1-1-1909

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
1909

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THE QUARTERLY
OF THE
Washington State Normal School
— AT—
ELLENSBURG

CATALOG OF 1908-1909
AND
ANNOUNCEMENTS FOR 1909-1910

OLYMPIA, WASH.: E. L. BOARDMAN, PUBLIC PRINTER
1909
<table>
<thead>
<tr>
<th>JANUARY</th>
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**CALENDAR OF 1909-1910**

**FALL AND WINTER SEMESTER 1909**

- Entrance Examinations: Monday, September 6
  - Registration, Principal's Office: Tuesday, September 7

**Opening Day, Assembly and Address, 10 a.m.: Wednesday, Sept. 8**

**Opening of Training Department:**

- End of First Quarter: November 12
- Beginning of Second Quarter: November 15
- Thanksgiving Recess: November 25 to 29
- Christmas Vacation begins at noon: December 17
- Training School Vacation begins: December 17

**1910**

- Christmas Vacation ends: January 3
- End of First Semester: January 28

**SPRING AND SUMMER SEMESTER**

- Beginning of Second Semester: January 31
- National Holiday: February 22
- Easter Vacation: Mar. 24, N. to Mar. 29
- End of Third Quarter: April 8
- Beginning of Fourth Quarter: April 11
- Memorial Day: May 30
- Anniversary of Literary Societies: June 10
- Close of Training Department: Wednesday, June 15
- Alumni Anniversary: June 15
- Baccalaureate Day: Sunday, June 12
- Class Day: Monday, June 13
- Graduation Day: Wednesday, June 15
BOARD OF TRUSTEES

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H. M. BALDWIN .................................. Ellensburg
J. D. CORNETT .................................. North Yakima

STATE BOARD OF EDUCATION

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FRANK B. COOPER, Superintendent of Schools .......... Seattle
C. E. BEACH, Superintendent-elect .................. Olympia
HENRY M. HART, Principal So. Central High School. Spokane

FACULTY—1908-9.

WILLIAM EDWARD WILSON, A.M. (Monmouth, Ill.), Principal, History and Philosophy of Education.
JOHN HENRY MORGAN, A.M. (Furman, S. C.), Vice-Principal, Mathematics.
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.
ELSBETH S. SABELWITZ, Music—Voice, Piano.
STELLA B. VINCENT, S.B. (Chicago), Psychology and Education. Supervisor of Higher Grades.
RUTH CHRISTINE HOFFMAN, Primary Training Supervisor.
CLARA MEISNER, Kindergarten Director, German.
ALBERTA MCDONNELL, A.B. (Michigan), Assistant in English and Latin.
JAMES W. NESBIT, Principal Training Department.
LEVI CLARK, Assistant Principal Training Department, History.
MARY E. PICKEN, Observation Teacher, Third and Fourth Grades.
ETHEL M. GREEN, Observation Teacher, First and Second Grades.
MRS. ELLA GIRDNER WARNER, Librarian.
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MRS. ELLA GIRDNER WARNER, Librarian.
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MRS. E. J. ARTHUR,
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Engineer and Janitor.

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MISS SABELWITZ, PRINCIPAL WILSON.
WASHINGTON STATE NORMAL SCHOOL
AT ELLENSBURG

Establishment

In its constitution the state of Washington accepts as its "paramount duty" the task of making "ample provision for the education of all the children residing within its borders." As a part of this paramount duty it recognizes 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.

This institution was established by act of the legislature, approved by Governor Elisha P. Ferry, March 28, 1890:

"There shall be established in the city of Ellensburg, county of Kittitas, a school, to be called the Washington State Normal School, for the training and education of teachers in the art of instructing and governing in the public schools of this state."

Location

The city of Ellensburg is situated in the Kittitas valley, an extensive basin embraced by the foothills east of the Cascade mountains, 1,500 feet above sea level. It is an important business center, with a population of 5,000; it is a division point on the main line of the Northern Pacific railroad; and is also on the extension of the Chicago, Milwaukee & St. Paul railroad to the Pacific Coast. There are now five passenger trains passing each way daily on the Northern Pacific, and they all stop at Ellensburg. Regular train service has been established also on the Chicago, Milwaukee & St. Paul railroad.

The Grounds

The school campus consists 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, 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. Several 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. Many kinds of trees and shrubs have been successfully introduced, and not only beautify the lawn but forms a valuable addition to the school gardens as field for nature study.

Buildings

The central building, erected in 1893, contains an assembly hall, class rooms, physical, chemical, and biological laboratories, art and music studios, a library, a gymnasium, and offices of administration. The new building for the training department, completed last year, will be suitably furnished and equipped this summer. It contains a kindergarten suite of rooms, a manual training laboratory, and grade rooms for practice teaching and for observation. This new building has made it possible to reorganize the department upon a basis of efficiency not commonly attainable. It is a regular city school, embracing a kindergarten and the grades from the first thru the ninth, with certain rooms conducted by thoroughy competent teachers, as rooms for observation and study of teaching, preliminary to practice teaching.

A central heating plant also has been built, by which both buildings are warmed and ventilated, and where the whole of this important work is placed under the charge of one engineer.

THE DEMAND FOR TRAINED TEACHERS

Young men and young women of the best type are needed constantly to reinforce the ranks of all vocations. They are needed nowhere more imperatively than in the work of education. 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 state of Washington persons who possess good health, moral force of character, 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.

The Demand for Men

A broad road to success and preferment is open to young men of genuine worth in the public schools of this state. For the most responsible positions in educational work men are generally required. Every year there come requests for men graduates of this school, for principalships, for supervisorships, for departmental and special work. Men who can be recommended for such positions possess the essential elements of success upon a high plane of service and honor.

The Demand for Women

Young women who have not contented themselves with moderate attainments in scholarship or the minimum requirements for a certificate or diploma, but who have aspired toward liberal acquirements and have revealed qualities which promise better than ordinary success, are sought for positions of responsibility, too. Important work of the schools can be done by women who are qualified by endowment and preparation, better than by men.

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

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

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

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

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

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

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

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

(c) To the complete five years course, the completion of the ninth grade.
(d) The minimum of scholarship with which one may enter the normal school is the completion of the eighth grade or its equivalent. This is accepted only for admission to the elementary course. A graduate of a college or university may be admitted to the senior class of any advanced 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. This admits to the advanced courses.

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

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

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

(e) 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 6 and 7, 1909, 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
- Bellingham
- Blaine
- Bremerton
- Cashmere
- Centralia
- Chehalis

- Colfax
- Colville
- Davenport
- Dayton
- Ellensburg
- Everett
- Garfield
- Holy Names Academy, Olympia
- Spokane
- Hoquiam

- Kennewick
- Kent
- La Conner
- Mt. Vernon
- Marysville
- North Yakima
- Nooksack
- Olympia
- Palouse
- Pomeroy

- Snohomish
- Spokane
- (Walla Walla)
- Sumner
- Sprague
- St. Paul School
- (Walla Walla)
- Sumner
- St. Paul School (Walla Walla)
- Sunnyside

- Tacoma
- University of Puget Sound
- Vancouver
- Waitsburg
- Walla Walla
- Waterville
- Wenatchee

Almira—9th and 10th grades accredited.
Burlington—9th, 10th, and 11th grades accredited.
Coupeville—Work in Latin, English history, and mathematics accredited.
Edmonds—Accredited except physical geography.
Lynden—9th and 10th grades accredited.
South Bend—Work of the 9th, 10th, and 11th grades accredited.
Oroville—9th grade accredited.
Stanwood—Accredited in the following subjects: Algebra, geometry, physical geography one semester, English literature, grammar, rhetoric, history, and first year Latin.
Wahl—9th grade accredited.
Wilbur—9th, 10th, and 11th grades accredited.

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 deemed expedient, the Superintendent of Public Instruction may send an examiner from his office or may appoint one of the five institutions represented on this board to send an examiner to the high school making application.

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

"A list of the high schools and of the courses accredited in each shall be kept in the office of the Superintendent of Public Instruction..."
Washington State Normal School

and a copy shall be furnished to each of the institutions represented on this board."

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 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 three 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 three years such person shall receive a life diploma counter-signed by the Superintendent of Public Instruction. Upon the completion of the work of the junior year any student may be given a secondary normal school certificate by vote of the faculty: Provided, That no one shall receive a diploma or 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.

EXPENSES

Tuition is free to all who are qualified for admission. For conditions of admission, see pages 9 and 10.

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 $5.00 to $8.00 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.

The Normal Dormitory

There is maintained in connection with the school a ladies' dormitory, which accommodates about forty-five students. Young men or women students rooming elsewhere may take meals at the dormitory. The house is under the care of a competent matron, and affords privileges especially advantageous to student life. It is the purpose of the managers to afford room and board at a minimum cost to the student. The rates charged are as follows:

For table board per week............................ $3.00
For furnished room with fuel and electric light—
rooms 1, 7, 11, 22, 26, for each person per month... 4.50
All other rooms, for each person per month......... 3.50

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

Those who room in the dormitory furnish their own linen, towels, napkins and curtains. A few young ladies who reside at the dormitory have the privilege of serving in the dining room, for which service they receive their board during the time they serve. This privilege is confined to those who have become favorably known as residents at the dormitory and is extended to no one for longer time than one-half of the same school year, if there are other applicants thus entitled to the privilege.

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

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.

Board and Room for Service

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 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 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, Episcopalian, 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 proprieties in public places, etc., betray weakness in character, damage the reputation of a normal student, and render doubtful his right to the privileges of a state normal school.

LITERARY SOCIETIES

The Crescent and Eclectic Literary societies afford opportunities for literary work and for social culture. Membership in one or the other is recommended to all students who have attained sufficient ability in literary work and sufficient appreciation of the privileges of such membership. These societies have been maintained ever since the organization of the school.

A private program is given by each society once in two weeks, a public program once in two months. On the last Friday of the year a joint program is given, for which a representative from each society is chosen. At this meeting an address is also given by an invited guest. June 4, 1909, Professor F. M. Padelford of the University of
WASHINGTON STATE NORMAL SCHOOL

Washington gave the address; Miss Mellicent McNeil was the orator for the Crescent society, and Miss Sadie L. McKinstry the reader for the Eclectic society.

ASSEMBLY PROGRAMS

The student body has been organized into an association and meets every Thursday, at the regular assembly period. The time is divided between a student literary program and parliamentary practice. The following are some of the programs given in 1908-9: Matthew Arnold’s “The Castle,” with musical accompaniment, Miss Davidson and Miss Wilson; talk on “Orcharding,” by Mr. Leroy Chapman; “The Death of Sidney Carton,” Lucile Wilson; a “Round Table Discussion of Irving,” by the third year expression class; Browning’s “Herve Riel,” Mr. Motoyama; the court scene from “The Merchant of Venice”; “How Taft Was Trained for the Presidency,” Nora Wilson; debate, “Resolved, That the United States should prohibit labor in mines, factories, shops, etc., of children under sixteen”—affirmative, Misses Palmer and Davidson, negative, Messrs. McKinstry and Newton; “The Other Wise Man,” Myra Legg; the tent scene from “Julius Caesar,” Ben Rader. Each Tuesday a member of the faculty has addressed the student body on some timely topics; half the regular period on this day has been given to choral practice by the school.

LECTURES AND ENTERTAINMENTS

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

November 19, a concert by Four Great Musical Artists.
March 30, a musical entertainment by The Dunbar Company.

Besides the regular lecture course provided for the school, the following persons have addressed the assembly during the year:

Miss Hopkins, student secretary of Y. W. C. A.; Henry B. Dewey, Superintendent of Public Instruction; N. D. Showalter, superintendent of Whitman county; J. M. Layhue, assistant state superintendent; Professor G. E. Marker, Cheney State Normal School; Mr. Norman Hackett; Miss Gage, Y. W. C. A. secretary; Henry Smith, librarian of State University; Mr. Charles B. Hanford; Dr. E. O. Sisson, University of Washington; Miss Jessie M. Carson, children’s librarian, Tacoma; Professor W. G. Beach, State College of Washington, Pullman.
GENERAL OUTLINE OF THE COURSES

The following courses for the state normal schools were adopted by the Board of Higher Education, April 11, 1905, and slightly modified June 25, 1907, and April 17, 1909. They are outlined in general terms specifying the amount of work required in each department each year; the designation of the particular subjects, and the arrangement of the work was left to the faculties of the several schools.

The Elementary Course—Two Years

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

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

As modified April 25, 1909—

First Year.

<table>
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<th>Subject</th>
<th>Units</th>
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<tbody>
<tr>
<td>English</td>
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<td>Algebra</td>
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<td>Science</td>
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<td>Manual Arts</td>
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Second Year.

