1-1-1908

The Quarterly of the Washington State Normal School Catalog

Central Washington University

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THE QUARTERLY
OF THE
Washington State Normal School
ELLensburg

CATALOG
1908

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THE QUARTERLY
OF THE
Washington State Normal School
AT
ELLENSBURG

CATALOGUE FOR 1907-1908
AND
ANNOUNCEMENTS FOR 1908-1909

OLYMPIA, WASH.
C. W. GORHAM, PUBLIC PRINTER
1908
**CALENDAR OF 1908-1909**

**FALL AND WINTER SEMESTER**

Entry Examinations ........................................... Monday, August 31, 1908
Registration, Principal's Office, 9 A. M. ................. Tuesday, September 1, 1908
Opening Day, Assembly and Address, 10 A. M. .......... Wednesday, September 2, 1908
Opening of Training Department ......................... Wednesday, September 2, 1908
End of First Quarter ........................................ November 6, 1908
Beginning of Second Quarter ............................... November 9, 1908
Thanksgiving Recess ......................................... November 26 to 30, 1908
Christmas Vacation, begins at noon ...................... December 18, 1908
Training School Vacation, begins ......................... December 24, 1908
Christmas Vacation ends .................................... January 4, 1909
End of First Semester .................................... January 29, 1909

**SPRING AND SUMMER SEMESTER**

Beginning of Second Semester ............................ February 1, 1909
National Holiday .............................................. February 22, 1909
End of Third Quarter ....................................... April 2, 1909
Beginning of Fourth Quarter ............................... April 5, 1909
Easter Vacation .............................................. April 8, noon, to April 12, 1909
Memorial Day .................................................... May 30, 1909
Close of Training Department ......................... Wednesday, June 2, 1909
Anniversary of Literary Societies ......................... June 4, 1909
Alumni Anniversary, 8 P. M. ................................. Saturday, June 5, 1909
Baccalaureate Day .............................................. Sunday, June 6, 1909
Class Day ....................................................... Monday, June 7, 1909
Graduation Day ................................................ Wednesday, June 9, 1909

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**CALENDAR**

<table>
<thead>
<tr>
<th>JULY 1908</th>
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**SEPTEMBER 1908**

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**OCTOBER 1908**

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**NOVEMBER 1908**

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**DECEMBER 1908**

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“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 main 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. A building for the Training Department was completed and turned over by the Board of Control to the Trustees March 16, 1908. It will be dedicated June 10 and occupied by the school September 9, 1908.
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.

JESSIE HIRDENA 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.

EVALENA THOMAS,
Physical Training and Reading.

ADALENE HUNT,
Art, Manual Training.

ELSBeth S. SABELWITZ,
Music—Voice, Piano.

STELLA B. VINCENT, S. B. (Chicago), Principal Training Department, Psychology.

RUTH CHRISTINE HOFFMAN,
Primary Training Supervisor.

CLARA MEISNER,
Kindergarten Director, German.

LUELLA M. WILCOX,
Assistant in Training Department.

FERN EARL TAYLOR, A. B. (Hillsdale), Assistant in Science and Mathematics.

ALBERTA McDONNELL, A. B. (Michigan), Assistant in English and Latin.

MRS. ELLA GIRDNER WARNER,
Librarian.

MARGUERITE E. HARN,
Secretary.

MRS. E. J. ARTHUR,
Matron.

WILLIAM HUSS,
Engineer and Janitor.

JACOB CLEMAN,
Gardener.
### STUDENTS 1907-1908.

**Senior Class.**
Graduated June 10, 1908.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
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<tbody>
<tr>
<td>Arntson, May Josephine</td>
<td>2101 So. K St...Tacoma</td>
<td>Pierce</td>
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<tr>
<td>Burwell, Leona E.</td>
<td>861 N. Junett St...Tacoma</td>
<td>Pierce</td>
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<tr>
<td>Buzzell, Minnie</td>
<td>Ellensburg</td>
<td>Kittitas</td>
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<tr>
<td>Calhoun, Vira</td>
<td>Port Townsend Jefferson</td>
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<tr>
<td>Clark, Jennie Ethelyn</td>
<td>Cashmere</td>
<td>Chelan</td>
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<tr>
<td>Crockett, Grayce Nadine</td>
<td>Pendleton</td>
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<td>Des Voigne, Elsie</td>
<td>Ellensburg</td>
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<tr>
<td>Hill, Anna Elizabeth</td>
<td>306 So. L St...Tacoma</td>
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<tr>
<td>Horrocks, Nancy Sarah</td>
<td>1815 15th Ave. Seattle</td>
<td>King</td>
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<tr>
<td>Howland, Serita Mildred</td>
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<tr>
<td>Johnson, Daisy Marion</td>
<td>605 So. G St...Tacoma</td>
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<td>Karrer, Frank Xavier</td>
<td>Roslyn</td>
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<td>MacDonald, Mrs. LaVelle</td>
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<tr>
<td>McMillan, Anna Laurie</td>
<td>2041 64th Ave. Ballard</td>
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<tr>
<td>Rock, Jennie Strain</td>
<td>1819 E. Republican</td>
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<td>Rogers, Elizabeth Emma</td>
<td>R. F. 4...North Yakima</td>
<td>Yakima</td>
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<tr>
<td>Rogers, Elizabeth Emma</td>
<td>R. F. 4...North Yakima</td>
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<tr>
<td>Shewbridge, Ruth Esther</td>
<td>909 So. L St...Tacoma</td>
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<tr>
<td>Smith, Naomi, 2108 6th Ave. E...Spokane</td>
<td>Kittitas</td>
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<td>Spurling, Ada Elizabeth</td>
<td>Ellensburg</td>
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<tr>
<td>Wilson, Myrtle V.</td>
<td>Greeley</td>
<td>Colo</td>
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**Course Not Completed.**

