germer Vol. I. Phrasing etudes of Heller and Bertini. Sonations, rondos, and easy selections from Clementi, Dussek, Handel and Beethoven.

Grade III. Schwalm Daily exercises, Czerny-Germer Vol. II, Pischna's 48 exercises, Germer's Left Hand Studies, Wilson G. Smith's Octave Studies; studies for touch and strength; selected etudes from modern composers, Bach's Little Preuldes and Fugues, Haydn and Mozart sonatas; selections from Mendelssohn, Schubert, MacDowell and other standard composers.

Grade IV. Philipp exercises, Cramer-Bulow etudes, Clementi's Gradus Ad Parnassam, Bach's suites, Low and Kullak Octave Studies, Left Hand Studies; Beethoven and Schuman sonatas; selections from Chopin, Grieg, Tschaiowsky, Brahms, MacDowell and other standard composers.

Voice.

Grade I. Tone placing, exercises for relaxation, sight reading, Randegerr Method, Ccales and Various Exerecises of Frederick Root, Song Studies of Frederick Root, simple songs from standard composers.

Grade II. Tone placing, exercises for relaxation, exercises in the flexibility of the voice; Randegger Method, Scales and Various Exercises of Frederick Root, Song Studies of Frederick Root, Concone; song interpretation; easier songs of Schubert, Schumann and other composers.

Grade III. Song interpretation; songs of Grieg, Brahms, Schubert, Schumann, MacDowell and other composers; arias from operas, oratorios, repertoire building.

Tuition Per Term of Nine Weeks.

Pianoforte, private lessons, half hour, one lesson per week.....	\$9.00
Voice, private lessons, half hour, one lesson per week.....	9.00
Pianoforte, class of four in sight playing, one lesson per week....	3.00
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 hygenically. 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) Exercises for poise, presence, and bearing, for grace, and ease of manner, for the vital organs, for strengthening the centres while freeing the surfaces; for respiration; harmonic movements.

(b) Aesthetic gymnastics.

(c) Calisthenic drill.

(d) Military tactics.

(e) Fencing.

III. Reading. The work of the entire course in reading is to hold constantly before the pupil two mental concepts: His thoughts, and his thought in relation to his class. The four volumes of the Evolution of Expression recognizes the four general stages of one's natural development.

Course I, Vol. I. Representing Animation, Analysis, Volume, and Forming Elements, the period when the individual is engrossed with subjects or objects as wholes, and his passion for life is expressed through rude energy.

Course II, Vol. II. Representing Slide, Vital Slide, Slide in Volume, Forming Pictures, when the reader so delights in presenting The Parts

to which he has been attracted as to make them effective. Selections from Emerson, Beecher, Webster, Tennyson, Wordsworth, Scott, Lanier, and others, with special attention to Parts of subjects set in contrast.

Course III, Vol. III. Literary Analysis, Vitalized Pictures, Taste, Relation of Values, when the reader's appreciation of the use or service of the parts carries him beyond the melodramatic to the realistic. The dramatic presentation of *Midsummer Night's Dream*.

Course IV, Vol. IV. Ellipse, Magnanimity of Atmosphere, Creation, Obedience the Keystone of Purpose, in which the reader's drawing perception of that higher service resulting from Truthful Relationship, leads him beyond realism to the Suggestive. The interpretative dramatic study and presentation of *The Hunchback*, Jas. Sheridan Knowles; or *The Merchant of Venice*, Shakespeare.

MATHEMATICAL DEPARTMENT.

(Professor 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 netaly, 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 in-

quiry 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 comon pump and foree 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.

(Professor 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 on the United States on sections of a 16½-foot globe (small globes, maps, modeling trays, collections of minerals, rocks, and fossils, a fifty-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.

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 works. 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

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

Course I. 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 important 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 univellar 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 are 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.
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.

THE TRAINING DEPARTMENT.

(Miss Grupe, Miss Hoffman, Miss Wilcox, Miss Meisner.)

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

No tuition is charged for the children who attend, but a fee of one dollar for each pupil is payable at the beginning of each 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 school, 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.

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, 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. 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. Lesson plans showing matter and method of instruction are prepared by the student teachers and criticized 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.

THE KINDERGARTEN.

(Miss Meisner.)

The work of the Kindergarten is centered about the children's natural interests in the animal and plant life about them, in the work of the home and in the simpler occupations of the children's environment.

The general character and sequence of work can well be illustrated by the following outline of work done during the past year:

The work of the fall was centered about the thought of the fall changes out of doors and how people get ready for winter. The children harvested the corn and potatoes and also gathered the flower and vegetable seeds in their school garden. Potatoes and apples were stored. Crab apples were gathered in a neighboring yard and jelly made of them.

The making of warm winter garments was illustrated by the making of warm doll clothes for the kindergarten dolls. When the storing of wood and coal was considered, the school coal bin was examined and also the furnaces of the school. Later some barns of the neighborhood were visited to see how hay and corn is stored for the animals and to notice the warm barns in which the animals are sheltered. The "Thanks" giving festival became a fitting climax for this fall work.

The weeks before Christmas were spent in the two-fold consideration of Christmas as the festival commemorating the birth of Christ and the festival of love of men for one another today. The children

became familiar in story, song and verse with the story of the first Christmas and each child made several Christmas gifts for those at home. An effort was made to have the children regard Christmas as the festival of giving rather than receiving.