<table>
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<td>English and Expression</td>
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<tr>
<td>Arithmetic</td>
<td>5</td>
</tr>
<tr>
<td>United States History</td>
<td>5</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
</tr>
<tr>
<td>Nature Study and Agriculture</td>
<td>8</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>5</td>
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<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
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</tbody>
</table>

Secondary Course—Two Years

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

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

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

As modified April 25, 1909—

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Expression</td>
<td>8</td>
</tr>
<tr>
<td>Foreign Language (elective)</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>Physical Science</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Hand work</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
</tbody>
</table>

Advanced Course—For Graduates of the Secondary Course

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Foreign Language (elective)</td>
<td>5</td>
</tr>
<tr>
<td>History</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
</tr>
<tr>
<td>Biological Science</td>
<td>5</td>
</tr>
<tr>
<td>Physical Science</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
</tbody>
</table>

Advanced Course—For graduates of Accredited Schools

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

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>8</td>
</tr>
<tr>
<td>Teaching and Observation</td>
<td>5</td>
</tr>
<tr>
<td>Biological Science</td>
<td>4</td>
</tr>
<tr>
<td>Geography and Method</td>
<td>5</td>
</tr>
<tr>
<td>Arithmetic and Method</td>
<td>5</td>
</tr>
<tr>
<td>Hand work</td>
<td>6</td>
</tr>
<tr>
<td>Music</td>
<td>6</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
</tbody>
</table>

Complete Course—Five Years

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

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

First Year

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

Second Year

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

Third Year

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

Fourth Year

| English | 5 |
| History | 5 |
| Sociology | 4 |
| Education | 8 |
| Teaching | 10 |
| School Hygiene | 2 |
| Hand work (elective) | 3 |
| Music (elective) | 2 |
| Physical Training | 2 |

Senior Year

| English | 5 |
| History and Method | 3 |
| Sociology | 4 |
| Education | 8 |
| Teaching | 10 |
| School Hygiene | 2 |
| Hand work (elective) | 3 |
| Music | 2 |
| Physical Training | 1 |

Graduate Course

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

REGULATIONS

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

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

- **Elementary course**: Minimum 80 credits; maximum 88 credits.
- **Secondary course**: Minimum 80 credits; maximum 88 credits.
- **Advanced course**: Minimum 75 credits; maximum 80 credits.
- **Complete course**: Minimum 190 credits; maximum 220 credits.
- **Graduate course**: Minimum 30 credits; maximum 40 credits.

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

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

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

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

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

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

8. Resolved, That the principal of each normal school in arranging the courses of study for daily work in the institution under his charge shall have power to add not more than two credits to the required work of any department in any year of any course of study; Provided, That a total of not more than four credits may be so added to the required work of any department: And provided further, That the total number of credits required in any one year of any course shall not exceed forty-two.

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

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

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

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

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

The following modifications of the courses were adopted April 17, 1909:

12. In the secondary course, third year, “Physical science” to be eight periods instead of six, and “Foreign language, elective,” to be omitted; “Elementary psychology and general method” to be changed to “Education” and “Science elective, 4” to be omitted.
13. Any student who has completed one year of regular work in physical training may thereafter substitute not more than four elective credits earned in the department of expression for the credits still required in physical training for the completion of this course, provided that all such substitutions shall be approved by the principal of the institution.

14. The principals of the normal schools were authorized to arrange three-year advanced courses, which shall include the work of the two-year advanced course and thirty-six credits of additional elective work, this course to be submitted to the members of the State Board of Education for adoption at the June meeting.
THE COURSES TABULATED

The courses for the state normal schools of this state, adopted by the Board of Higher Education, April 11, 1895, are here outlined in detail and arranged 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 30. The figures placed after the subjects in these tables denote the number of recitation periods required per week.

THE ELEMENTARY COURSE—TWO YEARS

This course is designed to provide practical training for teachers who are sufficiently mature to profit by it, but who, for the present, are prevented from pursuing a longer course. It is designed particularly to fit teachers, as well as possible in the time, for rural school work, and also to open up for later study the problems and principles of education. This is not intended to be a finishing course, but a good introductory course to the teaching profession for those who are dependent upon their own exertions, and who desire the opportunity to work up through service as teachers to a good education and large usefulness.

The first year of the course is introductory academic or high school work for the purpose of broadening the student's view somewhat, and of giving him some good training in methods of study. This course assumes the very conservative principle that the minimum of scholarship of a teacher ought to extend at least one year beyond that of the most advanced pupils the teacher is authorized to teach.

One who presents a certificate from an accredited school of ninth grade work, well completed, and who is at least seventeen years old, may at once undertake the second year of the course and may complete the elementary course in one year.

The second year's work aims at practical training in teaching and in school management and government. It includes: First, brief studies of educational principles; second, earnest study from the teacher's standpoint of all the subjects of the elementary course with incidental instruction in method of teaching; and, third, the organization, management, and government of schools, particularly of rural schools.
WASHINGTON STATE NORMAL SCHOOL

First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>4</td>
</tr>
<tr>
<td>Physical Science I</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics I (algebra)</td>
<td>5</td>
</tr>
<tr>
<td>Art I</td>
<td>3</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin I or German I</td>
</tr>
<tr>
<td>Manual Training I</td>
</tr>
<tr>
<td>Music I</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English III</td>
<td>4</td>
</tr>
<tr>
<td>Reading II</td>
<td>3</td>
</tr>
<tr>
<td>Education I</td>
<td>2</td>
</tr>
<tr>
<td>Geography I</td>
<td>4</td>
</tr>
<tr>
<td>Physical Training II</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art I</td>
</tr>
<tr>
<td>Biological Science (botany)</td>
</tr>
<tr>
<td>Music II</td>
</tr>
<tr>
<td>Manual Training II</td>
</tr>
<tr>
<td>Physical Training</td>
</tr>
</tbody>
</table>

SECONDARY COURSE—TWO YEARS

This course requires the equivalent of two years of high school preparation as a foundation. Those who have completed the ninth and tenth grades at the normal school are prepared for this course.

First Year (Third Year)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English VI</td>
<td>2</td>
</tr>
<tr>
<td>History VI</td>
<td>3</td>
</tr>
<tr>
<td>Oral Expression III</td>
<td>3</td>
</tr>
<tr>
<td>Phys. Sc. III (chemistry)</td>
<td>3</td>
</tr>
<tr>
<td>Art III or IV</td>
<td>3</td>
</tr>
<tr>
<td>Music II</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin or German I</td>
</tr>
<tr>
<td>Manual Training I</td>
</tr>
<tr>
<td>Domestic Science I</td>
</tr>
<tr>
<td>Physical Science</td>
</tr>
</tbody>
</table>

WASHINGTON STATE NORMAL SCHOOL

Second Year (Fourth Year)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English V and VIII</td>
<td>3</td>
</tr>
<tr>
<td>History VIII</td>
<td>2</td>
</tr>
<tr>
<td>Education IV (psychology)</td>
<td>5</td>
</tr>
<tr>
<td>Teaching I</td>
<td>2</td>
</tr>
<tr>
<td>Geography I</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Training</td>
</tr>
<tr>
<td>Art VI</td>
</tr>
<tr>
<td>Domestic Art I</td>
</tr>
<tr>
<td>Physical Science II</td>
</tr>
</tbody>
</table>

ADVANCED COURSE I

For those who have completed the Secondary course

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>Second Semester</td>
</tr>
<tr>
<td>English XI</td>
<td>3</td>
</tr>
<tr>
<td>History X</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin or German</td>
</tr>
<tr>
<td>Measuration</td>
</tr>
<tr>
<td>Mathematics VI (geometry)</td>
</tr>
<tr>
<td>Art VI or VII.</td>
</tr>
<tr>
<td>Domestic Arts</td>
</tr>
<tr>
<td>Music VI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section A</th>
<th>Section B</th>
</tr>
</thead>
<tbody>
<tr>
<td>English X III</td>
<td>2</td>
</tr>
<tr>
<td>Education VII</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science VI</td>
<td>2</td>
</tr>
<tr>
<td>Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Education IX</td>
<td>1</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Section B</th>
<th>Section A</th>
</tr>
</thead>
<tbody>
<tr>
<td>English XIV</td>
<td>1</td>
</tr>
<tr>
<td>Education VIII</td>
<td>3</td>
</tr>
<tr>
<td>Art IX</td>
<td>2</td>
</tr>
<tr>
<td>Education V</td>
<td>5</td>
</tr>
<tr>
<td>Oral Expression V</td>
<td>2</td>
</tr>
<tr>
<td>Oral Expression VI</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2 to 4</td>
</tr>
</tbody>
</table>

WASHINGTON STATE NORMAL SCHOOL

Second Year (Fourth Year)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English V and VIII</td>
<td>3</td>
</tr>
<tr>
<td>History VIII</td>
<td>2</td>
</tr>
<tr>
<td>Education IV (psychology)</td>
<td>5</td>
</tr>
<tr>
<td>Teaching I</td>
<td>2</td>
</tr>
<tr>
<td>Geography I</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Training</td>
</tr>
<tr>
<td>Art VI</td>
</tr>
<tr>
<td>Domestic Art I</td>
</tr>
<tr>
<td>Physical Science II</td>
</tr>
</tbody>
</table>

ADVANCED COURSE I

For those who have completed the Secondary course

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>Second Semester</td>
</tr>
<tr>
<td>English XI</td>
<td>3</td>
</tr>
<tr>
<td>History X</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin or German</td>
</tr>
<tr>
<td>Measuration</td>
</tr>
<tr>
<td>Mathematics VI (geometry)</td>
</tr>
<tr>
<td>Art VI or VII.</td>
</tr>
<tr>
<td>Domestic Arts</td>
</tr>
<tr>
<td>Music VI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section A</th>
<th>Section B</th>
</tr>
</thead>
<tbody>
<tr>
<td>English X III</td>
<td>2</td>
</tr>
<tr>
<td>Education VII</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science VI</td>
<td>2</td>
</tr>
<tr>
<td>Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Education IX</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section B</th>
<th>Section A</th>
</tr>
</thead>
<tbody>
<tr>
<td>English XIV</td>
<td>1</td>
</tr>
<tr>
<td>Education VIII</td>
<td>3</td>
</tr>
<tr>
<td>Art IX</td>
<td>2</td>
</tr>
<tr>
<td>Education V</td>
<td>5</td>
</tr>
<tr>
<td>Oral Expression V</td>
<td>2</td>
</tr>
<tr>
<td>Oral Expression VI</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2 to 4</td>
</tr>
</tbody>
</table>
### Elective Work

<table>
<thead>
<tr>
<th>First Year (Ninth Grade)</th>
<th>Second Year (Tenth Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>English I</td>
<td>English II</td>
</tr>
<tr>
<td>Latin I</td>
<td>Reading I</td>
</tr>
<tr>
<td>Mathematics I (algebra)</td>
<td>Mathematics II (algebra)</td>
</tr>
<tr>
<td>Art I</td>
<td>Physical Training</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Manual Training I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Junior Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>English X and —</td>
</tr>
<tr>
<td>History VIII</td>
</tr>
<tr>
<td>Education IV</td>
</tr>
<tr>
<td>Teaching</td>
</tr>
<tr>
<td>Physical Training</td>
</tr>
</tbody>
</table>

### THE COMPLETE COURSE

This course of six years extends from the ninth grade through the advanced course. The first four years are parallel with and equivalent to public high school courses, and are designed to furnish specially strong preparation for the two years advanced training course. The students who pursue this course have certain special advantages of preparation for teaching. They have thorough training in the art of study with excellent library and laboratory facilities at hand; they are in the atmosphere of a school whose business and purpose are to qualify those who attend it for an earnest and influential life’s work; and they have the privilege of electing their work from a range of subjects sufficiently wide to allow each one to shape his course in accordance with his talents and his tastes. This range embraces literature, history, the sciences, music, art, manual and domestic arts, and foreign languages.

With this special foundation of substantial scholarship and training the student in this course is exceptionally well prepared for the professional work which occupies the last two years of this course.

