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The Quarterly of the Washington State Normal School Catalog

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THE QUARTERLY

OF THE

Washington State Normal School

ELLENSBURG

CATALOG

1911

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THE QUARTERLY
OF THE
Washington State Normal School
ELLENSBURG

CATALOG OF 1910-1911
AND
ANNOUNCEMENTS FOR 1911-1912

OLYMPIA, WASH.
E. L. BOARDMAN, PUBLIC PRINTER
1911.
### CALENDAR OF 1911-1912

#### FALL AND WINTER SEMESTER 1911

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance Examinations</td>
<td>Monday, September 18</td>
</tr>
<tr>
<td>Registration, 9 a.m.</td>
<td>Tuesday, September 19</td>
</tr>
<tr>
<td>Opening Day, Assembly, 10 a.m.</td>
<td>Wednesday, September 20</td>
</tr>
<tr>
<td>Opening of Training Department</td>
<td>Monday, September 11</td>
</tr>
<tr>
<td>End of First Quarter</td>
<td>November 24</td>
</tr>
<tr>
<td>Beginning of Second Quarter</td>
<td>November 27</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 30 and December 1</td>
</tr>
<tr>
<td>Beginning of Christmas Vacation</td>
<td>December 1</td>
</tr>
<tr>
<td>End of Christmas Vacation</td>
<td>January 2</td>
</tr>
<tr>
<td>End of First Semester</td>
<td>February 9</td>
</tr>
</tbody>
</table>

#### SPRING AND SUMMER SEMESTER 1912

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Second Semester</td>
<td>February 12</td>
</tr>
<tr>
<td>National Holiday</td>
<td>February 22</td>
</tr>
<tr>
<td>Easter Vacation</td>
<td>April 4 to 9, inclusive</td>
</tr>
<tr>
<td>End of Third Quarter</td>
<td>April 19</td>
</tr>
<tr>
<td>Beginning of Fourth Quarter</td>
<td>April 22</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 30</td>
</tr>
<tr>
<td>Close of Training Department</td>
<td>Friday, June 7</td>
</tr>
<tr>
<td>Anniversary of Literary Societies</td>
<td>Friday, June 14</td>
</tr>
<tr>
<td>Alumni Anniversary</td>
<td>Saturday, June 15</td>
</tr>
<tr>
<td>Baccalaureate Day</td>
<td>Sunday, June 16</td>
</tr>
<tr>
<td>Senior Class Day</td>
<td>Monday, June 17</td>
</tr>
<tr>
<td>Graduation Day</td>
<td>Wednesday, June 19</td>
</tr>
</tbody>
</table>

#### SUMMER SESSION 1912

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins</td>
<td>June 24</td>
</tr>
<tr>
<td>Ends</td>
<td>August 16</td>
</tr>
</tbody>
</table>
BOARD OF TRUSTEES

JABEZ A. MAHAN, M. D. ...................................... Ellensburg
J. D. CORNETT .............................................. North Yakima
FRED P. WOLFF ........................................... Ellensburg

STATE BOARD OF EDUCATION

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   President ................................................. Olympia
THOMAS F. KANE, Ph. D., President University of Washington
   .......................................................... Seattle
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   ......................................................... Pullman
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   .......................................................... Bellingham
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HENRY M. HART, Principal So. Central High School . Spokane
MRS. JOSEPHINE PRESTON, County Superintendent of Schools.
   .......................................................... Walla Walla

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   Mathematics.

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   English Literature and Languages.

RUTH CHRISTINE HOFFMAN,
   Primary Training Supervisor.

ADALENE B. HUNT,
   Art.

CLARA MEISNER,
   Kindergarten Director, German.

JAMES W. NESBIT,
   Superintendent of Training Department, U. S. History.

HENRY J. WHITNEY, B. S.,
   Manual Training.

JENNIE ALMIRA HOUSLEY,
   Supervisor of Higher Grades.

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   Physical Science, Geography.

M. C. HUTCHINSON, A. M., M. O.,
   Oral Expression and Physical Training.
ADINA MALMSTEN,
Music.

NELLIE N. NASH, B. S.,
Domestic Economy.

ARTHUR J. COLLINS, A. M.,
History and Education.

MAY E. PICKEN,
Observation Teacher, First and Second Grades.

J. B. POTTER,
Assistant in Training Department, Athletic Coach.

BLANCHE M. HAZELTON, A. B.,
Assistant in English and Latin.

CATHERINE McMURCHY, A. B.,
High School Assistant.

AMY COLE, B. S.,
Assistant in Domestic Economy.

EDITH HOPE RINGER,
Observation Teacher, Third and Fourth Grades.

MRS. ELLA GIRDNER WARNER,
Librarian.

VERA JOSEPHINE MAXWELL,
Secretary.

MRS. E. J. ARTHUR,
Matron.

WILLIAM HUSS,
Engineer and Superintendent of Buildings and Grounds
THE WASHINGTON STATE NORMAL SCHOOL
AT ELLensburg

In its constitution our state accepts as its "paramount duty" the task of making "ample provision for the education of all the children residing within its borders." To accomplish this great task the state requires year by year in its schools the services of an increasingly large number of its most capable citizens. Such service can be expected only from persons of high character and ability who have qualified themselves by liberal education and specific training for the work of education.

Efficient Normal Schools Necessary

As a part of its paramount duty the state recognizes the necessity of maintaining efficient normal schools for the training of its teachers. Young men and young women of the best type are needed constantly to reinforce the ranks of all vocations, but nowhere else are they needed more imperatively than in educational work.

Establishment

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 at a mean elevation of 1,500 feet.

This region possesses rare attractions for settlers and investors and is rapidly becoming celebrated as a fruit district. Extensive orchards, planted and cultivated in accordance with the best horticultural methods, have begun to produce fruit in large quantities and of superior quality. Land values have largely increased, numerous small tracts have lately been planted and people from many states are coming to make homes here.
Ellensburg, the business center of this region, is a division point on the main line of the Northern Pacific railroad and the chief city in the state east of Seattle on the Chicago, Milwaukee and Puget Sound railroad. These two transcontinental lines furnish Ellensburg with first-class passenger service and are contributing greatly to the desirability of residence in this region.

The city has grown rapidly and has undergone transformation within three years. Two new railway depots, a public library, many business blocks and numerous residences modern in construction and in architecture have been erected. A Young Men's Christian Association, recently organized, has under contract a building to cost $50,000, this amount having been subscribed by citizens of the community. The streets of the business section have been substantially paved, lighted and sewered in the best manner, and are kept clean. The streets of the principal residence quarter are now being improved.

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. The lawn surrounding the buildings has been improved and further adorned by trees and shrubbery, the 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 form a valuable addition to the school gardens as field for nature study.

The Buildings

The central building, erected in 1893, contains an assembly hall, class rooms; physical, chemical and biological laboratories; laboratories for domestic economy and for geography; art and music studios; a library, a gymnasium, and offices of administration. The building for the training school contains a kindergarten suite of rooms, a manual training laboratory, grade rooms for practice teaching and for observation, teachers' offices, and rooms for special purposes.

ADMISSION

The qualifications requisite for admission to a normal school are:

Good Health, moral strength of character, sufficient maturity, and adequate scholarship.

Health. A course in a normal school should promote the health and the physical invigoration of a student, but such a course is not designed for persons in feeble health or afflicted with diseases. 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 to the candidate's uprightness and worth.

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

Age. The minimum age of admission as fixed by law is fifteen years for girls and sixteen for boys.

Scholarship. The State Board of Education now requires for admission to the normal schools that the candidate shall have completed the tenth grade of the public school course or the equivalent of this. Young people who are without high school opportunities at home may attend the Training Department of the normal school, where excellent provision will be found for making the required preparation for regular admission. Any one holding an eighth grade certificate may be admitted to the ninth grade in the Training Department. Tuition is free here and the cost of books and materials for a year would probably amount to five or six dollars.

Students are admitted by diploma or certificate or by examination.

Admission by Certificate.

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

(b) A certificate of honorable dismissal from a state normal school or other institution of equal or higher rank will admit a student to corresponding standing in this institution.

(c) A certificate of good standing in an accredited high school will admit to such standing as may be found to fit the student's attainments.

(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 grade teacher's certificate, provided the holder has completed one year of high school work, will admit the holder to the elementary course. A candidate twenty years of age or older may be admitted to the elementary course without high school preparation provided he has had special training or business experience deemed equivalent to two years of advanced school training.
## Accredited Schools

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

<table>
<thead>
<tr>
<th>City</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen</td>
<td>Garfield</td>
</tr>
<tr>
<td>Anacortes</td>
<td>Goldendale</td>
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<tr>
<td>Arlington</td>
<td>Harrington</td>
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<tr>
<td>Astoria</td>
<td>Holy Names Academy, Seattle</td>
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<tr>
<td>Auburn</td>
<td>Spokane</td>
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<tr>
<td>Blaine</td>
<td>Hoquiam</td>
</tr>
<tr>
<td>Ballard</td>
<td>Kelso</td>
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<tr>
<td>Bellingham</td>
<td>Kennewick</td>
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<tr>
<td>Burlington</td>
<td>Kent</td>
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<tr>
<td>Burton</td>
<td>Kirkland</td>
</tr>
<tr>
<td>Bremerton</td>
<td>La Connor</td>
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<tr>
<td>Cashmere</td>
<td>Latah</td>
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<tr>
<td>Castle Rock</td>
<td>Lynden</td>
</tr>
<tr>
<td>Centralia</td>
<td>Mt. Vernon</td>
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<tr>
<td>Chehalis</td>
<td>Marysville</td>
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<tr>
<td>Chelan</td>
<td>Montesano</td>
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<tr>
<td>Clarkston</td>
<td>Newport</td>
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<tr>
<td>Colfax</td>
<td>North Yakima</td>
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<tr>
<td>Colville</td>
<td>Olympia</td>
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<tr>
<td>Coupeville</td>
<td>Palouse</td>
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<tr>
<td>Davenport</td>
<td>Port Angeles</td>
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<tr>
<td>Dayton</td>
<td>Port Townsend</td>
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<tr>
<td>Edmonds</td>
<td>Pullman</td>
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<tr>
<td>Ellensburg</td>
<td>Puyallup</td>
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<tr>
<td>Elma</td>
<td>Prosser</td>
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<tr>
<td>Everett</td>
<td>Pomeroy</td>
</tr>
</tbody>
</table>

In addition to these, the schools whose work is accredited for less than four years are as follows:

<table>
<thead>
<tr>
<th>City</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almira</td>
<td>Odessa</td>
</tr>
<tr>
<td>Bickleton</td>
<td>Oroville</td>
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<tr>
<td>Bothell</td>
<td>Orting</td>
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<tr>
<td>Buckley</td>
<td>Outlook</td>
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<tr>
<td>Camas</td>
<td>Pasco</td>
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<tr>
<td>Chesaw</td>
<td>Raymond</td>
</tr>
<tr>
<td>Chevelah</td>
<td>Republic</td>
</tr>
<tr>
<td>Conconully</td>
<td>Richland</td>
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<tr>
<td>Coupe City</td>
<td>Skykomish</td>
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<tr>
<td>Deming</td>
<td>Stanwood</td>
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<tr>
<td>Endicott</td>
<td>Stevenson</td>
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<tr>
<td>Ferndale</td>
<td>Tenino</td>
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<tr>
<td>Grandview</td>
<td>Ten Mile</td>
</tr>
<tr>
<td>Granite Falls</td>
<td>Toppenish</td>
</tr>
<tr>
<td>Hillyard</td>
<td>Wahl</td>
</tr>
<tr>
<td>Hixaco</td>
<td>Washougal</td>
</tr>
<tr>
<td>Issaquah</td>
<td>White Salmon</td>
</tr>
<tr>
<td>Krupp</td>
<td>Wilson Creek</td>
</tr>
<tr>
<td>La Crosse</td>
<td>Winlock</td>
</tr>
<tr>
<td>Nooksack</td>
<td>Yacolt</td>
</tr>
<tr>
<td>Oakesdale</td>
<td></td>
</tr>
</tbody>
</table>

## Expenses

### Tuition

Tuition is free.

### Registration Fee

A fee of ten dollars is required to be paid by each student as a condition of admission. Five dollars of this is an indemnity deposit which is placed to the student’s credit to be returned upon his withdrawal or at the close of the year, less any charges that may be incurred on account of loss or damage to school property in the hands of the student. Three dollars is applied to the maintenance of the library of the normal school, and the remaining two dollars is placed to the credit of the treasurer of the students’ organization.

### Laboratory Fees

There are no charges for laboratory privileges except the following fees estimated as not more than sufficient to pay the cost of materials which each student will need to use in doing the work of the several courses: For each semester’s work in chemistry, in domestic economy, and in manual training, one dollar.

### Text Books

The regular text books required are to be provided by the students. They may be procured, new or second-hand, at the city book stores. The average cost of text books varies from year to year and may amount to from three to five dollars each semester.

### 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 countersigned 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.
BOARD

Board and Room. In homes and private boarding houses students obtain board and furnished rooms at prices ranging from about $4.00 to $6.00 per week.

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 greatly 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 ought to attempt to carry the full work of a class in a normal school while earning one's board. This would be either to invite a breakdown in health or else to undertake a task requiring more intellectual effort than there would be time and strength to accomplish properly.

Housekeeping. Rooms furnished, unfurnished or partially furnished suitable for two students may be rented at prices ranging from $5.00 to $12.00 per month and used for housekeeping. In some cases two or three or four relatives or friends have co-operated in this way and made pleasant homes for themselves at moderate cost. Self-boarding, however, is not usually favorable to the best student life and is not recommended for normal students unless the conditions are exceptionally good, and unless those who propose to live this way are particularly hygienic and considerate in their ideas and habits.

Furnished Rooms, not to be used for housekeeping, may be rented at $7.00 to $12.00 per month. Usually two persons may divide this rental. A number of such rooms are located conveniently to the Dormitory or the Club House.

Lists of approved boarding places are kept at the principal's office, and assistance in obtaining a boarding place, housekeeping rooms, or opportunity for service in homes will always be given.

Residents of Ellensburg desiring student boarders or to let rooms are accustomed to send to the principal's office the information which will enable the office to refer students seeking such information to them.

The New Normal Dormitory

With much satisfaction we announce our new dormitory, which is now under process of construction.

A building near the business center of the city has been used as

WASHINGTON STATE NORMAL SCHOOL

a dormitory for a number of years. It is a substantial brick building fairly well arranged for dormitory purposes, with the exception of being heated by stoves, having no lawn or garden, and being a little far from the administration building.

Our new dormitory will be just across the street eastward from the school campus. It will have steam heat and other modern conveniences. It will have a lawn, a flower garden, a roof garden and a vegetable garden. All these things will tend to make it more like a real home for the girls. Mrs. E. J. Arthur, who has long been matron of the old dormitory, will be in charge of the new. This insures the efficiency of its management.

The rates at the dormitory are:

- For meals, per week .................................................. $3.00
- For furnished room with steam heat, electric light, two persons occupying a room, each per month (four weeks) ............................................... 4.00
- For furnished room in cottage on the grounds, per month .................................................. $3.00 to 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 now be reserved for next year by applying to the matron or the principal and paying one month's rental in advance.

The Normal Club

For two years a boarding club has been maintained on a co-operative basis. The residence leased for the purpose is sanitary, convenient and pleasantly located near the school. It affords accommodations for fifteen persons and thirteen additional table boarders have been admitted. The prices are:

- For table board, per week ........................................ $3.50
- For furnished room with fuel and electric light, per month of four weeks ........................................ $4.00 to $6.00

Occupants of rooms provide linen, towels and curtains.
The Co-operative Club.

Another club was organized last year for students who preferred to do their own housekeeping. It has been very satisfactory and will be continued. There are no servants—the members of the club cook, serve, and take care of the house, and the cost of materials is assessed to the boarders pro rata each month.

Those who desire to board in either of these clubs should communicate with the principal.

The Students’ Organization

A permanent organization of the students of the school has been effected and a constitution adopted. Every student in regular standing is eligible to membership, and also each member of the faculty. The annual membership fee is one dollar. Membership entitles the holder to participate in all of the voluntary activities of the students under the constitution adopted by the organization.

For the better support of the various voluntary student activities two dollars of each registration fee will be paid into the treasury of the student organization whose treasurer according to the constitution is a member of the faculty.

The amount thus produced shall be divided into five equal amounts to produce the following funds: Twenty per cent. shall provide an athletic fund, 20 per cent. a students’ publication fund, 20 per cent. a students’ reading, oratory and debating fund, 20 per cent. a students’ lecture fund, and 20 per cent. shall be held in the treasury as a reserve fund to be applied by vote of the executive committee of the students’ organization with the approval of the principal of the normal school, to whatever student activity or activities may be deemed most deserving of such support.

Upon condition that the amount turned into the students’ lecture fund in any school year is applied by the organization to the normal lecture course under the charge of the lecture and entertainment committee of the faculty, each member of the students’ organization shall be entitled to a credit of forty cents upon a course ticket for the normal lecture course for that year.

RELIGIOUS PRIVILEGES

There are in Ellensburg churches of the following names: Baptist, Christian, Christian Science, Episcopal, Lutheran, Methodist, Presbyterian, and Roman Catholic. It is earnestly advised that a letter from the home pastor be presented to the pastor of the chosen church in Ellensburg that the student may without delay find a regular place of worship.

The school branch of the Y. W. C. A. holds weekly meetings open to all. This organization is looked upon as an effective aid to Christian living.
THE COURSES TABULATED

The courses for the state normal schools of this state, adopted by the Board of Higher Education April 11, 1905, and modified June 25, 1907, April 17, 1909, and September 26, 1910, are here set forth in tabular form as they are provided for in this school. The work required and also that which is elective is more fully indicated under the several departments, beginning on page 23.

The figures placed after the subjects in these tables denote the number of credit units allowed upon the subject when it has been carried successfully through a semester. The same figures usually denote also the number of recitation periods required per week. A credit as a unit for measuring the work of these courses is one recitation period of forty minutes per week for a semester of eighteen weeks. Each recitation hour implies a period of private study.

THE COMPLETE COURSE

The length of this course is four years beyond the tenth grade of the public high school courses. It is designed to provide a broad and thorough training for educational work and incorporates with strong high school work partly elective, training in the arts and sciences which are especially needful for those who have in view liberal preparation for educational work. Those who pursue this course enjoy special advantages of preparation for study in having access to well-equipped laboratories and studios for sufficient time to learn well the art of study, in being in the atmosphere of a school whose chief interest is education as an art, 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, mathematics, music, art, manual and domestic arts, and foreign languages.

For admission to this course two years of accredited high school work is required.

Graduates from the eighth grade desiring to enter this course may prepare for it by taking the work of the ninth and tenth grades in the Training Department of the normal school.