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Boyker, Katherine</td>
<td>Kent</td>
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<tr>
<td>Brennan, Mary Constance</td>
<td>715 11th Ave...Seattle</td>
<td>King</td>
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<tr>
<td>Chapman, James LeRoy</td>
<td>Waitsburg</td>
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<tr>
<td>Chew, Florence Mabel</td>
<td>1730 14th Ave...Seattle</td>
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<tr>
<td>Coy, Grace Boneta</td>
<td>811 So. I St...Tacoma</td>
<td>Pierce</td>
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<td>Currier, Florence</td>
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<td>Davies, Hildred</td>
<td>Kent</td>
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<tr>
<td>Erwin, Anne Burton</td>
<td>201 No. Natch...North Yakima,Yakima</td>
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<td>Fatland, Dora Carolyn</td>
<td>4002 So. Yakima...Tacoma</td>
<td>Pierce</td>
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<td>Filer, Henry</td>
<td>Ellensburg</td>
<td>Kittitas</td>
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<td>Henderson, Emogene</td>
<td>Waitsburg</td>
<td>Walla Walla</td>
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<td>Henton, Newton</td>
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<td>Holm, Emma</td>
<td>Walla Walla</td>
<td>Walla Walla</td>
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<td>Hunt, Edna</td>
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<td>Johnson, Francis Louise</td>
<td>206 Waverly Pl...Spokane</td>
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<td>Jones, Eva G.</td>
<td>705 So. Pine...Tacoma</td>
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<td>Kelley, Gertrude</td>
<td>Everett</td>
<td>Snobohish</td>
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<td>Kunkel, Harriet E.</td>
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<tr>
<td>McKinstry, Sadie L.</td>
<td>Ellensburg</td>
<td>Kittitas</td>
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<tr>
<td>Mills, Emilie</td>
<td>Ellensburg</td>
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<tr>
<td>Molike, Adeline E.</td>
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<tr>
<td>Morgan, Grace E.</td>
<td>Lester</td>
<td>King</td>
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<tr>
<td>Pollock, Mary V.</td>
<td>909 So. L St...Tacoma</td>
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<tr>
<td>Rogers, Leroy A.</td>
<td>North Yakima,Yakima</td>
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<td>Ross, Rosilla Gertrude</td>
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<td>Walla Walla</td>
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<td>Walker, Edna Maude</td>
<td>18 No. 4th St...North Yakima,Yakima</td>
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<td>West, Ethel V.</td>
<td>Winlock</td>
<td>Lewis</td>
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<tr>
<td>Wheeler, Iva A.</td>
<td>902 So. Ainsworth</td>
<td>Tacoma</td>
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<td>Wilson, C. Lucile</td>
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<tr>
<td>Winchester, Jessie Harriet</td>
<td>402 No. 3d...North Yakima</td>
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**Fourth Year.**

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Anderson, Lillian E.</td>
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<td>Aspinwall, Alice Ann</td>
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<td>Baldwin, Ella Dora</td>
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<td>Bossong, Pearl</td>
<td>Ellensburg</td>
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<td>Clemen, Lela</td>
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<td>Clerf, Rose A.</td>
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<td>Gibson, Henry Vance</td>
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<td>Gwin, Nellie</td>
<td>Oakville</td>
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<td>Henry, Edythe</td>
<td>Tumwater</td>
<td>Thurston</td>
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<td>Knox, Laura Eleanor</td>
<td>Lucas</td>
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<td>Magruder, S. Jamie</td>
<td>Vancouver</td>
<td>Clarke</td>
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<td>Mathews, Byrl</td>
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<tr>
<td>Owens, Gladys</td>
<td>726 Howard Ave...Seattle</td>
<td>King</td>
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<td>Pennington, Emma</td>
<td>Sumner</td>
<td>Pierce</td>
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<td>Power, Margaret</td>
<td>Sande Puca</td>
<td>Island</td>
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<td>Salladay, Gladys</td>
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Gander, Martha Alice .......................... Ellensburg, Kittitas.
Schrader, Minnie .................................. North Yakima, Yakima.
Wallace, Charlotte Isabell .................... Ellensburg, Kittitas.
Wills, Bertha ................................. Ellensburg, Kittitas.
Woodham, Dollie Ethel ....................... Ellensburg, Kittitas.
Schnebly, Lillian (special) ............. Ellensburg, Kittitas.

Third Year.

Ames, Hazel Marguerite .......................... Ellensburg, Kittitas.
Ames, Olive Nita .................................. Ellensburg, Kittitas.
Baggs, Lawrence Milton .................... Sioux City, Iowa.
Baldwin, Sarah E ............................. Ellensburg, Kittitas.
Barlow, Charlotte ............................ Aberdeen, Chehalis.
Bartholet, Marie .............................. Ellensburg, Kittitas.
Chapman, Albert Leroy, 804 W. 76th St. Vancouver, Clarke.
Clerf, Anna Lillian ............................. Ellensburg, Kittitas.
Davidson, Margaret .......................... Ellensburg, Kittitas.
Dove, Eva Mae ................................ Bickleton, Klickitat.
Goss, Maria Christina, 701 So. I St. Tacoma, Pierce.
Hinman, Laureada F .......................... Ellensburg, Kittitas.
Home, Thelma ................................. Ellensburg, Kittitas.
Lesh, Catherine B ............................ North Yakima, Yakima.
Lewis, Helen ................................. Ellensburg, Kittitas.
McKinstry, James L .......................... Ellensburg, Kittitas.
Mauns, Ethel Maude .......................... Maton, Yakima.
Miller, Mary Louise .......................... Ellensburg, Kittitas.
Montgomery, Agnes .......................... Enum Clow, King.
Newton, Charles Arthur ...................... Oakville, Chehalis.
Palmer, Emeline .............................. Ellensburg, Kittitas.
Rehmke, Anna ................................. Ellensburg, Kittitas.
Schnebly, Jean ............................ Ellensburg, Kittitas.
Selle, Teresa Maria .......................... Elbe, Pierce.
Stewart, Jean Elizabeth .................... Ellensburg, Kittitas.

