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The Quarterly of the Washington State Normal School Catalog

Central Washington University

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THE QUARTERLY

OF THE

Washington State Normal School

Ellensburg

CATALOG

1914

Entered at the Ellensburg Postoffice as Second-class Matter
THE ENTRANCE.

THE QUARTERLY
OF THE
Washington State Normal School
ELLENSBURG

CATALOG OF 1913-1914
AND
ANNOUNCEMENTS FOR 1914-1915

OLYMPIA, WASH.:
FRANK M. LAMBORN, PUBLIC PRINTER
1914
CALENDAR OF 1914-1915

FALL AND WINTER SEMESTER

1914
Registration, 9:00 a.m. .................. Tuesday, September 8
Opening of Training Department ............ Tuesday, September 8
Opening Day, Assembly 10:00 a.m. .......... Wednesday, September 9
End of First Quarter .................... Friday, November 13
Beginning of Second Quarter ............... Monday, November 16
Thanksgiving Recess .................... From noon November 25 to 8:30 a.m. December 1
Beginning of Winter Vacation ............. Noon Wednesday, December 23

1915
End of Winter Vacation .................. Monday, January 4
End of First Semester ................. Friday, January 22

SPRING AND SUMMER SEMESTER

Reorganization ........................ Monday, January 25
National Holiday ........................ Friday, February 12
End of Third Quarter .................... Wednesday, March 31
Beginning of Easter Vacation .......... Monday, March 29
End of Easter Vacation ................ Wednesday noon, April 6
Beginning of Fourth Quarter ............. Tuesday, April 6
May Festival, Primary Department ....... Thursday, May 20
May Festival, Grammar Department ....... Friday, May 21
Senior Class Day ........................ Friday, May 28
Alumni Anniversary .................... Saturday, May 29
Baccalaureate Day ....................... Sunday, May 30
Anniversary of the Literary Societies .... Monday, May 31
Graduation Day .......................... Wednesday, June 2

SUMMER SESSION, 1915
Beginning ................................ Monday, June 7
Ending .................................... Friday, July 30
SCIENCE AND MANUAL TRAINING BUILDING.

FACULTY 1913-1914

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

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

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

ELLA ISABEL HARRIS, M.A., Ph.D.,
English Literature and Language.

RUTH CHRISTINE HOFFMAN,
Primary Training Supervisor.

CLARA MEISNER,
Kindergarten Director.

MARY A. GRUPE, Ph.B.,
Psychology and Education.

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

EDWARD JULIUS KLEMME, A.M.,
Superintendent of Training School.

WASHINGTON STATE NORMAL SCHOOL

VERA JOSEPHINE MAXWELL,
Registrar and Trustee's Secretary.

ALBERT H. MEHNER, A.B.,
Physical Science, Geography.

FLORENCE ENSLE,
Public School Music.

FRANCES SMITH,
Supervisor of Grammar Grades.

FLORENCE WILSON, B.A.,
Assistant in English.

ANTONETTE SABELWITZ,
Supervisor of Intermediate Grades.

HERMINE STELLAR,
Art.

GRACE BEDELL,
Domestic Economy.

REBECCA B. RANKIN, A.B., S.B.,
Librarian.

E. EARLE SWINEY, A.B.,
Director of Music.

E. L. PARMENTER, M.A.,
Principal of Training School.

E. R. KOOKEN, B.S.,
Rural School Work, Agriculture.

HELEN HARDY,
Intermediate Observation Teacher.

ANNA QUIGLEY,
Supervisor of Intermediate Grades.

CORA M. TOMLINSON,
Primary Observation Teacher.

L. D. SPARKS,
High School Assistant, Athletics.

MAUDE FRANCES DONOVAN,
Oral Expression and Physical Training.
WASHINGTON STATE NORMAL SCHOOL

ZILLAH RUSH HEDGER,
Secretary.

MRS. NELLIE A. ROEGNER,
Assistant Librarian.

HELEN SMITH,
Pianist.

MARGARET ADAIR DAVIDSON,
Assistant, Physical Culture.

MRS. E. J. ARTHUR,
Matron, Dormitory.

WILLIAM HUSS,
Superintendent of Buildings and Grounds.

OTHER EMPLOYES.

CHRIS HANSEN, Fireman.

J. FRED ALKA, Janitor.

H. L. TURK, Night Fireman and Gardener.

HENRY FORTNER, Night Watchman.

COMMITTEES OF THE FACULTY

Executive Committee:
Mr. Wilson, Mr. Morgan, Dr. Munson, Dr. Harris, Miss Hoffman.

Library Committee:
Dr. Munson, Dr. Harris, Miss Rankin, Miss Meisner, Miss Grupe.

Lectures and Entertainments:
Prof. Klemme, Miss Donovan, Prof. Swiney, Miss Wilson.

Social Affairs:
Miss Hoffman, Prof. Mehner, Miss Bedell, Miss Sabelwitz, Miss Smith, Prof. Kookan, Miss Rankin.

Student Activities:
Prof. Morgan, Prof. Mehner, Miss Donovan.

Publicity:
Prof. Klemme, Mr. Wilson.

Alumni Matters:
Prof. Morgan.

Art Decoration and Care of Buildings:
Miss Stellar, Dr. Harris, Mr. Wilson.

Sunday School and Bible Study:
Prof. Whitney, Dr. Harris, Miss Grupe.

Recommendations:
Prof. Whitney, Miss Hoffman, Miss Grupe, Mr. Wilson.

Students' Home Life:
Miss Grupe, Dr. Harris, Prof. Whitney.

Assembly Programs:
Dr. Harris, Miss Grupe.
THE WASHINGTON STATE NORMAL SCHOOL
AT ELLENSBURG

The city of Ellensburg is situated in the Kittitas Valley, an extensive basin surrounded by foothills of the Cascade Mountains, and having an elevation ranging from 1,400 to 2,400 feet. The Kittitas Valley is often spoken of by tourists and others traveling through the country as one of the most beautiful valleys in the West, and one of great promise. It is already celebrated for its fine fruit, its hay and dairy products. The valley possesses the advantages of a healthful climate, good roads and schools, excellent transportation facilities, and a thriving and progressive population.

Ellensburg, the business center of this region, is attractive as a place for a home or an investment, and has made remarkable progress in the past five years. A new high school, Carnegie Library, Y. M. C. A. building, store and office buildings and many new residences have been built, streets have been paved in the business and residence districts, an ample supply of pure water is assured, and the city as a whole is clean and well lighted. Ellensburg is a division point on the Northern Pacific railroad and is the chief city in the state on the Chicago, Milwaukee and St. Paul railroad east of Seattle. These two transcontinental lines furnish Ellensburg with first-class passenger service.

Normal School and Grounds

The school campus consists of two and one-half blocks, amounting to an area of nearly eight 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. Many kinds of trees and shrubs have been successfully introduced, and not only beautify the lawn, but form a valuable field for nature study.

The Buildings

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

A new building has been constructed during the present year which contains a lecture room, a physical laboratory, a chemical laboratory
and an office on one floor, and a manual training shop, a machine shop, printing room and office on another floor.

The Dormitory and the Normal Club House occupy attractive sites conveniently located and provide accommodations for 85 students with rooms and for more than 200 with meals.

ADMISSION

Age. The law fixes the minimum age of admission for girls at fifteen and for boys at sixteen years.

Health. A certificate of health, signed by a regular physician, is requested of all who apply for admission. A normal school course should promote physical vigor, but is not designed for those in feeble health.

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.

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. Anyone 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 the student's attainments justify. One who has completed the tenth grade will be admitted to the freshman class of the elementary course or the complete course; one who has
completed the eleventh grade, to the sophomore class of the complete course.

(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:

HIGH SCHOOLS ACCREDITED FOR FOUR YEARS WORK:

Abbeville
Anacortes
Arlington
Asotin
Ashland
Auburn
Aurora
Bellingham
Bellingham
Benton
Blaine
Blacksburg
Bremerton
Bremerton
Buckeye
Burlington
Burton
Canaan
Cashmere
Castle Rock
Centrallia
Chehalis
Chelan
Cheney
Chehalis
Clarkston
Clo Cle
Colfax
Colville
Concord
Coupeville
Creston
Creston
Davenport
Dayton
Dear Park
Eatonville
Edmonds
Ellensburg
Elma
Endicott
Englewood
Everett
Fairfield
Fairfield
Ferndale
Ferndale
Friday Harbor
Garfield
Grandview
Granton Falls
Goldendale
Granger
Harrington

HIGH SCHOOLS ACCREDITED FOR THREE YEARS WORK:

Bellevue, 3 grades
Bend, 3 grades
Bremerton, 3 grades
Bend, 3 grades
Burlington, 3 grades
Coulée City, 3 grades

HIGH SCHOOLS ACCREDITED FOR TWO YEARS WORK:

Black Diamond
Bridgeport, 3 grades
Brenna, 3 grades
Bremerton, 4 grades
Butte Harbor, 4 grades
Coulée City, 4 grades

HIGH SCHOOLS ACCREDITED FOR ONE YEAR WORK:

Edison, 4 grades
Falls City, 4 grades
Krupp, 5 grades
Johnston

La Crosse

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 as follows:

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 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.
SCHOOL EXPENSES

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.

Diploma and Certificate Fees. A fee of one dollar is required by law (see Chapter 12, Article 1, Section 3) for each certificate, diploma and life diploma issued by authority of the State of Washington authorizing the holder to teach in the schools of the State of Washington. This fee must accompany the application for such certificate.

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.

Textbooks. The regular textbooks 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 textbooks varies from year to year and may amount to from three to five dollars each semester.

LIVING EXPENSES

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 student's 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 the 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 partly 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 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 ideals and habits.

Furnished Rooms, not to be used for housekeeping, may be rented at $8.00 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 Normal Dormitory

The dormitory accommodates fifty-four students with sanitary, comfortable rooms, which are lighted by electric current and warmed by steam from the central heating plant. The dining room affords seating accommodations for two hundred, so other students besides those who occupy rooms in the building are accommodated with board.