The work of these grades is as follows:

<table>
<thead>
<tr>
<th>Ninth Grade</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
</tr>
<tr>
<td>English I.</td>
<td>4</td>
</tr>
<tr>
<td>History I.</td>
<td>3</td>
</tr>
<tr>
<td>Physical Science I.</td>
<td>4</td>
</tr>
<tr>
<td>Algebra I.</td>
<td>5</td>
</tr>
<tr>
<td>Physical Training.</td>
<td>2 to 5</td>
</tr>
<tr>
<td>Elective</td>
<td>2 to 5</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td>English II.</td>
<td>4</td>
</tr>
<tr>
<td>History II.</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science I.</td>
<td>4</td>
</tr>
<tr>
<td>Algebra II.</td>
<td>5</td>
</tr>
<tr>
<td>Physical Training.</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2 to 5</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Tenth Grade</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
</tr>
<tr>
<td>English III.</td>
<td>3</td>
</tr>
<tr>
<td>Reading II.</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics VIII (Geom.)</td>
<td>3</td>
</tr>
<tr>
<td>Art I or III.</td>
<td>5</td>
</tr>
<tr>
<td>Physical Training—Gymn.</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>3 to 8</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Latin II or German II</td>
<td>4</td>
</tr>
<tr>
<td>Biological Science—Zoology</td>
<td>3</td>
</tr>
<tr>
<td>Penmanship and Business</td>
<td>2</td>
</tr>
<tr>
<td>Forms</td>
<td>2</td>
</tr>
<tr>
<td>Music I.</td>
<td>2</td>
</tr>
<tr>
<td>Manual Training.</td>
<td>2</td>
</tr>
<tr>
<td>Domestic Economy.</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>Elective Work</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Latin I or German I. | 4 |
| Manual Arts I.       | 4 |
| Domestic Arts.        | 2 |
| Music I.             | 2 |
| Penmanship            | 2 |

| **Elective Work**    |                 |
| Latin II or German II| 4 |
| Manual Arts II.       | 3 |
| Domestic Arts.        | 3 |
| Music II.             | 2 |
| Expression I.         | 3 |

<table>
<thead>
<tr>
<th><strong>Tenth Grade</strong></th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>English IV.</td>
<td>4</td>
</tr>
<tr>
<td>History III.</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics IX.</td>
<td>3</td>
</tr>
<tr>
<td>Art II or V.</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training—Athletics</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>4 to 8</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Latin IV or German II</td>
<td>4</td>
</tr>
<tr>
<td>Biological Science III—Agric.</td>
<td>4</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>4</td>
</tr>
<tr>
<td>Music II</td>
<td>2</td>
</tr>
<tr>
<td>Manual Training.</td>
<td>2</td>
</tr>
<tr>
<td>Domestic Economy.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Elective Work</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Latin III or German I or III | 4 |
| Biological Science—Zoology | 3 |
| Penmanship and Business | 2 |
| Forms | 2 |
| Music I | 2 |
| Manual Training | 2 |
| Domestic Economy | 2 |
| Elective | 2 |

| **Elective Work** |                 |
| Latin IV or German II to IV | 4 |
| Biological Science III—Agric. | 4 |
| Bookkeeping | 4 |
| Music II | 2 |
| Manual Training | 2 |
| Domestic Economy | 2 |

| **COMPLETE COURSE** |                 |
| Freshman Year       |                 |
| First Semester      |                 |
| Oral Expression III | 2               |
| History VI.         | 3               |
| Phys. Sci. IV (Chem.) | 3   |
| Art III.            | 2               |
| Physical Training.  | 2               |
| Elective            | 3 to 8          |
| **Second Semester** |                 |
| Latin V or German I or III | 3 |
| English VI and VII. | 5               |
| Phys. Sci. II (Physics) | 4 |
| Mathematics III and V | 5 |
| Music III.          | 2               |
| Physical Training—Athletics | 2 |
| Elective            | 2 to 4          |
| **Elective Work**   |                 |
| Latin VI or German II or IV | 3 |
| English VII.        | 2               |
| History VII.        | 2               |
| Art II.             | 2               |
| Manual Training II (4 hrs.) | 2       |
| Domestic Economy (4 hrs.) | 2 |
| Maximum hours allowed each semester, 25; maximum credits, 22.|

Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English VIII.</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science IV</td>
<td>4</td>
</tr>
<tr>
<td>Physiography</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Music IV.</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training II</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2 to 4</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td>English V.</td>
<td>2</td>
</tr>
<tr>
<td>Education III.</td>
<td>4</td>
</tr>
<tr>
<td>Biological Science V</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics VII and VII</td>
<td>4</td>
</tr>
<tr>
<td>Art IV or V.</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>4 to 6</td>
</tr>
</tbody>
</table>
WASHINGTON STATE NORMAL SCHOOL

**Elective Work**

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>Second Semester</td>
</tr>
<tr>
<td>English IX</td>
<td>English X or XII</td>
</tr>
<tr>
<td>History VIII</td>
<td>History IX</td>
</tr>
<tr>
<td>Oral Expression IV</td>
<td>Education V</td>
</tr>
<tr>
<td>Education IV (Psychology)</td>
<td>Geographical Science II</td>
</tr>
<tr>
<td>Teaching I</td>
<td>Art VII</td>
</tr>
<tr>
<td>Music VI</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Maximum hours, 25; maximum credits, 22.

<table>
<thead>
<tr>
<th>Latin IX or German V or VII</th>
<th>Latin X or German VI or VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>English XI or XII</td>
<td>English IX or XII</td>
</tr>
<tr>
<td>History VIII</td>
<td>History IX</td>
</tr>
<tr>
<td>Oral Expression IV</td>
<td>Education V</td>
</tr>
<tr>
<td>Education IV</td>
<td>Geographical Science II</td>
</tr>
<tr>
<td>Teaching I</td>
<td>Art VII</td>
</tr>
<tr>
<td>Music VI</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Maximum hours, 25; maximum credits, 22.

**Graduate Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English XVIIa</td>
<td>English XVIIb</td>
</tr>
<tr>
<td>Education VIII</td>
<td>Education IX</td>
</tr>
<tr>
<td>Biological Science IV</td>
<td>Biological Science VII</td>
</tr>
<tr>
<td>Teaching II</td>
<td>Oral Expression VII</td>
</tr>
<tr>
<td>Education X</td>
<td>Education VII</td>
</tr>
<tr>
<td>Physical Training IV</td>
<td>Sociology I and II</td>
</tr>
<tr>
<td>Physical Culture IV</td>
<td>Music VII</td>
</tr>
<tr>
<td>Elective</td>
<td>Physical Training VII</td>
</tr>
</tbody>
</table>

Maximum hours, 25; maximum credits, 22.
## Elective Work

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Art I (4 hrs.)</td>
<td>2</td>
</tr>
<tr>
<td>Domestic Art II (4 hrs.)</td>
<td>2</td>
</tr>
<tr>
<td>Music I</td>
<td>2</td>
</tr>
<tr>
<td>History VII</td>
<td>2</td>
</tr>
<tr>
<td>History VIII</td>
<td>2</td>
</tr>
<tr>
<td>Music V</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics X, 4; or XI</td>
<td>2</td>
</tr>
<tr>
<td>Domestic Science III</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training II</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>3-5</td>
</tr>
<tr>
<td>Physical Culture II</td>
<td>2</td>
</tr>
</tbody>
</table>

Maximum hours, 25; maximum credits, 22.

## The Elementary Course

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.

**Admission.** The terms of admission to the elementary course are as follows:

1. Completion of tenth grade work in an accredited high school.
2. One year of accredited high school work and the holding of a second grade teachers' certificate; or
3. Special training and practical business experience deemed by the normal school authorities to be equivalent to two years of training above the common schools: Provided, That such applicants shall not be less than twenty years of age: And provided further, That prior to receiving an elementary certificate all applicants shall have completed the four years of work above the eighth grade required for the completion of the elementary course.

The freshman year of the course is parallel with the eleventh grade, and the sophomore year with the twelfth grade of the public high school courses. The course includes: First, brief studies of educational principles; second, earnest study from the teacher's standpoint of the subjects of the public elementary school course, with instruction in method of teaching; and third, the organization, management, and government of schools, particularly of rural schools.

### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expression II</td>
<td>English VI and VII</td>
</tr>
<tr>
<td>History VI</td>
<td>Physical II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics III and IV</td>
</tr>
<tr>
<td>Art I or III</td>
<td>Music III</td>
</tr>
<tr>
<td>Physical Culture I</td>
<td>Physical Culture II</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expression III</td>
<td>English V</td>
</tr>
<tr>
<td>History X or III</td>
<td>Physical Training III</td>
</tr>
<tr>
<td>Oral Expression III</td>
<td>Physical Training II</td>
</tr>
<tr>
<td>Mathematics X, 4; or XI</td>
<td>Elective</td>
</tr>
</tbody>
</table>

## Secondary Course

Regular preparation for admission to this course consists of three years of secondary or high school work based upon the following requirements: English, three years; mathematics, two and one-half years; science, one year; history, one year; electives, four years.

A student having completed two years of high school work may be admitted to the freshman year of the complete course and pass to the sophomore year of the secondary course.

### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English VIII</td>
<td>English V</td>
</tr>
<tr>
<td>Biological Science IV</td>
<td>Education III</td>
</tr>
<tr>
<td>Art III or V</td>
<td>Biological Science V</td>
</tr>
<tr>
<td>Physical Training II</td>
<td>Mathematics VI and VII</td>
</tr>
<tr>
<td>Elective</td>
<td>Physical Training III</td>
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### Elective Work

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History X or III</td>
<td>3</td>
</tr>
<tr>
<td>Oral Expression III</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics X, 4; or XI</td>
<td>2</td>
</tr>
<tr>
<td>Athletics</td>
<td>2</td>
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</table>

Maximum hours, 25; maximum credits, 22.
WASHINGTON STATE NORMAL SCHOOL

**Junior Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English IX</td>
<td>English XV</td>
</tr>
<tr>
<td>History VIII</td>
<td>History IX</td>
</tr>
<tr>
<td>Oral Expression IV</td>
<td>Music V</td>
</tr>
<tr>
<td>Education IV</td>
<td>Education V</td>
</tr>
<tr>
<td>Teaching I</td>
<td>Geography II</td>
</tr>
<tr>
<td>Art VII</td>
<td>Physical Training IV</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Max. hours, 25; max. credits, 22.

**ELECTIVE WORK**

<table>
<thead>
<tr>
<th>Latin or German</th>
<th>Art VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science IV</td>
<td>Physical Science V</td>
</tr>
<tr>
<td>Biological Science VIII</td>
<td>Biological Science VII</td>
</tr>
</tbody>
</table>

Correspondence is invited with those who are interested in this.

**ADVANCED COURSE III—THREE YEARS**

An advanced course of three years for normal schools is authorized by law and the arrangement of such a course has been assigned to a committee by the Board of Education.

The need and demand for more adequate and more special training of teachers is thus recognized.

To provide as far as is at present practicable for encouraging and assisting graduates of normal schools and other teachers of successful experience to advance their qualification in special lines of teaching and supervision, advanced courses will be offered next year in several departments. These courses have in view qualifying teachers for administrative and supervisory work as well as for special lines of teaching.

Correspondence is invited with those who are interested in this.
THE WORK OF THE DEPARTMENTS OUTLINED

THE ENGLISH LANGUAGE AND LITERATURE

[Dr. Harris and Miss Hazelton.]

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, 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. The purpose of this course is to teach the method of simple, direct and accurate expression. Constant practice in oral and written composition is required. Four credits.

Course IIa. A continuation of Course I. In both I and IIa specimens of good writing are studied and a practical application is made of the principles learned from such study. Two credits.

Course IIb. This course is supplementary to I and IIa, and is intended to give drills in grammatical usage, spelling, punctuation, penmanship and, in general, in the mechanics of writing to those who may need such training. Two credits.

Course III. American Literature. This course is intended to give a general view of American literature. It is pursued by means of class study, more rapid reading out of class, and weekly expository papers of varying length. Two extended essays are required during the semester, which shall be the outgrowth of the work done out of class. 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.

The courses outlined above are given in the Training School under the supervision of the department.

Course V. The Story and Story Material. The main purpose of this course is to give the student a critical knowledge of the educa-
tional value of the various types of story and a knowledge of books that may serve as sources of information on the story form and story material.

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. Weekly themes, and two extended essays will be required, as in Course III.

Two credits.

Course VII. Nineteenth Century Writers. Some of the shorter lyrics of Wordsworth, Shelly and Keats, and Arnold’s Essays on Wordsworth and Keats, and Schrabel and Rustum will be studied extensively.

Three credits.

(Course XVIII may be substituted for VII.)

Course VIII. This course is based on Kraft’s Modern English, and is intended to give a basis in a knowledge of the growth of English for the teaching of grammar.

One credit.

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 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.

One credit.

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

One and one-half 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.

One and one-half 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. (Not given in 1911-1912.)

Two credits.

Course XIV. A course in daily theme writing. This is an advance course and is open only to students who have had I and IIa or their equivalent.


Two credits.

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.

Course XVII. Browning Course. This is an elective course, open to juniors and seniors, and will include a study of The Ring and The Book.

Course XVIII. Macbeth and Julius Caesar. This course will be accepted as a substitute course for VI or VII.

Two credits.

Course XIX. A Review of English Grammar. All students in English will have opportunity to observe and discuss English teaching in the Training School.

Three credits.

THE LATIN LANGUAGE AND LITERATURE.

[Dr. Harris and Miss Hazelton.]

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.

Four 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 Catilina 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.

THE GERMAN LANGUAGE AND LITERATURE

[MISS MEISNER.]

German, as well as Latin, is included in these courses, largely for the enrichment of the student's thought and for broadening his sympathies and interests.

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 Becker-Rhoades 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 Mueller and Wenckebach's Grucek Auf, and from Bacon's Im Vaterland. 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 include: Selections from Hewett's German Reader; Höher als die Kirche. 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 der 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 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. Two credits.

Course VI. Continuation of study of German literature with collateral readings. Study of Schiller's Wilhelm Tell and Jungfrau von Orleans. Two credits.

HISTORY

[PROFESSOR NESBIT and PROFESSOR COLLINS.]

The chief aim of the following courses is to awaken interest in historical study. By the study of a few representative peoples, ancient, medieval, and modern—this study including rather ample reading in the historical literature provided in the library—the student should become interested in the great concerns of humanity and thus be prepared to study our own country with appreciation and in true perspective. This will afford a basis for the consideration of method and material for teaching history thru the grades.

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.

Courses IV and V. The United States. These two courses are provided for those who desire to secure elementary certificates. They include a review of the earlier periods of the history of the United States and a fuller study of the national period. Throughout these courses attention will be given to methods of study and teaching in the elementary schools. 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. The period of the establishment of the national government and of the nation's development until the middle of the nineteenth century. This course is given in the second year of the secondary course and in the junior year of the complete course. These classes, having obtained a view of the world, ancient and modern, and having been broadened and matured by studies in related departments, should be prepared to view the development of our nation and study its progress with appreciation. Our government, both state and national, are studied in connection with their historical development.

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, and for a consideration of the values and methods of history teaching in elementary schools.

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, 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, and colored crayons.

Three credits.

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

Three credits.

Course V. A course in hand work, comprising weaving in basketry and on looms, knotting, braiding, and dyeing with native dyes.

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 or IV or their equivalent. Two credits.
Course VII. (a) Course in design and composition somewhat similar to course II. 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.

Course X. (a) A brief course in the principles of design and composition. (b) A study of hand work suitable in the elementary schools. (c) Methods of teaching art in rural and graded schools. Two credits.

Course XI. A course in design applied to the cutting, tooling, and staining of leather. One credit.

Course XII. (a) Sketching of landscape from out-of-doors. (b) Charcoal work from the model. One credit.

Students wishing to prepare for supervision of art work in the public schools should take courses IV, V, VI, VII, X, XI, and XII. Additional work in water color, and clay modeling from the head will be given if there is call for it.

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.

DOMESTIC ECONOMY
[Miss Nash and Miss Cole.]

Domestic Science

Course I. One and one-half hours twice a week, two credits. A course in elementary cooking. Williams and Fisher's Elements of the Theory and Practice of Cooking used as reference book. The physiology of digestion, the relation of food to life, food values and the cost of food are considered. Preparation and serving of simple meals. One and one-half hours a week. Two credits.

Course II. One and one-half hours twice a week, two credits. A continuation of course I, completing the reference book used. A study of carbohydrates, proteids, and fats. Making of simple dishes; planning of menus; serving luncheon to mothers; miscellaneous serving. Prerequisite, course I. One and one-half hours a week. Two credits.


(a) Preliminary Topics. Importance of home economics; care of equipment; study of water, air, fuel and combustion; classification of foods; chemistry of cleaning.

(b) A Study of Carbohydrates. (1) Starches—fruits and vegetables, cereals and legumes. Classification, composition, experiments with starch, value as food, action of micro-organisms, means of preserving, digestion of starch, cost in and out of season, study of food laws concerning, practical work in cooking. (2) Sugar (Bulletin No. 93)—Sources, preparation commercially, effect of heat on, food value, digestion, amount consumed, chemical composition, experimental tests for purity and adulteration, practical work.

(c) Combination of Food Materials. (1) Batters and Doughs (quick breads)—Proportions used, leavening agents, effect of heat on mixtures, methods of mixing, digestion of; practical work—baking lessons. (2) Bread-Making—Kinds, history of flour, experiments with
yeast, products of fermentation processes, object in baking, the perfect loaf, food value, etc., uses for stale bread, cost; trip to bakery.

(d) Protein. (1) Eggs and Milk (Bulletin 363)—Composition, food value, digestion, methods of preserving, experiments in cooking, food laws, consumer's knowledge, economy in using, by-products of milk—butter, cheese.

(e) Serving and Table-Setting. Rules for serving of simple meals; luncheon served to class. One semester, one and one-half hours twice a week.

Course IV. Prerequisite: Course I or its equivalent. Text used in course I completed.

(a) Protein (continued)—Meat (see Bulletin No. 34), history, kinds, structure; experimental work using microscope and heat; cuts of meat, drawing, visiting meat market, comparison of cost and food value of cuts, composition, digestion, boning of meats; oysters, fish, poultry, game; food inspection laws. Gelatine manufacture; much practical work.

(b) Fats—Kinds, sources, function in body, butter substitutes, clarifying, deep fat frying. Practical work—potato chips, doughnuts, croquettes, fritters.

(c) Table-Setting, Serving and Carving. Serving simple and elaborate meals for the home and for special occasions. Care of linen and china, dining room, invitations, decorations.