Second Year.

Aspinwall, Jessie .......................... Ellensburg, Kittitas.
Bartholet, Ruth .............................. Ellensburg, Kittitas.
Berg, Clara ................................ North Yakima, Yakima.
Carmony, Mary .............................. Ellensburg, Kittitas.
Castor, Muriel ............................ Cunningham, Adams.
Dodge, Bertha Louise, 1525½ Tacoma A.Tacoma, Pierce.
Dyke, Ethel A ............................. Lester, King.
Elwood, Lucile .............................. Ellensburg, Kittitas.
Ganders, Martha Alice ..................... Bickleton, Klickitat.
WASHINGTON STATE NORMAL SCHOOL

Rollinger, Angeline .................. Ellensburg, Kittitas.
Schnebly, Edith .................. Ellensburg, Kittitas.
Stamey, Myrtle Oenone ......... Ellensburg, Kittitas.
Swanson, Minnie ............. Ellensburg, Kittitas.
Wallace, Fred W .................. Ellensburg, Kittitas.
Whittendale, Helen ........... Ellensburg, Kittitas.
Willard, Ida Mae ............. North Bend, King.
Wishard, Donnella ............ Ellensburg, Kittitas.
Wishard, Ruth Alice ............ Ellensburg, Kittitas.

Ninth Grade.
Deniff, Mattie Jane ............. Ellensburg, Kittitas.
Des Voigne, Leslie ........... Ellensburg, Kittitas.
Donahue, Mary Alice ........... Ellensburg, Kittitas.
Emerson, Ruby .................. Ellensburg, Kittitas.
Hubbell, Beckwith ......... Ellensburg, Kittitas.
Palmer, Clarice .............. Ellensburg, Kittitas.
Palmer, Frank E .............. Ellensburg, Kittitas.
Rehmke, Annette ......... Ellensburg, Kittitas.
Ritchie, Mary Ellen .......... Palmer, King.
Snowden, Herbert ......... Ellensburg, Kittitas.

SUMMARY.
Seniors ........................................ 27
Juniors ...................................... 30
Fourth year students ........... 22
Third year students ............. 25
Second year students ........... 35
First year students ............. 25
Ninth grade students ............ 10

EIGHTH GRADE, TRAINING DEPARTMENT.
Ames, Helen Packwood, Nettie
Brunn, Hilda Palmer, Mabel
Bush, Elva Peairs, Edna
Carr, Ruth Peck, Stella
Dumphy, John Preece, Mamie
Lambson, Laura Rehmke, Antoinette
Morgan, Nessa Robinson, Verne
Mumma, Orville Schlotfeldt, Alvina

WASHINGTON STATE NORMAL SCHOOL.
AT ELLENSBURG.

ESTABLISHMENT AND PURPOSE.

This institution was established and it is maintained for the express purpose of educating and training teachers for their work.

The state, in its constitution, accepts as a "paramount duty" the task of making "ample provision for the education of all the children residing within its borders"; and it recognizes as a part of this paramount duty the maintenance of efficient normal schools for the education and training of teachers.

No state so early in its history has surpassed Washington in its liberality toward elementary education nor in the encouragement it offers young people of suitable talents and tastes to prepare themselves for the teaching profession.

The Demand for Efficient Teachers.

The demand for really competent teachers has far outrun the supply. Trained teachers of successful experience have come, upon invitation from the East, in large numbers, but still there is room and a desirable position ready for every graduate this school can furnish.

Young men as well as young women of the best type are needed nowhere more than in the work of education.

Invitation.

State normal schools are maintained not to provide free education to any who may choose to accept it for private benefit, but to fit for public service in the schools persons who possess good health, moral force of character, good intelligence and adaptability to the work of teaching. Persons possessing these qualifications are invited to enter this institution and prepare themselves, at the expense of the state, for positions of honor and trust in its service, and to become highly useful public servants and influential in promoting the welfare of society.

Location of the School. The city of Ellensburg is located in the Kittitas valley, an extensive basin embraced by the foothills east of the Cascade mountains. It is an important business center, with a population of 5,000; is a division point on the main line of the Northern Pacific railroad, and is also on the extension of the Chicago, Mil-
The climate is bracing and healthful, and the environment is peculiarly favorable to student life.

Grounds. The school premises consist of two blocks and the vacated street between them, embracing an area of six and a quarter acres. These grounds are in the most attractive residence quarter of the city, have an elevation of 1,570 feet above sea level, and command a view of wide extent and surpassing beauty. They are provided with an irrigating system supplied from a canal and furnishing an abundance of water at small cost. Two of the principal streets leading to the school have lately been graded and parked by the city and a broad concrete walk and retaining wall have been extended along the front of the school grounds. The lawn surrounding the buildings has been improved and further adorned by trees and shrubbery, and school gardens have been laid out for use in connection with nature study.

Buildings. The central building, erected in 1893 at a cost of $60,000 is commodious and sightly. It contains an assembly hall easy of access, of convenient size and excellent accoustic qualities; class rooms; physical, chemical, and biological laboratories; art and music studios; a library, gymnasium and offices of administration.