After Christmas the story of the knights was told the children and the work of the succeeding weeks was based upon this story. This was done in the hope of giving the child some definite idea of valor and helpfulness.

This work was followed by considering some occupations familiar to the children—those on which their comfort depends. Some of these studied were the work of the postman, the grocer, the milkman, the baker, and the blacksmith. In the carrying out of this work, the post-office, the bakery, and blacksmith shop were visited and the children watched the people at their work there. On the days succeeding the visits, the children reproduced in work and play what was seen. For instance, after visiting the postoffice and seeing the work done there, a simple, miniature postoffice was built in the kindergarten and letters and valentines were posted in it. After visiting the bakery the children baked cookies for their lunch and when developing the thought of what the dairyman does, butter was churned in miniature churns. In each instance our dependence on the work of each of these people was emphasized and also the interdependence of these workers on each other.

In spring the noting of the seasonal changes out of doors was resumed. The children were taken on walks and excursions to notice and enjoy the budding vegetation, to gather flowers and to watch the insects and birds. Work was done in the school garden. Some flowers and vegetables were planted, but chiefly corn, beets, beans and other vegetables which could be harvested in fall.

The subject-matter outlined above was further developed thru songs, stories, games, and the various handwork of the kindergarten.

From the above outline of a year's work it will be seen how the child's natural interests are furthered and developed thru this systematic work and play. Thru this widening of his interest, thru his acquiring habits of industry, thru learning to work and play with others, and thru the developing all his powers of expression a good foundation is laid for the work of the succeeding grades.

GRADES ONE TO EIGHT.

The following outline of the course of study is in no sense an arbitrary one. Such a brief statement of work can give no adequate idea of the character or quantity of work done. Determination of subject matter depends to a large extent upon the character of par-

ticular classes, unforeseen needs and opportunities. There is an endeavor to use material which is suitable to the particular stage of development of the child and which calls for proper motivation. Nature study, history, and geography are closely related; number appears in many school activities, art and manual training bear a close relation to all other work. Number is given a separate period in the second year and geography in the fourth or fifth year.

In the early grades no sharp lines can be drawn between subjects, hence separate periods are not given to all the subjects mentioned.

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. The work in the grammar grades consists of games, marches, drills, use of bells, rings and wands; free gymnastics, poising, stretching, harmony relaxation; psycho-physical exercises. Instruction in hygiene is given throught the grades either with physical training or in the nature study period.

Music, art, manual training, gardening are carried on thruout the course. Field excursions form the basis of plant, animal, geographic, and industry study. Collections for grade museums are continually made. Calendars of birds and wild flowers are kept. Children are encouraged to become acquainted with, and interested in, their own environment.

Writing, spelling, and the use of correct language receives attention in all subjects thruout all grades.

Opening exercises give children as well as teachers opportunities to talk, or read before an audience. Great events, birthdays, festivals, are appropriately celebrated. Dramatizations worked up by special classes are if done well given before the entire school. Home reading of good literature is directed and encouraged.

FIRST GRADE.

History—Eskimo and Indian as types of primitive life. Homes, industries, transportation, social life. Compare with child's own experience of home life and occupations.

Nature Study—Familiarity with common wild flowers and trees. Planting of and caring for flowers, vegetables and corn. Domestic animals as the dog, in relation to life of child, of Eskimo and Indian; life history of moth or butterfly; worms found in gardening; recognition of neighborhood birds and their songs; seasonal changes and

effects upon plants and animals; observation of forms and uses of water with the appearance (of the phenomena). Collections of plant life, minerals, shells, etc., gathered on excursions.

English—Literature—Folk lore, fairy tales, animal stories; poems, myths and stories correlating with history and nature study; material drawn mainly from Andersen, Mother Goose, Aesop, Seton, Stevenson, (see lists in the English bulletin prepared by Dr. Harris). Children are encouraged to tell stories and experiences and to dramatize. Reading—Direct outgrowth of, and in connection with, nature study, literature and other school activities. The second semester books are placed in the hands of pupils; Folk Lore Primer, Art Literature, Sprague Classics, Heart of Oak, Mother Goose. Wood work, spelling and phonics are begun and continued thruout the grades.

Mathematics—Number work is entirely incidental, measuring, weighing, etc., in connection with other work. By the end of the year children will know how to count to 100 by 2's, 5's and 10's; combinations to 10; yard, foot, inch; quart, pint, gallon.

Art—Simple landscape, flat work, sunset, sunrise, cloudy day; autumn and spring wild flowers, leaves, corn stalk, milk weed pods, etc., in color; fruit, toys, etc., working in mass, free cutting and mounting, clay; sketching of chicken out of doors, child in action; illustrate work in primitive life, stories, gardening, etc.; design and construction center about Christmas, Easter, and other festivals. Appreciation of pictures such as those of Landseer and Murillo.

Manual Training—Sand table representations of Eskimo and Indian homes and industries; simple weaving, pottery and weapon making; making and furnishing of doll's house (this year the house of the Three Bears was made); Christmas tokens, May baskets, etc.

Music—Rote songs appropriately chosen; foundation laid for ear training and feeling for rhythm; teaching of scale, syllable and scale names; recognition of staff, clef and scale; singing of scale with moving; expression of child's thought in melody instead of speech, e. g. "Good morning"; individual singing begun; compositions of standard composers suited to grade played or sung, e. g. Mozart, Minuet from "Don Jean"; Schumann, "Kinder Album," "Warum."