### First Year (Ninth Grade)

- **English I**
- **Latin I**
- **Mathematics I (algebra)**
- **Physical Science I**
- **Art I**
- **Physical Training**

### Second Year (Tenth Grade)

- **English III**
- **Latin III or German I**
- **History I (Greece)**
- **Music I**
- **Physical Training**
- **Electives**

### Elective Work

- **Reading II**
- **Manual Training**
- **Zoology**

### Third Year (Eleventh Grade)

- **English VI**
- **History VI**
- **Physical Science III** (chemistry)
- **Art III or IV**
- **Music III**
- **Physical Training**

### Fourth Year (Twelfth Grade)

- **Latin V or German I or III**
- **Domestic Art**
- **Math. IV (bookkeeping)**
- **Biological Science IV or V**
- **Elective**

### Junior Year

- **English X**
- **History VIII**
- **Education IV**
- **Teaching**
- **Physical Training**

### Elective Work

- **Foreign Languages**
- **Latin VI or German II or IV**
- **Domestic Science**
- **Mathematics VI and VII**
- **Physics and Chemistry**
- **Education III**

### Fourth Year (Twelfth Grade)

- **Latin VII**
- **German V**
- **Maths. VI (mensuration)**
- **Art VI**
- **Physical Training**
- **Domestic Arts**

### Elective Work

- **History IX**
- **Math. XII (trigonometry)**
- **Art VII**
- **Physical Training**
- **Domestic Science**
- **Music**

### Junior Year

- **English IX**
- **History IX**
- **Education V**
- **Geography II**
- **Electives**

### Elective Work

- **Oral Expression IV**
- **Art VI**
- **Music V**
- **Physical Training**
- **Manual Training**
- **History III**
### ADVANCED COURSE III

For graduates of accredited high schools

#### Junior Year

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**Elective Work**

- Mathematics XI. 2
- Geog. Science V (astronomy) 3
- Domestic Art. 2
- Manual Art. 2
- Oratory 1

### ADVANCED COURSE IV—THREE YEARS

An advanced course of three years has been authorized by law and will be prescribed by the State Board of Education. It is designed to furnish fuller and more thorough preparation for educational work in both general and special lines than is possible within the limits of the two years courses. It will prepare teachers for such responsible positions as principalships, supervisorships, and for departmental work in upper grades. There are frequent calls for teachers who have made adequate preparation for such positions.

This course will allow students, who are well prepared, a wide range of election, and thus will enable them to fit themselves especially for such lines of work as music, art, manual arts, domestic economy, and other vocational lines, as well as for administrative work. The purpose of the course is to advance educational standards and increase the value of the schools by providing trained leaders and supervisors, especially for the newer phases of school work.
THE WORK OF THE DEPARTMENTS OUTLINED

The English Language and Literature.

[Dr. Harris and Miss McDonnell]

The courses in this department are arranged with a three-fold purpose: First, to aid the student in gaining a satisfactory knowledge of the facts of English grammar and rhetoric, and power of self expression; second, to give him a general knowledge of English and American literature and a closer knowledge and appreciation of a few of the greatest masterpieces; third, to give him familiarity with the material of English instruction in the elementary and secondary schools, and some knowledge of the principles that underlie the teaching of language and the selection, adaptation, and presentation of literature in the elementary and secondary schools.

Course I. Rhetoric and Literature. The purpose of this course is to teach the method of simple, direct and accurate expression, through a study of masterpieces and a practical application of the principles learned from such study. The literary material used in this course will be selected from the five groups for reading named by the National Conference on college entrance requirements in English. Four credits.

Course II. A continuation of English I. Two credits.

Course III. American Literature. This course is intended to give a general view of the development of American literature. It is pursued by means of class study, more rapid personal reading, and weekly expository papers of varying length. Two extended essays, representing the student's personal research, are required during the semester. Four credits.

Course IV. A continuation of English III. Two extended essays are required during the semester, as in III, in addition to the weekly exercises. Two credits.

Course VI. Nineteenth Century Writers. Tennyson's Gareth and Lynette, Launcelot and Elaine, and the Passing of Arthur. Carlyle's Essay on Burns and some of Burns' best lyrics will be studied intensively. Three credits.

Course VII. Nineteenth Century Writers. A continuation of English VI. Some of the shorter lyrics and odes of Wordsworth, Shelley and Keats, Arnold's Essays on Wordsworth and Keats, and Arnold's Sohrab and Rustum will be studied intensively. Three credits.

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

Course XI. Argumentative Masterpieces. Webster's Reply to Hayne, Burke's Speech on Conciliation and others. Three credits.

Course XIII. Dramatic Literature. This course is an endeavor to show the course of the development of the English drama to its culmination in Shakespeare and the close relation of the drama to life. Marlowe's Faustus and Edward II and Shakespeare's Romeo and Juliet, Lear and The Tempest will be intensively studied. Two credits.


Course XII. Argumentation and Debating. This course has for its purpose a classification of the intellectual processes and the development of power of expression through the practice of argumentation and debate. Foster's Argumentation and Debating is used as a reference text in this course and in course XI. Requisite, course XI or its equivalent. Two credits.

Course XIV. A nine-weeks' course in daily theme writing. This is an advanced course for seniors, and is intended to give practice in the application of the principles of written discourse and some knowledge of the theory and method of composition teaching in the grades. One credit.

Course VIII. English Etymology. This course is based on such texts as French's Study of Words, and Anderson's Study of English Words; it includes drill in the spelling and use of words, and practice in definition, and in brief exposition. One credit.

Course V. The Story and Story Material. The main purpose of this course is to give the student an acquaintance with the best and most practicable books which may serve as sources of information and of story material, and to give him a critical knowledge of the educational value of the various types of story. One credit.

Course X. The History and Principles of Language Teaching in the Grades. This course is designed to suggest a true theory in grammar.
teaching, through a study of its evolution in the schools of England and America.

Course XVI. The Teaching of English in Secondary Schools. This course is conducted by means of lectures, reading, discussion, written work, and includes both theory and a history of method. One credit.

All students in English will have opportunity to observe and discuss English teaching in the training school.

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. Five credits.

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. Five credits.

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. Four credits.

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

Course V. Cicero’s Orations. Three credits.

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

Course VII. Virgil’s Aeneid. Three credits.

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. Two credits.

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 expressions 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 Spannhoolid’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 Maerchen and Erzaehlungen. Five credits.

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 Glueck Auf. Five credits.

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. Three credits.

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

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 dem 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 Harzreise and Schiller's Lied der Glocke. Some supplementary reading of German magazines and newspapers will be done by the students and oral and written reports of these given to the class. The written work of the year will be based on the study of German literature and the general reading.

Three credits.

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 achievement. Three credits.

HISTORY

[Principal Wilson, Mr. Clark]

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. Three credits.

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. Two credits.

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. Three credits.

Course IV and V. United States History and Method. These courses 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 IV—Two credits; Course V—Three credits.

Course VI. English History. A study of early English history from its beginning through 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. Three credits.

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

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. Two credits.

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.

Three credits.

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

Two credits.

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

Three credits.

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.

Three credits.

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

[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, water color, and colored crayons.

Three credits.

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.

Three credits.

Course III. A continuation of Course I. (a) Advanced perspective sketching of interiors, houses, steps, window and out-of-door work. (b) Pictorial landscape composition and still life groups. (c) Figure sketching. Mediums used are pencil, charcoal, water color and colored crayons.

Three credits.

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.

Two credits.

Course V. A course in hand work, comprising weaving in basketry and on looms, knotting, braiding, and dyeing with native dyes. All design as stenciled object, paper construction and clay.

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.

Two credits.

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

Two credits.

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

Two credits.

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

Two credits.

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

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

MANUAL TRAINING

[Professor Whitney.]

The courses in manual training have in view skill in the use of tools, but their chief aim is the culture and greater capability of the student. His outlook will be broadened, his respect for rough labor will be increased, and he will discover some of the relations of industrial to social life.
Course I. Bench Work in Wood. This course includes mechanical drawing; the handling of bench tools; tool processes, taught by lecture and exercises; then by working out projects chosen by the student. Some time is given also to the study of forestry, lumbering, and the qualities and grains of woods. Two credits.

Course II. Cabinet-Making and Wood-Turning. Two credits.

Course III. This course embraces: Mechanical drawing, geometrical constructions, isometric projection, cabinet projection, orthographic projection, working drawing, lettering, and modern shop standards. Two credits.

Course IV. Work in metals—in bent iron and in sheet metals. Two credits.

Course V. Wood-Carving. Two credits.

Course VI. History and Method of Manual Training in Elementary Schools. This course is designed to prepare teachers to plan and conduct courses in hand-work, including paper and cardboard construction, weaving, knife-work, and, to a limited extent, bench-work in the grades. Two credits.

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 an organization known as the Treble Clef, composed of young women.

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

There are seven 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. Two credits.

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. Two credits.

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

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

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

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

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. Two credits.

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. Two credits.

Private Instruction

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


Grade III. Schwalm daily exercises, Czerny-Germer Vol. II, Pisschna'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 Schumann sonatas; selections from Chopin, Grieg, Tchaikowsky, 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 hygienically. It seeks to develop the student's power through effective expression of himself in attitude, movement, voice and speech. It would cause each member of the school to become an influential personality through true culture of mind and heart made effective in natural expression.

It seeks to do this through:

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

II. Training in the gymnasium and upon the athletic grounds by means of the following forms of exercise:
   (a) 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) Callisthenic 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 recognize 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. Three credits.

Course II, Vol. II. Representing Slide, Vital Slide in Volume, Forming Pictures, when the reader so delights in presenting The Parts to which he has been attracted as to make them effective. Selections from Emerson, Beecher, Webster, Tennysword, Scott, Lanier, and others, with special attention to parts of subjects set in contrast. Two credits.

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. Three credits.

Course IV, Vol. IV. Ellipse, Magnanimity of Atmosphere, Creation, Obedience the Keystone of Purpose, in which the reader's dawning
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.

Two credits.


Two credits.

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

One credit.

MATHEMATICS

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

ALGEBRA

Course I. This course embraces the fundamentals, factoring, G. C. D., L. C. M., fractions and simple equations.

The equation is recognized as an instrument of mathematical investigation, and hence 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 clearer the meaning of simultaneous equations.

Five credits.

Course II. This course embraces some review of Course I, and in addition a study of involution, evolution, theory of exponents, radical quantities, the solution of simple quadratic equations by factoring and the application of the equation in the solution of many practical problems.

Five credits.

Course III. This course embraces needed reviews of preceding courses, the study of the theory of exponents, quadratic equations, evolution of binomial surds, ratio, proportion, series, inequalities, imaginary quantities, indeterminate equations, interpretation of negative results, zero and infinity, logarithms, permutations and combinations, the binomial theorem, and the application of the equation to the solution of problems in physics.

Course IV. Book-keeping. This course is based upon the supposition that all persons should know something 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.

Three credits.

Arithmetic

Course V. Elementary Course. 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.

Five credits.

Course VI. Advanced Course. 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 process, 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.

Two credits.

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

Geometry

Course VIII. 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. Five credits.

Course IX. This course embraces needed reviews of Course VIII, generally accomplished incidentally, and in addition the study of proportion, proportional lines, similar polygons, the comparison and measurement of similar polygons, regular polygons, circles, and the development of the ratio of the diameter to the circumference. Three credits.

Solid Geometry

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

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

Mensuration

Course XI. This course deals with the mensuration of planes and solids in a concrete way. It includes rectangles, parallelograms, triangle circles, cylinders, cones, prisms, pyramids, and spheres. Circles are related to triangles; triangles, to parallelograms; parallelograms, to rectangles; cylinders, to prisms; cones, to cylinders and pyramids; pyramids, to prisms; the surface of spheres, to circles and their contents to pyramids. (This course is required as a half-substitute for solid geometry when that subject is omitted). Two credits.

Trigonometry

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

Senior Mathematics

Course XIII. 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. Two credits.

Physics and Chemistry

[Professors Saunders and Ma. Whitney.]

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. Properties of Matter, Mechanics of Fluids: Pressure in fluids; buoyant force; pressure of the atmosphere and application in barometer, siphon, common pump, etc.; density and specific gravity of solids and liquids.

Heat: Nature and sources; effects and measurement by thermometer; means of producing low temperatures artificially; laws of evaporation and boiling and relation to natural phenomena; transmission of heat and radiation; relation of heat to work and study of steam engine.

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.

Five credits.

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.

Five credits.

Course III. Physiography.

1. The Earth as a Planet.—A brief experimental study of the principles of mathematical geography, especially in their relations to human activities.

2. 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.

3. 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.

4. 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.

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

Geography, geology and astronomy

[Professor Saunders]

Geography is the central subject of the earth studies; physiography, geology, mineralogy and astronomy are studied more particularly in their relation to geography.

For the study of these subjects the geographical laboratory is equipped with E. E. Howell's large relief map of the United States on section of a globe 16 1/2 feet in diameter; Jones' model of the earth; Andrews' Lunar Tellurian; a set of Rand, McNally & Co.'s physical maps, together with other globes and maps; a set of the U. S. Geological Survey folios, topographic maps, and other publications; collections of minerals, rocks, and fossils; a stereopticon for use in the laboratory and assembly hall; a 50-inch telescope with 3-inch aperture; and other apparatus suitable 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 or II. Geography and Method. A brief course in general descriptive and commercial geography based upon previous studies in science 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. Four credits.

Course III. Physiography.

1. The Earth as a Planet.—A brief experimental study of the principles of mathematical geography, especially in their relations to human activities.

2. 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.

3. 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.

4. 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.