The new building for the training department, which will be occupied at the opening of the next school year, will cost $65,000 and will provide for such reorganization and enlargement of this important part of the institution as have been felt needful. The construction of the building by the Board of Control has secured for the school a building of the most substantial character. A central heating plant also has been built, by which both buildings are to be warmed and ventilated, and where the whole of this important work is to be placed under the charge of one engineer. These important additions make it possible to provide much better facilities for the work of the school.

Some of the improvements to be made are these:
1. The library will be enlarged.
2. The principal's office will be enlarged to a suite of offices with a suitable reception room.
3. There will be a recitation room for the exclusive use of each department.
4. A good manual training laboratory will be suitably fitted up.
5. Other laboratories, including one for household arts, will be furnished.

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 six years course, the completion of the eighth 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 7 and 8, 1908, 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
Anacortes
Arlington
Auburn
Ballard
Bellingham
Centralia
Chehalis
Colfax
Davenport
Dayton
Ellensburg
Everett
Garfield
Hoquiam
Kent
LaConner
Mount Vernon
North Yakima
Olympia
Palouse
Pomeroy
Port Angeles
Port Townsend
Prosser
Puyallup
Ritzville
Seattle
Sedro-Woo'ley
Snohomish
Spokane
Sumner
Tacoma
Vancouver
Walla Walla
Waterville
Wenatchee
University of Puget Sound—Academy
St. Paul School,
Walla Walla,
Waitsburg Academy

High schools 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: Whenever 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 seemed 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 15.

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, 11, 22, 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 linens, 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.
THE COURSES.

The courses outlined in general by the Board of Higher Education for the state normal schools, April 1, 1905, are omitted from this catalog to save the expense of printing. They have been published in former catalogs and a copy will be furnished any one on application.

These courses are here arranged in detail and with reference to the special conditions existing in this school. The work indicated here in tabular form is more fully shown and explained under the several departments, beginning on page 25. The figures placed after the subjects denote the number of recitation periods required per week.

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.

First Year—Ninth Grade.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I .......... 3</td>
<td>English II .......... 3</td>
</tr>
<tr>
<td>Latin I .......... 5</td>
<td>Latin II .......... 5</td>
</tr>
<tr>
<td>Reading I .......... 2</td>
<td>History I, Greece .......... 5</td>
</tr>
<tr>
<td>Art I .......... 3</td>
<td>Physical Training .......... 2</td>
</tr>
<tr>
<td>Physical Training .......... 2</td>
<td>Physical Training .......... 2</td>
</tr>
</tbody>
</table>

Second Year—Tenth Grade.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English III .......... 4</td>
<td>English IV .......... 2</td>
</tr>
<tr>
<td>Latin III or German I .......... 4</td>
<td>Latin IV or German II .......... 4</td>
</tr>
<tr>
<td>Reading II .......... 2</td>
<td>Hist. III, Mediaeval Europe .......... 3</td>
</tr>
<tr>
<td>Math. II, Geometry (a) .......... 5</td>
<td>Math. II, Geometry (b) .......... 2</td>
</tr>
<tr>
<td>Music I .......... 2</td>
<td>Art II .......... 3</td>
</tr>
<tr>
<td>Physical Training .......... 2</td>
<td>Physical Training .......... 2</td>
</tr>
</tbody>
</table>

Third Year.

| English VI .......... 2 | English VII .......... 3 |
| Art III or IV .......... 3 | Art V, Manual Training .......... 2 |
| Music II .......... 2 | Music III .......... 2 |
| Physical Training .......... 2 | Oral Expression III .......... 3 |
| Physical Training .......... 2 | Physical Training .......... 2 |

ELECTIVE WORK.

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

Fourth Year.

| English XI .......... 3 | English XII .......... 2 |
| History VIII .......... 2 | History X .......... 3 |
| Geog. Sci. III, Physiology .......... 5 | Education I .......... 4 |
| Physical Training .......... 2 | Physical Training .......... 2 |

ELECTIVE WORK.

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

Junior Year.

| English X .......... 3 | English IX .......... 2 |
| History VII .......... 2 | History IX .......... 3 |
| Education II, Psychology .......... 4 | Education III .......... 3 |
| Physical Training .......... 2 | Music VI .......... 2 |
| Physical Training .......... 2 | Physical Training .......... 2 |

ELECTIVE WORK.

| Oral Expression IV .......... 2 | Math. VIII, Trigonometry .......... 3 |
| Art VI .......... 3 | Domestic Science .......... 2 |
| Music .......... 2 | Music .......... 2 |
getElementary 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.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II</td>
</tr>
<tr>
<td>Latin I</td>
<td>Latin II</td>
</tr>
<tr>
<td>Reading I</td>
<td>History I, Greece</td>
</tr>
<tr>
<td>Art I</td>
<td>Physical Training</td>
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<tr>
<td>Physical Training</td>
<td></td>
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</tbody>
</table>

Second Year.

<table>
<thead>
<tr>
<th>English III</th>
<th>English IV and V</th>
</tr>
</thead>
<tbody>
<tr>
<td>History IV, the U.S.</td>
<td>History V, The State</td>
</tr>
<tr>
<td>Reading II</td>
<td>School Management</td>
</tr>
<tr>
<td>Geog. Sc. I, Geography</td>
<td>Nature Study and Agric. III</td>
</tr>
<tr>
<td>Math. II, Geometry (a)</td>
<td>Math. III, Arithmetic</td>
</tr>
<tr>
<td>Music I</td>
<td>Art II</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Physical Training</td>
</tr>
</tbody>
</table>

SECONDARY COURSE.