The rates at the dormitory are:
- Board for four weeks ...................... $12.00
- Furnished room with steam heat, electric light, two persons occupying a room, each for four weeks ... 4.00
- Furnished room in cottage on the grounds, for four weeks ........................................ 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 a week, nor for withdrawals within a week from the end of the term. Students are advised to make payments by check and on the first of each month, if possible.

Those who room in the dormitory furnish their own linen, towels, napkins and curtains. The beds are single; the windows are of ordinary size, and two yards of curtain material of the usual width is sufficient for a curtain.

A few young ladies who reside at the dormitory have the privilege of serving in the dining room, for which service they receive their

The Normal Club

For several years a club has been maintained on a basis of self-support. The residence is sanitary, convenient and pleasantly located near the school. It affords accommodations for fifteen persons and a few additional table boarders may be admitted. The prices are:
- For table board, per week .................... $3.00
- For furnished room with fuel and electric light, per month of four weeks ..................... 4.00

Occupants of rooms provide linen, towels and curtains.

THE STUDENTS' ORGANIZATIONS

There is a permanent organization of the student body known as the Associated Students of the Washington State Normal School at Ellensburg, Washington. The payment of the registration fee to the school is the only condition to membership. Membership entitles the student to participate in all of the voluntary activities of the students under the constitution adopted by the organization.

For the encouragement of the various voluntary activities two dollars of each registration fee is paid into the treasury of the student organization, whose treasurer is according to the constitution a member of the faculty. The amount thus produced is divided into five equal amounts to produce the following funds: Twenty per cent provides an athletic fund; twenty per cent a students' publication fund; twenty per cent, a students' reading, oratory and debating fund; twenty per cent, a students' lecture fund; and twenty per cent, a students' lecture fund. The funds are returned to the library fund of the normal school.

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Literary Societies

The Crescent and Eclectic Literary Societies have been maintained throughout the history of the school. Programs are rendered from time to time, and addresses are given, under their auspices, by persons outside the school. Membership in one or the other is recommended to all students as a valuable means of preparation for such community service as is more and more expected of teachers.
Student Assembly

Besides the opportunity given by the literary societies, a student assembly is held for a literary program and parliamentary practice. This assembly is for all students except those teaching in the training school during the period, one day each week. The assembly is managed by the students, somewhat under the supervision of a faculty committee. The officers are elected from the students monthly and are president, vice-president, secretary, sergeant-at-arms and assistant sergeant-at-arms. Only seniors are eligible to the presidency, but there are no restrictions as to the other offices.

The object is to furnish the students an opportunity of learning practically something of the management of public bodies, and to give them practice in the delivery of their own productions. Sometimes a portion of the period is occupied by an address by a visitor.

GENERAL ASSEMBLY

Twice a week, on Tuesday and Thursday, at 8:30 a.m., the faculty and students assemble for a brief devotional service, for announcements and other purposes. Frequently a short address is given and occasionally some musical or other entertainment is offered.

This assembling of the entire school as often as twice a week at least is regarded as of such importance in promoting general acquaintance and fellow feeling and school spirit, as well as in providing an opportunity for current information and instructions, that it is not left to the choice or convenience of the moment whether or not to attend, but all except those whose assignment to other duties or whose state of health prevents, are expected to be present.

Calls for general assembly when occasions justify are given by the bells.

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.

Bible Study

Special provision has been made for systematic Bible study in classes organized in several of the Sunday Schools of the city. The purpose of this is twofold; first, to encourage the study of the Bible, and second, to promote the habit of church and Sunday School attendance.

Washington State Normal School

Two credits may be earned each year in this department upon the following conditions:

1. Regular attendance as a member of a normal students' class in one of the Sunday schools.
2. Satisfactory work in the class.
3. The writing of a thesis upon a topic connected with the course pursued.

This work is under the general direction of a board composed of three members of the faculty and the pastors of the churches; and the character of the work accomplished by each student is passed upon by a committee composed of the same faculty members and the pastor of the church whose school the student attended.

Classes were maintained through the past year in the Baptist, Christian, Episcopal, Methodist and Presbyterian churches, and for the coming year classes will be organized upon the first Sunday after the opening of school in September.

The Young Women's Christian Association

This association is organized under the Students' Branch of the National Young Woman's Christian Association. The membership at the close of this year numbers about sixty. The work of the association has not been intended as a substitute for Christian work in the church, but to make vital in the life of the school, Christian ideals. Those not members of the association can and do help much the effort of the members to this end, and the feeling of cooperation has been unusually strong this year. As examples, it is worth while to mention the work done by the eighth grade boys in the manual training department, under the direction of Professor Whitney and members of the student teacher corps, in the making of screens, picture frames and a davenport for the Y. W. C. A. rooms. The Expression and Music Departments have also aided by means of entertainments for the benefit of the association.

Among the visitors who have been entertained by the association and who have been an inspiration in the work may be especially named Miss Matthews, Miss Fox and, this spring, the National Student Secretary, Miss E. R. Butler.

The association will have arrangements made for meeting at the station new students, and to give such aid as may be needed or desired. It is hoped that the Y. W. C. A. rooms will be a meeting place at this time for those who hope to find either old or new friends at the school.
WASHINGTON STATE NORMAL SCHOOL

REGULATION OF CONDUCT

The regulation of conduct in a normal school should be a matter of discretion and self-control on the part of the students. Compulsion or coercion to any degree in the interest of good order or proper behavior is out of place where young men and young women are becoming qualified to be teachers.

In this school the demands of courtesy and propriety and the dignity requisite for admission to the teaching profession are relied upon for regulating behavior. If a case arises where such regard for the requirements of refined society are manifestly lacking or such self-control cannot be depended upon, the question to be dealt with is not one of discipline but one of the moral and social fitness of the individual for membership in an institution maintained for training teachers for the service of the state.

LECTURES AND ENTERTAINMENTS

A lecture and entertainment course is provided each year, the Ellensburg Chamber of Commerce cooperating with the school in securing the numbers. The course given in 1913-14 included the following: Ralph Parlette, Montraville Wood, Dr. Green, The Kryl Company, The Weatherwax Quartet, Montaville Flowers, and the Four Artists.

The course arranged for the season of 1914-15 consists of seven numbers as follows: Madame Evelyn Scotney, Dr. James McLaren, Harry W. Arnold, International Operatic Company, Dudley Wagner, Robert Parker Miles and Josef Konecny and Company.

In addition to the lecture course the students are privileged to attend other excellent entertainments. During the past year a number of concerts and lectures of special merit have been given. The musical organizations of the school take a prominent part in various public entertainments. Several recitals are given during the year by the musical organizations of the school, the Treble Clef, Glee Club and Orchestra. The literary societies assisted by the Players' Club have given a number of excellent public programs the past year.

Through the entertainment committee of the faculty arrangements were made for several lectures and entertainments of exceptional interest. Among them were an address by Helen Keller, a recital by Miss Evelyn Thomas, and a concert by the Norwegian Singers on their way to the Centennial Celebration in Norway.

At the close of the school year the play Pygmalion and Galatea was given by members of the senior class.

WASHINGTON STATE NORMAL SCHOOL

THE COURSES TABULATED

The courses adopted by the State Board of Education for the normal schools of this state are here presented in tabular form as they are provided for in this school.

The Roman numerals after the subjects in these tables, designate the courses in the several departments which are described in brief detail, beginning on page 30. The Arabic figures denote the number of credits allowed for the course when it has been successfully carried through a semester.

THE ELEMENTARY COURSE

This course is designed for students who have not completed a high school course, but who have attained physical and intellectual development sufficient to warrant their attempting to take a brief course of partial preparation for teaching with the view of working up to fuller preparation by teaching. The certificate obtained on the completion of this course is good for two years only, and is not renewable.

Admission to the course may be secured by:
1. Completion of the tenth grade 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 or 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.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>Oral Expression I</td>
<td>English VI and VII</td>
</tr>
<tr>
<td>History III</td>
<td>Music II</td>
</tr>
<tr>
<td>Art I</td>
<td>Mathematics III</td>
</tr>
<tr>
<td>Chemistry IV</td>
<td>Physics II</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>5 to 7</td>
</tr>
<tr>
<td><strong>Elective Work</strong></td>
<td><strong>Elective Work</strong></td>
</tr>
<tr>
<td>English IIb</td>
<td>English XVIII</td>
</tr>
<tr>
<td>English III</td>
<td>History IV</td>
</tr>
<tr>
<td>Music I</td>
<td>Manual Training</td>
</tr>
<tr>
<td>Domestic Art I or II</td>
<td>Domestic Art II or III</td>
</tr>
<tr>
<td>Manual Training I</td>
<td>Domestic Science I or II</td>
</tr>
<tr>
<td>Zoology II</td>
<td>Agriculture 2 to 4</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 V and VIII</td>
<td>Oral Expression II</td>
</tr>
<tr>
<td>History VI</td>
<td>History VII</td>
</tr>
<tr>
<td>Music III</td>
<td>Mathematics VI and VII</td>
</tr>
<tr>
<td>Agriculture I and II</td>
<td>Agriculture III and IV</td>
</tr>
<tr>
<td>Geography II</td>
<td>Education Va and Vb</td>
</tr>
<tr>
<td>Education I</td>
<td>Physical Training</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Maximum hours, 25; credits, 22.

### ELECTIVE WORK

- Mathematics X: 4
- Mathematics XI: 2
- Art IV or V: 2
- Domestic Training (4 hours): 2
- Domestic Economy (4 hours): 2
- English X: 3
- English XI: 5
- English XII: 2
- English IV: 3
- English XIII: 3
- Oral Expression: 2
- Latin or German: 3
- History: 3
- History IV: 2
- Art IV: 2
- Mathematics: 2
- Chemistry IV: 5
- Library: 2
- Physical Training: 2
- Horticulture: 1
- Agriculture: 4
- Biology: 5
- Psychology: 4
- Art: 2
- Music: 2
- Domestic Arts: 2
- Domestic Science: 2
- Sociology I: 2
- Sociology II: 2
- Sociology III: 2
- Physical Training: 3

### ADVANCED COURSE I

For graduates of accredited four-year high schools and those having equivalent preparation. Designed to give adequate preparation for teaching intermediate and grammar grades of the public schools.