(d) Combination of Food Materials (miscellaneous). (1) Pastry, puddings, cakes, salads, Christmas candy, frozen desserts. Comparison of cost of foods.

(e) Geography of Foods. (Research library work, preparatory for study of dietaries.) A study of various foodstuffs considering where grown, cost, yield per acre, composition, food value, digestibility, method of cooking, uses, tests for adulterations, pure food laws. One and one-half hours twice a week.

Course V. Prerequisite: Courses I and II. Reference books and bulletins are used.

(a) Geography of Foods (continued).

(b) Dietaries. (1) Relation of food consumed to individual—food of child, student, working man, sewing girl; relation of age to diet; daily rations; weekly rations; special diet; effect of climate on food consumed. (2) Planning and cost of meals with reference to proper food principles according to means of average family and locality. Experimental work with individuals if possible, as far as practicable. Practical work in serving meals. (3) Planning menus for one week and one month, considering no waste of material, no monotony, utilizing left-overs, yet keeping a proper food value. One and one-half hours twice a week.

Course VI. Prerequisite: Courses I and II. Miscellaneous books and pamphlets.

(a) Invalid Cookery and Home Nursing. Emergencies, preparation of private home for sick room, baths, bandages, etc.

(b) Home Sanitation and Personal Hygiene. Care of home, drainage, plumbing, heating, lighting, ventilation; care of body, hands, skin, etc. Work of Board of Health. House plans—model kitchen, bath, rooms and basement. Study of bacteria—drinking water and ice supplies, dust and its dangers.

(c) Personal and Household Accounts. Let pupil keep her expense for one month; importance of saving; apportioning income; actual account of expenditures; family of three living on fifty dollars per month. Paper: Why Prices Are High?

(d) Chafing Dish Cookery.

(e) House Plans and Home Decoration. Furnishing cottage for $350, for the purpose of renting. Drawing house plans, miscellaneous work, subject to change. Trips to dealers. One and one-half hours a week.

Course VII. Methods, Practice Teaching and Seminar. Open to qualified students. Includes a study of the work being carried on in the public schools and colleges in various cities. Credits to be arranged. One and one-half hours twice a week.

Domestic Art

Course I. One and one-half hours twice a week, two credits. Principal taught: Plain hand sewing, care of the sewing machine, plain dressmaking, comparison of home and factory-made garments.

Class problem: Sewing accessories, making of plain apron and a simple dress of cotton or linen material, some dainty piece of hand work for Christmas work.

Course II. Principle taught: Study of paper patterns with consideration to personal lines; home decoration; study of design—wallpaper, rugs, draperies, furniture, etc.; study of materials; simple embroidery.

Class problem: Making of fitted lining, princess slip or combination garment; dress of woollen material; hemstitching and stenciling.

Course III. Principle taught: General review of stitches; hand sewing; personal lines; simplicity of line; sewing machine, care and use; drafting of patterns; appropriate decoration for underwear; keeping of personal account.

Class problem: Hand work—sewing bag and fancy apron; making of three pieces of underwear from drafted patterns. Some time given
to Christmas work, using embroidery and other hand work. One and one-half hours a week.

Two credits.

Course IV. Principle taught: Renovation and remodeling; drafting of plain shirtwaist; use of paper patterns; alternating and fitting; study of cotton and flax.

Class problem: Making one garment; making of shirtwaist from drafted pattern; making of wash dress. One and one-half hours a week.

Two credits.

Course V. Principle taught: Study of silk and wool; fitness, cost and combination of different materials; study of color and design, suitable to the individual; tailoring—Snow system of drafting taught.

Class problems: Making of tailored suit or dress. One and one-half hour a week.

Two credits.

Course VI. Principle taught: History of dress; millinery; methods in teaching.

Class problems: Making of seasonable hat; graduation gown. One and one-half hours a week.

Two credits.

MUSIC

[Adisa Malmsten.]

The ability to appreciate music is a valuable element in the qualification of a teacher. Special musical talent is not requisite for teaching, tho a rich inheritance for those who possess it, but common ability to sing and to appreciate music is a reasonable requirement of those who are entrusted with the education of the children of a republic.

Those whose early musical education has been wholly neglected until they come to make special preparation for teaching are unfortunate, but they need not despair. Provision is made in this department in course I and II for even elementary work, so that the earnest student may make up this deficiency and thus prepare to go forward with the normal courses.

Course IX. Musical history (from text); harmony; study of child voice in singing; ear training; study of material; methods of teaching in the primary grades; rote song, scale in all positions on the staff, tone relation, beginning of sight reading, all problems in rhythm and melody, pitch, presentation of sharp four and flat seven.

Course X. Musical history, harmony, chorus, chorus conducting; methods of teaching in the grammar grades: chromatics, development of keys, two part singing, three part singing, presentation of minor modes, preparation for bass. Methods of teaching in the high school: four part singing, bass clef, range of voices; discussions on monotones.

The musical organizations of the school consist of a girls' chorus known as the Treble Clef, a boys' glee club and an orchestra. Each

meets twice a week—the Treble Clef on Tuesday and Thursday afternoons, the Glee Club on Monday and Wednesday. Only those who read music readily are permitted to be members of these organizations. Two credits will be allowed for a semester's work in the Treble Clef or Glee Club.

Students have admission at reduced rates to many musical attractions which come to Ellensburg. Frequent opportunities for public appearances are given the school choruses and orchestra.

Course I. Notation, dictation exercises, sight singing, ear training, melody writing, major mode, minor mode, chromatics.

Two credits.

Course II. Sight reading, ear training, recitation of scales, major, minor and chromatic scales written in all keys, original melodies, study of intervals, chorus.

Two credits.

Course III. Sight reading, ear training, beginning harmony, intervals and chords, original melodies, interpretation of songs, musical terms.

Two credits.

Course IV. Study of material; biographical study of composers; methods of teaching public school music.

Two credits.

Course V. (Made up of courses I and II.) Sight reading, harmony, ear training, melody writing, interpretation of songs, biographical study of composers, musical terms.

Two credits.

Course VI. Methods of teaching; musical history and biographical study of composers; chorus conducting.

Two credits.

Course VII. Historical course, including works of the masters; development of opera and oratorio; music forms.

Two credits.

Course VIII. Methods of teaching; musical history from text; study of material; child voice; chorus conducting.

Two credits.

Special courses for those desiring to become supervisors of music in the public schools:

Course IX. Musical history (from text); harmony; study of child voice in singing; ear training; study of material; methods of teaching in the primary grades; rote song, scale in all positions on the staff, tone relation, beginning of sight reading, all problems in rhythm and melody, pitch, presentation of sharp four and flat seven.

Course X. Musical history, harmony, chorus, chorus conducting; methods of teaching in the grammar grades: chromatics, development of keys, two part singing, three part singing, presentation of minor modes, preparation for bass. Methods of teaching in the high school: four part singing, bass clef, range of voices; discussions on monotones.
Private Instruction

Special instruction in music in the department of Voice and Piano will be given at the following rates:

TUITION PER TERM OF NINE WEEKS

Piano, private lessons, half hour, one lesson per week........... $9.00
Voice, private lessons, half hour, one lesson per week........... 9.00
Piano practice, one hour daily, per month........................... 1.00

EXPRESSION AND PHYSICAL TRAINING

[Miss Hutchinson.]

This department is maintained to promote health, correct bearing, grace of movement, and effective expression. 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 thru effective expression of himself in movement, voice and speech. It would cause each member of the school to become an influential personality thru true culture made effective in natural expression.

Expression

This department bases its instruction upon the law "impression precedes expression." It agrees with the pedagogic principle, that growth must be free, and from within outward—by organic change, not by mere accretion.


Course V. Lessons in Vocal Expression, Curry. Interpretation from the printed page. Methods in teaching public school reading and practice teaching in class. Careful attention paid to ease in voice production. Two credits.

Course VI. Foundations of Expression, Curry. Study of the principles of pedagogy and their application to the teaching of expression. Practice teaching with criticism and suggestion from critic teacher. Two credits.

Course VII. The study and presentation of a drama, at the end of the third quarter, by the junior class. One credit.

Course VIII. The study and presentation at the end of the fourth quarter of a classic drama by the senior class. One credit.

Physical Training

Every student upon entering the school will be examined, measured, and the strength of each group of muscles tested, and a record made of the student's physical development.

This department attempts to promote health and develop strength by means of:

1. Instruction in hygiene, talks on exercise, relaxation, baths (hot, cold, salt, friction, air and sun), ventilation, food and dress.

2. Training in the gymnasium, free-hand calisthenics, Swedish free exercises, German gymnastics, fancy steps and marches, folk dances, gymnastic games, playground activities, wand drills, dumb-bell drills, bar-bell drills, Indian clubs, fencing, special correction or remedial exercises.

At intervals, throughout the year, exhibitions of class work are opened to the public.

3. Athletics—basketball, football, baseball, tennis, track work, cross-country walking and running.

The regulation gymnasium costume for women students is a black serge bloomer suit, black stockings and gymnasium slippers. Exact style of suit may be obtained by applying to the school. Corsets or shoes with heels are not permissible.

Course I. Marching, gymnastic games, calisthenics, wooden wands, personal hygiene.

Course II. Swedish gymnastics, maze running, games, bar-bells, domestic hygiene.

Course III. Figure marching, light gymnastics, active resistive exercises, wooden dumb-bells, corrective and remedial exercises, with special health talks.

Course IV. German gymnastics, comprising running, tactics and free gymnastics without and with apparatus, such as bar-bells, and dumb-bells; indoor gymnastic games; hygiene.

Course V. Calisthenics, rhythmic movement, aesthetic dancing, Indian clubs; special discussions.

Course VI. Swedish gymnastics, light apparatus, plays and games, public school methods, including supervised conducting of classes; school hygiene.

Course VII. Free-hand work, school desk exercises, playground activities, folk dancing, advanced drills in dumb-bells and Indian clubs.
The work in methods includes discussion and application to the periods of childhood, adolescence and maturity, the value of play and games, the sources, symptoms, and treatment of conditions which can be corrected by exercise and diet. Practical teaching.

Course VIII. Free gymnastics, tactics, light and heavy apparatus work.

Private Instruction

Nine (one-half hour) lessons................................. $9.00
Single (one-half hour) lessons.............................. 1.25

All tuition payable in advance.

Private lessons lost thru the absence of the pupil will be made up when the teacher is notified the day previous.

MATHEMATICS

[Professor Morgan.]

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.

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, and 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.

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 processes and to see and appreciate to some extent the unity of the subject. While the practical side of arithmetic which arises in connection with commercial life or in the laboratory is kept in view, a greater stress is thrown upon the scientific side of the subject with a view to training in mathematical analysis. 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 Spiral, 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 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, contradictions and proofs; development work in compound denominate numbers; the underlying principles in divisors and multiples and the method of presenting them; the objec-
tive 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 the study of 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 viewpoint in the treatment of triangles. The practical application is kept in view. 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**

[Professor Fraser,]

The facts and principles of physics and chemistry are in such intimate relation to our daily experiences as to be a prerequisite in the training of a teacher. A greater appreciation of the working of nature is gained; a better understanding of the processes dictated by our industrial and economic development is obtained; light is thrown upon related arts and sciences and a habit of closer observation in their study is inculcated.

New chemistry and physics laboratories have been installed and equipped so as to render the experimental work very profitable. There are individual lockers with drain sinks available to every student. Each desk is supplied with water and gas.

The library, to which the student has constant access, is liberally supplied with books and magazines of a scientific character.

The work in physics and chemistry consists of laboratory exercises, lecture demonstration work, and class discussions, the aim being to cultivate power of observation, independence of thought, and the spirit of scientific inquiry into the phenomena of nature and into man's inventions.

**Course I. Elementary Physics.**

(a) Mechanics of solids: Motion and velocity, Newton's laws of motion, gravitation, laws of falling bodies, curvilinear motion, work and energy, machines. Mechanics of fluids: Molecular phenomena in liquids, pressure in fluids, density and specific gravity, pressure of the atmosphere, instruments depending upon pressure of the air. One quarter.

(b) Heat: Heat and temperature, the thermometer, expansion, measurement of heat, change of state, transmission of heat, heat and work. One quarter. Four credits.
Course II. Physics.
(a) Review of course I.
(b) Methods of instruction of elementary physical science in the elementary schools; the design and manufacture of simple apparatus. (a) and (b), one quarter.
(c) Electricity: Magnets and magnetic action, nature of magnetism, the magnetic field, terrestrial magnetism, electrification, electrostatic induction, electrical distribution, electric potential and capacity, electrical machines, experiments with electrical machines, atmospheric electricity, electric currents, electrical quantities, electro-magnetic induction, dynamo-electric machines, the electric light, the telegraph, the telephone, the X-ray and other rays, recent developments in electricity. One quarter. Four credits.

Course III. Physics.
(a) Sound: Wave motion, sound and its transmission, velocity of sound, reflection and refraction of sound, forced and sympathetic vibrations, intensity and loudness, interference and beats, pitch, vibration of strings, overtones and harmonic partials, vibration of air in pipes, quality of sound, harmony and discord, vibrating rods, plates and bells, graphic and optical methods of studying sound wave motion. One quarter.
(b) Light: Nature and propagation of light, photometry, reflection of light, refraction of light, lenses, dispersion, color, interference and diffraction, optical instruments. One quarter. Four credits.

Course IV. Elementary Chemistry.
(a) Descriptive Chemistry: The common non-metallic elements, their properties, methods of preparation, natural occurrence, and commercial uses; the common compounds of these elements, their properties, methods of manufacture or natural formation, and commercial uses; the study of the mechanism of chemical reactions and their expressions in symbolic form; stoichiometry. One quarter.
(b) Descriptive chemistry and elements of quantitative analysis. The common metallic elements, their occurrence, properties, methods of preparation, commercial uses and chemical separation and detection; the compounds of these elements, their properties, methods of preparation or natural occurrence and commercial uses. One quarter. Five credits.

Course V. Chemistry. A course designed to assist the student to a better understanding of subjects presented in courses in biology, agriculture, domestic science, etc. The chemistry of soils, combustion, general domestic cleansing processes, sewage, life processes of nutrition, etc., will be considered in an elementary way. Two and one-half credits.

Course VI. 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 subjects. Four credits.

This course is concluded by the preparation and reading of a geographical type study by each member of the class. The subjects are so selected, that, in so far as is possible, the student is at least somewhat familiar with her type study from personal observation, and, inasmuch as many have lived in parts of the country remote from Washington, the presentation of these original type studies to the class, at the end of the course, is of a peculiarly interesting nature.
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.

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

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. Ample opportunity is provided for dissection and microscopic work, the laboratory being equipped with good compound microscopes and dissecting microscopes, microtomes, paraffine baths, reagents, stains, microscopic slides, moist chambers, and the glassware and other appliances usually belonging to such laboratories.

Course I. Botany.

(a) Descriptive botany is intended as a general introduction to the systematic study of flowering plants. It aims to make the pupil familiar with the language of systematic botany, to develop some skill in manipulation, and systematic habits of observation of specimens illustrating the more important characters on which classification is based. 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, analyzed, neatly pressed and mounted, 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. Some attention is given to economic entomology.

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 Bailey’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. Fungi and parasitic insects are studied. 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 infusoria, 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. Neurology.

(a) Comparative Morphology and Physiology of the Nervous System. By dissection of the lower forms of animals, such as the clam, earthworm, cRAWfish, insect, frog, the development of the nervous system from the hydra to the cat is observed in its increasing complexity and centralization in the head; and this is supplemented by examination of permanent microscopic preparations with which the laboratory is well supplied. 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.

Two credits.

(b) Physiology of the Sense Organs. Special attention is given to the eye and the ear. Slides and models are studied, and McKendrick & Snodgrass on Physiology of the Senses is used as text. Two 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.

(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, are subjects discussed. The following are some topics for investigation to be reported to the class by each student:

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. Drinking water.
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.
26. Play and playgrounds.
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, school.

Course VII. Temperance and Humane Education.

Course VIII. General Nature Study. This course is intended especially for juniors and deals with those subjects that are commonly considered in work of city school grades. Students are encouraged to suggest, arrange, and test simple experiments to illustrate and explain simple nature study problems. Two credits.

SOCIOLOGY AND ECONOMICS
[DR. MUNSON.]

Course I. Sociology and Economics.
(a) Sociology is based on the sociology of Small and Vincent. Nothing more is attempted than to give the student some idea of society as a growing organism, and the methods to be pursued in the
study of a concrete aggregation of human beings. The student is encouraged to examine the various social groups to discover, if possible, the laws of social development, the factors involved in normal social evolution, the gradual specialization of the primitive group, and the mutual interdependence of the social organs thus evolved.

One and one-half credits.

TOPICS IN SOCIOLOGY

1. History of a growing settlement.
2. Development of a Known City.
3. Settlement work.
5. The Church as a Social Factor.
6. The Religious Life of Ellensburg.
7. Life on the Farm.
8. Advantages of City Life.
10. Development of the Public Schools of Ellensburg.
11. What Social Classes Owe to Each Other.
13. The Saloons of Ellensburg.
15. Slavery and the Servant Problem.
17. Sources of Poverty and Wealth in Ellensburg.
18. The Organism Theory of Society.
20. Poverty (causes and effects) in Known Case.
23. Influence of Natural Factors in a Given Community.
24. Unifying and Specializing Tendencies in a Family.
25. Study of Interdependence of Parts of W. S. N. S.
26. The Church and Democracy.
27. Social Evolution (Kidd).
30. 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.
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, Professor Klemme, and Professor Collins.] Education as an art requires in the teacher scientific insight as well as practical foresight, proper aims, and worthy ideals. Scientific insight may arise in the teacher’s consciousness out of her experiences without instruction or reading, but some systematic study of at least four departments of science is necessary in the education of the educator. There are guiding principles, essential to independent teachers and supervisors, which must be derived from studies in biology, in sociology, and in psychology; and ethical inquiries may not be left to people of leisure if many men and womanly women are to come, by and by, from our schools and homes.

Biology is a prominent subject at the threshold of all logically con-
structured normal training courses. How do living things grow and attain their designed perfection and capabilities? Biology must answer.

Sociology reveals the value to the individual of sociological relations and what a man really is as a responsible member of society. It has too limited a place in these courses. So, too, as to ethics.

Psychology, though no more essential than the other three bases of educational science, seems to be linked more intimately with educational theory and practice; so here education and psychology are joined and studied together or alternately, yet not in mingled confusion, but as follows:

Course I. Child Life, Its Care and Culture. This is an introductory study of children and childhood; the home, the street, nature and social surroundings and their effects upon children; the school and its functions toward children, homes, society and the state. The course includes systematic observation and reading as bases of discussion and inference.

Course II. Education. A practical study of the equipment of schools, organization, management, government and teaching, having in view chiefly rural schools. These two courses are required as preparation for an elementary certificate.