First Year (Third Year)

<table>
<thead>
<tr>
<th>English VI</th>
<th>English VII and VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>History VI, England</td>
<td>History VII, England</td>
</tr>
<tr>
<td>Art III or IV</td>
<td>Art V</td>
</tr>
<tr>
<td>Music II</td>
<td>Music III</td>
</tr>
<tr>
<td>Oral Expression III</td>
<td>Education I</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Physical Training</td>
</tr>
</tbody>
</table>

ELECTIVE WORK.

| Latin V or German III | Latin VI or German IV |
| Math. VI, Book-keeping | Domestic Science |

Second Year (Fourth Year)

<table>
<thead>
<tr>
<th>English IX</th>
<th>English X</th>
</tr>
</thead>
<tbody>
<tr>
<td>History VIII, The U.S.</td>
<td>History IX</td>
</tr>
<tr>
<td>Education II, Psychology</td>
<td>Education III</td>
</tr>
<tr>
<td>Practice</td>
<td>Phys. Sc. II, Physics</td>
</tr>
<tr>
<td>Geog. Sc. II, Geography</td>
<td>Art VII</td>
</tr>
<tr>
<td>Oral Expression IV</td>
<td>Music IV</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Physical Training</td>
</tr>
</tbody>
</table>

ELECTIVE WORK.

<table>
<thead>
<tr>
<th>Music</th>
<th>Domestic Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art VI</td>
<td>Domestic Economy</td>
</tr>
</tbody>
</table>

ADVANCED COURSE (II).

For those who have completed the Secondary Course.

Junior Year.

<table>
<thead>
<tr>
<th>English XI</th>
<th>English XII</th>
</tr>
</thead>
<tbody>
<tr>
<td>History X</td>
<td>History XI</td>
</tr>
<tr>
<td>Geog. Sc. III, Physiography</td>
<td>Geog. Sc. IV, Geology</td>
</tr>
<tr>
<td>Math. VI, Geometry</td>
<td>Math. V, Algebra</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Physical Training</td>
</tr>
</tbody>
</table>

ELECTIVE WORK.

<table>
<thead>
<tr>
<th>Latin III or V, German I or III</th>
<th>Latin IV or VI, German II or IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ibid.</td>
<td>Ibid.</td>
</tr>
<tr>
<td>Art VI</td>
<td>Art VIII</td>
</tr>
<tr>
<td>Oral Expression IV</td>
<td>Domestic Science</td>
</tr>
</tbody>
</table>
### THE ENGLISH LANGUAGE AND LITERATURE.

(Professors Dr. Harris and Miss McDonnell.)

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 course in method in English teaching. This course is intended for students in the second year of the elementary course.

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

**Course VII.** 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 VIII.** A Study of the teaching of English in the primary and grammar grades. This course is intended for students in the first year of the secondary course.

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

**Course X.** 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 XI. A Course in the Study of Argumentative Masterpieces. Webster's reply to Hayne, Burke's Speech on Conciliation, and others are read.

Course XII. 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 XIII. 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 XIV. 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 McDonnell.)

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 Catiline 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, largely 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 Erzaehlungen.

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 Erzaehlungen and from Muller and Wenckebach's Glaeck 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 de deutschen Literatur 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 Harzerise 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 German literature with collateral readings. Study 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.

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**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 flowers 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 Courses 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 periods in sculpture, architecture and painting. This course includes some study of historic ornament.

**Course IX.** Art methods. This course is an adaption 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.
WASHINGTON STATE NORMAL SCHOOL

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.


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 III. Schwalm Daily exercises, Czerny-Germer Vol. II, Pischina's 48 exercises; studies for touch and strength; selected etudes from modern composers; Bach's Little Preludes 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.
Beethoven and Schuman sonatas; selections from Chopin, Grieg, Tschalkowsky, Brahms, MacDowell and other standard composers.

Voice.

Grade I. Tone placing, exercises for relaxation, sight reading, Randegget Scales and Various Exercises 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, or 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 in Volume, Forcing 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 Everyman.

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 Macbeth, Shakespeare; or The Tale of Two Cities, Dickens.

Course V. History of oratory. The study of orations from Demosthenes, Cicero, Burke, Webster, Lincoln, Clay, Philips. Extemporaneous speaking.

Course VI. The study and presentation of one of the great classics, by the senior class.
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, simple equations, 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 questions.

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 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 con-
ception 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 viewpoint 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 and Mr. Taylor.)

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

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

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

Course I. Elementary Physics. This course includes a study of the properties and conditions of matter, pressure in fluids and applications of the same in the barometer, the common pump and force pump, the siphon, buoyant force, and methods of finding the specific gravity of different bodies.


Course II. Advanced Physics. A more intensive study of different topics under electricity, light, sound, and dynamics is made in this course. The theories and principles explaining the phenomena are more fully dealt 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 the earth studies, and physiography, geology, mineralogy, and astronomy are studied in their relation to geography.

For the study of these subjects the school is provided with E. E. Howell’s large relief map of the United States on section of a 16½-foot globe (small globes, maps, modeling trays, collections of minerals, rocks, and fossils, a 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 topography, 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, especially in their relations to human activities.

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, in their relation to surface features, and effects on land forms.

5. Land Forms—The different land forms are classified according to their origin and stage of development. The United States contour maps of typical areas are studied to illustrate the effects of different erosive agencies on primary land forms. In review the physiographic divisions of the United States are studied from maps and models, and their relation to the development and growth of the country is worked out.

6. Life—General distribution of life and the climatic and topographic control of the same is studied.

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 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. The geological and geographical distribution of the more important groups of rocks is noted.

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 is descriptive astronomy and 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 and planetesimal hypotheses are noted and applied in explanation of these theories.