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English XI and XII</td>
<td>English IX</td>
</tr>
<tr>
<td>History VI</td>
<td>History VII</td>
</tr>
<tr>
<td>Education Va</td>
<td>Music III</td>
</tr>
<tr>
<td>Education Va (Teaching)</td>
<td>Education III</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Education III</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>English X</td>
<td>English XV</td>
</tr>
<tr>
<td>English XXII</td>
<td>Latin or German</td>
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<tr>
<td>Latin or German</td>
<td>Art VI</td>
</tr>
<tr>
<td>Library</td>
<td>Chemistry V</td>
</tr>
<tr>
<td>Art IV, V or III</td>
<td>Sociology II</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Physical Training</td>
</tr>
<tr>
<td>Chemistry IV</td>
<td></td>
</tr>
</tbody>
</table>

### ELECTIVE WORK

- English: 5
- Latin or German: 2
- History: 3
- History IV: 2
- Art IV: 2
- Mathematics: 2
- Chemistry V: 5
- Library: 2
- Physical Training: 3
- Horticulture: 2
- Agriculture: 4
- Biology: 5
- Psychology: 4
- Art: 2
- Music: 2
- Domestic Arts: 2
- Domestic Science: 2
- Sociology I: 2
- Sociology II: 2
- Sociology III: 2
- Physical Training: 3

### Senior Year

<table>
<thead>
<tr>
<th>Section A</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>Second Semester</td>
</tr>
<tr>
<td>English XV or XIII</td>
<td>English VII</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>Music VII</td>
</tr>
<tr>
<td>Education IV</td>
<td>Education IX</td>
</tr>
<tr>
<td>Education IX (Teaching)</td>
<td>Education I</td>
</tr>
<tr>
<td>Education Xc</td>
<td>Elective</td>
</tr>
<tr>
<td>Biology Science IV</td>
<td>English XV or XIII</td>
</tr>
<tr>
<td>Education VIII</td>
<td>Oral Expression IV</td>
</tr>
<tr>
<td>Education IX (Teaching)</td>
<td>Education IX</td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
</tr>
</tbody>
</table>

Elective: 5 to 7
WASHINGTON STATE NORMAL SCHOOL

English XVII or XIII 2
Oral Expression IV 2
Music VI 2
Art IX 3
Sociology I and II 3
Education VIII 3
Physical Culture V 1
Elective 0 to 6

ADVANCED COURSE II

Section B
Biological Science VI 2
Education IX 2
Education XIa and b 10
Education XIc 3
Elective 0 to 7

Junior Year
Designed to qualify teachers for primary work.

First Semester
English V 2
Oral Expression III 2
Mathematics VI and VII 4
Art III 3
Biology IVa and Va 4
Education I 4
Physical Training 1
Elective 0 to 2

Second Semester
English XI and XII 3
Music IV 2
Geography II 3
Psychology II 4
Education Xa (Teaching) 5
Education Xb 1
Elective 2 to 4

Elective work identical with elective work in junior year of Advanced Course I.

Senior Year
Identical with senior year of Advanced Course I.

ADVANCED COURSE III

A one-year rural school course for graduates of fully accredited high schools who desire a secondary certificate at the end of the Junior year.

Those who complete this course creditably and who possess maturity and strength, and who in practice teaching give reasonable assurance of success in rural school work, may obtain a secondary certificate. Those who undertake this course in one year should not at the same time undertake extra school work or outside work.

First Semester
English V or X 3
English Iib 0
Mathematics VI and VII 4
Art III 3
Geography I 2
Education I 3
Education Va 2
Agriculture 2
Physical Training III 1
Elective 0 to 2

Second Semester
Oral Expression III 2
Music III 2
Art X 2
Biology IVa and Va 2
Psychology II 4
Education Vb 2
Education Xa (Teaching) 5
Education Xb 1
Elective 0 to 2

WASHINGTON STATE NORMAL SCHOOL

ELECTIVE WORK
Manual Training 2
Domestic Art I 2
Agriculture 2

Those who take this course and receive secondary certificates may make full senior standing by earning two additional credits in psychology and two in English in a summer session or in regular sessions.

Maximum hours, 25; maximum credits, 22.

THE COMPLETE COURSE

This course requires four years of normal work beyond the tenth grade. It is designed to furnish a broad and thorough training for teaching and a good foundation for advancement to higher educational work. Graduates of this course should be specially well prepared for a university course in education. It includes substantial work in science—chemistry, physics, physiology and biology—in art, music, and physical culture, as well as in English, mathematics, education and history. Advanced work in Latin and German, courses in manual training and domestic arts, and in bookkeeping and business methods are offered for election.

For admission to the course two years of accredited high school work is required. This preparation may be made by taking the work of the ninth and tenth grades in the training department.

Freshman Year

First Semester
Oral Expression I 2
History III 3
Art I 3
Chemistry IV 5
Physical Training I 2
Elective 4 to 6

Second Semester
English VI and VII 5
Music II 2
Mathematics III 5
Physics II 4
Elective 4 to 6

Sophomore Year

First Semester
Mathematics 2
Art II 2
Physiography III 5
Biology IV 4
Physical Training 2
Elective 5 to 7

Second Semester
English V and VIII 5
Mathematics VI and VII 4
Biology V 4
Education I 4
Elective 3 to 5
### Washington State Normal School

#### Elective Work

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>English XI and XII</td>
<td>3</td>
</tr>
<tr>
<td>Latin X or German VI or VII</td>
<td>2</td>
</tr>
<tr>
<td>Psychology II</td>
<td>4</td>
</tr>
<tr>
<td>Education Xa (Teaching)</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3 to 5</td>
</tr>
<tr>
<td>Physical Training</td>
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#### Elective Work

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English XIV</td>
<td>2</td>
</tr>
<tr>
<td>English XXII</td>
<td>2</td>
</tr>
<tr>
<td>Latin IX or German IV or VII</td>
<td>2</td>
</tr>
<tr>
<td>Art III, IV or V</td>
<td>2</td>
</tr>
<tr>
<td>Manual Training (4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Domestic Economy (4 hours)</td>
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### Senior Year

#### First Semester

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Biological Science VI</td>
<td>2</td>
</tr>
<tr>
<td>Education VIII</td>
<td>3</td>
</tr>
<tr>
<td>Education Xa and b (teaching)</td>
<td>10</td>
</tr>
<tr>
<td>Education Xae</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>4 to 6</td>
</tr>
</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English XVII or XIII</td>
<td>3</td>
</tr>
<tr>
<td>Oral Expression IV</td>
<td>2</td>
</tr>
<tr>
<td>Music VII</td>
<td>2</td>
</tr>
<tr>
<td>Art IX</td>
<td>2</td>
</tr>
<tr>
<td>Sociology I and II</td>
<td>3</td>
</tr>
<tr>
<td>Physical Culture V</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>5 to 7</td>
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</tbody>
</table>

#### Section A

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science VI</td>
<td>2</td>
</tr>
<tr>
<td>Education IX</td>
<td>2</td>
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<tr>
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<td>10</td>
</tr>
<tr>
<td>Education Xae</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>5 to 7</td>
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</table>

#### Section B

<table>
<thead>
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<tbody>
<tr>
<td>English XVII or XIII</td>
<td>3</td>
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<tr>
<td>Oral Expression IV</td>
<td>2</td>
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</tr>
<tr>
<td>Physical Culture V</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>4 to 6</td>
</tr>
</tbody>
</table>

Two credits are allowed students each year for work in Treble Clef, Glee Club, Bible study, orchestra and athletics.
THE WORK OF THE DEPARTMENTS OUTLINED

LANGUAGE AND LITERATURE

ENGLISH

Dr. Harris and Miss Wilson

The work of the English Department is directed toward two ends:
(1) The development of the habit of direct, clear and interesting expression; with such knowledge of great literature as shall furnish to the student food for thought and standards of expression. (2) Such knowledge of the principles that underlie the attainment of clearness and interest in expression, and of the qualities that make for greatness in literature, as shall form a basis for future teaching and an aid to the formation of ideals of method, not forced and formal, but individual and personal.

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.

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. Four credits.

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. Four credits.

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. Two extended essays are required during the semester, which shall be the outgrowth of the work done out of class. Three credits.

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

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

V. The Story and Story Material. The main purpose of this course is to give the student a critical knowledge of the educational 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.

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

VII. Nineteenth Century Writers. Some of the shorter lyrics of Wordsworth, Shelley and Keats, and Arnold's Essays on Wordsworth and Keats, and Sorhob and Rustum. (Course XVIII may be substituted for VI or VII) Three credits.

VIII. A course in the history of the development of the vocabulary and grammar of the English language; intended to give a basis for language teaching, through a knowledge of the development of language forms. Three credits.

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

X. The history and principles of language teaching in the grades. Two credits.

XI. Argumentative Masterpieces. One and one-half credits.

XII. Argumentation and Debating. This course has for its purpose a classification of the intellectual process 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.

XIII. Dramatic Literature. 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. Two credits.

XIV. A course in daily theme writing. This course is open to students who have courses I and IIa or their equivalent. It includes discussion of method of teaching composition (oral and written) in the grades. Two credits.


XVI. The teaching of English in the secondary schools. This course is connected by means of lectures, reading, discussion and written work, and includes both theory and a history of method. One credit.
XVII. A study of the poems of Robert Browning. This course is alternated with the course in the history of the drama, and is open to seniors as an elective, or will be accepted for regular senior English.
   Three credits.