SECOND GRADE.

History—Pastoral and agricultural stages; note advancement from fishing and hunting life to pastoral and agricultural stages; compare with modern life; stories of pastoral life from the Greek, Hebrew, Arab, Swiss, Pueblo shepherds of the Northwest; transition from pastoral to agricultural stage; primitive and modern agricultural industries, e. g. wheat industry; value of permanent and durable home.

Nature Study—Work of first grade with plants continued; use of parts (root, stem, leaves, flower, fruit) to plant and to man; raising of wheat and flax for special study; evergreen tree studied. Domestic animals, sheep, cow, horse; observations of aquaria life. Weather observations, direction of wind, clouds, time by shadow and sun dial; effect of temperature upon plants and animals.

English—Literature—Stories and poems correlating with nature study, history, e. g. Longfellow, "Hemlock Tree"; Stevenson, "My Shadow"; Tate, "While Shepherds Watched Their Flocks"; Sherman, "Four Winds"; Anderson, "The Flax," "The Fir Tree"; Story of Daniel; Greek myths. Other stories and poems suitable to grade studied, memorized or dramatized. Language—Special attention given to oral expression. Copying and dictation involving use of capitals, period, interrogation point; special care given to expressing thought in sentence form. Oral and written spelling. Reading—Child should learn to read with ease and interest good literature such as is found in Sprague Classic, Art Literature, Graded Literature, and Heart of Oak readers; classics suited to grade, e. g. Craik, Bow-wow and Mew-mew.

Mathematics—Numbers 1 to 1000; combinations to 50; fractions, 1-2 to 1-5; factoring to 20; multiplication and division tables thru 5';; measuring of perimeters and surfaces in gardening and construction; recognition of money to one dollar.

Art—Landscape—Body of water, moonlight scene, winter scope with figure in action, March landscape with wind effect (charcoal and water color). Fall grasses, grains, flowers, evergreen trees, spring catkins. Grouping of two fruits or vegetables; toys and familiar objects in charcoal mass; free cutting, sheep, bluebird. Illustration in connection with history, literature, musical compositions of Gurlitt, other school interests. Pictures studied in connection with history and literature; productions of Millet and Jacque are especially noted.

Manual Training—Articles of real worth to child or school, appropriate to Christmas, Easter and other festivals are made. All design is done in connection with articles. As suggested by history, sheep-fold, farm, pastoral homes, implements, pottery, wool processes, etc., are worked out.

Music—Rote songs; increase of difficulty in ear training; time developed thru work in rhythm leading to analysis of two, three, and four pulse measure; naming of lines and spaces; notation including the making of whole, half, quarter and eighth notes and rests; sight reading from charts and book; original composition; hearing of Schumann, "Kinder-Album"; Christmas music from Gade; Gurlitt, "Scenes from the Circus"; Schumann and Gurlitt, "Scenes from Childhood."

THIRD GRADE.

History—Trade and discovery; Phoenician, Norse and Greek stories of adventure, discovery, trade; commodities, transportation by water, caravan and other land methods; comparison with present day methods. Story of Columbus. Children gain some geographic knowledge in this connection and get acquainted with common land and water forms on field trips.

Nature Study—Emphasis upon cultivation, preservation and marketing of vegetables; study of fruits, harvesting and marketing. Life history of silk worm; insects injurious to vegetables and fruits. Classification of vegetables on basis of composition and parts used; test for starch; make starch; amount of water and starch in foods. Temperature in relation to room and silk worms; study of water, forms, evaporation, condensation, our water supply.

English—Literature—Stories and poems correlating with nature and history, e. g. Bryant, "Planting of Apple Tree"; Lowell, "First Snowfall"; Sherman, "The Cricket"; Longfellow, "Challenge of Thor"; selections from Mabie; "Norse Stories"; etc. Other literature suitable to grade from Grimm, Andersen, Field, Stevenson, Kipling, etc. Some poems memorized. Dramatization. Reading—Nature and literature material; Carroll, "Alice in Wonderland"; Heath, Sprague Classic, Stepping Stones, Heart of Oak, Cyr readers. Language—Children reproduce and report in original sentences, take dictation of stories and poems, write original stories and couplets, invitations and letters as school occasions demand. Original story telling encouraged. Use of more usual punctuation marks and capitals learned.

Mathematics—Market produce and prices investigated and made basis of work; numbers to 10,000; addition and subtraction; multiplication and division; tables thru the twelves; short division; two figure multiplier; fractions to 1-12.

Art—Road and near tree, foreshortening of surfaces, road crossing stream, bridge in color. Seed pods and grass, budding of trees, narcissus, yellow bell, and other spring flowers in ink, color and mounting. Group of simple forms, e. g. pail and vegetable; vase form, study of ellipse and simple perspective. History and nature work of this grade lends itself easily to illustration; free cutting and mounting. Use of dot and line and conventionalizing begun. Pictures of Bonheur, Corregio.

Manual Training—Work in trade and transportation leads to the making of scales, baskets, boats, representations on sand table of desert and caravan routes. Pottery—simple bowls, jugs. Sewing—useful articles in which plain seaming and cross-stitch are used.

Music—Note singing; ear training and rhythm work; tonality; feeling for whole and half steps; sight reading from board, chart, book

one and two; whole school take parts below soprano; dictation—bar, measure, time signature, accent; original composition; Bach, "Bource"; Rubenstein, "Polka" (Bohemian); Strauss, "Blue Danube Waltz"; Chopin, "Valse Lento, Op. 69."