While the course is not one in mathematical astronomy, the methods by which some of the measurements are made are explained and worked out.
BIOLOGICAL SCIENCES.
(Dr. Munson.)

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

The biological laboratory is on the second floor of the building, is well lighted and cheerful. It is provided with running water and aquaria in which living forms of plants and animals are kept for observation and study. The fauna and flora in the vicinity of Ellensburg are remarkably interesting to those coming from other sections of the country. Ample opportunity is provided for dissection and microscopic work, the laboratory being equipped with good compound microscopes and dissecting microscopes, microtomes, paraffine baths, re-agents, 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. Leavitt's Outlines of Botany is used.

(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. Work in the school garden through the spring quarter is required. The class room work is based on Bailey's Principles of Agriculture.

Course IV. Cellular Biology. Lectures, laboratory work and general reading.

The morphology and physiology of the cell is studied with the aid of the compound microscope, both from prepared animal and vegetable tissues, and from living unicellular forms. Some idea of historical, 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, crawfish, 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. Special attention is given to the eye and the ear.

Course VI. School Sanitation and Methods.

(a) 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. A written test on Part I of Education through Nature is required. Each member of the class is expected to make a careful study of a bird and to present a written account of his observations at the end of the year.

(b) 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.

The following are some topics for investigation:
2. Comparison of the plans for ventilating the old and the new buildings of the Washington State Normal School.
3. Description and plan of the new heating plant.
4. Plan of a country school house.
5. Plan for an eight-room school house.
6. Form and dimensions of a school room.
7. The problem of lighting.
8. School furniture.
11. Methods of disinfection.
12. Children's diseases.
13. The air of the school room.

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.**

2. Private Ownership in Land.
3. Economic Effects of Division of Labor.
5. Private Ownership of Public Utilities.
7. Relation Between Progress and Poverty.
11. What the Rich Owe to the Poor; to Society.
12. Self-interest as a Basis of Economics.
15. Foreign Immigration.
16. Labor Problems and Strikes.
17. Hard Times.
20. Socialism.
22. Wages and Standards of Living.
23. Competition and Co-operation.
25. Trades Unions.

**TOPICS IN SOCIOLOGY.**

2. Development of a Known City.

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.
10. Social Pathology of Ellensburg.
11. Development of the Public Schools of Ellensburg.
12. What Social Classes Owe to Each Other.
15. Co-operative Effort of the People of Ellensburg.
18. Sources of Poverty and Wealth in Ellensburg.
21. Poverty (causes and effects) in Known Case.
22. Nationalities—Habits, Peculiarities in Known Cases.
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 Vincent.)

Course.-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 conceptions 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 Vincent, Miss Hoffman, Miss Wilcox, Miss Meisner.)

An elementary school embracing a kindergarten and nine grades is maintained for the purposes of observation and practice.

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 criticised by the supervisors. The teachers of the training department meet the student teachers for discussion of the general management of a school, child study and various topics relating to the successful carrying on of school work.

The course of instruction and training for the primary and grammar grades is omitted from this catalog but a copy of it will be furnished on request.

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 ideal 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 the fall.

The subject-matter outlined above was further developed through 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 developing all his powers of expression, a good foundation is laid for the work of the succeeding grades.

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 a normal school, and its preservation is a matter of constant solicitude.

MORAL AND RELIGIOUS CULTURE.

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

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

Last year two others were organized to provide for a number of students who had not availed themselves of membership in the Crescent and 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.

LECTURES AND ENTERTAINMENTS.

The course of lectures and entertainments given under the auspices of the lecture committee during the year was as follows:

November 25, a concert by Bostonia Sextette Club.
January 17, a lecture, "First One Thing and Then Another," Ople Read.
February 11, a concert by State College of Washington Glee Club.
February 14, a recital by Rogers and Grilley.

March 2, a lecture, "The Key to the 20th Century," Dr. Thomas E. Green.
April 2, an entertainment by The Transcontinental Trio.

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 contemplate becoming teachers.
ANNOUNCEMENT.

The next school year will open September 9, 1908, at 10 a. m. All who purpose to accomplish a full year's work in the school should register on Tuesday, September 8 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 11 will be received if they bring satisfactory evidences of preparation, and will be assigned their places and work as soon as possible. They will be regularly enrolled in classes at the beginning of the week following their admission unless they are present on Monday.

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, 1892 to 1897.
Anna L. Steward, 1892 to 1898.
Elizabeth Cartwright, 1893 to 1897.
C. H. Knapp, 1894 to 1896.
Fannie A. Ayers, 1894 to 1897.
Ruth A. Turner, 1894 to 1897.
Annie L. Klingensmith, 1895 to 1899.
George E. St. John, 1896 to 1897.
Blanche Page, 1897 to 1898.
Lillian J. Throop, 1897 to 1898.
Agnes Stowell, 1897 to 1899.
Mary A. Grupe, 1897 to 1900.
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.
Bethesda I. Beals, 1902 to 1907.
Margaret Steinbach, 1903 to 1906.
Margaret Ashworth Niblett, 1904 to 1906.
Harry M. Parks, 1905 to 1906.
J. R. Bevis, 1906 to 1907.
GRADUATES.