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

XIX. A review of English grammar. All students will have an opportunity to observe and discuss English teaching in the Training School.
   Two credits.

XX. A correspondence course in English composition. Students taking this course should submit thirty-six papers written in accordance with the assignment of the instructor and composed and corrected in connection with the study of Baldwin's Writing and Speaking. When taken by high school graduates, who have received the secondary certificate, or who have accomplished satisfactorily other work in the normal school, this course counts Two credits.

XXI. A correspondence course in the history of the modern novel. This course, like XX, is intended for those who have been granted a secondary certificate, or who have accomplished satisfactory work in the normal school and are desirous of extending their course through correspondence work. When satisfactorily passed by such student, this course counts Two credits.

XXII. An advanced course in the History of American Literature. This course is offered in the belief that a teacher in an American school needs to possess a well rounded knowledge of American literature, if she is to make the student under her truly American in ideals and interests. Open to election by juniors and seniors.
   Two credits.

LATIN

Dr. Harris and Miss Wilson

The work in this department is co-ordinated with the English Department in the belief that, in a normal school, the study of the classical languages should be made a means toward an added efficiency in the use of English, and toward a wider understanding of the meaning and growth of the English vocabulary and of grammatical forms in English.

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

II. Continuation of Course I, supplemented by readings in Viri Romae. In both Course I and II attention is given to etymology, and to the kinship between Latin and English.
   Five credits.
The reading of this course will include: Hoher als die Kirche: Storm's Immensee. Good selections of prose and poetry will be memorized. Much attention will be given to the writing of German composition and letters.

IV. Continuation of lessons in conversation, grammar and composition as outlined above. Reading: Shamisso's Peter Schlemihl; other reading from modern German authors. Three credits.

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.

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

Two credits.

READING AND SPEAKING

Miss Donovan

These courses have in view the cultural value of the art of reading as well as its utility. They are designed (a) to develop facility in mastering the printed page and in analyzing a piece of literature, (b) to develop effectiveness in oral expression in conversation and in public speaking, (c) to afford the student personal culture through adequate bodily and intellectual volitional response to the meaning of noble literature, (d) to reveal the art of teaching children to speak and read well.

I. Oral expression of selected literary units and of original opinions and sentiments. This course will require no little personal adaptation and free selection of material. It should produce in the individual freedom, naturalness and effectiveness in expression.

Two credits.

II. An advanced course for students who are rather free from faults and weaknesses either of apprehension or expression, designed to accomplish in a good degree the objects (a), (b) and (c) above indicated.

Two credits.

Course II. A more advanced course which continues Course I. It includes more technical work which will qualify students who soon are to become teachers to care for a school library and to instruct children under them how to use books. It includes such subjects as relation of school and library, classification, cataloging, reference books, book selection and buying, book-binding, children's books and reading, library resources of the state, etc.

One credit.

Course III. This is devoted entirely to children's literature and reading. Special emphasis is to be placed on selection of books for children, consulting the best lists and bibliographies. Outside reading and reports are required.

One credit.

Course IV. The librarian's course. It consists of technical work, intended to prepare those who are interested in library work as a profession or who expect to have charge of a school library in connection with their teaching.

One credit.

Course V. Required for seniors who are just entering the school and have not had Course I. It is more comprehensive than Course I.
but contains the elementary work that is necessary for the comprehension of that of Course II. Taken in place of Course II.

One credit.

HISTORY

Mr. Wilson and Miss Wilson

The courses in history have in view: 1. Increasing the interest of students in historical reading and study and their appreciation of good historical material. 2. Enabling them to obtain a fair view of a reasonable body of historical matter as a basis for teaching history in elementary schools. 3. Assisting them to get command of suitable historical material for use in intermediate and grammar grades and to develop correct views as to the value and method of teaching history in elementary schools.

Courses:
I. Ancient History, chiefly the Hellenic peoples to the time of Alexander. Four credits.
(This course is designed for the ninth grade and is given in the high school department of the training school. It may be taken as an elective subject in the elementary and complete courses when provided for on the program.)
II. The Roman Republic and the Empire to the Fall of Rome. (Given in the tenth grade.) Four credits.
III. Mediaeval Europe, chiefly France and England from Charlemagne to the sixteenth century. Three credits.
IV. Modern Europe and America from the English Revolution through the American Revolution. Two credits.
V. Europe through the French Revolution and the United States to 1850. Three credits.
VI. The United States in Civil War and Reconstruction. Two credits.
VII. Methods of study and teaching. Course V or VI is requisite as a basis for this course.

MATHEMATICS

Prof. Morgan

The course in mathematics comprises arithmetic (oral and written), bookkeeping, 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. Enough work is done in graphics to make clearer the meaning of simultaneous equations.

Course II. This course embraces 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.

(Courses I and II are done in the ninth grade of the training school and in the summer school for those preparing for teachers' examination.)

Course III. Third Year Algebra. This course embraces needed reviews, more extended work in factoring, fractions, linear and quadratic equations, evolution and graphs, and work in determinants, surds, imaginaries, progression, proportion, logarithms, binomial theorem.

Three, four or five credits.

Course IV. (a) Bookkeeping. This course is designed to meet the needs of students in the department of domestic economy and of manual training, including letter writing, orders, and other business forms and housekeeping or artisan accounts.

One credit.

Course IV. (b) This is a double entry course in bookkeeping. The day book, cash book, journal, ledger and petit ledger (bill file) are used. Some attention is given to the writing of business letters, promissory notes, checks, etc., and commercial arithmetic.

Two credits.

Arithmetic

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

(Done in Summer School.)

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 VI

I. Method. In the method work the origin of number is discussed with the view of determining the method of procedure. The Abstract, the Grube, the Speer, the Spiral and the Rational (Dewey) methods are each considered incidentally and the students are so guided by question, suggestion and observation as to cause them to reach conclusions for themselves. The aim is that they shall grasp the principles and work out, as much as possible, their own devices. The order of presentation of subjects is discussed; whether the step should be analytic or synthetic; the use and extent of objective work; the unit in its variations, discovering the importance of a clear conception of it at the beginning of every kind of measurement; methods of representing numbers; explanations of the fundamentals, their relations, contractions and proofs; development work in compound denominate numbers; the underlying principles in divisors and multiples and the method of presenting them; the objective representations of fractions, their relation to integers, and the reason for the rules in their treatment; percentage, its relation to common and decimal fractions, evolution from the algebraic standpoint, the method of evolving being discovered from that of involving. Two credits.

Plane 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.

(Courses VIII and IX are done in the tenth grade of the training school and in the summer school.)

Mensuration

Course XI. 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.

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.

PARLIAMENTARY LAW

Course I. This course includes the study of the fundamentals of parliamentary law covering the organization of meetings, the duties of officers, and committees, classification of motions and their modifi-
MUSIC

Mr. Swiney, Director—Voice, Piano, Harmony, History, Chorus Singing.
Miss Sabelwitz, Public School Music
Mr. Ottaiano, Violin and String Instruments, Orchestra Leader.

In order to meet the increasing demands the department of music has been extended and is now prepared to offer instruction in various branches of musical art. The broadly educated musician is greatly in demand today and it is toward such broadness that this department is striving to train its students by the latest improved methods. The student's mind is directed toward the principles that underlie music in general; principles that underlie the technical and emotional side and which, if properly applied and adhered to, will enable the student to surmount technical difficulties in the shortest possible time. Students are not hurried through a long list of studies, merely for the sake of covering ground but are advanced steadily through the different grades, according to his or her individual needs and capacity to grasp the work in hand.

The following lines of study and instruction are offered: Voice, piano, violin and string instruments, musical theory and history, chorus singing, public school music.

I. Piano. Mr. Swiney.

Two lessons per week through a semester is considered a course. The work in piano is designed to cover four years, although no time limit can be set for any individual. Much depending upon the natural talent and capacity for work of the student. The course in general is outlined as follows:

1. The Rossomandi system of technique is used exclusively. Careful attention being given to the proper position of the arm and hand.
2. Etudes, by the best composers, which furnish further development of the physical and mental faculties and form a connecting link between the purely technical work and the higher forms of musical expression.
3. Best compositions by both modern and classical composers.
4. Special attention is given to pedal technique.

All these courses are carried on simultaneously. One credit is allowed for each semester's work.

II. Voice. Mr. Swiney.

Two lessons per week through a semester is considered a course. The instruction in voice is based upon the Italian method and embraces the following courses:

1. Etudes and vocalises by composers and teachers, such as Concons, Sieber, Vacci and others.
2. Songs by the best modern and classic composers.
3. Interpretation and dramatic expression. One credit for each semester's work.

III. Harmony. Mr. Swiney.

Villa. The fundamental principles of the theory of music are embodied in the study of harmony, which treats of the different chords in their natural relations and combinations. The work is divided as follows:

First semester: Musical notation, keys, scales and signatures, intervals, formation of the tread and chord connection. Simple part writing from given basses and sopranos. Inversions of the tread, original exercises. Two credits.

Second semester: Chords of the seventh, in their different inversions; chords of the ninth, eleventh and thirteenth. Original exercises and practical work at the piano. Two credits.

First semester: Suspensions, retardation, parsing notes, open or vocal harmony, organ point, modulation, hymn writing and piano work continued. Two credits.

VIIIb. Ear Training. Students are expected to join a class in ear training before entering the third semester's work in harmony, in order that their musical perception may be developed and quickened, enabling them to hear more intelligently musical works. Text, Ear Training, by Heacox.

IV. History of Music

VIIIc. This is a literary course and open to all who have some practical knowledge of vocal or instrumental music. Instruction is given by means of lectures and text books together with assigned readings from authorities on the subject. The normal library is well equipped with reference works pertaining to musical subjects. Vocal and instrumental work will be performed in the class room and illustrations given covering all assigned work.

First semester: (I) A general survey of music from the earliest times down to and including the nineteenth century. Special attention will be given to the great masters of the eighteenth and nineteenth centuries. Two credits.