5. The Ocean.—The distribution and movements of the waters of the ocean, and their effect on climatic conditions and life.
6. **Life.**—General distribution of life and the climatic and topographic control of the same is studied. Five credits.

**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.

Three credits.

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

The theories and laws concerning the position and motion of these bodies are then studied, and all facts bearing on the nebular 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.

Three credits.

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

**Course I. Botany (Training School).**

(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. Four credits.

**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.

Three credits.

**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.

(a) The first half of this course consists of a careful study of Bailev's "Principles of Agriculture."
(b) The second half of the semester is devoted to a school garden, with laboratory experiments on germination, and an examination of soils. The bean and the apple tree receive considerable attention in connection with Part II of Munson’s “Education Through Nature,” giving the student an idea of methods of study, and a simple method of teaching the subject. Five credits.

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

(a) The Morphology and Physiology of the Cell is studied with the aid of the compound microscope, both from prepared animal and vegetable tissues, and from living unicellular forms. Some idea of histological, cytological and embryological methods is gained, and a practical study of bacteria is made. The cell is considered to be the ultimate basis of life, and the various problems of protoplasmic organization and isotropism, of heredity, reproduction, environment, and the various important theories existing as to these are discussed. Familiarity with biological literature is sought, and the relation of biological theories, as held by leading biologists, to important questions of education is pointed out.

(b) General Biology of Plants.

After unicellular organisms, such as infusorla, and unicellular fungi and algae, the lower cell aggregates are studied in the order of their complexity—fungi, algae, moss, fern, and a flowering plant, with special emphasis on the fern. 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. Four credits.

Course V. Comparative Morphology and Physiology of the Nervous System.

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

Physiology of the Central Nervous System and Sense Organs.

(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. Four credits.

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. Two credits.

(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. Two credits.

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.
15. Children's eyes and school work.
16. Children's food.
17. Defective children.
18. Overwork in school.
19. Temperature and colds.
20. The bath and tooth brush.
21. Sources of diseases in school.
23. Bacteria, fermentation, putrefaction.
24. Skin diseases and parasites.
25. Useful remedies.
27. Lockers, drinking cups, towels, pencils.
28. Rest and sleep of children.
29. The teacher's duties with reference to sanitation.
30. Relation of home, physician, and school.

Course VII. Histology and Microscopic Technique—Elective.
Students who have completed the required courses in this department or special students wishing to become proficient in the use of the microscope, may by special arrangement pursue a course of one year in the study of bacteriology, cytology, and histology under the direction of the head of this department.

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

Course IX. Marine Biology—Elective.
The Washington State Normal School at Ellensburg is now associated with the State University and the State College in maintaining the Puget Sound Marine Station at Friday Harbor, where representatives of the faculties of the higher institutions of the state, including the head of this department, will be engaged as teachers. Excellent opportunities can there be had for all lines of biological work, including original investigation. Credits are given on the regular courses in the Normal School for work done there.

(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. One and one-half credits.

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.
8. Relation Between Man and External Nature,
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.

PSYCHOLOGY AND EDUCATION

[Principal Wilson and Miss Vincent.]

Course I. An introductory study of principles, dealing with aims, processes, means and methods. Two credits.

Course II. A practical course in methods, management and government, having chiefly in view rural school teaching. Three credits.

Course III. This course is based upon observation of children and of school work and is designed to be inductive and to enable the student to base his educational theory upon facts of child nature and of real life. 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 processes 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.

Course IV. 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 V. 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.

Course VI. Psychology as a Basis of Method.

(a) In this course psychology is studied from the physiological standpoint, with experiments. Preparation for this work has been made in previous courses in biology and neurology. The purpose in view is to find a scientific basis for a really practical and sound education.

(b) The second part of the course is a practical study of the art of thinking and the principles of conduct leading to methods of instruction and of school administration.

Course VII. The Philosophy and History of Education. Evolution and progress to the beginning of the nineteenth century.

Course VIII. Recent progress and present day institutions and methods.

Course IX. Application of Theory to Practice. Conference and criticism.

THE TRAINING DEPARTMENT

[Principal Nesbit, Miss Vincent, Miss Hoffman, Miss Meisner.]

An elementary school embracing a kindergarten and nine grades is maintained for the purposes of observation and practice. It is a regular city school where ordinary school conditions exist and where it is necessary that good results be secured.

The training department is used for two main purposes: first, for observation and study of teaching, and second, for practice in teaching.
The observation department includes the kindergarten and observation rooms of first and second and of third and fourth grades, each in charge of a specially competent teacher. These schools are conducted with the view of affording students opportunity for observing and studying actual school work well carried on. Each student in the introductory course in education makes weekly visits to this department. 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.

After half a year of introductory study of education, based in part upon this weekly observation, members of the junior class are assigned to teach in the practice department one period each day for half a year. All students are required to teach at least eighteen weeks in the secondary course, or in the junior year of the advanced course, and all who are graduated teach another period of eighteen weeks in the senior year, having charge of a room during half the day.

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 DEPARTMENT

[Miss Meisner.]

Course in Theory

This course is designed for students who wish to fit themselves to be kindergartners. Students specializing in this work will take the junior and senior courses in education, psychology, history of education, art, music, and literature.

The foundation for this work, being laid to some extent in the general courses in education, psychology, and child study, it is here further developed by a more intensive study of the nature and needs of the little child and the means best suited to his development. This study of the child himself is followed by courses in the first six Froebelian gifts, the occupations, both Froebelian and others of suitable nature, and by a course in Froebel's Mother Play. During the first year's work the students also make a study of children's stories and of plays and games. The students observe in the kindergarten during the first semester and teach there the second.

The second year's work continues the study of Froebel's gifts and of his Mother Play lessons. It also includes a course in Education of Man and the kindergarten program. Practice teaching is done in both the primary department and the kindergarten.

Kindergarten Practice

The kindergarten of the training school offers opportunity for the observation and teaching of little children to both the regular normal students and those specializing in kindergarten work.

This opportunity of work and play with the children, while required of the kindergarten student, is also valuable to the prospective primary teacher in developing resourcefulness and freedom, and in learning to know the powers and interests of the little child before he enters the grades.

The work in the training school kindergarten is based upon the child's natural interests in the world about him, the effort being to develop and enrich the child's life in every way suited to his age and development.
STUDENTS, 1908-9.

Senior Class
Graduated June 9, 1909
Chapin, Stella, 4530 McKinley Ave., Tacoma, Pierce county.
Guthrie, Alice Bette, Mt. Sterling, Kentucky.
Henton, Newton, 609 Eighth St., Ellensburg, Kittitas county.
Hunt, Edna Jane, 11th and Chestnut, Ellensburg, Kittitas county.
Kelley, Gertrude, 3819 Payne Ave., Everett, Snohomish county.
McKinnon, Margaret Anne, Mt. Vernon, Skagit county.
McKinstry, Sadie Latham, Olympia block, Ellensburg, Kittitas county.
McNeil, Mellicent, 107 D St., Ellensburg, Kittitas county.
Perrault, Clara Rockport, Skagit county.
Pollock, Mary Violet, 909 S. L St., Tacoma, Pierce county.
Rockhill, Luella Turner, Columbia county.
Shewbridge, Ruth Esther, Thorp, Kittitas county.
Spurling, Ada Elizabeth, Ellensburg, Kittitas county.
Taylor, Edith Blanch, 226 Cliff Ave., Tacoma, Pierce county.
Wilson, Carrie Lucile, 107 B St., Ellensburg, Kittitas county.

Courses Not Completed
Coy, Boneta Grace, 811 So. I St., Tacoma, Pierce county.
Morgan, Elsie Grace, Lester, King county.
McFarland, Clara Florence, Selah, Yakima county.
Scott, Lillibelle, R. F. D. No. 3, box 122, North Yakima, Yakima county.
Williamson, Arminta, R. F. D. No. 4, box 41, North Yakima, Yakima county.

Junior Class
Anderson, Lillian, Ellensburg, Kittitas county.
Aspinwall, Alice Ann, 115 W. Ninth St., Ellensburg, Kittitas county.
Baldwin, Ella Dora, 605 N. Pine St., Ellensburg, Kittitas county.
Beach, Clara Mae, Centralia, Lewis county.
Bossong, Pearl, Ellensburg, Kittitas county.
Bowman, Edna Olive, Puyallup, Pierce county.
Bryant, Helen Beatrice, 619 Sheridan Ave., Tacoma, Pierce county.
Chew, Elizabeth Huntington, 1730 14th Ave., Seattle, King county.
Clerf, Rose Adel, 602 N. Pine St., Ellensburg, Kittitas county.
Creager, Mrs. Maude Elizabeth, White Salmon, Klickitat county.
Davidson, Mary Virginia, 711 N. Pearl St., Ellensburg, Kittitas county.
Duncan, Mrs. Nettie Elizabeth, North Yakima, Yakima county.

Fourth Year Class
Ames, Hazel Marguerite, 109 E. Sixth St., Ellensburg, Kittitas county.
Baldwin, Sarah Elizabeth, 605 N. Pine St., Ellensburg, Kittitas county.
Bartholet, Marie Antionette, 115 E. Eighth St., Ellensburg, Kittitas county.
Bryant, Ruth Carolyn, 601 Sampson St., Ellensburg, Kittitas county.
Chapman, Albert LeRoy, 804 W. 16th St., Vancouver, Clark county.
Clerf, Anna Lillian, 605 N. Pine St., Ellensburg, Kittitas county.
Davidson, Margaret, 711 N. Pearl St., Ellensburg, Kittitas county.
Dove, Eva M., Burlington, Klickitat county.
Dunton, Laurens F., 704 N. Pearl St., Ellensburg, Kittitas county.
McKinstry, James L., Olympia block, Ellensburg, Kittitas county.
Menzies, Ida Lucy, Roslyn, Kittitas county.
Miller, Mary Louise, 109 S. Pine St., Ellensburg, Kittitas county.
Montgomery, Agnes A., Burnett, Pierce county.
Newton, Charles Arthur, Oakville, Chehalis county.
Palmer, Emeline W., 608 N. Pine St., Ellensburg, Kittitas county.
Sander, Mabel, Ellensburg, Kittitas county.
Schnebly, Jean Eliza, 201 S. Main St., Ellensburg, Kittitas county.
Stewart, Jean Elizabeth, 409 E. Seventh St., Ellensburg, Kittitas county.
Teddy, Mary, 201 S. Main St., Ellensburg, Kittitas county.
Steele, Mary Louise, 109 S. Pine St., Ellensburg, Kittitas county.
Walker, Mae, Estelle, Ellensburg, Kittitas county.
Sibley, Katherine, R. F. D. No. 4, North Yakima, Yakima county.
Spoel, Duana, North Bend, King county.
Wilson, Dora Harriet, Ellensburg, Kittitas county.
Wilson, Nora Rachel, Ellensburg, Kittitas county.
Woodham, Dollie, Arleta, Oregon.

Third Year Class

Altice, Belma, Ellensburg, Kittitas county.
Aspinwall, Jessie Luella, 115 W. Ninth St., Ellensburg, Kittitas county.
Bartholet, Ruth Pauline, 115 E. Eighth St., Ellensburg, Kittitas county.
Chapman, Zina Rosina, Vancouver, Clark county.
Chesnut, Vena Van Leer, Pullman, Whitman county.
Coon, Ona Mae, Ellensburg, Kittitas county.
Crozier, Louis, Ellensburg, Kittitas county.
Damon, Leola La Dorle, 3 No. Natches, North Yakima, Yakima county.
Des Voigne, Leslie Colon, box 194, Ellensburg, Kittitas county.
Dykke, Ethel A., Lester, King county.
Fields, Maude L., 605 N. Kittitas St., Ellensburg, Kittitas county.
Green, Ellen, Ellensburg, Kittitas county.
Heraty, Mary, 609 Third St., Ellensburg, Kittitas county.
Home, Thelma G., 105 E. Tenth St., Ellensburg, Kittitas county.
Kaufman, Charlotte, 205 E. Eighth St., Ellensburg, Kittitas county.
Kaufman, Dorothy, 205 E. Eighth St., Ellensburg, Kittitas county.
Lewis, Helen Gertrude, 500 E. Seventh St., Ellensburg, Kittitas county.
Lindley, Mary Ethelbert, 521 E. Cherry St., Walla Walla, Walla Walla county.
Motoyama, Tokuzoh, Higashichikimura, Japan.
Nichols, Katie Alice, R. F. D. No. 4, North Yakima, Yakima county.
Norling, Lilly Matilda, Ellensburg, Kittitas county.
Palmer, Clarice Louise, 608 N. Pine St., Ellensburg, Kittitas county.
Pickering, Florence Ethel, Route No. 1, Monroe, Snohomish county.
Rehmke, Annette Barbara, 109 S. Ruby St., Ellensburg, Kittitas county.
Warner, Lucille Elizabeth, 302 N. D St., Ellensburg, Kittitas county.
Weaver, Dalay Prater, R. F. D. No. 1, Ellensburg, Kittitas county.