Class of 1892.
Buriff, Ellen M. (Mrs. M. R. Brown), Wallace, Idaho.
Edwards, U. Grant, teacher, Port Townsend.
Gardiner, N. L., instructor in botany, University of California.
Gilbert, Susie Alice (Mrs. Dennis), Kelso.
Milham, Charlotte (Mrs. A. J. Gass), 702 7th Ave., North Seattle.
Murray, Anna (Mrs. C. F. Porter), died Jan. 26, 1908.
O'dell, Malcolm 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. McCready), 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 (died June 11, 1907).
McRoberts, Eliza M. (Mrs. Nagle), 946 West Quartz St., Butte, Mont.
Osmonde, Edith F., teacher, 1713 South 5th St., Tacoma.
Painter, Eugenia (Mrs. Henry Wager), Ellensburg.
Peterson, Virginia (Mrs. E. I. Anderson), Ellensburg.
Salladay, Anna Nardissa, teacher, Ellensburg.
Sherman, Mary O'Kee, 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, Dale (Mrs. Frank Emigh), Kennewick.
Berkman, Effie V., Tacoma.
Bruce, Lena (Mrs. James R. O'Farrell), Orting.
Colbert, Elfreda (Mrs. R. H. Herrold), teacher, Ilwaco.
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), 15 Augusta Ave., Spokane.
Hargear, Bessie L., teacher, Tacoma.
Houghton, Ethel (Mrs. May Freeland), 3730 South L St., Tacoma.
Larimer, May, 625 Malden Ave., Seattle.
Lynch, John, lawyer, North Yakima.
Lynch, Cornelius, physician and surgeon, 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.
Reid, Anna, teacher, Walla Walla.
Roush, George H., bookkeeper, Goldendale.
Selby, William, teacher, Everett.
Salladay, Letha, teacher, Ellensburg.
Shaw, Carrie (Mrs. Will Eugene Walker), Farmington.
Scott, Fannie (Mrs. H. C. Belt), 1317 Sixth Ave., West Seattle.
Steinbach, Margaret, teacher, Palo Alto, California.

Class of 1898.

Burgie, Etta M. (Mrs. Lee R. Gillette), Wenatchee.
Bisbee, Zella (Mrs. Alfred Butler), Spokane.
Beatty, Margaret, teacher, Seattle High School.
Clark, Dee, student, State University.
Coleman, Pearle (Mrs. Frank Briggs), Bellingham.
Dorr, Ada (Mrs. ——)
Devereaux, Elen, teacher, Everett.
Kelling, Blanche, teacher, Walla Walla.
Morgan, Adelle (Mrs. Dr. Robinson), Walla Walla.
Malson, Hester A. (Mrs. Jacob Mades), West Seattle.
McDonnell, Mary, teacher, Tacoma.
Prichard, Milton, Vancouver.
Painter, Pearl M. (Mrs. C. J. Lynch), North Yakima.
Richmond, J. R., Seattle.
Rock, Anna, teacher, 1619 E. Republican, Seattle.
Stevens, Claire (deceased).
Stevens, Jessie (Mrs. Nason), Seattle.

Class of 1899.

Abbott, Lulu Edith (Mrs. Augustus F. Galloway), Weiser, Idaho.
Colbert, Daisy Johanna (Mrs. Edwin Brown), Missoula, Mont.
Davies, Anna (Mrs. P. E. Jones), Carbonado.
Dillon, Hannah M., teacher.
Graff, Minda Selmer, teacher, Seattle.
Hayes, L. Justin M. (Mrs. Thompson), Seattle.
Jackson, Edith Louise, teacher, Spokane.
Johnston, Grace Cassidy (Mrs. Guy Allen Turner), Pasadena, Cal.
Lewis, Margaretta, teacher, Wilkeson.
McCausland, Margaret Rebecca, teacher, Walla Walla.
McDonnell, Alberta, teacher, W. S. N. S., Ellensburg.
McGreal, Francis P., teacher, Conway, Skagit County.
Megannan, 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 Martin (Mrs. H. A. Gibbon), University Station, Seattle.
Sprague, Genevieve Estelle (Mrs. S. C. Irwin), Stellacoom.
Steger, Francis Adrian, supervising principal, Gresham, Oregon.
Tucker, George Henry, Castle Rock.
Truitt, Elizabeth, teacher, 1418 E St., Tacoma.
Wallace, Ida C. (Mrs. John W. Blake), La Conner.
Young, Ida C., teacher, Hartline.
Zimmerman, Lydia Adelia (Mrs. Charles Keyte), Wenatchee.

Class of 1900.

Anderson, Katherine, principal, Stanwood.
Baker, Mrs. Beissie B., Swauk.
Carroll, Julia Virginia (Mrs. Oscar R. Mains), 1718 Seventh Ave., W., Seattle.
Clark, Mary, teacher, Ballard.
Carothers, Lillian (Mrs. E. J. Merryman), Ellensburg.
Davis, Cora Winston (Mrs. A. E. Ludy), Bluecreek.
Gibbon, Herbert Addison, real estate, University Station, Seattle.
Henson, Alice Marguerite (Mrs. James Christoe), Douglass, Alaska.
Hopp, Kathleen, teacher, 1617 4th Ave., Seattle.
Lampson, Eva, teacher, Walla Walla.
Lindsay, Grace, teacher, Port Townsend.
Morse, Raymond Co., student Medical Department Northwestern University, Evanston, Ill.
Morrow, Calla Lilly (died June 25, 1903).
Metcalf, John Baker, attorney at law, Seattle.
Page, Ethel Belle, teacher, Tacoma.
Painter, Marguerite, teacher, Walla Walla.
Rodman, Albertine Eliza, teacher, Sunnyside.
Russ, Esther Clair Euphrosyne, teacher, Tacoma.
Warmouth, Lena Jane, student Stanford University, Palo Alto, Calif.
Wilson, Florence Alden, teacher, Ellensburg.

Class of 1903.