FOURTH GRADE.

History—Study of Greek life, heroes, Athens and Sparta, education, music, art, games; myths, stories from Iliad and Odyssey. Athens as a type of a beautiful city leads to a consideration of beautifying our own town. The Northwest studied thru discoveries and explorations of Lewis, Clarke, Whitman, Hudson Bay Company.

Geography—The world as a whole, main land and water divisions. Sufficient geography of Greece, for the understanding of, and in connection with its history. Washington and other Pacific states; physical features, resources, industries. Sand, papier Mache modeling of maps.

Nature study—Acquaintance with native flora and their classification in relation to soils; cultivation of sugar beets and study of industry; forestry—distribution in own state, effect upon life, forest destruction, coniferous trees. Native wild animals, fur-bearing animals; acquaintance with kinds of soils, preparation and cultivation. Keeping of weather record; reading of thermometer and barometer. Coal and other fuels found in state. Soap and candle making.

English—Literature and reading—Poems to be memorized or read by the teacher, stories to be told as indicated in English bulletin. Reading material in hands of pupil—Baldwin, "Fifty Famous Stories Retold"; Guerber, "Stories of the Greeks"; Kingsley, "Water Babies," Long, "Beasts of the Field"; Stepping Stones to Literature, Cyr, Heath, Heart of Oak readers. Language—Mother Tongue, Book I in hands of teacher. The main work is to establish in the child the habits of right use of language and language forms which were introduced in earlier grades. Material for oral and written expression—school subjects, experiences, personifications, fables, letter writing; attention given to sequential order; simple topical outlining, contractions, abbreviations, common mistakes in use of verbs and pronouns. Spelling, word work, begin use of dictionary for pronunciation and meaning of words met in reading. Emphasis put upon four fundamental operations.

Mathematics—Numbers to 1,000,000; 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; linear and square measure; decimals thru tenths and hundredths; emphasis put upon oral work.

Art—Landscape—simple house in relation to trees, log cabin and fence marine views, use of simple finder, panels for room. Tulips and other spring flowers, tree, working for growth, proportion, values. Flowers in vase form; top of table with group of vegetables or fruits for foreshortening and convergence of lines. Horse in action, group of children in some occupation. Illustrate story or poem e. g. Lanier's "Bob," hunting scene, Greek life. Pussy willow design for science booklet; study of animal and plant units of design; Greek design applied to articles made, Greek architecture and sculpture, Bayre, Potter, Raphael.

Manual Training—Christmas gifts, articles for individual and school. Pottery with Greek decoration, clay tiles illustrating history event. Shoe and sewing bags using catch stitch. Raffia bags, reed baskets.

Music—Rote singing; ear trining, feeling for minor melodies; long and short notes represented rhythmically; sight reading from board, chart, book, including sharp four and flat seven, unequally divided beat (triplet), four notes to beat; minor melodies, two-part and three-part singing first by means of rounds; second reader used; notation, scale and key formation; original composition notated by pupils; Mendelssohn, "Spring Song," Schumann, "Fantastic Dance" (melody positive); Mozart, "Sonata Nol." Allegro, Andante, Rondo, first theme, second theme, close.

FIFTH GRADE.

History—Roman history thru stories of men, cities, Rome as a republic, art, customs, government. Study of our own city, county and state government. Lives of great American history builders—Standish, Winthrop, Smith, Stuyvesant, Penn, in relation to early colonies; Franklin, Washington, Fulton, Boone, Lincoln.

Geography—North America—Special study of United States with emphasis upon physical features, resources, industries, commercial centers. Eurasia—same points, emphasis upon people and customs.

Nature Study—Recognition of a few common plant families; parts of plant—root, stem, leaf, flower: Classification of native birds, aquaria life studied. Study of soil and composition, moisture, storage, irrigation. Weather observation continued. Heat studied in relation to every day life, cooking, heating, ventilation, etc.

English—Literature and reading—Ruskin, "King of the Golden River"; Wiggins, "Bird's Christmas Carol"; Guerber, "Story of the Romans"; Hawthorne, "Wonder Book"; Irving, "Rip Van Winkle," Graded Poetry Reader No. V and VI; many poems of Longfellow; other material as indicated in English bulletin. Dramatization and

poem memorizing. Language—oral and written expression continued, original composition, letter writing. Special attention given to correct form of letters, topical outline, paragraphing. Wider knowledge and interest in words and use of dictionary.

Mathematics—Correlated with other subjects; 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 and decimal fractions.

Art—Landscape—Shelley's "Cloud," snow, sunshine, storm, house in middle distance; study of bare poplar tree in storm for use in landscape. Groups of children, cow, sketched. Pitchers and jugs, Japanese lanterns in color, circle in relation to eye. Japanese in costume, other history, geography and literature illustration, Roman and Japanese design studied and suggestions used in children's design for articles made; designing for invitations, use of initial letter. Roman architecture and sculpture; Japanese art.

Manual Training—Modeling of bas-relief, vase forms. Reed and raffia baskets and table mats. Woodwork, magazine racks, pencil boxes, etc. Sewing-work aprons, laundry bags, costumes for Thanksgiving celebration.