Second semester: (II) (Prerequisite, Course I). A critical study of the opera, oratorio and orchestra. Two credits.
V. Chorus and Glee Clubs

These student organizations are maintained throughout the year affording excellent practice in sight singing and ensemble work. The student becomes acquainted with the best choruses and part songs. Public appearances are made from time to time. A good ear and ability to read simple part music at sight are two necessary requisites to join any of these organizations. One credit for each semester's work.

VI. Musical Appreciation

This course is open to any member of the school, who wishes to learn to listen intelligently to the best vocal and instrumental music. The work will be presented in the simplest terms possible, avoiding deep technical discussion. The Victrola will be used extensively in this course.

Public Recitals. Many opportunities are given for appearances in public as soon as the student is prepared for such work. Private student recitals are held every term and are a stimulus to better endeavor as well as affording opportunity of overcoming any nervous feeling which the student may possess in playing before an audience, and also enable the student to become acquainted with many different compositions during the course of study. Recitals by the faculty are given from time to time and visiting artists appear frequently.

Rates of Tuition for Private Instruction

Piano, Voice and Violin. For term of nine weeks:

Two half-hour lessons per week......................$18.
One half-hour lesson per week...........................$9.

Tuition payable strictly in advance. No student accepted for less than one term.

Lessons missed will be made up if the teacher is notified the day before the regular lesson time.

Pianos for practice may be rented in the building at reasonable rates.

VII. Violin and String Instruments

Mr. Ottaliano

A strong course of study in violin is offered to those desiring to study that instrument as well as other string instruments. A student orchestra under competent leadership offers excellent ensemble practice for those far enough advanced for the work.
V. Grammar grade methods. Problems of grades four, five, six, seven and eight are taken up in class. Study of material suitable for the grade, child's voice, biographies of best known composers. Work in practice teaching. Prerequisite—Courses I or II or the equivalent. Two credits.

VI. Public school methods. Problems of all grades are presented. Voice work in class. Text: Manual of School Music by Rix. Prerequisite—Courses I or II or the equivalent. Two credits.


VIII. (See page 41.)

IX and X. Advanced elective courses designed for those who desire to prepare for special teaching or supervision of music in the public schools. Two credits.

ART

Miss Hunt


III. Composition. Problems in advanced perspective. Figure drawing and illustration. Copying of drawing of the great masters. Pencil, charcoal, water color and black board work. Three credits.

IV. Clay modeling. Designing in clay—tiles, medallions and pottery forms. Two credits.

V. Basketry and weaving. Two credits.

VI. Drawing and painting—still life, flowers, figure composition, landscape. Charcoal, pastel, water color or oil. Two credits.

VII. Design—advanced. Applied to problems of dress, the home and the art industries. Two credits.

VIII. History of Art. Two credits.

IX. Art Methods. Two credits.

X. (a) A brief course in design. (b) Methods of teaching art in rural and graded schools. Two credits.

XI. Leather work, cutting, tooling and staining. One credit.

XII. Pottery—advanced. Casting, color compositions in pottery glazing. One credit.

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 capabilities 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.

I. Bench Work in Wood. This course includes mechanical drawing; the handling of bench tools; tool processes, taught by lecture and exercise; 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.

II. Cabinet Making and Wood Turning. Two credits.

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

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

V. Wood Carving. Two credits.

VI. History and Methods 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 wood. Two credits.

VII. Printing. This course is designed to teach the type case, type setting, proofing, proof reading, correcting, throwing in, making ready and press work. The school paper will be printed as class work. Two credits.

VIII. Rural School Manual Training. A course outlining the work suitable for rural schools and giving the elements of mechanical drawing. A set of models will be made. Four hours a week. Two credits.

DOMESTIC ECONOMY

Miss Domestic Science

Course I. One and one-half hours, twice a week. Recitations and lectures on food, necessity for cooking, combustion, food principles, vegetables, starch, gelatine, sugar cookery, serving, etc. Practical work in carrying out these principles. Serving of simple meals. Two credits.
Course II. One and one-half hours, twice a week. (1) Study of proteins, illustrated by cooking of eggs, milk, cheese, meats, etc. (2) Study and preparation of batters, doughs; different methods of making light; value of each. (3) Practical lessons in bread making. Two credits.

Course III. One and one-half hours, twice a week. (1) Study of fats—composition, value, sources, combination in cookery; uses of vegetable oils, methods of cooking in fat. Illustrated in salads. Desserts with cream, pastry and cakes. (2) Study of foods rich in mineral matter and physiological value. (3) Elementary lessons in laundry work. Two credits.

Course IV. One and one-half hours, a week. (1) Household sanitation. Situation, plumbing, ventilation, disposal of waste, etc. (2) Planning and serving of menus. (3) Selection and buying of food. (4) Preparation of desserts, puddings, ices, etc. (5) Preserving and canning fruits. (6) Elementary work in invalid cookery. (7) Computing of dietaries. (8) Methods of teaching. Two credits.

Course X. (For Junior D.) One and one-half hours, twice a week for one quarter. Course designed to meet the rapidly growing demand for the school lunch in rural schools. Each food principle is taken up, the fundamental principles involved in its cookery, and its relation to the body is emphasized. Combinations of food principles are then studied with some practical work in the preparation and serving of the luncheons best adapted to meet the requirements of the rural school. One credit.

Course XI. (Special senior work.) One and one-half hours, twice a week. (1) Pattern drafting. (2) Study of textiles. (3) Garmentmaking—shirt waist suit or shirt waist and petticoat, graduation dress. Two credits.

DEPARTMENT OF AGRICULTURE
E. R. Kooken

I. Soils. First quarter of first semester. Text Whitson and Walster. This course is intended for beginners in Agriculture and designed to meet the practical needs of school room work. The common types of soils, their relations to heat, moisture and air with the practical bearing which these factors have upon tillage, irrigation, drainage, etc., are subjects considered. The elements of soil fertility, their sources, functions and the means of increasing and conserving them are also studied. The soils laboratory is well equipped with apparatus for performing all the practical school room experiments while outdoor lessons in tillage and irrigation is a prominent feature of the course. Two credits.

II. Field Crops. Second quarter of first semester. Text Wilson and Warburton. This course presupposes the first quarter's work in soils, although entrance to the class is possible without that course. Each of the staple field crops of the country is studied somewhat in detail with numerous practical exercises in plant production such as seed selection and testing, grading, judging of grain and other farm products, identification of small seeds, treatment of seeds against insect and fungous pests, etc. The growing, harvesting and marketing of the various crops, systems of rotation and farm management suitable to each, value of diversified farming, etc., are other topics in the course. Most of the farm crops studied in this course are grown in small quantities in the school garden. Two credits.

IV. Dairying. First quarter, second semester. Text Wing's Milk and Its Products. A practical course in the study of the dairy industry from the standpoint both of the producer and the manufacturer of dairy products. In the laboratory the study of milk, its composition and properties, its behavior under various conditions, etc., is carefully followed. Practical work is given in the lactometer, Babcock tester, in pasteurization, pre-cooling, making bacterial counts, determining the acidity of milk and cream, ripening of cream, and in butter making.
testing and grading. Some work in judging dairy cattle and a brief study of the major dairy breeds as well as the chief factors in economic milk production, is also given. Two credits.

IV. Horticulture and School Gardening. Second quarter of second semester. This course consists almost entirely of practical laboratory or outdoor work. No text book is followed but liberal use is made of reference books and agricultural bulletins. Each student is given the use of a garden plot 25x5 feet and a set of garden tools. The course follows the operations of the garden through the different steps of soil preparation, plotting, seed testing, planting, irrigation, cultivation, etc., dealing to some extent with the marketing and disposal of vegetables, succession planting, rotation and the combating of fungous and insect pests. Advantage is taken of the many opportunities to do practical work in plant propagation such as grafting, budding, layering, etc. The gardens prepared by students in this course are continued under the care of classes in the summer school. Two credits.

V. Poultry Husbandry. First quarter, second semester. This course is given at the same time as the course in dairying and is made optional with it. The feeding, management and housing of poultry, incubation, care of young chicks, construction of model coops and brooders, poultry sanitation and disease treatment, the profitable marketing of eggs, and birds and the scoring and judging of poultry are some of the topics briefly considered. Two credits.

VI. Agriculture. A course in general Agriculture based upon Bailey's Principles of Agriculture offered only during summer sessions. It is designed for teachers intending to take the examinations or for those wishing to improve their grasp of the subject relative to its presentation in the school room. Four credits.

VII. Animal Husbandry. First semester. An advanced course for students who have had the equivalent of one full year's work in Agriculture and the necessary scientific training in Biology and Chemistry. This course deals with the characteristics of the different breeds of live stock, stock judging, stock feeding, care, management, preparation for exhibit, etc. Advantage will be taken of several near-by stock farms and the local fairs for the study of high class animals and farm management.

VIII. Soils. Second semester. An advanced course in soil study. The elements of Biology and Chemistry are prerequisites to this course. The physical, chemical and biological properties of soils are here studied in a more thorough and scientific manner than in Soils I, and the significance of these properties in farm practice and soil management is made clear. Practical work in elementary soil analysis, soil correcting, irrigation and drainage is provided. Four credits.

IX. Nature Study. Either semester when a sufficient number of students apply for it. This course is intended especially for rural teachers of the lower grades. It deals with the common things of beauty and interest in the environment of the rural home. The course is intended to broaden the teacher's outlook upon Nature and familiarize her with the country child's work so that she may be better able to appeal to him in terms of country life. Two credits.

PHYSICS AND CHEMISTRY

PROFESSOR MEHNER

The facts and principles of physics and chemistry are in such intimate relation to our daily experiences as to be 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.

1. 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.

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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, electromagnetic induction, dynamos-electric machines, the electric light, the telegraph, the telephone, the X-ray and other rays, recent developments in electricity. One quarter. Four credits.

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 optional 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.

IV. Elementary Chemistry
(a) Descriptive Chemistry: The common 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; stereochemistry. 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.