Course III. Education. 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.

(a) An introduction to the study of self by introspection, experiment and reading.

(b) Studies of children, child life, and child development.

Course V. Practical Pedagogy—General. 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. Practical Pedagogy—Special. Rural School Teaching.
The equipment, organization, management and government of rural schools. Courses and methods of teaching that may render rural school instruction more effective and school life richer and more enjoyable.

Three credits.

Course VII. Psychology as a Basis of Method.
(a) In this course psychology is studied from the psychological 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.

Two credits.

Course VIII. Philosophy and History of Education. Evolution and progress to the beginning of the nineteenth century. Three credits.

Course IX. Recent progress and present day institutions, methods and problems.

Three credits.

Course X. Special method, conference, and criticism.

Two credits.

Course XI. Plays and Games. Play activity as related to growth, health, education, ethical and social culture. School playgrounds—location, extent, equipment, use, supervision; the teacher on the playground. Games and their adaptation.

Course XII. School administration.

Course XIII. General supervision.

KINDERGARTEN TRAINING COURSE

[Miss Metzner]
A two years' course is provided for students who wish to fit themselves to be kindergartners. The entrance requirements are the same as for those who take an advanced course. This work includes much of the junior and senior work of the complete course, together with such studies as have direct bearing upon intelligent and skillful teaching of little children. About twenty-two credits of kindergarten theory and fifteen of kindergarten practice must be substitute for other work to make up the kindergarten course. Any student regularly admitted to any advanced course may, by adding the above kindergarten credits to the full junior or senior work of any course, obtain a regular diploma and also a kindergarten certificate. If the student plans for
this during the whole course by choosing electives from the kindergarten work, she may earn both diplomas in two and a half years.

Course I. Introductory Course. Based at first on the student's own childhood reminiscences and on reports of the undirected activities of little children when alone and in groups. Later, readings on the meaning of play, imitation, etc. This course is designed to lead to an appreciation of child nature and an interpretation of its activities and traits. In this way it will lay a foundation for the following courses on the means best suited to the child's development.

Junior, one and one-half credits.

Course II. Mother Play. Study of the first lessons in Froebel's Mother Play. Broad consideration of the principles involved. Frequent writing of abstracts on the commentaries and the questions called up by them. To acquaint students with Froebel's philosophy and to stimulate them to a thoughtful consideration of the far-reaching effect of the various influences of the child's environment.

Junior, one credit.

Course III. Mother Play. Continued study of Froebel's Mother Play and of commentaries upon Froebel's work.

Junior, one credit.

Course IV. Mother Play. Study of the remaining Mother Play lessons. Wide illustration of principles from experiences of every-day life. Relation of these principles to kindergarten and general educational practice. Frequent writing of abstracts.

Senior, two credits.

Course V. Handwork.

1. Work with nature materials.
2. Working out problems in paper tearing, free cutting, designing with papers, folding, interlacing, perforating and paper construction.
4. Graded series of sewing on cardboard, felt, burlap, tiling, etc.
5. Weaving series, free-weaving, mat work, weaving of rugs, hammocks, bags, doll caps, sweaters, etc.

Course VI. Handwork, Methods, Correlation. Twine work. Knots applied to the making of doll-house portieres, making of bags, etc. Braiding, twining, braiding and twining combined, netting. While most of the work is simple and suitable for use in the kindergarten grades, some of it is more difficult in order that the student may develop skill of hand and learn the possibilities of various occupation materials.

Junior, one credit.


Junior, two credits.

Course VIII. Gifts. Study of the surface and linear gifts and the point. Their purpose as devised by Froebel. Their value from modern standpoint. Giving of gift lessons to students and children.

Senior, two credits.


Junior, two credits.

Course X. Music. Study of method of teaching songs to little children and of various means of developing the child's feeling for music.

Junior, one-half credit.

Course XI. Education of Man. Careful study of the first part of the book as revealing Froebel's philosophy of life. Study of the kindergarten in the light of Froebel's philosophy; how it embodies these philosophic principles.

Senior, two credits.

Course XII. Program Study. Modern educational ideals; function of the kindergarten in the educational system; suitable subject-matter; writing of lesson plans and yearly outlines.

Senior, two credits.

Teaching. During the Junior year, one quarter's teaching is required in the kindergarten and in a primary grade, respectively. Senior. One quarter (five credits) in a primary grade, two quarters (ten credits) in the kindergarten.

Course XIII. Games. Weekly game day for all kindergarten students. For developing freedom of movement, enjoyment of games and to give the students a knowledge of many games, traditional and others.

Junior, one credit.

Course XIV. The Kindergarten Movement. Study of the development of the kindergarten education principles before Froebel's time. Their perfection by Froebel. Historical development of the kindergarten. Its present status in America and abroad.

Senior, one credit.
THE TRAINING SCHOOL.

To provide opportunities for studying actual school work and for practice in teaching a school embracing ten grades and a kindergarten is conducted in connection with the Normal School. It is a part of the public school system of Ellensburg directly under the charge of the city superintendent. Here the students in the Normal School first study school teaching in its several parts by observing the work of proficient teachers and then take two successive courses in practice teaching in a regular public school system.

The Training School building, constructed in 1908, was designed to provide suitable accommodations for this particular work; it is suitably equipped and sanitary.

THE TRAINING SCHOOL CORPS, 1910-1911.

James W. Nesbit, Superintendent. Mr. Nesbit is also teacher and supervises the teaching of history.

Jennie E. Housley, Supervisor of the High School and Grammar Department.

Ruth C. Hoffman, Supervisor of the Primary Department.

Clara Melser, Director of the Kindergarten.

Mary E. Picken, Observation Teacher, First and Second Grades.

Edith Hope Ringer, Observation Teacher, Third and Fourth Grades.

J. B. Potter, Assistant in High School and Grammar Department.

Catherine McMurchy, A.B., Assistant in High School and Grammar Department.

THE TRAINING SCHOOL COURSES

First Grade

English. The work in English has in view: (a) Cultivation of an appreciation of good literature, (b) training in expression thru language, (c) reading intelligently and with a purpose, (d) spelling, oral and written. (See English Bulletin by Dr. E. I. Harris.)


Language. Stories and experiences related which will teach the proper use of words and phrases often misused. Oral reproduction of stories emphasizing the use of good language.

THE TRAINING SCHOOL COURSES

Second Grade

English. Literature. Stories and poems correlated with nature study and history. Greek myths. Thru second, third and fourth grades.

Reading. Direct outgrowth of and in connection with nature study, literature and other school activities. The second semester books are placed in the hands of pupils—the Folk Lore, Bender, Holton Outdoor, Wheeler, Cyr and Brooks Primers, the Art Literature, Sprague Classic, Brooks, Cyr, Stepping Stones to Literature, Silver Burdett and Heath First Readers.

Spelling. Oral: Words selected from language, nature study and reading. Phonics, for good enunciation, a special daily exercise.


Nature Study. Common wild flowers and trees. Planting and caring for flowers and vegetables. Domestic animals in relation to life of child, of Eskimo and Indian; life history of moth or butterfly; worms found in gardening; recognition of neighborhood birds and songs; seasonal changes and effects upon plants and animals; observation of forms and uses of water. Collection of plants, minerals, shells, etc., gathered on excursions.

Mathematics. Number work, entirely incidental, measuring, weighing, etc., in connection with other work. By the end of the year children will know how to count to 100 by 2’s, 5’s and 10’s; combinations to 10.

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

Manual Training. Sand table representations of Eskimo and Indian homes and industries; simple weaving, pottery and weapon making; making and furnishing doll’s house; Christmas tokens, May baskets, etc.

Music. Rote songs appropriate for the season, or correlated with other work; feeling for rhythm developed; ear training; tone relation; scale taught with syllable and scale names; staff and clef; individual singing begun.
grades at least one poem is memorized and one good story studied each month. For second grade, such as *My Shadow*, *Four Winds*, *The Shepherd*, *March*, *The Wonderful World*, *The Birds in Spring*, *The Sun with His Great Eye*, *Fairy Folks*; Stories adapted from Guerber's *Greek Myths*, *Myths of Other Lands*, Kipling, Dasent's *Popular Tales from the Norse*, Grimm and Anderson.

Language. Special attention given to oral expression. Dictation and reproduction begun. Special care given to expressing thought in sentence form. Use of capitals, period and interrogation point.

Reading. Child should now read with ease and interest good literature such as is found in Graded Poetry Readers, *Art Literature*, *Sprague Classic*, *Stepping Stones to Literature*, *Brooks Cyr* and Progressive Road to Reading.


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

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

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

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

Music. Rote songs; ear training; rhythm; presentation of whole, half, quarter and eighth notes. 2-4, 3-4, 4-4, 3-8 and 6-8 measure and rest from chart; individual singing, sight reading from chart; writing scales and simple phrases.

**Third Grade**

**English.** Literature. Stories and poems correlating with nature study and history, e.g., *Planting of the Apple Tree*, *The Cricket*, *The Wind and the Moon*, *Robert of Lincoln*, *Windy Nights*, Selections from *Norse Stories*, *Mable*; *The Odyssey*, Palmer's translation; Sagas of *Eric*, the *Red and Lief Ericson*; *Apollo and Python*, *Hermes* and the *Care of Minds*; Selections from Aesop's *Fables*.

Language. Children reproduce and report in original sentences, take dictation of stories and poems, write invitations and letters, as school occasions demand. Use of more usual punctuation marks, and capitals learned.


Spelling. Oral and written. Sentences dictated. Use of words spelled differently and pronounced the same.


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

Geography. The neighborhood. On all excursions the natural features are observed. Craig's Hill, foothills, ravines, brook basins, typical environments, mountain landscapes. Study of such typical environments with relation to the industries of the valley—lumbering, mining, agriculture—trace.
Mathematics. Market produce and prices made basis of work; numbers to 10,000; addition and subtraction; multiplication and division; tables thru the twelves; short division; two figure multiplier; fractions to 1-12.

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

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

Music. Book introduced; sight reading and work in rhythm; new problems presented as they appear in sight-reading material; study of keys, rote songs; pitch-names; scales and simple melodies written. Plenty of good songs.

Fourth Grade


Language. Definite attention to kinds of sentences and their punctuation. Letter writing, invitations, original stories.


History. Manners, customs, industries of New Netherlands. Stories of Ponce de Leon, Cortez, De Soto, Magellan, Champlain, Hudson, local or state pioneers. Benjamin Franklin, his boyhood, as an inventor, aid to colonies, "Poor Richard."


Geography. Local. Washington and other Pacific states; physical features, resources and industries. Sand, papier-mache modeling of maps. These maps are made to record routes of travel first along the Pacific states, later into states east of Washington. From these trips the children plan imaginary trips to Washington, D.C., Chicago, The Great Lakes, New York, Boston, and points on the Atlantic ocean. The stories of exploration and discovery are made the basis of this work.

Mathematics. Numbers to 1,000,000; short division, long division with thirteen for divisor, and graded dividends; three figure multipliers; direct and indirect comparisons of aliquot parts; squares and square roots to four hundred; measurement growing out of nature study and manual work; linear and square measure; decimals through hundredths; emphasis put upon oral work.

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


Music. Sight reading from book; development of various rhythmic types; sharp four and flat seven introduced; beginning of two-part singing in rounds and simple melodies; ear training; written lessons; singing.

Fifth Grade


Spelling. Correlated and formal.
Composition. Oral and written in connection with literature, history, nature study and geography.

German. Beginning class—greater part of the work is oral. Special attention to acquisition of a good pronunciation, and training of the ear. Basis of vocabulary: rhymes, songs, riddles, games, actions and short stories. One story dramatized. Class begin to read from Geschichten und Marchen. Formal work: definite and indefinite article, different pronouns, a few verb endings, singular and plural of nouns which occur. Elective.

Scenes and personages before the Revolution—George Washington, Benjamin Franklin, Patrick Henry, Samuel Adams.
The Revolution and its heroes, the Great West, the Northwest, the change in size of new republic. Internal improvements: steamboats, railroads, Erie canal, telegraph, the Southwest, gold in California.
Statesmen—Webster, Clay, Calhoun.
Civil War—Lincoln and Lee.
Great industries—Cotton, wheat, cattle, coal and iron.

Nature Study. 1. Gathering of seeds and some work in classification of seeds. Study of a few common foods and their sources: salt, pepper, spices, chocolate, tea, coffee, sugar.
2. Study of soil and composition, moisture, storage, value of forest, irrigation. Heat studied in relation to everyday life, cooking, heating, ventilating. Children solve problems by experimentation as far as possible. Reference books are used also.
3. Birds—Calendar: name, general coloring, food, location of nest and materials used, time with us, economic value and laws of state for bird protection.
4. Work centers around child's home garden. The plants—its work, its parts and their uses. Pollen and its distribution by insects and wind. Bees—their work, the hive. Life history of butterfly and moth; the coddling moth; destructive work of caterpillars. Plant and animal visitors, friends and foes—weeds, ground squirrels, snails, earthworms, grasshoppers, beetles, plant lice, scales. Spraying.


Second semester— Entire continent including polar and tropical regions. Study of Great Lakes and Mississippi river system with the industries of the adjoining states. Topical studies of the great cities of these regions. The great harbors of North America with their cities. Great divides of North America with their mineral wealth and mining cities. The agricultural areas.

Mathematics. Work of this grade gives child independent hold upon the fundamental processes with integers. He proves his problems, transfers these processes to common and decimal fractions. Textile and manual training work give rise to various problems in fractions. Cross section paper is used in study of areas, factoring and fractions.

Manual Training. Cardboard and Woodwork. Construction of simple geometrical models as cube, rectangular prism, pyramid, etc., after making working drawings for same. Accurate measurement to one-eighth inch. One semester of this is followed by one semester of elementary knife work. Drawing takes into consideration only length and width so only one drawing of model is needed. Plant label, thread winder, cord winder, key tag, calendar back, yarn winder, pencil sharpener, match holder, bracket and shelf, mat. Time, once a week, seventy-five minutes.

Girls—Drawn work and hem stitching on scrim. Use of doll patterns for doll's underclothing, using stitches for seams, hems, button holes.


Art. Landscape—Art aims: gradation of tone, perspective, composition, values; mediums—charcoal, crayon. Roads, trees, sky, streams, horizon, marines, boats, seasons. Composition illustrative of scenes from history, geography, literature.
Still Life—Art aim: light and shade values, change of color, cast shadows; mediums—pencil, charcoal, crayon, water color, jugs, handles, spouts, vase forms; grouping of same with vegetables and fruits for composition.
Plant Life—Art aims: growth, light and shade values, proportion, coloring, spacing, foreshortening; mediums—pencil, charcoal, crayon, water color. Fall and spring flowers, seed pod, grasses, sedges, decorative flower panels (Japanese).
Design—Art aims: spacing, harmony, color schemes from Japanese prints, color scales, graying of colors, complements, stencil designs for
books, curtains, scarfs, pillows, etc. Initial letters and tall pieces suited to composition work in history, geography, science, literature. Cover designs with motives taken from flower forms and Egyptian ornament. Materials—paper, linen, leather. Lettering—Roman capitals, monograms, seals, programs, posters. Designs for baskets and pottery.

Figure Sketching—Pencil and charcoal. Poses illustrative of scenes from history, geography, literature with appropriate costumes. Study of details of body grouping. Art aims: action, proportion, composition, light and shade, light and dark.

Construction—Art aims: Indian baskets and coiled pottery, incised decoration for pottery. Basketry—reed, raffia; stitches; lazy squaw, lace, buttonhole, Navajo, Poma-sewed coils; pottery—tiles, covers for booklets; paper, linen, leather.

Gymnastics. Special attention to carriage and poise of body.

Marching—File, column, sideways, forward march to command. Use of wands. Games: “White and Black,” “Plump Sack.”

Hygiene—Practical lessons; text, Primer of Hygiene.

Sixth Grade


Oral Reading and Dramatic Art. Parts of Iliad interpreted by teacher. Drama constructed by children founded upon incidents of Iliad or Legends of King Arthur. Oral reading of poems and selections from literature. A play from a German story.

Composition. Oral and written, with careful attention to technique, based upon subject-matter in Literature, History, Geography, Natural History.

Spelling. Correlated and formal.

German. Vocabulary of fifth grade reviewed and enlarged. Basis of vocabulary: activities of the day, meals, the house, its furnishings, rooms, stores, animals, etc. More colloquial terms and songs. Sight reading from Geschichten und Marchen. Verbs in present and past tenses, singular and plural of nouns used, possessive pronouns; some dictation. Elective.

History. General aims: Where Americans came from; when America was unknown; what Americans started with.

Geographical conditions. Map study of Greece and her neighbors; Rome’s relation to Greece, her environment; the shaping of Teutonic life; routes and trades between the east and west of Europe; Pilgrimages, Crusades, Commerce; Discovery of western world. Euro-opean rivalries which influenced conquest and colonization; England in days of Elizabeth; France, another rival of Spain; the king of Spain and his subjects; the Dutch; Englishmen join in fight against Spain; English voyages westward.

Nature Study. 1. Weather chart: length of day and night, cloud, sunshine, precipitation, temperature, wind; direction and velocity; barometer.

Physics of air: Weight pressure, winds, heating, ventilation, making of thermometer and barometer.

2. Composition of air: Tests for oxygen; generation of oxygen and carbon dioxide; tests for carbon dioxide. Composition of water; electrolysis of water and test for gases.


Children carry on experimentation as far as possible. Reference books are used freely after experiences of children have been reviewed.

Geography. Children are coming in contact with foreign people and are seeing products of foreign countries in stores and homes.

Eurasia—Physical features: mountains, plateaus, plains, rivers, climatic features; tundras, forest belt, steppes, plains, desert belt; products of each, effect of each upon human life. Regions of wheat, flax, etc.; grazing, mining, etc. Three typical civilizations: the European, pressing on westward to the sea and across it; the Chinese (Japanese) clinging to its own soil and looking backward to its wealth of written history; the Hindu looking forward to future life, leaving only buildings to tell its past.


Mathematics. Continuation of work in common and decimal fractions, aiming for independence in technique as well as in mathematical thinking. Proving of answers, choice of method, use of equation, using letter for unknown quantity. In connection with geography work, a study of lines, angles and plane figures with their perimeters and areas. Commercial and scientific problems. Use of cross section paper. Introductory work in percentage.

Art. (See fifth grade).

Manual Training and Domestic Art. Shaping of thick soft wood, edge planing, testing, crosscut sawing, squaring end, rip sawing.
planing to knife line for width and length, boring, chamfering, nailing, frame sawing, chip carving, finishing. Rule, trellis, line stick, swing board, teapot stand, bread board, broom holder, sleeve board, coat hanger, windmill from wood. Flower pot stand, card holder, photograph holder, coffee mat, pen rack, easel, candle stick from Venetian iron.