Second Year Class

Chample, George Louis, R. F. D. No. 1, Ellensburg, Kittitas county.
Chample, Max, R. F. D. No. 1, Ellensburg, Kittitas county.
Elsner, Josephine M., D St., Ellensburg, Kittitas county.
Henry, William Walous, Tumwater, Thurston county.
Jackson, Eunice May, Murray, Utah.
Mischke, Laura A., North Yakima, Yakima county.
Morgan, Charles Elmer, Lester, King county.
Prater, Grace, R. F. D. No. 1, Ellensburg, Kittitas county.
Quick, Blanche E., 703 E. Fourth St., Ellensburg, Kittitas county.
Rohrman, Angelina, Ellensburg, Kittitas county.
Ritchie, Mary Ellen, Palmer, King county.
Schnebly, Edith Helen, 201 S. Eighth St., Ellensburg, Kittitas county.
Stamay, Myrtle, 605 Anderson St., Ellensburg, Kittitas county.
Willard, Ida Mae, North Bend, King county.
Wishard, Ruth Alice, N. Sixth and Pine, Ellensburg, Kittitas county.
Wold, Sera H., Issaquah, King county.
Clevenger, Emma, Lakehead, Pierce county.
Dutcher, Edith King, R. F. D. No. 3, Ellensburg, Kittitas county.
Finlay, Nellie, R. F. D. No. 1, Monroe, Snohomish county.
Fulton, Grace Agatha, Twisp, Okanogan county.
Gavanslund, Louise May, Kennewick, Benton county.
Henderson, Rose, Saltum, Lewis county.
Hubbard, Annie C. G., 707 N. Anderson St., Ellensburg, Kittitas county.
Nilsen, Kristine Marie, Kristiania, Norway.
Nye, Olive Helen, Bickleton, Klickitat county.
Skinner, Blanche, Glenn's Ferry, Idaho.
Witte, Hazel Olivet, Fern Hill, Pierce county.

First Year

Ames, Helen H., 109 E. Sixth St., Ellensburg, Kittitas county.
Bramhall, Laura Edith, 607 N. Sprague St., Ellensburg, Kittitas county.
Brown, Juret Pearl, 706 N. Sixth St., Ellensburg, Kittitas county.
Brunn, Hilda, 209 N. Sprague St., Ellensburg, Kittitas county.
Caraway, Amanda, Hanon, Asotin county.
WASHINGTON STATE NORMAL SCHOOL.

Carr, Ruth Mae, 302 S. Ruby St., Ellensburg, Kittitas county.
Ickier, Lillian Lena, Staples, Minnesota.
Kure, Kamma Catherine, Lyle, Klickitat county.
Larson, Hilda, R. F. D. No. 1, Prosser, Benton county.
Lowe, Clayton A., Thorp, Kittitas county.
Mabry, Lilly, Waitsburg, Walla Walla county.
Morgan, Nessa, 301 E. Tenth St., Ellensburg, Kittitas county.
Packwood, Nettie, Ellensburg, Kittitas county.
Peck, Edith Katherine, Lind, Adams county.
Petite, John Edward, Hesson, Clarke county.
Rader, Ben, R. F. D. No. 3, Ellensburg, Kittitas county.
Schnebly, Bertha Louisa, R. F. D. No. 3, Ellensburg, Kittitas county.
Stevens, Maude, Ellensburg, Kittitas county.
Tierney, William Thomas, Rochester, Thurston county.

Ninth Grade

Coon, Dot Edith, 512 Ninth St., Ellensburg, Kittitas county.
Kenny, Margaret Doris, Sunnyside addition, Ellensburg, Kittitas county.
Morgan, Truman Virgil, Ellensburg, Kittitas county.
Mumma, Orville Leland, 911 N. Walnut St., Ellensburg, Kittitas county.
Rehmke, Andrew, Antoinette Maria, 109 Ruby St., Ellensburg, Kittitas county.
Roark, Marvin, 605 N. Anderson St., Ellensburg, Kittitas county.
Wilson, Mary Elma, R. F. D. No. 2, Ellensburg, Kittitas county.

Special Students in Music and Oral Expression.

Ames, Olive
Ball, Mrs. O. W.
Bossong, Pearl
Burke, Nellie
Chapman, Zina
Clark, Lizzie
Clark, Levi
Clerf, Anna
Clerf, Christine
Clerf, Henry
Clerf, John
Clerf, Rose
Craig, Edna
Davidson, Mrs.
Dodd, Mrs. H.
Farrell, Maurice
Greenup, Byrl
Groger, Casper
Groger, Selma
Guthrie, Alice
Harn, Marguerite E.
Hinman, Laureada
Horton, Helen
Hubbell, Ruth
Ives, Mrs.
Keenon, Mrs. Vessie
Kinigery, Bessie
Kingery, Mrs. E.
Kure, Kamma
Montgomery, Agnes
Palmer, Clarice
Palmer, Emeline
Perry, Mrs. E.
Randall, Mrs. M. E.
Ramsay, Jamie
Reed, Jay
Rockhill, Luella
Rust, Mary
Sander, Anna
Sander, Edith
Sander, Mabel
Satterwhite, Arthur
Schroeder, Minnie
Snowden, Herbert
Spaulding, Mrs. A.
Suver, Hazel
Tabott, Lucile
Weaver, Mrs. L.
Woods, Carmon

Number of pupils in Training Department.................. 307

Total in all grades and departments.................. 520

PUPILS IN THE TRAINING DEPARTMENT

Eighth Grade

Butcher, Floy
Clerf, Henry
Crimp, Albert
DeChamplain, Amelia
Friend, Edward
Folch, Elain
Heraty, Margaret
Ikler, Lillian
Johnson, Hilda
Jones, Mabel
Lewis, Alma
Murry, Hilda
Morris, Claude
Manour, John
Olson, Helen
Olney, Anna
Pautzke, Earnest
Rush, Loy
Stuart, Homer
Slemmons, Wilbert
Smith, Myrtle
White, Clark
Wright, Charlotte
Welsh, Jack
Youngberg, Andy

Seventh Grade

Baird, Robert
Benson, Victor
Brain, Frank
Clark, Wesley
Clemen, Hubert
Coon, Cecil
Drummond, Joanna
Evans, Ada
Friend, George
Fortney, Jefferson
Hendricks, Ada
Jack, Albert
Kraft, Carolina
Lynch, Carl
Larson, Roy
Moon, Charles
Olson, Mabel
Perry, Earl
Stamey, Ruth
Satterwhite, Arthur
Smithson, John
Shaw, John
Wheeler, Nadene

Sixth Grade

Ames, Adelyn
Baker, Gladys
Beal, Helen
Jones, Earl
Kingery, Bessie
Kipp, Alice
WASHINGTON STATE NORMAL SCHOOL.

Baird, Wilfred
Barnes, Oren
Brunn, Herbert
Cameron, Fawn
Collier, Henrietta
Churchill, Manloy
Elenee, Adolph
Gordon, Newell
Hofacker, Leda
Hubbell, Ruth
Hull, Anna
Heraty, Agnes
Horton, Helen
Johnson, Bertha
Jones, George

Brooks, Maggie
Baird, Howard
Bartno, Robert
Brain, Leon
Brunn, Rudolph
Cobain, Florence
Coble, Earnest
Cooke, Clifford
Felt, Lafe
Grey, Roscoe
Horton, Helen
Jones, Orville
Lamphrey, Barney

LaRue, Robert
Michell, Dalia
Mansur, Dannie
McGinnie, Earl
Munz, Carl
Place, Bertha
Place, Leonard
Plunkett, Nellie
Parkes, Arnold
Ross, John
Rowlands, Earnest
Woodyard, Claude
Worth, Linie

Ames, Houghton
Bradhaw, Lucretia
Brooks, Emma
Bullard, Mildred
Barnes, Marion
Cole, Marion
Cleveland, Floyd
Cook, Lloyd
Davis, Marcelus
Elbert, Alice
Elbert, Clifford
Gillard, Windfield
Grisson, Katie
Gault, Lola
Harris, Lorettta
Hitchcock, Maxwell
Horton, Edward
Huss, Paul
Jones, Murry
Kleinberg, Lester

Doyle, Laura
Doley, Maggie
Ebert, Howard
Ellison, Claude
Felt, Louis
Felt, George
Gillard, Minnie
Hedges, Blanche
Holmes, Myrtle
Holmes, Roy
WASHINGTON STATE NORMAL SCHOOL.

Hanton, Jimmie
Holby, Georgia
Johnson, Betty Lee
Jones, Margery
Kraft, Pearl
Kraft, Ruby
Kamm, Edward
Kapin, Gerald
Mathews, David
Maxey, Ava
Mathews, Elsie
Neuman, Morris
Place, Earnest
Puckman, Ardis
Rahier, Gladys

Runyans, Herbert
Shaw, Mae
Siler, Pete
Snowden, Miriam
Stevens, John
Schindler, Alberta
Smith, Grace
Sweet, Marie
Tuttle, Cecil
Woodhouse, Katie
Woodhouse, John
Willard, James
Willard, John
Wright, Jesse

Kindergarten

Bates, Joseph
Carr, Gladys
Carscadden, Marvel
Cleman, John
Cooke, Howard
Coon, Eva
Cummins, William
Cunningham, Marvel
Dearborn, George
Floyd, Harriet
Floyd, Oda
Gault, Edwin
Gregory, Pauline

Hinds, Lucy
Krack, Robert
Loughlin, Paul
Maxey, Velma
Michels, Jack
Noggle, Gladys
Siegel, Jauinta
Sterling, Raymond
Sterling, Robert
Stowell, Scudder
Tuttle, Lottie
Vanderbilt, Ivis
Wallace, Blythe

SUMMARY

Senior class ........................................ 21
Junior class ........................................ 41
Fourth year class .................................. 27
Third year class .................................... 35
Second year class .................................. 27
First year class .................................... 25
Ninth grade class .................................. 7
Special students in music and oral expression ....... 49

WASHINGTON STATE NORMAL SCHOOL.

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.
Christiania S. Hyatt, 1892 to 1894.
Elvira Marquis, 1892 to 1897.
J. A. Mahan, 1893 to 1897.
Anna L. Steward, 1893 to 1898.
Elizabeth Cartwright, 1893 to 1897.
C. H. Knapp, 1894 to 1896.
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.
W. L. German, 1897.
Blanche Page, 1897 to 1898.
Lillian J. Throop, 1897 to 1898.
Agnes Stowell, 1897 to 1899.
Mary A. Grue, 1897 to 1907.
Lucy J. Anderson, 1897 to 1899.
Colema Dickey, 1898 to 1901.
Annette V. Bruce, 1898 to 1904.
Jessie Birdena Wilcox, 1898 to 1908.
Ida Mae Rennels, 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.
Luella M. Wilcox, 1905 to 1908.
J. R. Bevis, 1906 to 1907.
Fern Earl Taylor, 1907 to 1908.
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.
Odell, 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. McCreedy), Simcoe Station.
Brown, Estella M. (Mrs. Will Hale), Wallace, Idaho.
Charlton, Franc S., teacher, Ellensburg.
Charlton, John J., teacher, Kettle Falls, Wash.
Delaney, Sarah O. (Mrs. George M. Jenkins), Ellensburg.
Durr, Louis C. Goshem.
Hill, Claudia Olga, teacher Emerson school, 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 Narcissa, teacher, Ellensburg.
Sherman, May O'Keeffe, teacher, Santa Ana, Calif.
Smith, Lora A., teacher, Spokane.
Steward, Anna L. (Mrs. Dr. W. A. Hibbs), Seattle, Wash.
Turner, Alice G., teacher, 416 Broadway, Seattle.

Class of 1894

Adams, May (Mrs. James Ramsay), Ellensburg.
Beach, Daisy (Mrs. Frank Emigh), Kennewick.
Berkman, Effie V. (Mrs. ————), Tacoma.
Bruce, Lena (Mrs. James R. O'Farrell), Orting.
Colbert, Elfreda (Mrs. R. H. Herrold), Ilwaco.

Class of 1895

Cameron, Crissie E., teacher, 231 Tacoma Ave., Tacoma.
Carothers, Warren E., Ellensburg.
Hatfield, Ella M. (Mrs. Will Conor), Ballard.
Ross, Douglas, real estate, 905 Lowman Bldg., Seattle.