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.
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.

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 geographic 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.

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.

BIOLOGICAL SCIENCES

Dr. Munson

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

The biological laboratory is on the second floor of the building, is well lighted and cheerful. It is provided with running water and aquaria in which living forms of plants and animals are kept for observation and study. 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 textbook 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 textbook 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.

An 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.

Three credits.

Course III. Bacteriology
(a) A practical course in the preparation of bacterial cultures, and mounting permanent slides for microscopic study of bacteria.
(b) Lectures dealing with parasites, both plant and animal, in their relation to human life, including some important phases in general human pathology and the etiology of diseases.

Two credits.

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.

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.

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

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 discussion of a book on nature study method will occupy a 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 hygiene 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 schoolhouse construction, are subjects discussed.

Two credits.

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.

IX. Advanced Human Physiology—Elective.
Seniors who have had the regular courses in botany, zoology, general biology and sanitation are offered an advanced course in human physiology during the second semester of the senior year. The course deals primarily with the physiology of the brain and sense organs; physiology of digestion, circulation and respiration, with lectures on comparative anatomy of corresponding organs in lower forms of animals and the more fundamental physiological processes in plants.

Two credits.
X. **Histology and Microscopic Technique—Elective**

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

**SOCIOLOGY AND ECONOMICS**

**Dr. Munson**

**Sociology I** 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.

**Sociology II. Temperance and Human Education.**

One and one-half credits.

**Sociology III**

**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 a 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.

Two credits.

**PSYCHOLOGY**

**Mary A. Grupe**

**II. Psychology.** Prerequisites, Education I and Biology. A survey of the topics of psychology of educational significance with application to teaching. Such knowledge is gained through analysis of the student's own behavior and consciousness, observation, laboratory experiment and reading. The development of intelligence in the animal series and in the life of the human individual is studied. Each student is expected to make a special study of some psychological subject through experimentation or library reading. Required in Junior year.

Four credits.

**IV. Experimental and Clinical Psychology.** Prerequisite, Psychology II. (a) The psychology of the senses and of some of the mental processes studied through laboratory experiment. (b) The study and application of physical and mental tests for children. Elective.

Two credits.

**VI. Psychology Applied to Education.** Prerequisite, Psychology II. (a) The psychology of thinking. (b) The psychology of some special subject such as reading, writing or spelling. The technique of experimental education and a psychological experimental study of some problem in education. Elective.

Three credits.

**EDUCATION**

**Mr. Wilson, Miss Grupe, Miss Hoffman, Mr. Parmenter, Mr. Kookan**

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 manly 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 constructed normal training courses. How do living things grow and attain their desired 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.

**I. Introductory.** This course is designed to bring before the student the education of children as a concrete and practical problem. It is based (1) upon the observational study of children in school, at play and wherever they may be approached; (2) upon the observation of school work in the grades from the kindergarten to the high school; (3) upon a moderate range of reading suited to introduce the student to "the fine art of educating children."

(a) Observational study throughout the grades of the elementary school forms the basis for discussion of school room conditions, school activities, the reactions of the children, school room mechanics, the attitude of the teacher, methods of teaching, lesson planning.
VIII. History and Evolution of Education. Three credits.

IX. Later development and recent progress. Two credits.

Xa. Junior practice teaching. Class and group teaching, one period of forty minutes daily through one semester, including private conference and criticism. Five credits.

(b) For the purpose of perspective some consideration is given the following topics: native impulses of children, important periods of development in the life of the child, the function of education both individual and social, the nature or character of education based on the above findings.

III. Practical Pedagogy. A practical course for grade teachers. The status of the child: the relations of the school to the system and to the community; organization; management; government; instruction and study; physical training; exercise; play; hygienic and sanitary provisions, (a) for primary grade teachers, (b) for intermediate and grammar grade teachers.

Va. Rural Sociology. This course is designed for students who expect to teach in rural schools the following year. It is intended as a foundation for the study of rural school problems the second semester. It deals with the various social institutions in the country, their relation to one another and to the general progress of rural life. Special study is made of the rural community, the best means of setting in motion and utilizing its various forces, the place of the teacher in the community and her opportunity for leadership. The object of this course is to give an intelligent, sympathetic understanding of conditions as they are to be found in rural districts.

Vb. Rural School Problems. Text, Better Rural Schools, by Betts & Hall. In this course the rural schools of the state are brought under special consideration, their maintenance, administration, and supervision, the factors influencing their efficiency and the problems attending their management and organization. A few of the needed reform measures are also taken up and the best steps toward their attainment pointed out. Special emphasis is brought to bear throughout this course upon the duty and opportunity of the rural school in educating for rural efficiency through practical and vocational training.

Observation of the work being done in three or four of the best rural schools in the vicinity of Ellensburg, a study of their daily programs, classification, teaching methods, school plant, etc., is another feature of the course.

VII. School administration and general supervision. Two credits.

Xb. Class conference for study of special method and management, discussion of lesson plans. One period per week. Four credits.

XI. Senior practice teaching. (a) In charge of a room through three periods daily for 9 weeks.

(b) In charge of classes through two periods daily, 9 weeks. Six credits.

(c). Conference and discussion of work, one period weekly. Four credits.

XIII. Present day progress and problems. One credit.

THE KINDERGARTEN TRAINING COURSE

Students who wish to become kindergartners can fit themselves for this work by taking the two years course in kindergarten training. Admission to this course is the same as for the other advanced courses of the Normal School, namely, a high school education or its equivalent. A minimum of eighty credits is necessary for graduation. In this the requirements also parallel those of the other two year advanced courses.

The kindergarten department aims to make its students strong kindergartners, not only by thorough work in kindergarten theory and the instrumentalities of the kindergarten such as stories, games, handwork, gifts, etc., but by laboratory courses in biology and psychology and by the study of genetic and experimental psychology, child study, sociology and other courses, in order to lay the foundation for a better understanding of child nature and the aims and means of education. Without such study, the kindergartner may fail to administer intelligently to the needs of her group, though she may know much of handwork, gifts, etc. If the kindergarten is to fulfill its real mission in fostering the development of children during the early years, the director must know how the child has developed from birth, what is to be expected of him during the kindergarten years, and also how his nature tends to unfold in the years that follow. In other words, the kindergartner must be scientific, in order to do the best practical work.

This course also offers valuable training for those who wish to become primary teachers and so the latter class of students have the privilege of choosing their electives from the kindergarten course. Kindergarten students take many of their courses, i. e., Biology, Psychology, Art, Music, Nature Study, etc., with the students in the regular Normal classes. The other classes in kindergarten theory and technique are taken in the special kindergarten classes.
The following schedule indicates the work of both the Junior and Senior years of the special two-year kindergarten course:

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<th>Junior Year</th>
<th>Second Semester</th>
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<td>First Semester</td>
<td>Second Semester</td>
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<tr>
<td>Biology IVa and V...</td>
<td>Psychology II</td>
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<tr>
<td>4</td>
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<tr>
<td>Kindergarten Introductory course I K</td>
<td>Literature for Children, VII K</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>Art III</td>
<td>Mother Play II K</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>Music I or IV</td>
<td>General Nature Study</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Handwork IV K</td>
<td>Physical Training III</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Oral Expression II</td>
<td>Teaching (kindergarten)</td>
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<tr>
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<td>5</td>
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<tr>
<td>Electives 3-5</td>
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<tr>
<td>17</td>
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<table>
<thead>
<tr>
<th>Senior Year</th>
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<tbody>
<tr>
<td>First Semester</td>
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<tr>
<td>Mother Play III K</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>Gifts VI K</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>Plays and Games IX K</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Philosophy and History of Education VIII</td>
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<tr>
<td>Art VI</td>
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<td>Music VIII K</td>
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<tr>
<td>Teaching (kindergarten)</td>
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<td>Electives 0-2.</td>
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</table>

(The Roman numerals alone indicate the number of the general courses as found in this catalog; when followed by K it indicates the course as outlined here.)

**OUTLINE OF THE COURSES**

I. **Introductory Course.** Based, 1, upon the student's own childhood reminiscences, 2, reports on observations of the undirected activities of children when alone or in groups, 3, direct observation of the activities of children in kindergarten, 4, readings on the development of control of the body from fundamental to accessory movements, language development, meaning of play, imitation, etc.

This course is designed to lead to an appreciation of child-nature, an interpretation of its traits and activities, and so lay a foundation for the following courses on the means and methods best suited to develop the child.

Two credits.

II. **Mother Play.** Study of the first half of Froebel's Mother Play book, not only to make the students familiar with the philosophy and principles of education contained in this work, but to develop in them a reflected attitude of mind toward the problems of education in general and their own method of dealing with children. Frequent writing of abstracts on the commentaries and the questions called up by them.

Two credits.

III. **Mother Play.** Last half of Froebel's Mother Play Book. Wide illustration of the principles from experiences of every-day life in the home, school and general social relationship. Bearing of these principles on kindergarten and general educational practice. Writing of abstracts.

Two credits.

IV. **Handwork.** Series of Froebelian and other forms of handwork suitable to kindergarten and primary work, graded from the very simplest to rather difficult forms in order to give students skill of hand and a knowledge of the possibilities of the various handwork materials. Handwork method, giving of lessons to students. Reports on best modern handwork books. How and what to order for handwork material in kindergarten and primary grades.

Two credits.

V. **Gifts.** Theory and practice. Study of first six gifts. Observation of their use by children during free play. The educational purpose of the gifts, and how, in many ways, they surpass the children's usual toys. Giving of gift lessons to students and children. Use of both the old and enlarged materials.

Two credits.

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

Two credits.

VII. **Literature for Children.** Function of the story in interpreting life for the child, etc. Study of nursery rhymes, simple accumulative tales, folk tales from many lands, fables, myths, realistic stories, hero tales. Study of verse for children. Revising stories. Telling stories to classes in the kindergarten and grades. What and how to dramatize. Making out a classified bibliography of best children stories.