Sewing—Drawn work and hemstitching for curtains, handkerchiefs, dollies, etc. Use of simple patterns in teaching cutting, and stitches for seams, hems, buttonholes, etc.

Music. Vocal drill, ear training, rhythmic combinations, chromatics, major and minor scales, oral and written, sight reading from book, two and three part singing, composition (original); talks on lives of composers whose songs appear in book.


In hygiene, pupils are taught methods for maintaining general health, care of eyes, ears, nose, mouth, teeth, and skin; and why we eat, sleep, wear clothes, need exercise and air.

Penmanship. Throughout the course pupils are taught the natural method of writing. Abundant practice is given in free arm movement. Models of letters are kept before classes, showing simple beautiful forms and their derivation from the oval form. Each pupil establishes his natural slant after he has learned to sit in a healthful position, and to place the arm and hand in such a position as to give free movement to the forearm. A special period is given to this subject in some of the grades and careful supervision of pupil's work is maintained. Everything is done to relieve the cramped position of small muscles of the hand, the attending eye-strain, and to give each pupil practice in forearm movement until it becomes automatic and until he has acquired a free, rapid, graceful and legible handwriting.

Seventh Grade


Composition. Careful attention to technique. Work based chiefly upon Literature, History and Nature Study.

Spelling. Correlated and formal.

German. Vocabulary: Activities during different seasons, festivals as Christmas, etc. (Study of geography of Germany.) Sight reading from Guerber's Marchen und Erzählungen, Vol. I.

Formal work: Review work of previous grades, future of verbs, reflexive verbs. Elective.

History. Settlements of three rivals of Spain. Political and religious exiles—Pilgrims, Puritans, Roger Williams, William Penn, Huguenots. Colonial rivalries—early conflicts, French in Mississippi Valley, arrival of Dutch, French in Canada. Growth of English colonies. Struggle for colonial empire between England and France. From colonies to commonwealth; the country across the Alleghanyes, social life, industry and trade, grievances of the colonies, opening of Revolutionary War, struggle west of the Alleghanyes, the French Alliance, war in the south, close of the war, England after the Revolution.


Geography. The earth in relation to other heavenly bodies; movements of the earth; causes of seasons, day and night; longitude and latitude; climate; winds and ocean currents; observation of United States bulletins and keeping of local weather report. Intensive study of United States: topography, climate, productions, industries, people, government, problems. Children read articles from library, books and magazines. Study of current geography and current events throughout the year.

South America—Compare with North America in structure, climatic conditions, agricultural, commercial and social conditions.

Africa—Causes of its retarded development; desert, plateau formation and river valleys.

Australia—Comparison with South America in location, climatic, industrial and commercial features.
Mathematics. Thru a study of the operation of modern business institutions pupils become familiar with transactions of banking, handling loans, promissory notes, interest, stocks and bonds, taxes, discount, insurance, commission, profit and loss, thus making operations in percentage their own. Mensuration comes to them in working drawings for manual training, designing for mechanical appliances, drawing to scale, areas and volumes. Simple geometric problems are given—use of compass and dividers. Mathematical form and language are emphasized in the use of the equation, the letter for the number, reading of equations with letters.

Art. (See fifth grade).

Manual Training, Domestic Science and Art. Simple joinery. Elements of mechanical drawing, drawing and construction of simple joints, such as half lap, middle lap, dovetail lap, beveled halving, etc. Drawing and construction of selected project of furniture construction. Time: Twice a week, ninety minutes.

Sewing. First semester. Simple stitches are learned and applied to models. Basting, even and uneven, running and back stitch, overcasting, over-handing, rolled hem, napery hem, button holes, sewing on buttons. Each pupil is required to make an apron, cap and holder. Time: Twice a week, ninety minutes.


Music. Slight singing, vocal drill, ear training, dictation, original composition, study of bass clef, choral singing in unison, two and three parts; beginning of musical history in study of composers—Beethoven, Schubert, Mendelssohn, Schumann, Mozart, Haydn, Liszt, Rubenstein, Handel, Wagner, Chopin, Bach. Programs from each of the above will be given in connection with the study of the life of the composer. A girls' chorus and a boy's chorus will be trained besides the general work.

Physical Culture, Hygiene and Physiology. Girls and boys in separate classes—marching and running, postural exercises and apparatus, exercises to develop heart and lung action, care being taken to avoid strain. Special attention to breathing exercises. Games which require team play and develop judgment. Fancy steps and folk dances.

Physiology and Hygiene. Growth of the body and civic hygiene are dealt with. Pupils have use of Krohn's Physiology and Jewett's Town and City.

Eighth Grade

English. Literature. Longfellow's Keremos; Lowell's Vision of Sir Launfal; Scott's Lady of the Lake; Marmon and Douglas; Dickens' Cricket on the Hearth; Shakespeare's As You Like It, Julius Caesar. Home reading: As throwing light upon history studied during sixth, seventh and eighth grades. Longfellow's Venice, Belfry of Bruges, Nuremberg; Scott's Ivanhoe, The Talisman; Gunnsalus' Monk and Knight; Pitsman's Story of New France; Harding's Story of Seven Hills; Lytton's Last of the Barons.

Oral Reading and Dramatic Art. Subjects for oral interpretation chosen from literature, history, geography, and science. Dramatization of one or more selections from literature.

Grammar and Composition. Study of the sentence (subject, predicate, modifiers, phrases, clauses). Kinds of sentences—parts of speech, inflection of noun, pronoun, adjectives, verbs. Analysis of sentences. Parsing—Pupils are expected to have acquired the art of spelling correctly, skill to write legibly freearm movement, power to express their thoughts clearly in both oral and written language. Study of derivations of English language. Word analysis—Stems, prefixes, suffixes. Begin Latin, in form of simple poems and stories and simple exercises illustrated by literature taught. Trace Latin roots into the English language.

Spelling. Correlated and formal.

Nature Study. 1. Cereals and textiles. Kinds, conditions for growth. Trace development from raw product to market product. 2. Electricity, experimental. Construction of wet cells, dry cells, electro magnets, a compass, telegraph instrument, electric switches, buttons, motors, signals, etc.; visits to electric light plant. 3. Agriculture. Use of text.

Geography. 1. Starting with earth as a whole, attention is directed to distribution of land and water, mountains, plains, river basins, deltas, flood plains, coastal plains, glaciated areas, tundras, and forests. Distribution of sunshine and heat, winds. Review work on weather and climate and rainfall.

2. Study of commercial relations of Europe and America, products exchanged, travel, emigrants. Relate this work to history work of the semester. The grain and textile areas of both continents. Extensive study of the various cereals and textiles. Use of geographical readers and pamphlets and magazine articles.

Mathematics. This grade summarizes and systematizes the knowledge of arithmetic already gained. Rudiments of algebra and geometry are associated with cognate phases of arithmetic to clarify the arithmetic rather than to anticipate the study of algebra and geometry of the high school. Various laws of mensuration are stated in concise algebraic form. Law of equation worked out. Principles of powers and roots are deduced both from geometric forms and from algebraic demonstration. Scale plans and elevations of accessible objects and in connection with manual training.

Art. (See fifth grade).

Manual Training and Domestic Science and Art. Elements of mechanical drawing. Cabinet and isometric projection, orthographic projection. One-half year's work on wood turning and one-half year's work of cabinet making. Twice a week, ninety minutes.

Sewing. First semester, two hours per week. Review of stitches. One hand-made garment is required of each pupil. Hemming of towels and table linen. Two cooking aprons are made. Use of sewing machine is taught during the last quarter. Talks on textiles and on care of clothing and person.


Music. (See seventh grade).

Physical Culture. (See seventh grade).
This new department serves to render the study of rural school problems concrete and manageable, and our students will be better prepared than formerly to serve rural communities. They have manifested an interest amounting to enthusiasm for this work, and the class discussions following the visits have been vitalized by this contact with the thing under discussion. Members of these classes who take positions in rural schools should be able to formulate a working program and do effective work from the first.

One of the objects already attained by this department is a revelation to the students of the attractiveness of public school work in the country when properly managed. These schools are also intended to exemplify the proper equipment and support of schools in country communities and how schools so located can be organized and managed that the best results of grading and modern methods of instruction may be attained.

The past year our students only observed the work as it was carried on in these schools and used this concrete knowledge as a basis for the study of how to organize, manage and teach under rural conditions as effectively as is expected in city schools. This will be the chief use made of the schools in the future, but it is intended also to give students in these courses opportunity to do a limited amount of practice teaching in rural schools to supplement their regular practice in the Normal Training School.

The coming year this department will be further developed and enlarged. A one-room school will be added, and both will be improved in equipment and in efficiency. The plan of visitation also will be modified with a view to better results and greater economy of time. Hereafter this course in Rural School Management and Instruction is to be a required part of the Elementary as well as of the Secondary course. This is reasonable inasmuch as most of the holders of these certificates teach first in rural schools.
STUDENTS 1910-1911

Senior Class

Graduated February 3, 1911

Harris, Jane, Toppenish.
Nilsen, Esther Elizabeth, 901 West 64th St., Seattle.
Power, Margaret Fidelia, San de Fuca.
Scott, Lillibelle, R. F. D. 3, Box 132, North Yakima.
Still, Edith Luellen, Milton, Oregon.

Graduated June 14, 1911

Baldwin, Sara, 605 Pine St., Ellensburg.
Beardsley, Arthur Sydney, 308 Pleasant Ave., North Yakima.
Clerf, Anne L., 602 North Pine St., Ellensburg.
Corbett, Sarah Christabel, Huntsville.
Corbett, Fern Wilmot, Huntsville.
Corbett, Gertrude Ethel, Huntsville.
Corbett, Vera Evelyn, Huntsville.
Dove, Eva M., Bickleton.
Evans, Lecil Lacy, 608 Johnson St., Pendleton, Oregon.
Forsyth, Stella M., 314 South Sprague St., Ellensburg.
Gibson, Cecilia, Ellensburg.
Gilchrist, Frances Mildred, 5624 So. Cedar St., Tacoma.
Goble, Grace Elizabeth, Sunnyside.
Holgerson, Alice, 3122 Pacific Ave., Tacoma.
Huber, Myrtle, 519 Pleasant Ave., Walla Walla.
Hunsecker, Jessie Aura, 714 East Third St., Ellensburg.
Keenon, Mrs. Vessie, Ellensburg.
Knoell, Florence Marion, 502 South 34th St., Tacoma.
Lind, Edith Jennie, 410 North J St., Tacoma.
Macdonald, Katherine, 207 North J St., Tacoma.
McManus, Lee R., Cashmere.
Menzies, Ida Lucy, Roslyn.
Messick, Geraldine, Port Townsend.
Miller, Mary Louise, 109 Pine St., Ellensburg.
Mills, Emile, 605 North Sampson St., Ellensburg.
Montgomery, Agnes, Enumclaw.
Nelson, Gertrude Cecilia, Montesano.
Nelson, Nela Alleen, 104 North Eighth St., North Yakima.
Newton, Charles Arthur, Oakville.
Palmer, Emeline W., 608 North Pine St., Ellensburg.
Rugg, Samuel Ensign, 105 East Sixth St., Ellensburg.
Shotwell, Eva May, 705 North Walnut St., Ellensburg.
Shotwell, Martha Rose, 703 North Walnut St., Ellensburg.
Trempe, Louis A., Lester.
Wallace, Charlotte Isabel, 307 East Tenth St., Ellensburg.
Wilder, Margaret Edna, Auburn.

Course Not Completed
Amos, Ida M., Scio, Ohio.
Bartholet, Marie Antoinette, 115 East Eighth St., Ellensburg.
Carroll, Ruth Carolyn, 601 Sampson St., Ellensburg.
Chase, Mrs. May M., 709 Water St., Ellensburg.
Lafferty, Priscilla Malissa, Port Townsend. (S)
McKinstry, Delocia, 607 North Sprague St., Ellensburg.
McKinstry, James L., 607 North Sprague St., Ellensburg.

Junior Class
Abernethy, Evelyn B., Olympia. (S)
Allard, Emma M., White Bluffs.
Altice, Belma, Ellensburg. (E)
Aspinwall, Alice A., 115 West Ninth St., Ellensburg.
Aspinwall, Jessie Luella, 115 West Ninth St., Ellensburg.
Baldwin, Ella Dora, 605 North Pine St., Ellensburg.
Bartholet, Ruth Pauline, 115 East Eighth St., Ellensburg.
Blegg, Elta Ione, Box 20, R. F. D. 2, Hood River, Ore. (S)
Bloom, Lela Elma, Ellensburg. (S)
Brown, Mollie Blanche, 416 South Seventh St., North Yakima.
Bull, Myrtle Anna, Auburn. (S)
Butler, Irene Marie, Harrison, Idaho.
Carpenter, Gwendoline, 730 Ash St., Portland, Ore.
Core, Susie Pearl, Sunnyside.
Cramblitt, DeFore, Puyallup.
Crozier, John Louis, Ellensburg.
Currier, Velma, 503 North Kittitas St., Ellensburg.
Curry, Oscar, Ellensburg.
Dahliastrom, Esther, 3212 Thirteenth Ave. West, Seattle. (S)
Dull, Erma Lucile, Box 1284, Pleasant Ave., North Yakima.
Erwin, Anne B., 201 North Yakima Ave., North Yakima.
Fillmore, Guy C., Blaine.
Frasier, Mrs. Lena S., Woodland.
Forbes, Cora Oliva, Park and Maple Sts., Puyallup. (S)

(S) Following a student's name and address denotes that this student received a secondary certificate.
(E) Denotes that the student after whose name it appears received an elementary certificate.
Fourth Year Class

Baker, Roland Frank, Ellensburg.
Baldwin, Mary Elizabeth, 106 East Tenth St., Ellensburg.
Baldwin, Mabel, 106 East Tenth St., Ellensburg.
Crim, Margaret, 603 East Third St., Ellensburg.
Gwin, Byrl Newton, Oakville. (E)
Henry, William Wallace, Tumwater.
Hurst, Mrs. Maria Teresa, Kapowsin.
Ritchie, Mary Ellen, Palmer.
Schnebly, Edith Helen, 201 West Eighth St., Ellensburg.
Wit, Frances Catherine, Toppenish.
Bailey, Hazel Emeline, 303 Broadway, Seattle. (S)
Champlin, Inez Grace, Camas. (S)
Hackett, Agnes, 108 Bonnie Brae Ave., North Yakima. (E)
Marchbank, Bessie, Camas. (S)
McKay, Kathryn Isabel, Mabton. (S)
Nelswanger, Helen, Mabton. (S)
Pears, Gladys Alta, Wapato. (E)
White, Sarah Allene, Cowlitz. (S)
Young, Edith Florence, Mabton. (S)

Third Year Class

Ames, Helen Houghton, 109 East Sixth St., Ellensburg.
Blair, Hazel Nina, Youngs, Oregon.
Brunn, Hilda Gertrude, 109 North Ruby St., Ellensburg.
Champie, Charles, Ellensburg.
Clabaugh, Eva, Lester.
Evans, Maud Elsie, French Gulch, Montana.
Ganders, Mary Louise, Bickleton.
Hosfelt, Jessie Bernice, Bickleton.
Maxey, Katherine Tennessee, Ellensburg.
Morgan, Nessa Margaret, 301 East Tenth St., Ellensburg.
Pears, Edna Inez, Wapato.
Peck, Stella Henrietta, Lind. (E)
Rader, Benjamin F., Ellensburg.
Roark, Marvin, Ellensburg.
Robinson, Irene L., Ladner, B. C.
Tierney, William Thomas, Rochester.
Wilson, Elma Mary, R. F. D. 2, Ellensburg.
Berg, Clara Martha, R. F. D. 2, Box 69, North Yakima.
Brown, Juret, 901 North Water St., Ellensburg.
Bryan, Bessie Almira, Montesano.
Davis, Cora Birdie, Sunnyside.
Fry, Olive Elizabeth.
Meisner, Hilda Amalie, 1115 West Third, Davenport, Iowa.
Noble, Minnie Lucille, 705 East A St., North Yakima.
Smith, Silva Mortimer, Toppenish.
Bramhall, Laura Edith, Liberty. (E)
Caraway, Amanda, Hanson Ferry.
Clevenger, Emma Rae, Clay City. (E)
Galbraith, Ruth Virginia, North Yakima. (E)
Hendricks, Frankie Emma, 1008 East Eighth St., Ellensburg. (E)
Krueger, Lucy Charlotte, Cle Elum, Wash. (E)
Peck, Edith Katherine, Lind. (E)
Steele, Myrtle B., 208 North Fourth Ave., North Yakima.
Stenger, Aubrey Ray, Manor.
Strubin, Beulah, North Yakima.
Willard, Ida Mae, Ellensburg.
Whittendale, Martha Louise, Ellensburg.

Second Year Class

Banks, Ferna, Ellensburg.
Berg, Ella Emma, R. F. D. 2, Box 69, North Yakima.
Champie, Cleofa Evalyn, Ellensburg.
Champie, George, Ellensburg.
Crabtree, Mannie Glen, Ellensburg.
Ford, Lillie, Ellensburg.
Ford, Sam Silberman, Ellensburg.
Heraty, Marguerite, 605 West Third St., Ellensburg.
Jenks, Helen Lucille, Toppenish.
Lambson, Laura, Ellensburg.
MacFarlane, Gladys, 109 East 11th St., Ellensburg.
McDonald, Archie C., 15th and Walnut, Ellensburg.
Sadler, Edna Alice, 3917 North 31st St., Tacoma.
Slingsby, Ella Louise, Box 103, Ellensburg.
Struppler, Ivor Uncas, Othello.
Randall, Florence M., Sunnyside.
Taylor, Harriet Sophia, North Yakima.
Woods, Edwin Carmon, Bridgeport.
Zerba, Clara, Athena, Oregon.
Crotts, Ida May, Puyallup.
Davis, Carrie, Easton.
Owens, Mrs. Edith Record, Ellensburg.
Spencer, Mabel C., Missoula, Montana.
Woods, Frank Fulton, Bridgeport.