Music—Rote singing; ear training involving melodies with sharp four, flat seven and minor, flat three; introduction of all new chromatic sight reading involving preceding problems; two-part and three-part singing; scale formation; dictation, continued; original composition; Scherzino, "Op. 14 No. 2"; Schumann, "Curious Story"; Mendelssohn, "Wedding March," "Lost Happiness No. 14," "Songs Without Words."

SIXTH GRADE.

History—Certain phases of medieval and renaissance periods; intellectual, industrial, commercial development; Charlemange, Crusades, Joan of Arc, Michael Angelo, Alfred the Great, current events.

Geography—Eurasia—special study of Europe, Africa, South America, and Australia; consideration of our relations to these countries.

Nature Study—Plant study and gardening—dissemination of seeds, bulbs, tubers, etc., propagation by roots, bulbs, tubers, seeds; study of weeds; lawn making; soil according to origin; fertilization of soil, and rotation of crops. Insects in connection with garden, field, orchard, spraying. Weather and astronomical observation. Rock formation of this region. Magnetism and electricity.

English—Literature and reading—Hawthorne, "Tanglewood Tales"; Dickens, "Christmas Carol"; Pyle, "Men of Iron," "Robin Hood"; Lanier, "King Arthur"; Longfellow, "Hiawatha"; Browning, "Pied Piper"; Holmes, "One Hoss Shay." Suitable poems committed to memory, one dramatization. Language and composition—Mother Tongue, Book I in hands of pupils. A desire and ability to express easily and well what child knows and is interested in should be the outcome of this work. Original narration, description, rhymes; letter writing; topical outline, structure of paragraph; capitalization, punctuation; emphasis put upon correct use of parts of speech and technique of written work. Sentence, subject, predicate, parts of speech recognized.

Mathematics—If needed more work in common and decimal fractions; denominate numbers; measurement in connection with garden and larger land tracts; manual training; shingling, papering, carpeting, etc.; business problems, bill making; percentage begun thru business problems.

Art—Autumn landscape, street with hills in background; flower study; fruit and vegetable groups with attention to composition, light, shade, color, background, cast shadow; figure sketching to illustrate literature (Hiawatha); Egyptian ornament and architecture; Egyptian and Indian design; Renaissance paintings and sculpture. Printing and initial letters; Michael Angelo's work illustrated by mounted pictures and made into booklet.

Manual Training—Pottery—Indian method. Raffia and reed mats and baskets. Sewing bags, handkerchiefs, suits for drama, curtains for bookcase; hem stitching, darning in embroidery. Woodwork—window boxes, mounts for weather chart, sun dial, garden posts, picture frames, etc. Working drawings in connection with construction.

Music—Vocal drill with special attention given to rapid scale work, agility and breathing; ear training, melodies including divided beat, chromatic tones and minor mode; mode—major and minor; notation—formation of minor scale, natural, harmonic, melodic; intervals; sight reading, three-part singing, third reader; dictation involving divided beat; original composition; Grieg, "Peer Gynt Suite No. 1"; Schubert, "Military March"; Mendelssohn, "Song Without Words."

SEVENTH GRADE.

History—Study of Elizabethan period. United States history thru periods of discovery and colonization. Children are encouraged to read historical stories along these lines. Study of current events.

Geography—The earth in relation to other heavenly bodies; movements of the earth; causes of seasons, night and day; longitude and

latitude; climate; winds and ocean currents; observation of United States bulletins and keeping of local weather report. Intensive study of United States, topography, climate, productions, industries, people government, problems. Children read articles from library, books and magazines.

Nature Study—Classification of wild flowers; study of flowerless plant; plant processes of growth; in connection with garden raise, raspberry, currant, and ornamental shrubs; landscape gardening; propagation by cuttings, budding, grafting, pollination; pruning. Study of drainage. Study of light and sound.

English—Literature and reading—Whole classics mainly from Hawthorne, Franklin, Hale, Warner, Burroughs, Lamb, Longfellow, Whittier, Holmes, Browning. One dramatization, a few poems learned. Composition—oral and written, topics suggested by literature, current events, school activities, etc., used as material; study of structure of composition. Grammar—Sentence analysis, recognition of parts of speech and study of functions. Dictionary and word work continued; at the end of this year children use the dictionary freely, know common prefixes, suffixes, and roots.

Mathematics—Arithmetic, application of denominate numbers. Mensuration. Application of percentage (one-half year). Algebra, introduced thru 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.

Art—Flower in decorative composition to fill space for school program, exhibit placard. Still life studies in charcoal and colored crayon, studying composition, unity, values. Winter landscape illustrative of "Snow Bound" or other literature studied. Design based on Gothic for table cover; use of geometric shapes in design; American historical pictures and painters; Dutch painters—Rembrandt, Van Dyck, Ruisdael.

Manual Training—Clay—Bas-relief to illustrate United States history events (The Indian and the coming of the white man). Bent iron tea stand, bracket; metal tray. Wood work—box, loom, garden reel, etc., making drawing in connection with constructions. Sewing—dust caps, collars, cuffs, aprons, dollies, etc., satin stitch, half button hole for edge, gathering, putting on of band, shadow embroidery.

Music—Choral singing, unison, two, three, and four part; vocal drill; ear training; sight reading; notation, bass clef; dictation; original composition. Music interpretation, study of orchestra and orchestral music; classification of music, e. g. sacred and secular, classic,

romantic, popular, etc.; hearing of Beethoven, Andante Op. 14, No. 2; Rubinstein, "Portrait, No. 22"; Mendelssohn, "Song Without Words"; MacDowell's composition; themes from Wagner; music, history, and biography.