Three credits.

VIII. **Music.** To supplement work in general music courses I or IV, applying what was learned about tone production, interpretation, etc., to work with youngest children. Teaching of songs to students and children.

Three credits.

Other means of cultivating a child's feeling for music, as through the use of the drum, tambourine, etc., rhythm work, inventing simple melodies.

Reports on best song books. Classified lists of good songs.

One credit.

IX. **Plays and Games.** A more detailed study of play than in Course I. First hand study of children's play both in kindergarten and out. The individualistic character of babies' play; the first at-
tempts at group plays and games; readings from Groos, Gulick, Johnson and others; games suitable for kindergarten and primary children; conducting game circle. Graded list of games suitable for young children. Two credits.

X. Education of Man. Careful study of especially 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.
Three credits.

XI. Program Study. Modern educational ideals; function of the kindergarten in the educational system; suitable subject matter; writing of lesson plans and yearly outlines. Making lists of furnishings and supplies for a new kindergarten, list of supplies for a year according to money allotted, from very small to liberal sums. Plans for kindergarten buildings and rooms.
Three credits.

XII. History of Kindergarten Movement. Brief review of the educational principles evolved before Froebel’s time. Froebel’s special contribution; historical development of the kindergarten; its present status in America and abroad. Brief study of the Montessori method. Comparison of the latter with the kindergarten.
Two credits.

Teaching—
Junior. One semester’s teaching of handwork, story-telling and games in the kindergarten. One weekly conference of students with supervisor.
Five credits.

Senior. One quarter’s teaching of the above junior subjects, also march, rhythm and some circle work.
One quarter’s teaching in the primary grade.
One quarter’s teaching of all kindergarten work, including the morning circle. Two conferences each week with supervisor.
Five credits.

PHYSICAL CULTURE  
MISS DONOVAN

This department aims to promote health and to develop muscular strength, intellectual vigor and will power. It seeks to establish an adequate physical basis for the teacher by developing a healthy and vigorous central nerve system. It undertakes also to reveal the art of maintaining and improving health, and to teach good methods of physical education.

A record is made of the physical condition of each student, as found by an examination at the time of admission. This record is referred to and extended from time to time with the view of making sure that the school demands upon the student’s energy may be beneficial and not detrimental to her health.

One semester of gymnasium or athletic work, two periods per week, is required each year for which one credit is allowed.

Any student who is physically incapacitated for regular gymnasium work must present to the physical director a certificate of such incapacity from a regular physician. In such cases lighter intellectual demands must be made upon the student, the maximum number of credits allowed to be determined by the health committee. When practicable special out-door and in-door exercise suited to the needs of such students will be provided.

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.

Private instruction in physical culture may be offered by the director as far as regular duties permit at the following rates per quarter: Nine one-half hour lessons $9.00.

Following are the courses embraced:

Courses:

I. Introductory. (1) Gymnasium. (2) Personal Hygiene. Two hours per week; reading and reports. Two credits.

II. Gymnasium; incidental discussion of health conditions. German or Swedish games. Two periods. One credit.

III. Gymnasium; Swedish Public School work. One credit.

IV. Gymnasium; Swedish or German Games; aesthetic dancing, etc., etc. One credit.

V. 1. Gymnasium; sets of exercises suitable for elementary and high schools learned and practiced. Two credits.
2. Personal hygiene based on advanced physiology, nutrition, exercise, rest.
3. Method. This course is designed to qualify the student for conducting physical education in schools, teaching and supervising.

VI. Aesthetic and folk dancing. Fencing. Two credits.

VII. Light and heavy apparatus work. One credit.

ATHLETICS  
MR. SPARKES

There is a popular notion abroad that athletics should supplant the regular gymnastic work. This is a mistake because athletic coaches throughout our country find it necessary to give special gymnastic training to candidates for various teams. For this reason we require gymnastic work and permit only a limited substitution of athletics.
for regular work in gymnasium. It is felt that athletics alone are not sufficient to produce best body for working conditions.

Basket Ball

Basket ball for girls and boys is one of the strong features of our school work. During the four winter months, boys and girls train under direction of a special basket-ball coach. Each player leaves us with a thorough knowledge of the game, such as materially aids him in future teaching.

Tennis

Tennis for girls and boys, has become one of the permanent features of our student life. A most delightful fall and spring climate and good tennis courts furnish inducements for all followers of this game. Tournaments between various tennis clubs of school, with city school and local city organizations make this form of sport attractive.

Athletics for Boys

Football, basketball, tennis, track work and baseball are the forms of athletics offered to all boys who enter this school. Very successful basketball and tennis teams have represented this school during the past season. An experienced coach has been engaged for this feature of the work. The prospects for good athletic teams for the coming season are very good.

STUDENTS, 1913-1914

WASHINGTON STATE NORMAL SCHOOL

SENIOR CLASS

Graduated January 23, 1914

Bailey, Hazel .................................................. Seattle
Fowler, Sophia .................................................. Bickleton
Hammond, Carrie .............................................. Tacoma
Kaynor, Margaret .............................................. Ellensburg
Mayer, Rita ..................................................... North Yakima
Wilden, Edith .................................................. Tacoma
Williams, Lewis .................................................. Chelan

Abercrumbie, Blanche .......................................... Tacoma
Anderson, Alice E. ............................................ North Yakima
Averill, Marletta .............................................. Ellensburg
Auld, Grace ..................................................... Granger
Bair, Mary Eudocia ............................................ Steilacoom
Baker, R. Frank ................................................. Ellensburg
Bal, Winnifred .................................................. Tacoma
Blagg, Etta I .................................................... Hood River, Ore.
Brann, Hilda G. .................................................. Ellensburg
Cotton, Bernice Winslow ..................................... Port Townsend
Cropsey, Charlotte Mae ....................................... Ellensburg
Cropsey, Katherine Margaret ............................... Ellensburg
Dahlstrom, Esther .............................................. Seattle
Doming, June .................................................... Tacoma
Gardner, Addie E .................................................. Kennewick
Gordon, Minnie E .............................................. Tacoma
Grant, Valma C .................................................. Grandview
Hinckley, Loretha .............................................. Tacoma
Hollinhead, Marion .............................................. Seattle
Hough, Mabel ..................................................... North Yakima
Irving, Ruth E ..................................................... Tacoma
Jenkins, Olive ................................................... Puyallup
Johnson, Edna A .................................................. Wapato
Klinehoe, Regina ................................................. Seattle
Lyon, Rosanna .................................................... North Yakima
Mason, Ellen N .................................................... Dockton
Moe, Nettie Amelia .............................................. Montesano
Nelson, Selma P .................................................. Burton
Penire, Edna Inez ............................................... Toppenish
Polhamus, Yuma .................................................. Kent
Reuschler, Neille .................................................. Wapato
Rodman, Blanche .................................................. Wapato
Ross, Gertrude .................................................... Walla Walla
Schafer, Gretchen .............................................. Betsap
Snyder, Ada L ..................................................... Seattle
Stanyar, Mary L .................................................. Index
Tewes, Dora J ..................................................... Puyallup
Wilson, Mary Emma ............................................ Ellensburg
Wittenberg, Anna .............................................. Alaska
Young, Edith ...................................................... Mabton

Graduated June 3, 1914

Abercrumbie, Blanche .......................................... Tacoma
Anderson, Alice E. ............................................ North Yakima
Averill, Marletta .............................................. Ellensburg
Auld, Grace ..................................................... Granger
Bair, Mary Eudocia ............................................ Steilacoom
Baker, R. Frank ................................................. Ellensburg
Bal, Winnifred .................................................. Tacoma
Blagg, Etta I .................................................... Hood River, Ore.
Brann, Hilda G. .................................................. Ellensburg
Cotton, Bernice Winslow ..................................... Port Townsend
Cropsey, Charlotte Mae ....................................... Ellensburg
Cropsey, Katherine Margaret ............................... Ellensburg
Dahlstrom, Esther .............................................. Seattle
Doming, June .................................................... Tacoma
Gardner, Addie E .................................................. Kennewick
Gordon, Minnie E .............................................. Tacoma
Grant, Valma C .................................................. Grandview
Hinckley, Loretha .............................................. Tacoma
Hollinhead, Marion .............................................. Seattle
Hough, Mabel ..................................................... North Yakima
Irving, Ruth E ..................................................... Tacoma
Jenkins, Olive ................................................... Puyallup
Johnson, Edna A .................................................. Wapato
Klinehoe, Regina ................................................. Seattle
Lyon, Rosanna .................................................... North Yakima
Mason, Ellen N .................................................... Dockton
Moe, Nettie Amelia .............................................. Montesano
Nelson, Selma P .................................................. Burton
Penire, Edna Inez ............................................... Toppenish
Polhamus, Yuma .................................................. Kent
Reuschler, Neille .................................................. Wapato
Rodman, Blanche .................................................. Wapato
Ross, Gertrude .................................................... Walla Walla
Schafer, Gretchen .............................................. Betsap
Snyder, Ada L ..................................................... Seattle
Stanyar, Mary L .................................................. Index
Tewes, Dora J ..................................................... Puyallup
Wilson, Mary Emma ............................................ Ellensburg
Wittenberg, Anna .............................................. Alaska
Young, Edith ...................................................... Mabton

Graduated July 31, 1914.