Bigelow, Margaret Elizabeth, student Ohio Wesleyan University, Olympia.
Bosse, Bertha Helen, teacher, 1218 North Fourth St., Tacoma.
Dunkerley, Ethel, teacher, 1513 No. 1 St., Tacoma.
Fallon, Lucy Lavine (Mrs. D. C. Myers), Marysville.
Henry Margie, teacher, 4409 44th No. Tacoma, Tumwater.
Ingram, Cora Elton (deceased).
Jones, Mrs. Cora Ticknor.
Jones, Flora Nina (Mrs. Chester Becker), Walla Walla.
Koontz, Anna Katherine, principal, North Yakima.
McClure, W. L., medical student, Northwestern University, Evanston, Illinois.
Odell, Mary Ellen, teacher, Puyallup.
Osborne, William Quincy, student State University, University Station, Seattle.
Phelps, Harriet Newton, teacher, 822 North M St., Tacoma.
Phip, Ida Mary, teacher, Puyallup.
Rock, Mary Elizabeth, teacher, 1619 E. Republican, Seattle.
Rogers, Nell G. (Mrs. Floyd Hatfield), North Yakima.
Scott, Minnie, North Yakima.
Winkelman, Julia, teacher, 1931 E St., Tacoma.

Class of 1904.

Campbell, Ruby, student University of Washington, 707 Twenty-first Ave., Seattle.
Day, Mary Edna (Mrs. Robert Stevens), Ellensburg.
Eyple, Edith, teacher, Pendleton, Oregon.
Harmeling, Stephen J., editor, Brighton Beach, Vaishon.
Hoffman, Catherine E., teacher, Ellensburg.
Hooten, Olive G. (Mrs. Presley Sanders), Pilschlie.
Jungst, Anna B., teacher, 361 S. Natchez Ave., North Yakima.
Kingston, Eloise, music student, 118 Galer St., Seattle.
Class of 1905.

Anderson, Stella E. (Mrs. Dale Preston), Athena, Oregon.
Atwood, Stanley F., principal, Ballard, Ellensburg.
Clarke, Emma E., student University of Michigan, Ann Arbor, 1207 Seventh Ave., Spokane.
Cochrane, Myrtle Edna, teacher, Marysville, 2911 Cedar St., Everett.
DuVall, Victoria Eleanor (Mrs. Brown), Spokane.
Hardy, Helen G., teacher, Kent.
Henry, Vida L. (Mrs. Dr. Chas. W. Hanson), Centralia.
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 Stanton), R. F. D. 4, North Yakima.
Miller, Anna D., teacher, 2341 Tacoma Ave., Tacoma.
Natchez, Louise A., teacher, 1424 J St., Tacoma.
Peterson, Lucile Frances, teacher, Tacoma, Hillhurst.
Poage, Wm. C., principal, Port Townsend.
Quigley, Anna, teacher, Ellensburg.
Rowley, Mabel Anna, teacher, Lowell, Arlington.
Stauffer, Rosina Katherine, teacher, Ellensburg.
Twyman, Jeannette, teacher, Marysville, Ellensburg.
Wilson, Frank C., superintendent, 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 Estelle, teacher, Pullman, Couer d'Alene, Idaho.
Davis, Lucille Davis, teacher, 604 S. Maple, Spokane.
Davis, Martha D. (died Oct., 1907.)
Link, Gertrude J., teacher, 3115 Sixth, Tacoma.
Macdonald, Flora, teacher, 1211 N. Sixth, Tacoma.
Maxwell, Marion E., teacher, 618 Aloha, Seattle.
Neilson, Jessie, teacher, 1221 N. Washington, Tacoma.
Peterson, Cecile S., teacher, Seattle.
Roberts, Laura Ella, teacher, 1007 Sixth, Tacoma.

Class of 1907.

Bishop, Joanna, teacher, Dayton.
Cunningham, Gertrude, teacher, Tacoma, Puyallup.
Drummond, Elizabeth M., teacher, 1502 No. Steel, Tacoma.
Goss, Orville Clyde, teacher, Puyallup, 5217 So. T St., Tacoma.
Guibor, Charles William, teacher, Fairfax, Kent.
Ketner, E. Bertha, teacher, 114 So. Eighth St., Tacoma.
Langridge, Catherine, teacher, Olympia.
Liddell, Maude, teacher, Elma.
Macdonald, Norma, teacher, 712 N. Second St., Tacoma.
MacDonald, Sarah Ann, teacher, Tacoma, Pomeroy.
Peck, Myrtle Elizabeth, teacher, North Yakima.
Pike, Ella Frances, teacher, Snoqualmie, North Bend.
Reid, Jane F., teacher, 1351 No. Tenth St., Tacoma.
Rhoads, Edith, teacher, center Jefferson Co., Fern Hill.
Salladay, Loretta, teacher, Cle Elum, Ellensburg.
Slater, Margaret, teacher, 124 E. 34th St., Tacoma.
Tompkins, Adella Cecile, teacher, Doty, Dayton.
Williams, Mary Frances, teacher, Meeker, Pendleton, Oregon.

Summary.

Whole number of graduates ................................... 293
Number teaching in 1907-08 .................................... 164
Superintendents and principals ............................... 10
Engaged in business or in the practice of a profession other than teaching .................. 12
Students in higher institutions ............................... 5
Women married and not teaching .............................. 71
Deceased .................................................................. 12
Present occupation or location unknown ................... 19

The catalogue of 1909 is to contain the full roll not only of the alumni et alumnæ 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 February 1st, 1909.

(Circumstances prevented these names appearing in this catalogue.)
THE ALUMNI ASSOCIATION.

CATHERINE E. HOFFMAN, 1904.
President.

CARRIE McDOWELL, 1897.
Vice-President.

ANNA QUIGLEY, 1905.
Secretary-Treasurer.

CORAL 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 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.
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