Class of 1896

Anthony, Julie E., teacher, 1527 7th Ave., Seattle.
Bell, Martha, 13th Ave., Seattle.
Coyle, Nida A. (Mrs. John Simmons), Walla Walla.
Carothers, C. M., Ellensburg.
Farnham, Frances E., teacher, Lester.
Galbraith, Nettie M., principal, Walla Walla.
Huggins, Mabel Hortense, teacher, 811 15th St., Tacoma.
Long, Violet Genevieve, teacher, Walla Walla.
Lewis, Rae, teacher, 801 Yesler way, Seattle.
Parkhurst, Daisy, teacher, 2417 Western Ave., Seattle.
Riddell, Mabel S. (Mrs. Mabel R. Short), principal, Manette.
Reitz, Gertrude E. (Mrs. G. Reitz Mills), 933 22d Ave., North Seattle.
Steward, Carrie E. (Mrs. Robert Satterwhite), 1362 31st Ave., South Seattle.
Wilson, Eliza J., Montesano (deceased).
Witt, Lena, teacher, 708 E. Linto Ave., Spokane.
Zimmerman, C. L., teacher, California.
Class of 1897

Atkins, May (Mrs. Joseph Mason), Bellingham.
Armour, Ellen, teacher, 121 Melrose Ave., Seattle.
Barclay, Berthile, teacher, Dayton.
Bullock, Effie (died November 11, 1899).
Ebert, Bessie (Mrs. Orville Curry), Tacoma.
Fulton, Nellie (Mrs. Frank Wilmarth), Conconully, Okanogan County.
Gerboth, Meta (Mrs. James Watson), 13 Augusta Ave., Spokane.
Hargear, Bessie L., teacher, Tacoma.
Houghton, Ethel (Mrs. Ray Freeland) 3730 South L St., Tacoma.
Larimer, May, 625 Malden Ave., Seattle.
Lynch, John H., lawyer, North Yakima.
Lynch, Joseph, teacher, Walla Walla.
Lucinger, Rose, teacher, Walla Walla.
McDowell, Carrie, teacher, Ellensburg.
Miller, Clyde, railway postal clerk, 1720 South 1st St., Tacoma.
Pauley, Anna, teacher, Walla Walla.
Reid, J. Howard, cashier and manager bank, Hermiston, Oregon.
Selby, William, teacher, Everett.
Salladay, Letha, teacher, Ellensburg.
Shaw, Carrie (Mrs. Eugene Walker), Farmington.
Steinbach, Margaret, teacher, Palo Alto, California.

Class of 1898

Burgie, Etta M. (Mrs. Lee R. Gillette), Wenatchee.
Risbee, Zeilla (Mrs. Alfred Butler), 2730 4th Ave., East Spokane.
Beatty, Margaret, teacher, Seattle high school.
Clark, Dee, teacher, Kodiak, Alaska.
Coleman, Pearle (Mrs. Frank Briggs), Bellingham.
Dorr, Ada (Mrs.—). Devereaux, Ellen, 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 St., Seattle.
Stevens, Claire (deceased).
Stevens, Jesse (Mrs. Nason), Seattle.
Turner, Birdie A. (Mrs. Wright), teacher, 605 7th Ave., Seattle.

Class of 1899

Abbott, Lulu Edith (Mrs. Augustus F. Galloway), Weiser, Idaho.
Colbert, Daisy Johanna (Mrs. Edward Brown), 1826 29th Ave., Seattle.
Davies, Anna (Mrs. Talliesin E. Jones), Carbonado.
Dillon, Hannah M., teacher.
Graff, Minda Selmer, teacher, Seattle.
Hayes, L. Justin M. (Mrs. Thompson), Seattle.
Jackson, Edith Louise, A. B. Univ. of Wash., teacher, Spokane.
Johnston, Grace Cassidy (Mrs. Guy Allen Turner), Pasadena, Cal.
Lewis, Margaretta, teacher, Wilkeson.
McCasland, Margaret Rebecca, principal, Walla Walla.
McDonnell, Alberta, A. B., Univ. of Mich., teacher, W. S. N. S., Ellensburg.
McGreal, Francis P., teacher, Conway, Skagit County.
Meganph, Robina Marie, teacher, E. 313 Mission Ave., Spokane.
Miller, May G. (Mrs.—), Spokane.
Miles, Ely, teacher, 706 L St., Tacoma.
Montgomery, Wm. W., law student University of Michigan, Ann Arbor, Mich.
Niccous, Elsie (Mrs. Robert Hawahurst, Jr.), San Francisco.
Rock, Mattie, teacher, 1610 Republican St., Seattle.
Sanford, Charlotte (died June 29, 1902).
Scott, Edna Rosalin Marlin (Mrs. H. A. Gibbon), University Station, Seattle.
Sprague, Genevieve Estelle (Mrs. S. C. Irwin), 3509 N. 27th St., Tacoma.
Steiger, Francis Adria—
Tucker, George Henry, Toledo.
Truitt, Elizabeth, teacher, 1418 E St., Tacoma.
Wallace, Ida C. (Mrs. John W. Blake), Le Conner.
Young, Ida C., teacher, Hartline.
Zimmerman, Lydia Adella (Mrs. Charles Kyle), Wenatchee.

Class of 1900

Anderson, Katherine, principal, Stanwood.
Baker, Mrs. Bessie B., Goldendale.
Carroll, Julia Virginia (Mrs. Oscar R. Mains), 1718 7th Ave. W., Seattle.
Clark, Mary, teacher, Ballard.
WASHINGTON STATE NORMAL SCHOOL.

Carothers, Lillian (Mrs. E. J. Merryman), Ellensburg.
Davies, Cora Winston (Mrs. A. E. Ludy), Bluecreek.
Gibson, Herbert Addison, real estate, University Station, Seattle.
Henson, Alice Marguerite (Mrs. James Christoe), Douglas, Alaska.
Hopp, Kathleen, teacher, 1617 4th Ave., Seattle.
Lampson, Eva, teacher, 25 Park St., Walla Walla.
Lindsay, Grace, teacher, Port Townsend.
Morse, Raymond C., M.D., Northwestern University.
Morrow, Calla Lilly (died June 25, 1903).
Metcalf, John Baker, attorney at law, Seattle.
Patterson, Myrtle (Mrs. Rev. Tichneal), Wenatchee.
Vallen, Margaret Ellnor, teacher, Colton, box 27.
Willding, Florence.
Willson, Mary Jane (Mrs. Roy B. McClinton), 3813 Woodland Park Ave., Fremont, Seattle.
Weyer, Zoora E. (Mrs. Chas. A. Fox), Tacoma.

Class of 1901
Dennis, Edna (Mrs. G. F. Dullam), Bismark, N. Dak.
Grinrod, Ione, principal high school, Roslyn.
Kruegal, Nell (Mrs. Irion), Sand Point, Idaho.
Larsen, Minnie (Mrs. Jas. A. Landon), North Yakima.
Lewis, Eleanor, teacher, Wilkeson.
McKinney, Katherine (Mrs. —— Baker), North Yakima.
Mann, Hulda (Mrs. J. Howard Wright), teacher, North Yakima.
Myhan, May (Mrs. Herbert Stringer), 2537 So. G St., Tacoma.
Ostrum, Lora Edith, teacher, Tacoma.
Rowland, Cora M. (Mrs.——), Everett.
Stickney, Bessie (Mrs. W. McD. Mackey), Tacoma.
Wilson, Guilford, superintendent, Cle Elum.
Wallis, Bay (Mrs. —— Hall), Seattle.

Class of 1902
Baker, Mrs. C. S., Ellensburg.
Blair, H. F., insurance, Ellensburg.
Bowman, Ina, teacher, Alderton.
Burwell, Mildred J., teacher, 1310 S. 4th St., Tacoma.
Carter, Frances Maude, teacher, 208 Mansfield Ave., Spokane.
Dennis, Esma (Mrs. Taylor), (died 1909).
Fouts, Rose Bartol, teacher, Walla Walla.
Getz, Minerva Adella (Mrs. R. Lee Barnes), Ellensburg.
Hoke, Floy A. (Mrs. W. C. Poage), Port Townsend.
King, Eliffe Evangeline, teacher, Walla Walla.
Moorehouse, Edna Lorine, teacher, Eagle, Alaska.

McBride, Oscar Harvey, County Superintendent, Vancouver.
Oldham, Eva (Mrs. Otto Packwood), Wallace, Idaho.
Page, Ethel Belle, teacher, Tacoma.
Painter, Marguerite, teacher, Walla Walla.
Prendergast, Charlotte, teacher, Walla Walla.
Rodman, Albina Eliza, teacher, Wautoma, Benton County.
Russ, Esther Clair Euphrosyne, teacher, Tacoma.
Warmouth, Lena Jane, student Stanford University, Palo Alto, Cal.
Wilson, Florence Alden, A. B., 1909, University of Washington, Ellensburg.

Class of 1903
Bigelow, Margaret Elizabeth, teacher high school, Olympia.
Bosse, Bertha Helen, teacher, 1218 North 4th St., Tacoma.
Dunkerley, Ethel, teacher, 1313 No. 1 St., Tacoma.
Fallon, Lucy Lavine (Mrs. D. C. Myers), Marysville.

Class of 1904
Campbell, Ruby, A. B., (University of Washington), 701 21st Ave., Seattle.
Day, Mary Edna (Mrs. H. Robert Stevens), 2509 N. Warner Ave., Tacoma.
Epble, Edyth (Mrs. Fred Ross), Ellensburg.
Harmeling, Stephen J., editor, Brighton Beach, Vashon.
Hoffman, Catherine E., teacher, Ellensburg.
Hooten, Olive G. (Mrs. Presley Sanders), Pilschle.
Jungst, Anna B., teacher, 261 S. Natchez Ave, North Yakima.
Kingston, Eloise (Mrs. W. H. Hall), Wenatchee.
McCurdy, Kathryn, teacher, Queen Anne court, Seattle.
Odling, Lida J., teacher, Nome, Alaska.
Payne, Florence L., Port Townsend.
Reid, Mary Bruce, teacher, 1311 N. 10th St., Tacoma.
Robinson, Beatrice, teacher, Everett, 712 Alder St., Walla Walla.
Smith, Verna (Mrs. G. I. Wilson), Ellensburg.
Vance, Virginia Bell, Kennewick.

Class of 1905

Anderson, Stella E. (Mrs. Dale Preston), Waitsburg.
Atwood, Stanley F., Ellensburg, student Univ. of Washington, Y. M. C. A., Seattle.
Clarke, Emma E., 520 Church St., Spokane, student University of Michigan, Ann Arbor.
Cochrane, Myrtle Edna, 2911 Cedar St., Everett, teacher, Marysville.
DuVall, Victoria Eleanor (Mrs. Brown), Spokane.
Hardy, Helen G., teacher, Kent.
Henry, Vida L. (Mrs. Dr. Chas. W. Hanson), Chehalis.
Karrer, Anna M., teacher, Roslyn.
Karrer, Matilda W., teacher, Roslyn.
King, Stella Barbara, teacher, Walla Walla.
Lister, Pearle, teacher, 931 C St., Tacoma.
Merritt, Florence E. (Mrs. Martin Stanton), R. F. D. 5, box 193, North Yakima.
Miller, Anna D., teacher, 2341 Tacoma Ave., Tacoma.
Natchshellm, Louise A., teacher, 1424 J St., Tacoma.
Petterson, Lucie Frances, Hillhurst, teacher, Tacoma.
Poage, Wm. C., principal, Port Townsend.
Quigley, Anna, teacher, Ellensburg.
Rowley, Mabel Anna, Arlington, teacher, Lowell.
Stauffer, Rosina Katherine, Ellensburg, teacher, Touchet.
Twymann, Jeannette, Portland, teacher, Marysville.
Wilson, Frank C., Ellensburg, superintendent, Roslyn.
Youngs, Ora B., teacher, 3205 So. 10th St., Tacoma.

Class of 1906

Bishop, Alma Loretta, R. F. D. No. 8, Spokane, teacher, Pullman.
Corbin, Maude Estell, Cœur d'Alene, Idaho, teacher, Pullman.
Davis, Lucile Davis, teacher, 1240 Summit St., Pasadena, Cal.
Davis, Martha D. (died October, 1907).
Hubbell, May E. (Mrs. Dr. Leroy Weaver), Ellensburg.
Link, Gertrude J., teacher, 3115 Sixth Ave., Tacoma.
Maxwell, Marion E., teacher, 618 Aloha, Seattle.
Neilson, Jessie, teacher, 1221 N. Washington, Tacoma.

Peterson, Cecile S., teacher, Seattle.
Roberts, Lola Ella, teacher, 1006 Division Ave., Tacoma.
Roberts, Vera Berkle, teacher, 1006 Division Ave., Tacoma.
Salladay, Flora, student, University of Washington.
Schoeraffe, Gertrude, 1114 Second Ave., N., Seattle.
Smith, Frances Hortense, teacher, Port Townsend.
West, Vernie (Mrs. E. I. Peterman), Tipso.
Wiley, Jennie Edith, teacher, Ellensburg, 315 S. 30th St., Tacoma.