Special Students

Beatty, Archie Blake, Ellensburg.
Blackmore, Elsie, Ellensburg.
Summer Session, 1910

Baronovitch, Cecelia Marguerite, Kasaan, Alaska.
Best, Margaret Battleground, Clarke county.
Brown, Carrie Louise, Orting, Pierce county.
Bryant, Helen, Tacoma, Pierce county.
Carey, Elva, 10 North 7th St., North Yakima, Yakima county.
Cheney, Cleopatra, Portage, King county.
Clark, Ida, Larchmont, Tacoma, Pierce county.
Clark, Mrs. Abigail, Colbert, Spokane county.
Clark, Ada, Burton, King county.
Clerf, Anne, 602 North Pine St., Ellensburg, Kittitas county.
Cummings, Eunice E., 810 Sixth Ave. South, Tacoma, Pierce county.
Dahl, Bernice Irene, 1018 Franklin Ave., Seattle, King county.
Darland, Alta B., Chinook, Pacific county.
Day, Ottie Violet, Portage, King county.
DeLacy, Estella, 748 South D St., Tacoma, Pierce county.
DeVine, Gladys May, Quincy, Douglas county.
Dull, Irma Lucile, North Yakima, Yakima county.
Durall, Hazel, North Yakima, Yakima county.
Faulkner, Elsie, Conconully, Okanogan county.
Foster, Helen, Burton, King county.
Fowler, Sophia R., Bickleton, Klickitat county.
Gooding, Pearl, Shoshone, Idaho.
Grumbling, Elsie M., 2014 Sixth Ave., Tacoma, Pierce county.
Hawley, Hattie S., 3112 South Tenth St., Tacoma, Pierce county.
Huff, Ella M., 540 East Fifth St., Seattle, King county.
Johnson, Neva E., Larchmont, Tacoma, Pierce county.
Larson, Nellie C., 1865 Duane St., Astoria, Oregon.

Graduates, 1910-1911 ........................................... 41
Seniors not graduated .................................. 7
Juniors .......................................................... 66
Fourth Year Students ................................... 19
Third Year Students ...................................... 37
Second Year Students .................................. 24
Special Students ......................................... 16
Students attending summer session, 1910 .............. 45

Total registered Normal Students ..................... 255
### Former Principals and Teachers

With present addresses as far as known.

Benjamin F. Barge, Principal, 1891 to 1894; North Yakima.
W. A. Getz, Principal, 1894 to 1898; Portland, Oregon.

W. N. Hull, Assistant Principal, 1891 to 1893.
Fannie C. Norris, 1891 to 1892.
Rose M. Rice, 1891 to 1892; Mrs. W. B. Turner, Steilacoom, Wash.
Christina S. Hyatt, Training School Principal, 1892 to 1894, Seattle.
Elvira Marquis, English, 1892 to 1897; Mrs. H. S. Elwood, Ellensburg.
J. A. Mahan, Science, 1893 to 1898; physician, Ellensburg.
Anna L. Steward, Critic, 1893 to 1898; Mrs. Dr. W. A. Hibbs, Seattle.
Elizabeth Cartwright, Reading and Physical Culture, 1893 to 1897;
Mrs. L. McCandlass, Honolulu.

C. H. Knapp, History and Geography, 1894 to 1896; Calif.
Fannie A. Ayers, Music, 1894 to 1897; South Bend, Ind.
Ruth A. Turner, Drawing, 1894 to 1897.
Annie L. Klingensmith, Training School Principal, 1895 to 1898.
George E. St. John, Pedagogics, 1896 to 1897; Vashon College, Burton,
Blanche Page, Pedagogics, 1897 to 1898.
Lillian J. Throop, Music, 1897 to 1898.
Mary A. Grupe, Principal Training School, Art, Psychology, 1897 to
1907; University of Chicago.
Lucy J. Anderson, Physical Culture and Expression, 1897 to 1899; Los
Angeles, California.

Agnes Stowell, Literature, 1897 to 1899; San Francisco, California.
Colema Dickey, Primary Training, 1898 to 1901; Mrs. E. J. Saunders,
Seattle, Washington.
Annette V. Bruce, Music, 1898 to 1904; Boise, Idaho.
Jessie Birdena Wilcox, History, 1898 to 1906; West Eaton, New York.
E. J. Saunders, A. B., Harvard, Science, 1898 to 1909; University of
Washington, Seattle.

Ida Mae Remele, Physical Training and Expression, 1899 to 1903;
Mrs. Wm. H. Hopple, Tiffin, Ohio.
Charlotte Sanford, Training School Assistant, 1899 to 1902; died, June
23, 1902.
Laura G. Riddell, English, 1899 to 1902; Forestry service, Portland, Ore.
Mary A. Proudfoot, Kindergarten Director, 1900 to 1906; principal
training school, State Normal School, Albion, Idaho.

Lucinda Pearl Boggs, Ph. D., Psychology, 1901 to 1902; Urbana, Illinois.
Jennie H. Evans, Music, 1902 to 1903; Cleveland, Ohio.
Margaret Steinbach, Training School Assistant, 1903 to 1909; Mrs. W. K. Myers, 1241 44th Place, Chicago, Ill.
Margaret Ashworth Niblitt, Music, 1904 to 1906; 1617 Fourth Avenue west, Seattle.
Harry M. Parks, Physical Science and Geography, 1905 to 1906; Oregon Agricultural College, Corvallis, Oregon.
Luella M. Wilcox, Training School Assistant, 1906 to 1908; West Eaton, New York.
J. R. Bevis, Physical Science, 1906 to 1907; Butte, Montana.
Fern Earl Taylor, Assistant, 1907 to 1908.
Levi Clark, History, 1908 to 1909; principal high school, Blaine, Wash.
Marguerite E. Harn, Secretary, 1904 to 1910; Mrs. Edwin C. King, Ellensburg.
Elsbeth S. Sabelwitz, Music, 1906 to 1910; Mrs. Dr. J. A. Mahan, Ellensburg.
Stella B. Vincent, B. S., Psychology, Principal Training School, 1907 to 1909; University of Chicago.
Ethel M. Green, Observation Teacher, 1908 to 1910, State Normal School, Winona, Minn.
Alberta McDonnell, A. M., English and Latin Assistant, 1908 to 1910; high school, Tacoma.
Lottie Jellum, Domestic Economy, 1909 to 1910; Wenatchee, Wash.

GRADUATES.

Class of 1892

Buriff, Ellen M. (Mrs. M. R. Brown).
Gardiner, N. L., Los Angeles, Cal.; teacher, Polytechnic High School.
Gilbert, Susie Alice (Mrs. Dennis).
Milham, Charlotte (Mrs. J. C. Donnelly), Miller Apartments, Tacoma.
Murray, Anna (Mrs. C. F. Porter); died, Jan. 26, 1908.
Ode, Malcolm W., 2304 Reserve St., Vancouver, Wash.
Oliver, Lulu M. (Mrs. A. N. Daniels).
Painter, Maude (Mrs. Gerrit d'Ablaing), Ellensburg.
Rudio, Laura M. (Mrs. William Pierce), LaGrande, Oregon.
Thomas, Esther M. (Mrs. Richard Schreiber), Colville.

Class of 1893

Barge, Alice (Mrs. Alex McCready), Wapato.
Brown, Estella M. (Mrs. Willa Hale), Casarce Apartments, Seattle.
Charlton, Franc S., Ellensburg; teacher, Ellensburg.
Charlton, John J., Kettle Falls, Wash.
Delaney, Sarah O. (Mrs. George M. Jenkins), Ellensburg.
Durr, Louis C., Tacoma.
Hill, Claudia Olga, Tacoma; teacher, Whitman School, Tacoma.
Livermore, Hattie Nye (Mrs. H. B. Burling); teacher, Seattle.
McBride, Mary (died June 11, 1907).
McRoberts, Eliza M. (Mrs. Nagle).
Osmonde, Edith F., 801 N. J S., Tacoma; teacher, Grant School, Tacoma.
Painter, Eugenia (Mrs. Henry Wager), Ellensburg.
Peterson, Virginia (Mrs. E. I. Anderson), Tacoma.
Salladay, Anna Narcissa, Ellensburg; teacher, Lewiston, Idaho.
Sherman, May O’Ella (Mrs. Walter K. Freeman), Mill Valley, Cal.
Smith, Lora A.
Steward, Anna L. (Mrs. Dr. W. A. Hibbs), Seattle, Wash.
Turner, Alice G., teacher, Woodinville, Wash.

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.
Cole, Mrs. Marie Bethel.
Damman, Mamie (Mrs. F. P. Wolff), Ellensburg.
Eldred, Leslie G. (died May 13, 1897).
Gunther, Dill R. (Mrs. Will R. Wells), Mt. Vernon.
Hale, Harry W., attorney-at-law, Ellensburg.
Julesburg, Ada (died April 19, 1901).
Knapp, C. H., teacher, California.
Kuns, Joseph, Whitman county.
Larson, Anna (deceased).
McArthur, Jessie, 40th St. Station, Box 119, R. F. D., Denver, Colo.; teacher, Denver.
McGill, Mattie (Mrs. B. B. Pease), Tacoma.
McManus, O. D. (died June 10, 1903).
Painter, Grace J. (Mrs. C. R. Hovey), Ellensburg.
Painter, Bonnie Jean, teacher, Walla Walla.
Stebly, Sevilla (Mrs. H. D. McMillen), Ephrata.
Zeebyuth, May (died October 20, 1894).

Class of 1895
Cameron, Crissie E., teacher, 231 Tacoma Ave., Tacoma.
Carothers, Warren E., Ellensburg.
Hatfield, Ella M. (Mrs. Will Conor).
Ross, Douglas, 25 Toronto St., Toronto, Canada.

Class of 1896
Anthony, Julie E., teacher, 1527 7th Ave., Seattle.
Bell, Martha, 13th Ave., Seattle.
Coyle, Nida A. (Mrs. John Simmons).
Carothers, C. M., Spokane.
Farnham, Frances E., student, U. of W., Seattle; Ellensburg.
Huggins, Mabel Hortense, 811 15th St., Tacoma; teacher, Tacoma.
Long, Violet Genevieve, teacher.
Lewis, Rae, 919 E. Jefferson St.; teacher, Seattle.
Parkhurst, Dalsy (Mrs. H. E. Lyman), 759 31st Ave., Seattle.
Riddell, Mabel S. (Mrs. Mabel R. Short), principal, Manette.
Reitz, Gertrude E. (Mrs. G. Reitz Mills), 933 22d Ave. N., Seattle.
Steward, Carrie E. (Mrs. Robert Satterwhite), Sunnyside.
Wilson, Eliza J., Montesano (deceased).
Witt, Lena, 708 E. Linto Ave., Spokane; teacher, Spokane.
Zimmerman, C. L., teacher, California.

Class of 1897
Atkins, May (Mrs. Joseph Mason), Bellingham.
Armour, Ellen (Mrs. Cecil Troxel), Lentsing-Chow, Shantung Province, China.
Barclay, Berthile, teacher, 720 Washington Ave., Santa Ana, Calif.
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.
Lynch, Cornelius J., M. D., physician and surgeon, North Yakima.
Larimer, May.
Lynch, John H., lawyer, North Yakima.
Lowe, May L. (Mrs. Frederick Haggis), Walla Walla.
Lucinger, Rose, teacher, Walla Walla.
McDowell, Carrie, teacher, Ellensburg.
Miller, Clyde, Fairfield, Wash.; representative.
Paulay, Anna, teacher, Walla Walla.
Reid, J. Howard, cashier and manager bank, Hermiston, Oregon.
Roush, George H., bookkeeper, Goldendale.
Selby, William, teacher.
Salladay, Letha, teacher, Ellensburg.
Shaw, Carrie (Mrs. Will Eugene Walker), Farmington.
Scott, Fannie (Mrs. H. C. Belt), 414 16th Ave. N., Seattle.
Steinbach, Margaret (Mrs. W. K. Myers), 1241 44th Place, Chicago, Ill.

Class of 1898
Burgie, Etta M. (Mrs. Lee R. Gillette), 319 North First St., Wenatchee.
Bisbee, Zella (Mrs. Alfred Butler), 1209 West Fifth, Spokane.
Beatty, Margaret, 219 Boyston Ave. N., Seattle; teacher, Seattle.
Clark, Orah Dee, Tanana, Alaska; teacher, Tanana, Alaska.
Coleman, Pearlie (Mrs. Frank Briggs).
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, 1122 North M St., Tacoma; teacher, Tacoma.
Prichard, Milton, principal, Carbonado.
Painter, Pearl M. (Mrs. C. J. Lynch), (deceased 1909).
Richmond, J. R., Seattle.
Rock, Anna C., teacher, 1619 E. Republican St., Seattle.
Sampson, Helen J., teacher, 1718 Eighth Ave., Spokane.
<table>
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<tr>
<th>Class of 1899</th>
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<tr>
<td>Abbott, Lulu Edith (Mrs. Augustus F. Galloway), Weiser, Idaho.</td>
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<tr>
<td>Colbert, Daisy Johanna (Mrs. Edward Brown), 1826 29th Ave., Seattle.</td>
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<td>Davies, Anna (Mrs. Talliesin E. Jones), Carbonado.</td>
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<tr>
<td>Dillon, Hannah M., teacher.</td>
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<td>Graff, Minda Selmer, teacher, Seattle.</td>
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<tr>
<td>Hayes, L. Justin M. (Mrs. Thompson), Seattle.</td>
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<tr>
<td>Jackson, Edith Louise, A.B., 820 Montgomery Ave., Spokane; teacher, Spokane.</td>
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<td>Johnston, Grace Cassidy (Mrs. Guy Allen Turner).</td>
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<td>Lewis, Margaretta, teacher, Wilkeson.</td>
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<td>McCausland, Margaret Rebecca, principal, Walla Walla.</td>
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<tr>
<td>McDonnell, Alberta, A.B. University of Michigan; teacher, English, high school, Tacoma.</td>
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<tr>
<td>McGreal, Francis P., teacher, Conway, Skagit county.</td>
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<tr>
<td>Megannon, Robina Marie, teacher, E. 313 Misson Ave., Spokane.</td>
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<td>Miller, May G. (Mrs. ————), Spokane.</td>
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<td>Miles, Ely, 706 L St., Tacoma; teacher, Tacoma.</td>
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<tr>
<td>Montgomery, Wm. W., law student University of Michigan, Ann Arbor, Michigan.</td>
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<td>Nickeus, Elsie (Mrs. Robert Hawzhurst, Jr.), San Francisco.</td>
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<tr>
<td>Sanford, Charlotte (died June 29, 1902).</td>
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<tr>
<td>Rock, Mattie, teacher, 1619 Republican St., Seattle.</td>
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<tr>
<td>Scott, Edna Rosalin Marlin (Mrs. H. A. Gibbon), University Station, Seattle.</td>
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<tr>
<td>Sprague, Genevieve Estelle (Mrs. S. C. Irwin), 3509 N. 27th St., Tacoma.</td>
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<td>Steger, Francis Adrian, Missoula, Mont.; principal county high school, Missoula.</td>
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<td>Tucker, George Henry, Silver Creek, Washington.</td>
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<td>Truitt, Elizabeth.</td>
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<td>Wallace, Ida C. (Mrs. John W. Blake), La Conner.</td>
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<td>Young, Ida C., teacher, Hartline.</td>
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<td>Zimmerman, Lydia Adelia (Mrs. Charles Kyle), Wenatchee.</td>
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<th>Class of 1900</th>
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<tr>
<td>Anderson, Katherine, 4475 Whitman Ave., Seattle; teacher, Adams school, Seattle.</td>
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<td>Baker, Mrs. Bessie B., Goldendale.</td>
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<td>Carroll, Julia Virginia (Mrs. Oscar R. Mains).</td>
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<td>Clark, Mary, teacher, Ballard.</td>
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<td>Carothers, Lillian (Mrs. E. J. Merryman), Ellensburg.</td>
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<tr>
<td>Davis, Cora Winston (Mrs. A. E. Ludy), 04605 Lincoln St., Spokane.</td>
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<td>Gibbon, Herbert Addison, University Station, Seattle.</td>
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<tr>
<td>Henson, Alice Marguerite (Mrs. James Christoe), Douglas, Alaska.</td>
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<tr>
<td>Hopp, Kathleen, 1617 Fourth Ave., Seattle; teacher, Seattle.</td>
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<td>Lampson, Eva, 405 N. Eighth St., North Yakima.</td>
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<td>Lindsay, Grace, teacher, Fort Townsend.</td>
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<td>Morse, Raymond C., M.D., Northwestern University.</td>
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<td>Morrow, Calla Lilly (died June 25, 1903).</td>
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<td>Metcalf, John Baker, attorney-at-law, Seattle.</td>
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<td>Patterson, Myrtle (Mrs. Rev. Tichneal), Wenatchee.</td>
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<td>Shudy, Loyal, M.D., 1903, 3731 Locust St., Philadelphia.</td>
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<td>Vallen, Margaret Elinor, teacher, Colton.</td>
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<td>Wilding, Florence, Jersey City, N. J.</td>
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<tr>
<td>Wilson, Mary Jane (Mrs. Roy B. McClinton), 610 E. 72d St., Green Lake Station, Seattle.</td>
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<td>Weyer, Zoora E. (Mrs. Chas. A. Fox), Tacoma.</td>
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<th>Class of 1901</th>
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<tr>
<td>Dennis, Edna (Mrs. G. F. Dullam), Bismarck, North Dakota.</td>
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<td>Grinrod, Ione, A.B., U. of W., 1911, Ellensburg.</td>
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<td>Kruegal, Nell (Mrs. Irion), Sand Point, Idaho; county superintendent of schools.</td>
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<td>Larsen, Minnie (Mrs. Jas. A. Loudon), North Yakima.</td>
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<td>Lewis, Eleanor, teacher, Wilkeson.</td>
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<td>McKinney, Katherine (Mrs. ———— Jones), North Yakima.</td>
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<td>Mann, Hulda (Mrs. J. Howard Wright), North Yakima.</td>
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<td>Myhan, May (Mrs. Herbert Stringer), 2537 So. G St., Tacoma.</td>
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<td>Ostrum, Lora Edith, teacher, Tacoma.</td>
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<td>Rowland, Cora M. (Mrs. ————), Everett.</td>
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<td>Stickney, Bessie (Mrs. W. McD. Mackey), Tacoma.</td>
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<td>Wilson, Guilford, Cle Elum; superintendent of schools, Cle Elum.</td>
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<td>Walls, Bay (Mrs. ———— Hall), Seattle.</td>
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<th>Class of 1902</th>
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<tr>
<td>Baker, Mrs. C. S., Ellensburg.</td>
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<td>Blair, H. F., real estate, Ellensburg.</td>
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<tr>
<td>Bowman, Ina, teacher, Alderton.</td>
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<tr>
<td>Burwell, Mildred J. (Mrs. George D. Poe), 1206 N. Oakes St., Tacoma.</td>
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<tr>
<td>Carter, Frances Maude, teacher, 208 Mansfield Ave., Spokane.</td>
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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), Tacoma.
King, Effie Evangeline, teacher, Walla Walla.
Moorehouse, Edna Lorine (Mrs. ———), Eagle, Alaska.
McBride, Oscar Harvey, Vancouver; county superintendent of schools, Vancouver.
Oldham, Eva (Mrs. Otto Packwood), Wallace, Idaho.
Page, Ethel Belle, teacher, Tacoma.
Painter, Marguerite, teacher, Walla Walla.
Prendergast, Charlotte, teacher, Walla Walla.
Rodman, Albertine Eliza, teacher, Wautima, 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; teacher, Seattle.