Brown, Juret ...................................................... Ellensburg
Burbaik, Martha .................................................. North Yakima
Cornett, Bita ...................................................... North Yakima

Course Not Completed

Brown, Juret ...................................................... Ellensburg
Burbaik, Martha .................................................. North Yakima
Cornett, Bita ...................................................... North Yakima
WASHINGTON STATE NORMAL SCHOOL

Juniors

Anderson, Gladys ............ Ellensburg
Anderson, Ingie ............. Ellensburg
Atten, Jennie ............... Ellensburg
Bennett, Mary ............... North Yakima
Berg, Elia .................. Tacoma
Bergerson, Mabel .......... Ellensburg
Bergstrom, Della .......... Tacoma
Buell, Hazel ............... Ellensburg
Bowie, Kate ................ Chehalis
Briscoe, Emmie .......... Ellensburg
Burch, Dora ................. Sunnyside
Chambers, Margaret ...... Tacoma
Chapman, Mildred ......... Ellensburg
Claghaugh, Eva .......... Huntersville
Corbett, Kathleen ......... Hartline
Cox, Anna .................... Union, Ore.
Davis, Ora ................. Hoquiam
Dailey, Elizabeth ........ Kittitas
DeVine, Gladys .......... Pendleton, Ore.
Dixon, Bernice .......... Ellensburg
Dixon, Juanita .......... Everett, Ore.
Drinkard, Mildred ....... Grandview
Eaton, Marlon .......... Ellensburg
Eide, Ruth ................. Ellensburg
Eley, Orfe ................. Seattle
Ellis, Eleanor ............ Roslyn
Esh, Odell ................. Puyallup
Eriksen, Jovine .......... Sunnyside
Evans, Gladys ............. Seattle
Evans, Alta ................. Yakima
Fisher, Lois ............... Richland
Fisher, Edith .......... Granger
Gardner, Agnes .......... Montesano
Garvey, Mabel R. ......... Montesano
Glenn, Mary ............... Sunnyside
Glen, Leona ............... Tacoma
Grass, Lena .................. Ellensburg
Green, Jesse ............. Auburn
Gwin, Frank ............... Bremerton
Haggard, Edna .......... Tacoma
Hagen, Hazel .............. Centralia
Hendrick, Hallie ......... Tacoma
Henry, Margaret ...... Ellensburg
Hicks, Bessie ............. Ellensburg
Hoff, Queenie .......... Tacoma
Holgerston, Gilda ......... Sunnyside
Hood, Bertha .......... Thorp
Hornbrook, Myrtle ......... Auburn
Hubbard, Harriet ......... Walla Walla
Hunter, Helen .......... Puyallup
Jenkins, Helen ............ Toppenish
Jenks, Helen ............... Tacoma
Johnson, Edna C. ........ Ellensburg
Johnson, Esther .......... Walla Walla
Jones, Vivian .......... Grays Harbor
Krause, Margaret ......... Port Townsend
Lafever, Lena .......... Bickleton
Larson, Sophia .......... Tacoma
Larson, Hanna .......... Richland
Larson, Mabel .......... Tacoma
Larson, Norma .......... Ellensburg
Long, Nellie .......... North Yakima
Lovera, Neva .......... Ellensburg
Ludlow, Elise .............. Ellensburg

WASHINGTON STATE NORMAL SCHOOL

Sophomores

Ballaine, Florence ......... Seattle
Boering, Ines .......... Stellaco
Broder, Mildred ......... North Yakima
Brown, Louise .......... North Yakima
Bruegger, Margaret .... Cle Elum
Maxwell, Mary .......... Ephrata
Nicholson, Ruth ......... Lincoln, Nebr.
Pickering, Ruth .......... Sunnyside
Pouli, Louise .......... Ellensburg
Taylor, Laura .......... Ellensburg

Freshmen

Barton, C. H. .......... North Yakima
Cameron, Fawn .......... Ellensburg
Carr, Rebecca .......... Ellensburg
Chariton, Marie .......... Ellensburg
Chipman, Florence ...... Ellensburg
Dyer, Vivian .......... Grays Harbor
Dixon, Pearl .......... Walla Walla
Freeman, William ....... Bickleton
Heer, Helen .......... North Yakima
Jackson, Olive .......... Spokane
Lind, Helen .......... Buxton
Merritt, Nathan .......... North Yakima
Nash, Roy .............. Ellensburg
Frazier, Grace .......... Ellensburg
Special Students

North Yakima

Barton, Mrs. C. H.
Carter, Vasvab
Chample, Chas.
Dunnigton, A. J.
DeVine, Frances
Emerson, Ruby
Hopkins, Mrs. H. J.
Richeson, Mary
Robinson, Chas.
Smith, Leta May
Smith, Helen
Smith, Therese
Watkins, Lela

Summer Session, 1918

Seattle

Arscott, Pearl
Auld, Grace L.
Averill, Marietta
Baker, Opal
Baker, Mrs. Mary S.
Bay, Mrs. W. D.
Beckett, Alfred
Berard, Genie
Beveridge, Jennie
Blakely, Marion
Blankenship, Maud
Boling, Zalma
Bronson, Lydia
Brown, Ada
Brown, Helen
Betley, Belle
Chapman, A. L.
Clement, Ruth
Colbert, Mildred
Connell, Nettie
Crep, Marguerite
Decker, E. E.
Decotto, Julia
Decotto, Ines
Degros, S. G.
Deuun, Agnes
Dixon, Delphia
Douglas, Ester
Dunn, Rose
Easton, Alice E.
Eberle, Rose A.
Everett, E. B. S.
Pear, Vernon
Forest, Lawrence
Forrest, Florence
Fouts, D. G.
Galu, Ada
Gibson, Lena
Gibson, Rose
Gile, Ethel
Glenn, Nancy E.
Guthubber, L. F.
Graa, Fred
Henderson, Otis
Hall, Maude
Hall, W. L.
## SUMMARY OF ATTENDANCE

<table>
<thead>
<tr>
<th>NORMAL SCHOOL</th>
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<tr>
<td>Graduates 1913-1914</td>
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<tr>
<td>Seniors not graduated</td>
<td>10</td>
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<tr>
<td>Juniors</td>
<td>109</td>
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<td>Sophomores</td>
<td>10</td>
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<td>Freshmen</td>
<td>22</td>
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<td>Special students</td>
<td>13</td>
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<tr>
<td>Students attending only summer school</td>
<td>149</td>
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<td>Total attendance summer session 1913-1914</td>
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<td>Kindergarten</td>
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<td>Total Training School pupils</td>
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<td>Total in Normal and Training Departments</td>
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<tr>
<th>DIPLOMAS AND CERTIFICATES, 1914</th>
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<tr>
<td>Number of life diplomas issued 1914</td>
<td>28</td>
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<tr>
<td>Number of diplomas issued 1913-14</td>
<td>51</td>
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<tr>
<td>Number of secondary certificates issued</td>
<td>20</td>
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<tr>
<td>Number of elementary certificates issued to juniors</td>
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<tr>
<td>Total number of diplomas and certificates issued during the year 1914-15</td>
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ALUMNI

Abbott, Lula Edith—1899.
Adams, May—1894.
Allard, Emma Marie—1912; Wall Bluffs; teacher, Tacoma.
Ames, Helen—1913; Ellensburg; teacher, Heppner, Oregon.
Anderson, Birdie—1913; Sumner; teacher, Port Blakeley.
Anderson, Katherine—1900.
Anderson, Stella E.—1905 (deceased).
Anthony, Julie E.—1896.
Armour, Ellen—1897.
Arston, May Josephine—1908.
Atkins, May—1898.
Atwood, Stanley F.—1905.
Baker, Bessee (Mrs.)—1900.
Baker, C. S. (Mrs.)—1902.
Baldwin, Sara—1911; Ellensburg; teacher, South Cle Elum.
Ball, Alma Irene—1910.
Barclay, Bertha—1897.
Barge, Alice—1893.
Barhote, Ruth Pauline—1912; Seattle; teacher, Roslyn.
Beach, Daisy—1894.
Beardley, Arthur Sydney—1911; North Yakima; teacher, Outlook.
Bentney, Margaret—1898.
Bell, Martha—1896.
Bennett, Carlotta—1912; Seattle; teacher, Port Blakeley.
Berg, Clara Martha—1918; North Yakima; teacher, Kennewick.
Berkeb, Edie V.—1894.
Bevisacqua, Mary L.—1918; Roslyn; teacher, Roslyn.
Bigelow, Margaret E.—1903.
Bigford, Grace Elizabeth—1913; North Yakima; principal, North Yakima.
Bisbee, Zelma—1898.
Bishop, Aline Loretta—1906.
Bishop, Joanna—1907.
Black, Mattie Rae—1913; Seattle; teacher, Seattle.
Blair, H. F.—1902.
Blake, Maude A.—1912; Camas; teacher, Camas.
Bloom, Lela Elma—1912; Core, Ore.; teacher, Union, Ore.
Bosse, Bertha Helen—1903.
Bowman, Ina—1902.
Bowman, Lena F.—1893.
Brown, Effie—1893.
Brown, Grace Elizabeth—1912; Anbura; teacher, Kennewick.
Bruce, Lena—1894.
Bryant, Helen Beatrice—1910.
Ballock, Edna Jeannette—1918; Tacoma; teacher, Woodland.
Ballock, Effie—1897 (deceased).
Burgie, Etta M.—1898.
Buriff, Ellen M.—1892.
Burwell, Leona E.—1908.
Burwell, Mildred J.—1902.
Butler, Minnie—1908.
Calhoun, Vera—1898.
Cameron, Chrisle E.—1895.
Campbell, Ruby—1894.
Campbell, Vera Irene—1913; Wapato; teacher, Wapato.
Carlson, Elmer Ernest—1913; Stanwood; teacher, Stanwood.
Carothers, C. M.—1906.
Carothers, Lillian—1900.
Carothers, Warren—1895.
Carrick, Helen Georgia—1913; North Yakima; teacher, North Yakima.
Carrithers, Lillie A.—1913; Centralia; teacher, Centralia.
Carroll, Julia Virginia—1900.
Carroll, Ruth Carolyn—1912; Ellensburg; teacher, Cle Elum.
Carter, Frances Maude—1902.
Champlin, Blanche Lorraine—1913; Camas; teacher, Camas.
Chapin, Stella—1909.

WASHINGTON STATE NORMAL SCHOOL
Price, Ethel Mary—1913; Outlook; teacher, Edgecomb.

Price, Ethel Mary—1913; Outlook; teacher, Edgecomb.
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