EIGHTH GRADE.

History—United States history completed. Children learn to work by topics, to find and read relevant material in the library. Study of the constitution, representative government, present day questions, industrial and political.

Physiology—From hygienic standpoint—care of body, in reference to heat, air, light, cleanliness, food, exercise, fatigue, disease. Study of heating, ventilation, lighting, water, etc., in connection with a house. Text in hands of pupils.

Gardening—A study of conditions for producing the best results in the culture of some chosen flower, vegetable or fruit.

Physical Geography—A summing up and rounding out of work of previous grades. Work based whenever possible on observation. Text in hands of pupils.

English—Literature and reading—Whole classics mainly from Longfellow, Lowell, Scott, Lincoln, Dickens, Shakespeare. One dramatization during year. A few poems learned. Classifying of poems and prose masterpieces already studied in author groups. Endeavor is made to direct pupil's individual reading. Author's style and some figures of speech noted. Composition—Oral and written, narration and description. Good spelling, legible writing, clearness and ease of expression insisted upon. The work accomplished in this grade is contained in section on composition Mother Tongue Book II. Grammar—Sentence structure, more comprehensive study of parts of speech, phrases, and clauses, syntax.

Latin—Begin Latin, not primarily for knowledge of Latin language but to help in the understanding and appreciation of English grammar. (Last half year.)

German—Conversations; reading of German stories. (Optional).

Mathematics—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. Arithmetic, needful review of all processes learned, and more extended application of the same. (Last half year).

Art—Plant representation; study of detail of plant form for units of design, color schemes from plants, flowers, etc.; make stencil design (this year design was made for book case curtains); design used on magazine, book, portfolio covers. Making of book involving illustration, heading, tail piece, initial letters, book cover and binding.

Design made for bent iron and metal work. Figure sketching—two persons (charcoal, colored crayon). Illustration in connection with literature and other school activities, e. g. Sir Launfal, Evangeline. Reproductions of works of art used in connection with history and literature, e. g. Abbey, Holy Grail, Watt, Sir Galahad; a consideration of modern American artists and mural decorations, Boston Public Library, Congressional library. Art and its application to the beautifying of a small town.

Manual Training—Working drawings in connection with design and construction. Bent iron—candle stick, letter rack. Brass or copper—buckle, book rest, bowl. Basketry. Wood work—hurdles for boy's athletics, metric and yard stick, chest with panels, tabouret, book rack.

Music—See seventh grade.

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 properties 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.

These societies have been maintained ever since the organization of the school. This year two others were organized to provide for a number of students who had not availed themselves of membership in the Crescent or Eclectic societies. The Philomathean Society is composed of students in the Secondary and Advanced Courses; the

other is a society for preliminary training for the students of the elementary course.

THE KOOLTUO.

The Junior class of 1906 published a year book and named it the Kooltu, which was accepted as the organ of the student body. Its publication has been continued by the Junior class of 1907 in a volume of 108 pages with forty illustrations.

COURSE OF LECTURES AND ENTERTAINMENTS.

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

1. October 18, a concert by the Lulu Tyler Gates Company.
2. December 4, a concert by Ernest Gamble Concert Party.
3. January 21, a lecture, "The Making of an American," Jacob Riis.
4. February 4, a recital by Rogers and Grilley.
5. February 27, lecture "The Threat of Socialism," Frank Dixon.
6. April 19, lecture "Representative Government," U. S. Senator Robert M. La Follette.

ESPRIT DE CORPS.

The spirit of a school is a real, not an imagined thing, and it determines largely the effect of what is done in and by the school. A good spirit animating a school, every effort for the general welfare seems to succeed ; a perverse spirit present, the best efforts seem to be futile. We attribute much of 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, 1907, at 10 a. m. All who purpose to accomplish a full year's work in the school should register on Tuesday, September 3 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 7 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 their admission 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, Washington.

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. Throop, 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.
Mary A. Proudfoot, 1900 to 1906.
Lucinda Pearl Boggs, 1901 to 1902.
Jennie H. Evans, 1902 to 1903.
Margaret Steinbach, 1903 to 1906.
Margaret Ashworth Niblett, 1904 to 1906.
Harry M. Parks, 1905 to 1906.

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.
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.
Charlton, 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), Ellensburg.
Salladay, Anna Narcissa, teacher, Ellensburg.
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 1904.

Adams, May (Mrs. James Ramsay), Ellensburg.
Beach, Daisy (Mrs. Frank Emigh), Kennewick.
Berkman, Effie V., Tacoma.
Bruce, Lena (Mrs. Jaems 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., Seattle.
Gunther, Dill R. (Mrs. Will R. Wells), La Conner.
Hale, Harry W., attorney at law, Ellensburg.
Julesburg, Ada (died April 19, 1901).
Knapp, C. H., teacher, California.
Kuns, Joseph, Whitman County.
Larson, Anna, deceased.
McArthur, Jessie, teacher, 721 Seventh 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 Conon), Ballard.
Ross Douglas, real estate, 515 Mutual Life Bldg., Seattle.

Class of 1896.