Class of 1903
Bigelow, Margaret Elizabeth, Olympia; teacher high school, Olympia.
Bosse, Bertha Helen, 2119 North Fife St., Tacoma; teacher, Tacoma.
Dunkerley, Ethel, 804 N. L St., Tacoma; teacher, Spokane.
Fallon, Lucy Lavine (Mrs. D. C. Myers), Marysville.
Henry, Margie, 117 So. G, Tacoma; teacher, Tacoma.
Ingram, Cora Elta (deceased).
Jones, Mrs. Cora Ticknor.
Jones, Flora Nina (Mrs. Chester Becker), Walla Walla.
Koontz, Anna Katherine, Chehalis.
McClure, W. L., M. D., 1909, Northwestern University, Evanston, Ill.
Odell, Mary Ellen (Mrs. Robert E. Nickles), Leavenworth.
Osborne, William Quincy, assistant superintendent of schools, Tacoma.
Phillips, Harriet Newton, 902 North K St., Tacoma; teacher, Tacoma.
Pihl, Ida Mary, teacher, Puyallup.
Rock, Mary Elizabeth, 1619 E. Republican St., Seattle; teacher, Seattle.
Rogers, Nell G. (Mrs. Floyd Hatfield), North Yakima.
Scott, Minnie, North Yakima.
Winkelman, Julia, 1913 E St., Tacoma; teacher, Tacoma.

Class of 1904
Campbell, Ruby (Mrs. Fred J. Eitel), 3835 Corliss Ave., Seattle.
Day, Mary Edna (Mrs. H. Robert Stevens), 2509 N. Warner Avenue, Tacoma.
Epple, Edyth (Mrs. Fred Ross), Ellensburg.

Harmeling, Stephen J., principal, Oaklake.
Hoffman, Catherine E., 4518 16th Ave. N. E., Seattle; teacher, Seattle.
Hooten, Olive G. (Mrs. Presley Sanders), Thomas.
Jungst, Anna B., 261 S. Natches Ave., North Yakima; teacher, North Yakima.
Kingston, Eloise (Mrs. W. H. Hall), Wenatchee.
McCurdy, Kathlyn, Queen Anne court, Seattle; teacher, Seattle.
Oling, Lida J. (Mrs. Maguire), Ellensburg; teacher, Kittitas county.
Payne, Florence L., Port Townsend.
Reid, Mary Bruce, 1311 N. 10th St., Tacoma; teacher, Tacoma.
Robinson, Beatrice, 712 Alder St., Walla Walla; teacher, Everett.
Smith, Verna (Mrs. G. L. Wilson), Cle Elum.
Vance, Virginia Bell, Phoenix, Arizona.

Class of 1905
Anderson, Stella E. (Mrs. Dale Preston), Walla Walla (deceased).
Atwood, Stanley F., principal high school, Dayton.
Clarke, Emma E., 1207 Seventh Ave., Spokane.
Cochrane, Myrtle Edna.
DuVall, Victoria Eleanor (Mrs. G. E. Brown), 914 Boone Ave., Spokane.
Hardy, Helen G., Kent; teacher, Kent.
Henry, Vida L. (Mrs. Dr. Chas. W. Hanson), Chehalis.
Karrer, Matilda W., A. M., U. of W., 1911, Roslyn.
King, Stella Barbara, Walla Walla; teacher, Walla Walla.
Lister, Pearle, 3816 N. 26th St., Tacoma; teacher, Tacoma.
Merritt, Florence E. (Mrs. Matt Stanton), R. F. D. No. 5, Box 193, North Yakima.
Miller, Anna D., 3739 So. A St., Tacoma; student, University.
Nachsholf, Louise A., 616 S. Sheridan, Tacoma; teacher, Tacoma.
Peterson, Lucie Francis, Larchmont, Tacoma; care of Mrs. W. F. Grass.
Poage, Wm. C., 3612 No. 27th St., Tacoma; principal Roosevelt school, Tacoma.
Quigley, Anna, teacher, Ellensburg.
Rowley, Mabel Anna, Arlington, 2012 Colby St., Everett; teacher, Everett.
Stauffer, Rosina Katherine, Ellensburg; teacher, Ellensburg.
Twyman, Jeannette, Ellensburg; student, University of Washington.
Wilson, Frank C., Ellensburg, superintendent, Roslyn.
Youngs, Ora B. (Mrs. Otto Strauch), 3424 N. 27th St., Tacoma.

Class of 1906
Bishop, Alma Loretta.
Corbin, Maude Estell.
Davis, Lucile, 1501 W. 10th, Spokane; teacher, Spokane.
Davis, Martha D. (died October, 1907).
Hubbell, May E. (Mrs. Dr. A. Leroy Weaver), Ellensburg.
Link, Gertrude J., 3315 N. Seventh St., Tacoma; teacher, Tacoma.
Macdonald, Flora (Mrs. Scott O. Holt), Mabton, Wash.
Maxwell, Marion E. (Mrs. C. L. Kelley), 6801 Eighth Ave. N. E., Seattle.
Neilson, Jessie, 1221 N. Washington, Tacoma; teacher, Tacoma.
Petersen, Cecile S., 410 Malden Ave., Seattle; teacher, Seattle.
Roberts, Lola Ella, 1006 Division Ave., Tacoma; teacher, Tacoma.
Roberts, Vera Berkley, 1006 Division Ave., Tacoma; teacher, Tacoma.
Salladay, Flora; teacher, Montesano.
Schroeaffe, Gertrude.
Smith, Frances Hortense; teacher, Port Townsend.
West, Vernie (Mrs. E. L. Peterman), Tipsoo.
Wiley, Jennie Edith, 1003 N. Lawrence St., Tacoma; teacher, Cle Elum.

Class of 1907

Bishop, Joanna (Mrs. George Skillman), Dayton.
Cunningham, Gertrude, Box 1138, Puyallup; teacher, Tacoma.
Drummond, Elizabeth M., 1502 No. Steele, Tacoma; teacher, state normal school, Albion, Idaho.
Goss, Orville Clyde, 5217 So. T St., Tacoma; (L D), principal, Olympia.
Guibor, Charles William (died July, 1910).
Ketner, E. Bertha, 802 So. Steele St., Tacoma; teacher, Tacoma.
Langridge, Catherine (Mrs. Willis Percy Shelton), Knappa, Oregon.
Liddell, Maude (Mrs. Earl Berry), Ashfield, Oregon (Coos Bay).
MacDonald, Sarah Ann, 226 St. Helens Ave., Tacoma; teacher, Tacoma.
Peck, Myrtle Elizabeth, North Yakima (L D); teacher, North Yakima.
Pike, Ella Frances (Mrs. William James Furn), Snoqualmie.
Reid, Jane F., 1311 No. Tenth St., Tacoma; teacher, Tacoma.
Rhoades, Edith, Fern Hill; teacher, Center, Jefferson county (L D).
Salladay, Loretta, Ellensburg; teacher, Ellensburg.
Slater, Margaret, 124 E. 34th St., Tacoma; teacher, Tacoma.
Tomkins, Adelia Cecile; teacher, Sanger, Cal.
Williams, Mary Frances, Pullman (L D); teacher, Pullman.

Class of 1908

Arnston, May Josephine, 2101 S. K St., Tacoma; teacher, Tacoma (L D).
Burwell, Leona E., 801 N. Junett St., Tacoma; teacher, Tacoma (L D).
Buzzell, Minnie, 814 N. First St., North Yakima (L D).
Calhoun, Vira, Port Townsend; teacher, Port Townsend (L D).

(L D) Denotes that the graduate after whose name it appears was awarded a life diploma June, 1911.
Taylor, Edith Blanch, 226 Cliff Ave., Tacoma; teacher, Mabton.
Wilson, Carrie Lucile, 107 B St., Ellensburg; teacher, Olympia.

Class of 1910

Anderson, Lillian, Ellensburg; teacher, Kittitas county.
Ball, Alma Irene, 1417 Yakima Ave., Tacoma; teacher, Tacoma.
Bryant, Helen Beatrice, 619 Sheridan Ave., Tacoma; teacher, Tacoma.
Clerf, Rose Adel, 602 N. Pine St., Ellensburg; teacher, Toppenish.
Coy, Hope Bertha, Box 121, Tacoma; teacher, Toppenish.
Dahl, Bernice Irene, 1018 Franklin Ave., Seattle; teacher, Seattle.
Eldson, Bertha, 810 Seneca St., Seattle; teacher, Tacoma.
Gilkey, Rena Clarke, Montesano; teacher, Montesano.
Gwin, George Andrew, Oakville; principal, Hadlock.
Hanley, Adela, 3118 No. Seventh St., Tacoma; teacher, Tacoma.
Hulbert, Vivian (Mrs. Wayne Murray), Ellensburg.
Killmore, Alma A., 1063 E. Eighth St., Ellensburg; teacher, Cle Elum.
Landon, Olive Julia, Sunnyside; teacher, Sunnyside.
Lauderdale, Frances N., 5402 So. J St., Tacoma; teacher, Hadlock.
Ludlow, Florence, Sumner; teacher, Sumner.
Luff, Ellen Emeline, 908 E. Fifth St., Ellensburg; teacher, Springdale.
Lum, Irma Alice, 601 North Third St., North Yakima; teacher, District 26, Yakima county.
McCue, Bertha Ella, Puyallup; teacher, Tacoma.
Marchildon, Eva, R. F. D. 3, North Yakima; teacher, North Yakima (L D).
Mathews, Byrl, 703 E. Seventh St., Ellensburg; teacher, Ellensburg.
Parrish, Grace Leona, North Yakima; teacher, Tacoma.
Perkins, Edith Daisy, Hartford; teacher, Toppenish.
Richardson, Bessie A., 112 So. Eighth St., North Yakima; teacher, North Yakima.
Rogers, Leroy Anderson, Ferndale; principal, Springdale.
Salladay, Gladys, 109 Eleventh St., Ellensburg; teacher, Irondale.
Warnock, Lola, Auburn; teacher, Auburn.
Winchester, Jessie Harriet, 402 North Third St., North Yakima; teacher, North Yakima.

THE ALUMNI ASSOCIATION.

NEWTON HENTON, 1909
President.
FRANK T. WILSON, 1908
Vice-President.
BYRL MATTHEWS, 1910
Secretary-Treasurer.
Chairman of Executive Committee.

The Alumni Association holds its regular annual meeting and banquet on the Saturday evening preceding commencement.

The next annual meeting will be held on June 15, 1912. On the same day, at 4:00 p.m., or at some other hour, life diplomas will be awarded to those graduates who by that time have become entitled to receive them.

It is hoped that many graduates may find it practicable to be present on Alumni day, to come in time to attend the annual program of the literary societies on Friday evening, and to remain over Sunday and attend the Baccalaureate service.

HOLDERS OF ELEMENTARY CERTIFICATES VALID FOR FIVE YEARS

Class of 1893

Colbert, Daisy (Mrs. Edward Brown), 1826 29th Ave., Seattle.
Cravat, Mary Louise, Tacoma.
Davis, Samuel Clifford, Port Hadlock.
Leonard, Virginia, 715 So. N St., Tacoma.

Class of 1894

Anderson, Helen (Mrs. F. N. McCandless), Tacoma.
Baird, Irene, McPherson, Kansas.
Carothers, W. E., Ellensburg.
Elsensohn, Ten (Mrs. M. G. Beale), Alpowa, Wash.
Ford, Rachel (Mrs. Dr. Damon), Ellensburg.
Hargreer, Bessie Louise, 1319 Division Ave., Tacoma.
Hatfield, Ella (Mrs. Wm. Connor), Seattle.
Havens, Cora (Mrs. A. L. Foster), Leary.
Lewis, Rae, Seattle, 919 E. Jefferson St.
Phillips, Ina (Mrs. Williams), North Yakima.
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<th>Class of 1895</th>
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<tr>
<td>Peterson, Gertrude, 1405 Belmont St., Portland, Oregon.</td>
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<tr>
<td>Quimby, Amanda (Mrs. Smith), Montesano.</td>
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<tr>
<td>Salladay, Letha, Ellensburg.</td>
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<tr>
<td>Stewart, Carrie (Mrs. Robert W. Satterwhite), 1382 31st Ave. S., Seattle.</td>
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<tr>
<td>Steele, Nellie (Mrs. John Charlton), Kettle Falls, Wash.</td>
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<tr>
<td>Thomas, Edwin, Juneau, Alaska.</td>
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<tr>
<td>Young, Mary (Mrs. Allen B. Dow), North Yakima.</td>
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<tr>
<th>Class of 1895</th>
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<tbody>
<tr>
<td>Adams, J. Quincy, Dawson City, N. W. T.</td>
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<tr>
<td>Bruce, Mary, Spokane.</td>
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<tr>
<td>Currier, Clara (Mrs. Hubbard), Hyman, Wash.</td>
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<tr>
<td>Fulton, Nellie (Mrs. Frank Wilmarth), Conconully, Wash.</td>
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<tr>
<td>Nelson, Emma (Mrs. George Elsensohn), Pomeroy.</td>
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<tr>
<td>O'Farrell, M. T. (died February 28, 1903).</td>
<td></td>
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<tr>
<td>Painter, Marguerite, Walla Walla.</td>
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<tr>
<td>Sheets, Gertrude (Mrs. Roy Randall), Ellensburg.</td>
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<tr>
<td>Tuttle, Edith (Mrs. John Peel), Seattle.</td>
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<tr>
<td>Zimmerman, Lydia (Mrs. Charles Kyle), Wenatchee.</td>
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<tr>
<td>Zimmerman, C. L., Wenatchee.</td>
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<th>Class of 1896</th>
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<tbody>
<tr>
<td>Atwood, Blanche, Dayton.</td>
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<tr>
<td>Browne, Mae Pauline (Mrs. Dell Thompson), Dayton.</td>
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<tr>
<td>Bushnell, Virginia (Mrs. Franklin Mc Crosky), Oakesdale.</td>
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<tr>
<td>Chappell, Mrs. Lottie, Goldendale.</td>
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<tr>
<td>Devereaux, Ellen, Puyallup.</td>
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<tr>
<td>Grinrod, Ione, Ellensburg.</td>
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<tr>
<td>Hagy, Margaret.</td>
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<tr>
<td>Hunter, Anna C. (Mrs. C. L. Percy), Quilcene, Wash.</td>
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<tr>
<td>Kent, Margaret, Vancouver.</td>
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<tr>
<td>Lynch, J. H., North Yakima.</td>
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<tr>
<td>Lynch, Cornelia, North Yakima.</td>
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<tr>
<td>Putman, James J., Ellensburg.</td>
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<tr>
<td>Rogers, Belle (Mrs. Thayer), Bellingham.</td>
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<tr>
<td>Roush, George, Goldendale.</td>
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<tr>
<td>Rambo, Charles, Brush Prairie, Wash.</td>
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<tr>
<td>Smith, Gertrude (Mrs. H. W. Hale), Ellensburg.</td>
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<tr>
<td>Stephenson, Grace (Mrs. Will Prater), Seattle.</td>
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<tr>
<td>Stoops, Clara, North Yakima.</td>
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<tr>
<td>Taylor, Harley, Kalama.</td>
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<tr>
<td>Wallace, Ida, La Conner.</td>
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<tr>
<td>Wilding, Florence, Jersey City, N. J.</td>
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<tr>
<td>Young, Carrie, North Yakima.</td>
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<th>Class of 1897</th>
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<tr>
<td>Ashman, Anna, Cosmopolis.</td>
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<tr>
<td>Baker, Ella, Cleveland, Wash.</td>
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<td>Bullock, Anna, Gig Harbor.</td>
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<tr>
<td>Butcher, Fred, Ellensburg.</td>
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<tr>
<td>Burke, Odessa (Mrs. Frank Becker), Aberdeen.</td>
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<tr>
<td>Cooke, Mary, Seattle.</td>
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<tr>
<td>Currey, Orson (died May 12, 1902).</td>
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<tr>
<td>Dillon, Hannah, Whatcom.</td>
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<tr>
<td>Hinman, Agnes, North Yakima.</td>
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<tr>
<td>Koontz, Anna, Napavine, Wash.</td>
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<tr>
<td>Karshner, Blanche (Mrs. Scott Weatherwax), Aberdeen.</td>
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<tr>
<td>Lindsay, Ella, 326 Tyler St., Port Townsend.</td>
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<tr>
<td>Leake, Norma, Avon, Wash.</td>
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<tr>
<td>Painter, Pearl (Mrs. C. J. Lynch), (died November, 1909).</td>
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<tr>
<td>Rock, Anna, 1619 Republican St., Seattle.</td>
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<tr>
<td>Smalley, Sarah E. (Mrs. Stewart).</td>
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<tr>
<td>Shull, Emma, Ellensburg.</td>
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<tr>
<td>Sprague, Jennie (Mrs. S. C. Irwin), 3409 No. 27th St., Tacoma.</td>
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<tr>
<th>Class of 1898</th>
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<tbody>
<tr>
<td>Adams, Edna (Mrs. Borey), Seattle.</td>
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<tr>
<td>Anderson, Lilie, Kent.</td>
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<tr>
<td>Attebury, Josie, Latah, Wash.</td>
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<tr>
<td>Attebury, Coral, Latah, Wash.</td>
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<tr>
<td>Bower, Mollie (Mrs. John Van Alstine), R. F. D. No. 2, Ellensburg.</td>
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<tr>
<td>Barthrop, Anna (Mrs. Capt. W. E. Renny), Tacoma.</td>
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<tr>
<td>Blair, H. F., Ellensburg.</td>
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<tr>
<td>Bullock, Grace A. (deceased).</td>
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<tr>
<td>Baker, Lutie, Montesano.</td>
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<tr>
<td>Clark, Mary, Hayes, Wash.</td>
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<tr>
<td>Carothers, Lillian (Mrs. E. J. Merryman), Ellensburg.</td>
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<tr>
<td>Coe, Mabel, Plaza, Wash.</td>
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<tr>
<td>Davies, Minnie, Montesano.</td>
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<tr>
<td>Davies, Olga, 10 So. Limite St., Colorado Springs, Colo.</td>
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<tr>
<td>Foss, E. S., Prescott, Wash.</td>
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<tr>
<td>Farnsworth, Stella (deceased).</td>
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<tr>
<td>Gaines, Sue B., Oakesdale.</td>
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<tr>
<td>Harris, Clara, Auburn.</td>
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<tr>
<td>Hess, Ellen (Mrs. William White), Goldendale.</td>
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<tr>
<td>Hines, Sophie (deceased, 1903).</td>
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<tr>
<td>Hopp, Kathleen, 1617 Fourth Ave., Seattle.</td>
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<tr>
<td>Jacobs, Pauline, Clearbrook, Wash.</td>
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<tr>
<td>Larsen, Minnie (Mrs. James Louden), North Yakima.</td>
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<tr>
<td>McGreel, Frank, Vancouver.</td>
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</tbody>
</table>
Norman, Clara, Port Townsend.
Powell, Perry, Aberdeen.
Swaim, 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. Dullam), Bismarck, N. Dak.
Fields, Anna Little, 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. Erickson), Auburn.
Irvin, Iva May (Mrs. Lawrence Elensohn), British Columbia.
Irins, Marguerite, Milton, Oregon.
Ketchum, Mary Elizabeth, Springdale.
Kraebel, Theresa, Parkland, Wash.
Klockstead, Henrietta M. (Mrs. Dahl), Seattle.
Maitby, Addie Belle, E. Spokane.
Mason, Hattie Belle (Mrs. _______).
McCurdly, Katherine, Queen Anne court, Seattle.
McKenzie, Clara Etta, Yelm, Wash.
Oswald, Mary (Mrs. L. J. Beedon), Aberdeen.
Sayer, Della M., Walla Walla.
Schurman, Jennie, Tekoa, Wash.
Shawn, Eleanor Marie, 410 No. Ave. E., Spokane.
Shepardson, Bessie, Catlin, Wash.
Stephens, Bertha K. (Mrs. Philip Adams), Ellensburg.