Class of 1907

Bishop, Joanna, teacher, Dayton.
Cunningham, Gertrude, box 1138, Puyallup, teacher, Tacoma.
Drummond, Elizabeth M., teacher, 1502 No. Steele, Tacoma.
Goss, Orville Clyde, 5217 So. T. St., Tacoma, teacher, Puyallup.
Guibor, Charles William, Kent, teacher, East Sound.
Ketner, E. Bertha, teacher, 114 So. Eighth St., Tacoma.
Langridge, Catherine, teacher, Olympia.
Liddell, Maude, teacher and assistant supervisor, Montesano.
MacDonald, Sarah Ann, Farmington, teacher, Tacoma.
Peck, Myrtle Elizabeth, teacher, North Yakima.
Pike, Ella Frances, North Bend, teacher, Snoqualmie.
Reid, Jane F., teacher, 1311 N. Tenth St., Tacoma.
Rhoades, Edith, Fern Hill, teacher, Center, Jefferson County.
Salladay, Loretta, Ellensburg, teacher, Cle Elum.
Slater, Margaret, teacher, 124 E. 34th St., Tacoma.
Tompkins, Adelia Cecile, Dayton, teacher, Dut.
Williams, Mary Frances, Pendleton, Oregon, teacher, Meeker.

Class of 1908

Arnston, May Josephine, teacher, 2101 So. K St., Tacoma.
Burwell, Leona E., 801 N. Junett St., Tacoma, teacher, Puyallup.
Buzzell, Minnie, Ellensburg, teacher, Centralia.
Calhoun, Vira, teacher, Port Townsend.
Clark, Jennie Ethelyn, Cashmere, teacher, Prosser.
Crockette, Gayce Nadine, Pendleton, teacher, Kelso.
Des Voigne, Elise, Ellensburg, teacher, Dungeness.
Hill, Naunerl Elizabeth, teacher, 306 So. L St., Tacoma.
Horrocks, Nancy Sarah, 1615 16th Ave., Seattle, teacher, Olympia.
Howland, Serita Mildred, Pendleton, teacher, Roslyn.
Johnson, Daisy Marion, 605 So. G St., Tacoma, teacher, Wilkeson.
Karrer, Frank Xavier, Roslyn, teacher, Seattle Commercial School, Seattle.

MacDonald, Mrs. LaVelle, Pendleton, teacher, Kahlotus.
McMillan, Anna Laurie, teacher, 2041 64th St., Ballard.
The Alumni Association at its annual meeting and banquet, on June 5, 1907, voted to change the date of this meeting from the evening of commencement day to the Saturday evening preceding commencement. This change, it is hoped, will bring to Ellensburg at commencement time a larger number of the graduates than in the past. A good many of them may find it practicable to come in time to attend the joint program of the literary societies on Friday evening and may remain over to the baccalaureate service on Sunday. There may thus be some delightful reunions at each commencement time.
Chappell, Mrs. Lottie, Goldendale.
Devereaux, Ellen, Puyallup.
Grindrod, Ione, Ellensburg.
Hagy, Margaret, Pomeroy.
Hunter, Anna C., Port Townsend.
Kent, Margaret, Vancouver.
Lynch, J. H., North Yakima.
Lynch, Cornelius, North Yakima.
Putman, James J., Ellensburg.
Roush, George, Goldendale.
Rambo, Charles, Bush Prairie, Wash.
Smith, Gertrude (Mrs. H. W. Hale), Ellensburg.
Stephenson, Grace (Mrs. Will Prater), Seattle.
Stoops, Clara, North Yakima.
Taylor, Harley, Kalama.
Wallace, Ida, LaConner.
Wilding, Florence, Jersey City, N. J.
Young, Carrie (Mrs.———), North Yakima.

Class of 1897

Ashman, Anna, Cosmopolis.
Baker, Ella, Cleveland, Wash.
Bullock, Anna, Gig Harbor.
Butcher, Fred, Ellensburg.
Burke, Odessa (Mrs.———), Hoquiam.
Cooke, Mary, Seattle.
Currey, Orson (died May 12, 1902).
Dillon, Hannah, Whatcom.
Hinman, Agnes, North Yakima.
Kooz, Anna, Napavine, Wash.
Karshner, Blanche (Mrs.———), Olympia.
Lindsay, Ella, 326 Tyler St., Port Townsend.
Leake, Norma, Avon, Wash.
Painter, Pearl (Mrs. C. J. Lynch), North Yakima.
Rock, Anna, 1619 Republican St., Seattle.
Smalley, Sarah E. (Mrs. Stewart).
Shull, Emma, Ellensburg.
Sprague, Jennie (Mrs. S. C. Irwin), 3409 No. 27th St., Tacoma.

Class of 1898

Adams, Edna (Mrs. Borey), Seattle.
Anderson, Lillie, Kent.
Attebury, Josie, Latah, Wash.
Attebury, Cora, Latah, Wash.

Bower, Mollie (Mrs. John Van Alstine), Ellensburg.
Barthorp, Anna (Mrs. Capt. W. E. Renney), Tacoma.
Blair, H. F., Ellensburg.
Bullock, Grace A. (deceased).
Baker, Lutie, Montesano.
Clark, Mary, Hayes, Wash.
Carothers, Lillian (Mrs. E. J. Merryman), Ellensburg.
Coe, Mabel, Plaza, Wash.
Davies, Minnie, Montesano.
Davies, Olga, 10 So. Limite St., Colorado Springs, Colo.
Foss, E. S., Prescott, Wash.
Farnsworth, Stella (deceased).
Gaines, Sue B., Oakesdale.
Harris, Clara, Auburn.
Hess, Ellen (Mrs. William White), Goldendale.
Hines, Sophie (deceased, 1903).
Hopp, Kathleen, 1617 Fourth Ave., Seattle.
Jacobs, Pauline, Clearbrook, Wash.
Larsen, Minnie (Mrs. James Landen), North Yakima.
McGreal, Frank, Vancouver.
Norman, Clara, Port Townsend.
Powell, Perry, Aberdeen.
Swalm, Maude (Mrs. John Judge), Stone Station, Mont.
Schulerude, Christine (deceased).
Stearns, H. J., Willapa.
Wilson, Emma (Mrs. Leon Wakefield), Elma.
Weyer, Zoora (Mrs. Chas. A. Fox), Tacoma.
Wallace, M. Elza, La Conner.
Wallace, Margaret, Olympia.

Class of 1899

Abbott, Flossy Forder, Spokane.
Annis, Bessie, 107 Howard St., Spokane.
Bowman, Edna, Puyallup.
Baker, Bessie B., Goldendale.
Banks, Beth, Everett.
Blanchard, Bessie, Seattle.
Canta, Josephine Frances, Farmington.
Davies, Rose, Montesano.
Davies, Catherine, Carbonado.
Davis, Cora W. (Mrs. A. E. Ludy), Bluecreek, Wash.
Dennis, Edna (Mrs. G. F. Dollam), Bismark, N. Dak.
Fields, Anna Lillie, Port Angeles.
Fox, Bessie, Wilson Creek, Grant county.
Gibson, Annie Elizabeth (Mrs. Martin Pihl), Puyallup.
Gibson, Janet Rae, 523 Union St., Seattle.
Gano, Avenelle, North Yakima.
Herr, Bessie Beatrice, Puyallup.
Hiddleson, Christel Dora (Mrs. W. W. Tuttle), Ellensburg.
Hughes, Daisy May (Mrs. O. N. Erlecken), Auburn.
Irvin, Iva May (Mrs. Lawrence Elsensohn), British Columbia.
Irons, Marguerite, Milton, Oregon.
Ketchum, Mary Elizabeth, Springdale.
Kraabel, Theresa, Parkland, Wash.
Klockstead, Henrietta M. (Mrs. Dahl), Seattle.
Maltby, Addie Belle, E. Spokane.
Mason, Hattie Belle (Mrs.———).
McCurdy, Katherine, Queen Anne court, Seattle.
McKenzie, Clara Etta, Yelm, Wash.
Oswald, Mary (Mrs. L. J. Beedon), Aberdeen.
Sayer, Della M., Walla Walla.
Shepardson, Bessie, Catlin, Wash.
Stevens, Bertha K. (Mrs. Phillip Adams), Ellensburg.
Tripp, Nepha Dell, Tacoma.
Vallen, Margaret Ellonor, Pomeroy.
Warren, Bernadette (Mrs. Platt Morrow), Walla Walla.
Watkins, Mary Ann (Mrs. F. P. McGreal), La Connor.
White, Lila P. (Mrs. G. N. Salisbury), 348 19th Ave., Seattle.
Wilson, Gullford Irving, Ellensburg.
Whittle, Lois, Germany.

Class of 1900

Agnew, Ina (Mrs. Mcнутt), Port Angeles.
Anderson, Caroline (Mrs.———).
Blake, Georgia (Mrs. Edward Stevens), Ellensburg.
Bowman, Ina E., Puyallup.
Carscadden, Mabel, Ellensburg.
Carter, Fannie Maud, Spokane.
Foss, Mayme L., Walla Walla.
Ingram, Mae (Mrs. Clark Israel), Dayton.
McKenzie, Edith, Yelm.
Page, Ethel, Camas.
Phiel, Josephine C., Puyallup.
McKinney, Mary Katherine (Mrs. Baker), North Yakima.
Riddell, Harry S., Ellensburg.
Van Brocklin, Mabel, Seattle.
Warne, Clara, Winlock.
Warmoth, Lena J., Seattle.

Class of 1901

Bower, O. H., Montesano.
Blair, Dr. J. Bennet, Elma.
Brockenbrough, Bernice, Dayton.
Gumm, Velma (Mrs. Thomas Cunningham), Ellensburg.
Hiddleson, Vivian (Mrs. Charles Jungst), Idaho.
Norby, Agnes H., South Bend.
Nordwick, Claudine, Chinook.
Prior, Elizabeth, North Yakima.
Rucks, Ella, Puyallup.
Wills, Elizabeth (Mrs.———), Roslyn.
Yale, Nellie, Vancouver.

Class of 1902

Burcham, Perry, Kelso.
Holland, Della (Mrs. James McDowell), Ellensburg.
Lum, Charlotte, North Yakima.
McIlhenny, May (Mrs. Martin), Roslyn.
Peterson, Lucile, Hillhurst.
Phiel, Emma C., Puyallup.
Porter, Jessie M., Oakville.
WASHINGTON STATE NORMAL SCHOOL.

Poage, Wm. C., Port Townsend.
Shannon, Grace, North Yakima.
Shoemaker, Grace Edna, Dayton.
Stretch, Blanche (Mrs. Andrew Austin), 110 Bay Ave., Olympia.
Young, Ethelyn Harriet, North Yakima.

Juniors 1902

Oldham, Eva (Mrs. Otto Packwood), Wallace, Idaho.
Osburn, William Q., Tacoma.
Harmeling, Gertrude H., Burton, Vashon Island.
Harmeling, Stephen J., Burton, Vashon Island.
Ingram, Cora E., Dayton.
Jones, Flora N. (Mrs. Chester Becker), Walla Walla.
Massey, Joy L., Des Moines.
McClure, W. L., Winlock.
Phelps, Harriet N., 825 No. M St., Tacoma.
Rock, Mary, 1619 Republican St., Seattle.
Schnebly, Lillian, Ellensburg.

Class of 1903

Harmeling, Emma, Burton, Vashon Island.
Herr, Ethel Belle, Puyallup.
Matheson, Elizabeth, 329 Third Ave., Seattle.
McPhee, Roberta (Mrs.——-).
Myers, Theodore, Georgetown, Wash.
Rogers, Laura, Tacoma.
Wills, Alma, Walla Walla.
Young, Janie, North Yakima.

Juniors 1903

Bollen, Anna S. (Mrs.—-), Cle Elum.
Campbell, Ruby, 707 First Ave., Seattle.
Du Vall, Victoria (Mrs. Brown), Spokane.
Eaton, Emma.
Epple, Edythe (Mrs. Fred Ross), Ellensburg.
Gardner, Veta May (Mrs. Geddis), Tacoma.
Hooton, Olive (Mrs. Pressley Sanders), Tacoma.
Maxwell, Marion, 618 Aloha, Seattle.
Quigley, Anna, Ellensburg.
Smith, Verna (Mrs. Guilford Wilson), Ellensburg.
Tritt, Florence (Mrs.—-), Ritzville.
Vance, Virginia, Kennewick.

WASHINGTON STATE NORMAL SCHOOL.

Class of 1904

Cassels, Margaret, Los Angeles.
Dailey, Laura, Elma.
Hanley, Adela.
Karasek, Anna, 1928 So. E St., Tacoma.
Matheson, Anna M., 322 Third Ave., Seattle.
Murray, Christine, Wenatchee.