Anthony, Julie E., teacher, 1527 Seventh St., Seattle.
Bell, Martha, 409 Thirteenth Ave., Seattle.
Coyle, Nida A. (Mrs. John Simmons), Walla Walla.
Carothers, C. M., Ellensburg.
Farnham, Frances E., teacher, Black Diamond.
Galbraith, Nettie M., teacher, Walla Walla.
Huggins, Mabel Hortense, teacher, 811 Fifteenth St., Tacoma.
Long, Violet Genevieve, teacher, Walla Walla.
Lewis, Rae, teacher, 801 Yesler Way, Seattle.
Parkhurst, Daisy, teacher, 24117 Western Ave., Seattle.
Riddell, Mabel S., teacher, Hartline.
Reitz, Gertrude E., teacher, 1103 Lane St., Seattle.
Steward, Carrie E. (Mrs. Robert Satterwhite), Seattle.
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 Wilmarth), Conconully, 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., bookkeeper, 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, Matagolpa, Nicaragua.

Class of 1898.

Bergie, Etta M. (Mrs. L. R. Gillette), Mace, Idaho.
 Bisbee, Zella (married).
 Beatty, Margaret, teacher, Seattle High School.
 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 (Mrs. Dr.).
 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.
 Rock, Anna, teacher, 1619 E. Republican, Seattle.
 Stevens, Claire (deceased).
 Stevens, Jessie (Mrs. Nason), Seattle.
 Turner, Birdie A. (Mrs. Wright), teacher, 605 Seventh Ave., Seattle.
 Thomas, Eloise, teacher, Walla Walla.
 Thayer, Fannie, teacher, Spokane.
 Thompson, Regina S., teacher, 125 Blanchard St., Seattle.
 Weyer, Ross, physician and surgeon, Chicago, Ill.
 Weaver, Cora, teacher, Ellensburg.
 Weller, Fannie, teacher, Pullman.

Class of 1899.

Abobtt, 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.
Mayes, 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, student University of Michigan.
McGreal, Francis P., teacher, Conway, Skagit County.
Megannon, Robina Marie, teacher, E. 313 Mission St., Spokane.
Miller, May G. (Mrs. ————), Spokane.
Miles, Ely, teacher, 706 L St., Tacoma.
Montgomery, Wm. W., Deputy State Superintendent, Olympia.
Nickeus, Elsie (Mrs. Robert Hawzhurst, Jr.), San Francisco.
Rock, Mattie teacher, 1610 Republican St., Seattle.
Sanford, Charlotte (died June 29, 1902).
Scott, Edna Rosalin Marlin (Mrs. H. A. Gibbon), Seattle.
Sprague, Genevieve Estelle, teacher, Ocean Park.
Stejer, Francis Adrian, supervising principal, Grehham, 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.
Zimmeran, Lydia Adelia (Mrs. Charles Keyle), Wenatchee.

Class of 1900.

Anderson, Katherine, principal, Stanwood.
Baker, Mrs. Bessie B., Swauk.
Carroll, Julia Virginia (Mrs. Oscar R. Mains), 1718 Seventh Ave., W.,
Seattle.
Clark, Mary, teacher, Ballard.
Carothers, Lillian (Mrs. E. J. Merriman), Ellensburg.
Davis, Cora Winston, teacher, Spokane.
Gibbon, Herbert Addison, real estate, Seattle.
Henson, Alice Marguerite (Mrs. James Christone), 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, 1a wstudent, University of Washington.
 Patterson, Myrtle (Mrs. Rev. Tichneal), Wenatchee.
 Shoudy, Loyal, student University of Pennsylvania, Seattle.
 Vallen, Margaret Elinor, teacher, Thornton.
 Wilding, Florence, teacher, Jersey City, N. J.
 Wilson, Mary Jane (married), Seattle.
 Weyer, Zoora E., teacher, Douglas City, Alaska.

Class of 1901.

Dennis, Edna (Mrs. G. F. Dullain), Bismark, N. Dak.
 Grinrod, Ione, teacher, Roslyn.
 Kruegal, Nell, teacher, Idaho, 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 (Mrs. ——— Hall), Seattle.

Class of 1902.

Baker, Mrs. C. S., teacher, Ellensburg.
 Blair, H. F., County Superintendent Kittitas County, Ellensburg.
 Bowman, Ina, teacher, Ballard.
 Burwell, Mildren J., teacher, 1310 S. Fourth St., Tacoma.
 Carter, Frances Maude, teahcer, 208 Mansfield Ave., Spokane.
 Dennis, Esma (married).
 Fouts, Rose Bartol, teacher, Walla Walla.
 Getz, Minerva Adelia (Mrs. R. Lee Barnes), Ellensburg.
 Hoke, Floy A. (Mrs. W. C. Poage), Georgetown.
 King, Effie Evangeline, teacher, Walla Walla.
 Moorehouse, Edna Lorine, teacher, Alaska.
 McBride, Oscar Harvey, County Superintendent, Vancouver.
 Nelson, Nellie M., student State Uinversity.
 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, teacher, Ellensburg.

Class of 1903.