Tripp, Nepha Dell, Tacoma.
Vallen, Margaret Ellinor, Pomeroy.
Ward, Bernadette (Mrs. Platt Morrow), Waitsburg.
Watkins, Mary Ann (Mrs. F. P. McGreal), La Connor.
White, Lila P. (Mrs. G. N. Salisbury), 348 19th Ave., Seattle.
Wilson, Guilford Irving, Cle Elum.
Whittle, Lois, Germany.

Class of 1900

Agnew, Ina (Mrs. McNutt), 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.
Pihl, Josephine C., Puyallup.
McKinney, Mary Katherine (Mrs. Jones), North Yakima.
Riddell, Harry S., Ellensburg.
Van Brocklin, Mabel, Seattle.
Warne, Clara, Winlock.
Warmoth, Lena J., Seattle.
Young, Frances, Hartline.
Young, Leta, Auburn.

Junors 1900

Everez, Edna, Walla Walla.
Edwards, Dora, Walla Walla.
King, Effie Angelle, Walla Walla.
Kruegel, Nellie Cora (Mrs. Irion), Sand Point, Idaho.
Lowe, Aalimee, Walla Walla.
Mann, Huldah E. (Mrs. J. Howard Wright), North Yakima.
Myhan, May (Mrs. Herbert Stringer), 2357 So. G St., Tacoma.
Ostrom, Lora Edith, Tacoma.
Prendergast, Charlotte, Walla Walla.
Rodand, Cora (Mrs. _______).
Stickney, Bessie Bernice (Mrs. W. McD. Mackey), Tacoma.
Wallace, Bay (Mrs. Hall), Seattle.
Winguard, Annette (Mrs. Wiley), North Yakima.
Class of 1901

Bower, O. H., Montesano.
Blair, Dr. J. Bennet, Elma.
Group, Bernice, Dayton.
Gumm, Velma (Mrs. Thomas Cunningham), Ellensburg.
Hiddleson, Vivian (Mrs. Charles Jungst), Idaho.
Nordwick, Claudine, Chinoak.
Prior, Elizabeth, North Yakima.
Rucks, Ella, Puyallup.
Wills, Elizabeth (Mrs. Charles C. Hume), Roslyn.
Yale, Nellie, Vancouver.

Class of 1902

Dunkerly, Ethel, 1313 No. 1 St., Tacoma.
Getz, Minerva (Mrs. Lee Barnes), Ellensburg.
Morehouse, Edna, Walla Walla.
Nelson, Nellie M., Tacoma.
Payne, Florence, Port Townsend.

Class of 1903

Harmeling, Emma, Brighton Beach, Vashon Island.
Herr, Ethel Belle, Puyallup; teacher, Ellensburg.
Matheson, Elizabeth, 323 Third Ave., Seattle.
McPhee, Roberta (Mrs. Alfred Penny), Natches City.
Myers, Theodore, Georgetown, Wash.
Young, Ethelyn Harriet, North Yakima.

Class of 1904

Cassels, Margaret, Los Angeles.
Dalley, Laura (Mrs. E. Sampson), 3114 N. 19th St., Tacoma.
Hanley, Adela, 3118 N. Seventh St., Tacoma.
Karaasek, Anna (Mrs. Dr. Leopold David), Seward, Alaska.
Murray, Christine (Mrs. H. H. Beattie), Bremerton.

Juniors 1902

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

Juniors 1903

Bollen, Anna S. (Mrs. ---), Cle Elum.
Bollens, Ruby (Mrs. Eitel), 1511 E. Mercer St., Seattle.
Campbell, Ruby (Mrs. Eitel), 1511 E. Mercer St., Seattle.
Du Vall, Victoria (Mrs. Brown), Spokane.
Eaton, Emma (Mrs. Floyd L. Rinehold), Granger.
Eppler, 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. Guildford Wilson), Cle Elum.
Tritt, Florence (Mrs. ---), Ritzville.
Vance, Virginia, Kennewick.

Juniors 1904

Clark, Emma E., Spokane.
Cochran, Myrtle, Everett.
Dalton, Kathryn, 2706½ Fourth Ave., Seattle.
Corbin, Maude (Mrs. W. E. Brehner), St. Joe, Idaho.
Evans, Ruth C. (Mrs. Du Puis), Granger.
Fife, Maud, Tacoma.
Henry, Vida (Mrs. Dr. Charles W. Hanson), Chehalis.
McCreary, Eva, 616 So. G St., Tacoma; teacher, Pullman.
Miller, Anna D., 2431 Tacoma Ave., Tacoma.
Nachtzheim, 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.
Stauffer, Rose K., Ellensburg.
Stephenson, Alice M. (Mrs. ———), Idaho.
Terry, May (Mrs. Rene Heath), Port Townsend.

Class of 1905

Arnold, Maud (Mrs. M. A. Shuford), Waitsburg.
Chapman, W. H., Ellensburg.
Egeberg, Nora, teacher, Colville.
Gibson, Emily, Ellensburg.
McDonald, Sarah, Pomeroy.
Miers, Anna (Mrs. Edward George), Olympia.
McNaughton, Fred, Toit.
Sherwood, Jennie J. (Mrs. M. S. Meeks), 0272 Cincinnati Ave., Spokane.
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 (Mrs. Scott O. Holt), Mabton.
Martin, Beryl (deceased).
Neillson, Jessie, 1221 No. Washington, Tacoma.
Petersen, Ceci S., Seattle.
Phillipe, Laura (deceased).
Pike, Ella, North Bend.
Smith, Frances, Port Townsend.
Spurling, Ada, Ellensburg.
Waite, Eugenia, Kent.
Wiley, Jennie, 315 So. 30th 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, Bonnie Brae, R. F. D., North Yakima.
Bishop, Johanna (Mrs. ———),
Chapin, Stella E., 4530 McKinley Ave., Tacoma.
Coy, Hope, 811 So. 1 St., Tacoma.
Crimp, Alice M., Ellensburg.

Drummond, Elizabeth, 1502 No. Steele, Tacoma.
Easterday, Fay, 1314 Yakima Ave., Tacoma.
Guibor, Charles, Kent (deceased).
Hodges, Josephine, Kent.
Holbrook, Helen (Mrs. ———), Walla Walla.
Howard, Mabelle, Lebam.
Howland, Serita, Pendleton.
Johnson, Daisy M., 608 G St., Tacoma.
Kyes, Sybil, Kent; teacher, Auburn.
Langridge, Katherine, Olympia.
McCue, Bertha, Puyallup.
Peck, Myrtle, North Yakima.
Rockhill, Luella, Turner.
Salladay, Loretta, Ellensburg.
Scott, Gertrude (Mrs. Gertrude Scott Jacobs), Puyallup.
Shewbridge, Ruth, Thorp.
Slater, Margaret, 124 E. 34th St., Tacoma.
Stauffer, Martha E., Ellensburg.
Tompkins, Adelia, Sanger, Cal.
Trumbull, J. Annette, Port Angeles.
Wilson, Frank, Ellensburg.

Class of 1907

Arnston, Mae, 2101 So. K St., Tacoma.
Buzell, Minnie (Mrs. Edwin H. Taylor), Ellensburg.
Butler, Leah F., Montesano.
Caplinger, Jennie Maud, Waitsburg.
Caplinger, Katie Josephine, Waitsburg.
Carr, Nellie S., 1717 So. M St., Tacoma.
Coy, Hope V., 811 So. 1 St., Tacoma.
Danes, Myrtle E., Irrigon, Oregon.
Eidson, Bertha, 1735 39th Ave., Seattle.
Fleming, Nanna D., Twin Falls, Idaho.
Gilkeson, Armeta (Mrs. Peer A. Hagen), Buckley.
Henry, Alice, Tumwater.
Herr, Leila L. (Mrs. J. W. Thomas), Ellensburg, R. F. D. No. 3.
Landon, Lena (Mrs. Luke Seeley), Ellensburg.
Perry, Winifred L., Lewiston, Idaho.
Plummer, Anna (Mrs. Dr. O'Rear), Port Townsend.
Rock, Jennie S., 1619 E. Republican St., Seattle; teacher, Roslyn.
Rosing, Othella, Railroad Ave. and Deloris St., San Francisco, Cal.
Ross, Gertrude R., student Whitman College, Waitsburg.
Smith, Ingenia (Mrs. Lewis H. Tweedt), Kennewick.
Terry, Harriet B., Sumner.
Tremp, Louis A., Lester.
Taylor, Edith Blanche, 228 Cliff Ave., Tacoma; teacher, Mabton.
Wilson, Annie Fernie (died October, 1908).
Wilson, Stanley R., Ellensburg.

Class of 1908

Chew, Florence Mabel, 1730 14th Ave., Seattle.
Fatland, Dora Carolyn, 4002 So. Yakima, Tacoma.
Henton, Newton, Ellensburg.
Holm, Emma (Mrs. William Martin Davis), 319 W. Cherry St., Walla Walla.
Hunt, Edna, Ellensburg.
Jones, Eva G., 705 So. Pine, Tacoma.
Kelley, Gertrude, Everett.
McKinstry, Sadie L., Ellensburg.
McNeil, Mellicent, Ellensburg.
Pollock, Mary V., 909 So. L St., Tacoma.
Ross, Rovilla Gertrude, Waitsburg.
Smith, Naomi, 2108 Sixth Ave., E. Spokane; teacher, Prosser.
West, Effie V., Winlock.
Wheeler, Iva A. (Mrs. J. W. Mann), North Yakima.
Wilson, Lucile C., Ellensburg.
Winchester, Jessie Harriet, 402 No. Third, North Yakima.

Class of 1909—Certificates Valid for Three Years.

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, 511 So. I St., Tacoma; teacher, Toppenish.
Gibson, Henry Vance, Ellensburg.
Gilkey, Rena Claire, Montesano.
Gwin, George Andrew, Oakville.
Henry, Edythe Evangeline, Tumwater; teacher, Rodonda.
Hill, Athel Gertrude, Puyallup.
Hoefler, Josephine, Woodsfield, Ohio; teacher, Ellensburg.
Keenon, Mrs. Vessie, Ellensburg.
Luff, Ellen Emeline, Ellensburg.
McFarland, Florence, Selah; teacher, Weiser, Idaho.
Morgan, Elsie Grace, Lester; teacher, Lester.
Partlon, Mary Christina, Buckley.
Power, Margaret Fidelia, San de Fuca.
Rust, Mary Agnes, 1603 Newman St., Portland, Oregon; teacher, Tacoma.
Schroder, Minnie, North Yakima.

Warnock, Lola, Auburn.
Wilden, Edith May, 118 E. 35th St., Tacoma.
Williamson, Arminta May, R. F. D. No. 4, North Yakima; teacher, North Yakima.
Wilson, Dora Harriet, Juliaetta, Idaho.
Wilson, Nora Rachel, Juliaetta, Idaho.

Class of 1910

Best, Margaret, Battle Ground.
Black, Mattie Ray, 4400 45th Ave. S. W., Seattle.
Brown, Grace Elizabeth, Auburn.
Bullock, Edna Jeannette, Dayton.
Champlin, Blanche Loraine, Camas.
Currier, Florence (Mrs. W. L. Burch), Ellensburg.
Deming, June, Puyallup.
Dove, Eva M., Bickleton.
Harris, Jane, Toppenish.
Hibarger, Wanda, 212 N. Eighth St., North Yakima.
Holgerson, Alice, 3122 Pacific Ave., Tacoma.
Macdonald, Katherine, 207 North J St., Tacoma.
Mayer, Elta Lucile, 502 South First St., North Yakima.
Montgomery, Agnes A., Enumclaw.
Nelson, Nela Alleen, 104 North Eighth St., North Yakima.
Newfang, Lydia Louise, R. F. D. 1, Auburn.
Newstrom, Helen Elaine, Roslyn.
Pearson, Anna Catherine, Payette, Idaho.
Rader, Blossom, Ellensburg.
Scheibe, Camilla Theresa, North Yakima.
Snyder, Ada Louvern, 3417 Ninth Ave. West, Seattle.
Stakemiller, Eunice, Port Angeles.
Wallace, Charlotte Isabell, 307 East Tenth St., Ellensburg.
Whitehouse, Myrtle Mae, Roslyn.
Williamson, Neta, 1010 North K St., Tacoma.
Wooding, Grace Maude (Mrs. James Pautzke), 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. (Mrs. R. E. Owens), Raymond, Wash.
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. (Mrs. ————), Ellensburg.
Clark, J. Ethelyn, Cashmere; teacher, Prosser.
Burke, Nellie C., student, Emerson School of Expression, Boston; Ellensburg.
Dove, Eva M., Bickleton.
Fulton, Estelle (Mrs. H. S. Cooper), Conconully, Wash.
Gwin, George A., Oakville.
Hitchcock, Annette, 811 So. Seventh St., Tacoma.
Jones, Adailla H. (Mrs. T. Stoves), Cle Elum.
Haney, Anne Myrtle (Mrs. ————), Kennewick.
Keller, Grace L., Redmond.
Keller, Lydia L., Redmond.
Legg, Mary Elmyra, Pomeroy.
Liddell, Maud (Mrs. Barry), Elma.
Lillie, Mary, 380 First St., Portland, Oregon.
Maegregor, Essja, Ellensburg.
Smith, Jessie L., North Yakima.
Wilson, Dora H., Ellensburg.
Wilson, Nora R., Ellensburg.

Class of 1908

Aspinwall, Alice Ann, 115 W. Ninth St., Ellensburg.
Baldwin, Ella Dora, 605 N. Pine, Ellensburg.
Chapman, Zina Rosina, Vancouver.
Coon, Ona Mae (Mrs. ————), Ellensburg.
Dove, Eva M., Bickleton.
Fulton, Grace Agatha, Twisp.
Hulbert, Vivian, 1429 E. Aloha, Seattle.
Kunkel, Harriet Elizabeth, Kent; teacher, Palmer.
Legg, Mary Elmyra (Mrs. George Upton), Pomeroy.
Maxwell, Nora Melcena, 406 Cypress, Walla Walla.
Moffit, Ursula M., Box 105, Elma.
Nye, Olive Helen, Bickleton.
Pentecost, Catherine Zorda, 603 E. Cherry St., Walla Walla.
Shoemaker, Estelle, Ellensburg.
Skipper, Blanche, Glenn's Ferry, Idaho.
Steele, Mabel May, 208 No. Fourth Ave., North Yakima.
Waite, Hazel Ollivet, Fern Hill, Wash.

Class of 1910
Altice, Belma, Ellensburg.
Aspinwall, Jessie Luella, 115 West Ninth St., Ellensburg.
Baldwin, Sara Elizabeth, 605 Pine St., Ellensburg.
Ball, Winnifred, 1417 S. Yakima Ave., Tacoma.
Beardsley, Arthur Sydney, North Yakima.
Bevilaqua, Mary L., Roslyn.
Carlson, Singnie Elizabeth, Burton.
Chapman, Albert Leroy, 804 West 16th St., Vancouver.
Coe, Eleanor, Hood River, Oregon.
Damon, Leola LaDorie, 3 North Naches, North Yakima.
DeVine, Gladys May, Quincy.
Fields, Maude L. (Mrs. ———),
Gibson, Rothie Bertie, Ellensburg.
Goble, Grace Elizabeth, Kirkland.
Hoover, Belle, Sunnyvale.
Huber, Myrtle Ethel, Walla Walla.
Kyes, Carolyn Maddocks, 4530 Twelfth Ave. N. E., Seattle.
Larson, Hilda, R. F. D. 1, Prosser.
Lind, Edith Jennie, 410 North J St., Tacoma.
Mabry, Lilly, Walla Walla.
Mischke, Laura, North Yakima.
Monohan, Ethelind Kathleen, Blyton.
Nash, Dolly, Dayton.
Nelson, Olga, Preston, Minn.
Norling, Lilly Matilda, Starbuck.
Nye, Katie, Bickleton.
Petite, John Edward, Hielson.
Pickering, Florence Ethel, R. F. D. 1, Monroe.
Post, Bertha E., Chelan.
Selle, Otto Ferdinand, Ellensburg.
Smith, Alice Elsie, R. F. D. 1, Toppenish.
Smith, Mary, Rainier.
Stamey, Myrtle Aenone, Prosser.
Stwalley, Sallie, Hamilton.
White, Della, Ellensburg.
Wickstrom, Elizabeth Bessie, R. F. D. 1, Mansfield.

Whole number of graduates, including class of 1911: 399
Number engaged in educational work in 1910-11: 169
As teachers, 156; as principals, 7; as superintendents, 6.
Students in higher institutions: 8
Number practising professions other than teaching: 9
Number in business: 14
Women married: 111
Number deceased: 17
Whole number who have received five-year elementary certificates: 287
Whole number who have received secondary certificates, including 1911: 154
Whole number who have received two-year elementary certificates: 148

ANNOUNCEMENT
The next school year will open September 20.
Registration will begin at nine o'clock a.m. on Tuesday, September 19.
All who would accomplish a full year's work should register on Tuesday and be present for the organization on the opening day.

Graduates of 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.

Graduates of state normal schools in Washington are admitted to junior standing in the University of Washington.

More particular information may be obtained by inquiring of the secretary or the principal.

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