Juniors 1904

Clark, Emma E., 520 Church St., Spokane.
Cochrane, Myrtle, Everett.
Dalton, Kathryn, 2706½ Fourth Ave., Seattle.
Corbin, Maude, Coeur d'Alene, Idaho.
Evans, Ruth C. (Mrs. Du Puis), Granger.
Pife, Maud, Tacoma.
Henry, Vida (Mrs. Dr. Charles W. Hanson), Chehalis.
McCready, Eva, 616 So. G St., Tacoma.
Miller, Anna D., 2341 Tacoma Ave., Tacoma.
Nachsthelm, Louise A., 1424 J St., Tacoma.
King, Stella B., Walla Walla.
Paton, Rae (deceased).
Rowley, Mable, Arlington.
Salladay, Flora, Ellensburg.
Sergeant, Blanche, 704 No. Second St., Tacoma.
Stuffer, Rose K., Ellensburg.
Stephenson, Alice M., 7 No. Fourth St., North Yakima.
Terry, May, 112 D St, Port Townsend.

Class of 1905

Arnold, Maud, Waitsburg.
Chapman, W. H., Ellensburg.
Egeberg, Nora, teacher, Stevens County.
Gibson, Emily, Ellensburg.
McDonald, Sarah, Pomeroy.
Miers, Anna (Mrs. Edward George), Olympia.
McNaughton, Fred, Toit.
Sherwood, Jennie J. (Mrs.—-), North Yakima.
Wold, Mary, Issaquah.

Juniors 1905

Bishop, Alma, R. F. D. No. 8, Spokane.
Davis, Martha D. (deceased).
Easterday, Ruth (Mrs. Louis Olds), Tacoma.
Goss, Orville, 5217 So. T St., Tacoma.
Hubbell, Mae E. (Mrs. Dr. Leroy Weaver), Ellensburg.
Macdonald, Flora, 712 No. Second St., Tacoma.
HOLDERS OF SECONDARY CERTIFICATES VALID FOR FIVE YEARS UNDER ACT OF LEGISLATURE OF 1905

Class of 1905

Strahm, Lulu, Dayton.

Class of 1906

Bigford, Grace, North Yakima.
Chapin, Stella E., 4530 McKinley Ave., Tacoma.
Coy, Hope, 811 So. 1 St., Tacoma.
Bishop, Johanna, Dayton.
Crimp, Alice M., Ellensburg.
Drummond, Elizabeth, 1502 No. Steele, Tacoma.
Easterday, Fay, 1314 Yakima Ave., Tacoma.
Gubor, Charles, Kent.
Hodges, Josephine, Kent.
Holbrook, Helen (Mrs.———), Walla Walla.
Howard, Mabelle, Lebam.
Howland, Serita, Pendleton.
Johnson, Daisy M., 608 G St., Tacoma.
Kyes, Sybil, Kent.
Langridge, Katherine, Olympia.
McCue, Bertha, Puyallup.
Peck, Myrtle, North Yakima.
Rockhill, Luella, Turner.
Salladay, Loretta, Ellensburg.
Scott, Gertrude, Puyallup.
Shebbridge, Ruth, Thorp.
Slater, Margaret, 124 E. 34th St., Tacoma.
Stauffer, Martha E., Ellensburg.
Tompkins, Adella, Dayton.

Class of 1907

Arnston, Mae, 2101 So. K St., Tacoma.
Buzzell, Minnie, Ellensburg.
Butler, Leah F., Montesano.
Caplinger, Jennie Maud, Waitsburg.
Caplinger, Katie Josephine, Waitsburg.
Carr, Nellie E., 1717 So. M St., Tacoma.
Coy, Hope V., 811 So. 1 St., Tacoma.
Danes, Myrtle E., Irrigon, Oregon.
Eldson, Bertha, 1733 30th Ave., Seattle.
Fleming, Nanna D., Ellensburg.
Gibkeson, Armets, Buckley.
Henry, Alice, Tumwater.
Herr, Lella L., Puyallup.
Landon, Lena (Mrs. Luke Seeley), Ellensburg.
Perry, Winifred L., Lewiston, Idaho.
Plummer, Anna (Mrs.—), Port Townsend.
Rock, Jennie S., 1619 E. Republican, Seattle.
Rossing, Ethel, Railroad Ave. and Deloris St., San Francisco, Cal.
Ross, Gertrude R., Waitsburg.
Smith, Inge H., Kennewick.
Terry, Harriet B., Sumner.
Tremp, Louis A., Lester.
Taylor, Edith Blanch, 226 Cliff Ave., Tacoma.
Wilson, Anna Fernie, North Yakima.
Wilson, Stanley R., Ellensburg.

Class of 1908

Chew, Florence Mabel, 1730 14th Ave., Seattle.
Falland, Dora Carolyn, 4002 So. Yakima, Tacoma.
Henton, Newton, Ellensburg.
Holm, Emma, Walla Walla.
Hunt, Edna, Ellensburg.
Jones, Eva G., 705 So. Pine, Tacoma.
Kelley, Gertrude, Everett.
Kinnstrument, Sadie L., Ellensburg.
McNeill, Mellicent, Ellensburg.
Pollock, Mary V., 909 So. L St., Tacoma.
Ross, Rovilla Gertrude, Waitsburg.
Smith, Naomi, 2108 Sixth Ave., E. Spokane.
West, Effie V., Winlock.
Wheeler, Iva A. (Mrs. Mann), 902 So. Ainsworth, Tacoma.
Wilson, Lucile C., Ellensburg.
Winchester, Jessie Harriet, 402 No. Third, North Yakima.
Class of 1909

Anderson, Lillian, Ellensburg.
Beach, Clara Mae, Centralia.
Bryant, Helen, 619 Sheridan Ave., Tacoma.
Chew, Elizabeth Huntington, 1730 14th Ave., Seattle.
Clerf, Rose Adel, Ellensburg.
Coy, Boneta Grace, 811 So. I St., Tacoma.
Gibson, Henry Vance, Ellensburg.
Gilkey, Rena Claire, Montesano.
Gwin, George Andrew, Oakville.
Henry, Edythe Evangeline, Tumwater.
Hill, Athel Gertrude, Puyallup.
Hoefler, Josephine, Woodsfield, Ohio.
Keenan, Mrs. Vessie, Ellensburg.
Luff, Ellen Emeline, Ellensburg.
McFarland, Florence, Selah.
Morgan, Elsie Grace, Lester.
Partlon, Mary Christina, Buckley.
Power, Margaret Fidelia, San de Fuca.
Rust, Mary Agnes, 1603 Newman St., Portland, Oregon.
Scheroder, Minnie, North Yakima.
Warnock, Lola, Auburn.
Wilden, Edith May, 118 E. 35th St., Tacoma.
Williamson, Armita May, R. F. D. No. 4, North Yakima.
Wilson, Dora Harriet, Ellensburg.
Wilson, Nora Rachel, Ellensburg.

HOLDERS OF ELEMENTARY CERTIFICATES VALID FOR TWO YEARS UNDER ACT OF LEGISLATURE OF 1905

Class of 1905

Pease, Emma, 3725 No. 28th St., Tacoma.

Class of 1906

Allan, Mabel, North Yakima.
Blaine, Lena I., Lebam.
Calhoun, Vira, Port Townsend.
Brain, Irene E., Thorp.
Breece, Lulu M., 4213 Brooklyn, University Station, Seattle.
Chapman, James Leroy, Waitsburg.
Carroll, Ella E., Bickleton.
Chapman, Zina A., Vancouver.
Coon, Ona M., Ellensburg.
Clark, J. Ethelyn, Cashmere.
Burke, Nellie C., Ellensburg.
Dove, Eva M., Bickleton.
Fulton, Estelle, Twisp.
Gwin, George A., Oakville.
Hitchcock, Annette, 811 So. Seventh St., Tacoma.
Jones, Adelaide H. (Mrs. T. Stoves), Cle Elum.
Haney, Anne Myrtle, Kennewick.
Keller, Grace L., Redmond.
Keller, Lydia L., Redmond.
Legg, Mary Elmyra, Pomeroy.
Liddell, Maude, Elma.
Lillie, Mary, Ellensburg.
Macgregor, Esaja, Ellensburg.
Smith, Jessie L., North Yakima.
Stone, Edrice A., 8 So. Sheridan, Spokane.
Wilson, Dora H., Ellensburg.
Wilson, Nora R., Ellensburg.

Class of 1907

Alsbury, A. Pearl, Toppenish.
Ball, Alma L., 1417 Yakima, Tacoma.
Best, Margaret, Roslyn.
Comney, Anna L., Sedro-Woolley.
Crockett, Grace N., Pendleton.
Clark, Myrta, North Yakima.
Duryee, Olive L., Bickleton.
Fulton, Jacquelyn, Twisp.
Gibson, Rotha, Ellensburg.
Gilkey, Rena, Montesano.
Class of 1908

Berg, Clara, North Yakima.
Brennan, Mary Constance, 715 11th Ave., Seattle.
Chapman, James Leroy, Waitsburg.
Coy, Grace Boneta, 811 So. 1 St., Tacoma.
Currier, Florence, Ellensburg.
Davies, Hildred, Kent.
Dove, Eva Mae, Bickleton.
Erwin, Anne Burton, 201 No. Natchez, North Yakima.
Ganders, Martha Alice, Bickleton.
Gibson, Henry Vance, Ellensburg.
Gwin, Nellie, Oakville.
Mills, Emile, Ellensburg.
Moltke, Adeline E., Kent.
Noble, Minnie Lucille, North Yakima.
Nye, Virginia Lee, Bickleton.
Pennington, Emma, Sumner.
Rogers, Leroy A., North Yakima.
Rogers, Ruby, Bickleton.
Selle, Teresa Maria, Lakehead.
Schroeder, Minnie, North Yakima.
Steele, Mabel May, 208 No. Fourth Ave., North Yakima.
Walker, Edna Maude, 18 No. Fourth Ave., North Yakima.
Zumwalt, Grace Leona, Roosevelt.

Class of 1909

Aspinwall, Alice Ann, 115 W. Ninth St., Ellensburg.
Baldwin, Ella Dora, 605 N. Pine, Ellensburg.
Chapman, Zina Rosina, Vancouver.

SUMMARY

Whole number of graduates ........................................ 331
Number teaching in 1908 ........................................ 157
Number superintendents and principals ...................... 12
Number engaged in the practice of a profession other than teaching ........................................ 8
Number engaged in business ....................................... 9
Students in higher institutions .................................. 6
Women married and not teaching ................................ 81
Deceased ............................................................... 14
Present occupation or location not known .................... 17
Whole number of holders of five year Elementary certificates .................................. 287
Whole number of holders of Secondary certificates ........ 94
Whole number of two year Elementary certificates .......... 95

Every graduate and every certificate holder is earnestly requested to send to the office of the principal her correct address and present occupation and position. Let this be done before April 1st, 1910.

ANNOUNCEMENT.

The demand for trained teachers is not fully met by the normal schools of the country. Every graduate of every well-approved normal school is practically sure of securing a desirable position, and after reasonable experience may expect promotion.

Normal schools admit students at various stages of preparation. Even those having only completed the eighth grade, if sufficiently mature, may take the elementary course, and those who are seventeen years old and have completed one or two years of high school work, may obtain an elementary certificate by one or two years of study.
Those who have completed two or three years of the high school may complete a secondary course in one or two years.

To High School Graduates.

Graduates of the accredited high schools are admitted to normal schools without examination, and on the completion of one year's work they may receive a certificate good for two or three years, and on the completion of an advanced course of two years, may receive a diploma authorizing them to teach in any of the schools of the state for a period of five years. When they have taught successfully three years they are entitled to a life diploma.

Beyond this, graduates of the state normal schools of Washington are admitted to junior standing at the University of Washington.

A strong graduate of any accredited high school of this state, who has educational work in view, or who is undecided as to his life's work, may be sure of taking a safe route by choosing a normal school course. He will immediately take up work requiring self-reliance and the putting forth of his ability for the accomplishment of responsible results. Having taken advantage of the best that the normal school can furnish him, he is ready for a responsible position, not only as a teacher, but he is qualified to engage in various other lines of work requiring intelligent scholarship and energy. If he desire to go immediately to a higher course, he may enter a university with junior rank, getting the best of the university course. One who has completed a high school course and even the shortest course in a normal school need never be stranded. He is qualified to do something which is of importance and his services will be in demand.

The next school year will open on September 8th, 1909, at 10 a.m. All who wish to accomplish a full year's work next year should register on Tuesday and be present at the organization on opening day. Applicants bringing satisfactory evidence of preparation after September 11th will be assigned their work as promptly as possible and will be regularly enrolled in their classes at the beginning of the week following their admission or immediately if they are present on Monday morning.

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

W. E. Wilson, Principal,
Ellensburg, Washington.
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