Bigelow, Margaret Elizabeth, student Ohio Wesley University, Olympia.
Bosse, Bertha Helen, teacher, 1218 North Fourth St., Tacoma.
Dunkerley, Ethel, teacher, Tacoma.
Fallon, Lucy Lavine, teacher, 2107 Fifth Ave., Seattle.
Henry Margie, teacher, Tumwater.
Ingram, Cora Eltan (deceased).
Jones, Cora Ticknor.
Jones, Flora Nina, Walla Walla.
Koontz, Anna Katherine, teacher, North Yakima.
McClure, W. L., medical student, Northwestern University.
Odell, Mary Ellen, teacher, Puyallup.
Osborne, William Quincy, student State University.
Phelps, Harriet Newton, teacher, 822 North M St., Tacoma.
Rock, Mary Elizabeth, teacher, 1619 E. Republican, Seattle.
Rogers, Nell G., teacher, North Yakima.
Scott, Minnie, North Yakima.
Winkleman, Julia, teacher, 1931 E St., Tacoma.
Pihl, Ida Mary, teacher, Puyallup.

Class of 1904.

Campbell, Ruby, student University of Washington, 707 Twenty-first Ave., Seattle.
Day, Mary Edna (Mrs. Robert Stevens), Thorp.
Epple, Edyth, teacher, Pendleton, Oregon.
Harmeling, Stephen J., editor, Brighton Beach, Vashon.
Hoffman, Catherine E., teacher, Ellensburg.
Hooton, Olive G., teacher (Mrs. Presby Sanders), Pialschie.
Jungst, Anna B., teacher, 361 S. Natchez Ave., North Yakima.
Kingston, Eloise, music student, 118 Galer St., Seattle.
McCurdy, Kathryn, teacher, Seattle.
Olding, Lida J., teacher, Alaska.
Payne, Florence I., teacher, Kittitas County, Port Townsend.
Reid, Mary Bruce, teacher, 1311 N. 10th St., Tacoma.
Robinson, Beatrice, teacher, Everett, 712 Alder St., Walla Walla.
Smith, Verna (Mrs. G. I. Wilson), Roslyn.
Vance, Virginia Bell, teacher, Ellensburg.

Class of 1905.

Anderson, Stella E. (Mrs. Dale Preston), Athena, Oregon.
Atwood, Stanley F., principal, Ballard, Ellensburg.
Clarke, Emma E., teacher, 1207 Seventh Ave., Spokane.

Cochrane, Myrtle Edna, teacher, Marysville, 2911 Cedar St., Everett.
DuVall, Victoria, Eleanor, teacher, Seattle.
Hardy, Helen G., teacher, Pullman, Kent.
Henry, Vida L., teacher, Chehalis.
Karrer, Anna M., teacher, Roslyn.
Karrer, Matilda W., teacher, Roslyn.
King, Stella Barbara, teacher, Walla Walla.
Lister, Pearle, teacher, 931 C St., Tacoma.
Merritt, Florence E. (Mrs. Martin Stanon), R. F. D. 4, North Yakima.
Miller, Anna D., teacher, 2341 Tacoma Ave., Tacoma.
Natchsheim, Louise A., teacher, 1424 J St., Tacoma.
Peterson, Lucie Frances, teacher, Tacoma, Hillhurst.
Poage, Wm. C., principal High School, Georgetown.
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.

Class of 1906.

Bishop, Alma Loretta, teacher, Pullman, R. F. D. No. 8, Spokane.
Corbin, Maude Estell, teacher, Pullman, Couer d'Alene, Idaho.
Davis, Lucile Davis, teacher, 604 S. Maple, Spokane.
Davis, Martha D., teacher, 2404 Broadway, Spokane.
Hubbell, May Eliza, teacher, R. F. D. No. 3, Tacoma.
Link, Gertrude J., teacher, 3115 Sixth, Tacoma.
Macdonald, Flora, teacher, 712 N. Second, Tacoma.
Maxwell, Marion E., teacher, 618 Aloha, Seattle.
Neilson, Jessie, teacher, 1221 N. Washington, Tacoma.
Peterson, Cecile S., teacher, Seattle.
Roberts, Lola Ella, teacher, 1007 Sixth, Tacoma.
Roberts, Vera Berkley, teacher, 1007 Sixth, Tacoma.
Salladay, Flora, teacher, Toppenish, Ellensburg.
Schoeraffe, Gertrude, teacher, Black River, 1114 Second Ave., N.,
Seattle.
Smith, Frances Hortense, teacher, Port Townsend.
West, Vernie, teacher, Winlock.
Wiley, Jennie Edith, teacher, Ellensburg, 315 S. Thirtieth, Tacoma.

Summary.

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The catalogue of 1908 is to contain the full roll not only of the alumni et alumnae but also of all who have ever received an Elementary or a Secondary certificate with address correct to date. Every graduate and every certificate holder is earnestly requested to send to the office of the principal her correct address and present occupation and position. Let this be done before April 1st, 1908.

THE ALUMNI ASSOCIATION.

OFFICERS FOR 1907-08.

CATHERINE E. HOFFMAN, 1904.

President.

CARRIE McDOWELL, 1897.

Vice-President.

ANNA QUIGLEY, 1905.

Secretary-Treasurer.

CORA WEAVER, 1898.

Chairman of Executive Committee.

The Alumni Association at its annual meeting and banquet, on June 5, 1907, voted to change the date of this meeting from the evening of commencement day to the Saturday evening preceding commencement. This change, it is hoped, will bring to Ellensburg at commencement time a larger number of the graduates than in the past. A good many of them may find it practicable to come in time to attend the joint program of the literary societies on Friday evening and may remain over to the baccalaureate service on Sunday. There may thus be some delightful reunions at each commencement time.

A holiday meeting of the graduates is to be held at Seattle in connection with the 1907 meeting of the Washington Educational Association.

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