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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
1916

Published Quarterly by the Washington State Normal School at Ellensburg, Washington.
THE QUARTERLY

OF THE

Washington State Normal School

ELLENSBURG

CATALOG NUMBER

OLYMPIA, WASH.
FRANK M. LAMBORN PUBLIC PRINTER
1916
ADMINISTRATIVE STAFF

George H. Black, President.
Angeline Smith, Dean of Women.
Selden Smyser, Advisor for Men.
Vera Josephine Maxwell, Executive Secretary and Recorder.
O. E. Draper, Accountant.
Estella Berggren, Stenographer.

The heads of major departments are directly responsible to the President for the details of administration within their respective departments.

All work pertaining to the training of rural teachers and all courses in extension work for teachers in service are in direct charge of Mr. Earl S. Wooster, Head of the Department of Rural Education.

All work pertaining to appointments will be under the direct supervision of Mr. William T. Stephens, Head of the Department of Education and Director of the Training Department.

All inquiries for teachers and for recommendations should be addressed to the Appointment Secretary.

All requests for information and all general inquiries should be addressed to the President.

This school is a state institution and desires especially that the citizens of Washington become familiar with its purposes, its facilities for its special work, and the character of the results being obtained. To this end all citizens of the state are urged to visit this institution whenever they are in this part of the state. Citizens of Ellensburg and vicinity are urged to become more directly acquainted with the Normal School by making frequent visits to classrooms, laboratories, and the library, and by continuing their generous patronage of the special lectures and entertainments given under the auspices of the school.
FACULTY FOR 1916-1917

GEORGE H. BLACK, President, School Administration and Sociology.
A. B., Toronto University; Graduate Student University of Chicago.

MARGARET ADAIR DAVIDSON, Assistant in English Department.
Graduate Emerson College of Oratory, Boston, Massachusetts; Graduate Washington State Normal School, Ellensburg, Washington.

O. E. DRAPER, Head of the Department of Business Education.
Graduate Vories Business College, Indianapolis, Indiana; Student Hayward College, Fairfield, Illinois; Student International Accountants' Society; Student Washington State College.

DOROTHY ELLIS, Assistant in the Department of Home Economics.
B. S. in Home Economics, University of Idaho.

MARY A. GRUPE, Head of the Department of Psychology and Child Study.
Graduate State Normal School, Oswego, New York; Ph. B., University of Chicago.

ABALNE B. HUNT, Head of the Department of Fine and Applied Arts.
B. P., Syracuse University; Graduate Pratt Institute; Student Julien's Academie and Ecole des Beaux-Arts, Paris, New York School of Art. Teachers' College, Columbia University, University of Chicago, Cape Cod School of Art, Ogunquit School of Art, New York School of Fine and Applied Arts.

HEBEW G. LECHNER, Assistant in Rural Department and Teacher of Agriculture.
B. S. in Agriculture and B.A. in Education, Washington State College; M. S., Iowa State College.

DOROTHY MCFARLANE, Head of the Department of Home Economics and Household Administration.
Graduate State Normal School, Whitewater, Wisconsin; Graduate Bradley Polytechnic Institute, Peoria, Illinois; B.S., Teachers' College, Columbia University.

CLAIRE MEISNER, Director of Kindergarten.
Graduate Teachers' Training School, Davenport, Iowa; Graduate Chicago Kindergarten Institute; Student University of Chicago.

JOHN P. MUNSON, Head of the Department of Biological Science.
Ph. B., Yale; M. S., University of Wisconsin; Ph. D., University of Chicago.

MAE E. PICKEN, Supervisor of Intermediate Grades, Training School.
Graduate Illinois State Normal University, Normal, Illinois; Student Hamline University, St. Paul, Minnesota; B. S., Teachers' College, Columbia University.

REBECCA B. RANKIN, Librarian.
B. A., University of Michigan; S. B., in Library Science, Simmons College Library School, Boston, Massachusetts.

FLOY A. ROSSMAN, Head of the Department of Music.
Ph. B., Hamline University, St. Paul, Minnesota; M.A., University of Minnesota.

MYRTLE SHOLTY, Supervisor of Primary Grades, Training School.
Graduate Stevens Point, Wisconsin, State Normal School; Ph. B., in Education, University of Chicago; Student Teachers' College, Columbia University.

ANGELINE SMITH, Dean of Women and Assistant in Department of Social Science.
Student Kahoka College, Kahoka, Missouri; Student University of Missouri; Student University of Chicago.

HELEN SMITH, Assistant in the Kindergarten Department.
Student New England Conservatory of Music, Boston, Massachusetts; Graduate Washington State Normal School, Ellensburg, Washington.

SLEDEN SMYRER, Head of the Department of Social Sciences and Acting Head of the English Department.
Ph. B., De Pauw University; Fellow in Economics; M.A., Ohio State University; Graduate Student, Cornell University.

LOREN D. SPARKS, Supervisor of Eighth Grade Training School.
Graduate Stevens Point Normal School, Stevens Point, Wisconsin; Student University of Wisconsin.

WILLIAM T. STEPHENS, Head of the Department of Education and Director of Training Department.
A. B., Indiana University; A. M., Harvard; Graduate Student University of Chicago.

CHARLOTTE WALLS, Head of the Department of Health and Physical Training.
Graduate Sargent School of Physical Education, Cambridge, Massachusetts; A. B., Ripon College, Ripon, Wisconsin; Students Teachers' College, Columbia University.

HENRY J. WHITNEY, Head of the Department of Manual Training and Mechanical Arts.
B. S., Northwestern University; Graduate Student University of Wisconsin.

FLORENCE A. WILSON, Assistant in English Department.

WILLIAM EDWARD WILSON, President Emeritus, Teacher of History.
Graduate West Virginia State Normal School; A. M., Monmouth College, Monmouth, Illinois; Student University of Edinburgh.

EARL S. WOOSTER, Head of the Department of Rural Education and Director of Rural Training Schools.
Graduate Cortland Normal School; A. B., Amherst College, Amherst, Massachusetts.

SPECIAL TEACHING STAFF FOR THE TRAINING SCHOOL

JESSIE G. STUART, Observation Teacher, Seventh Grade.

SOPHIA R. FOWLER, Observation Teacher, Sixth Grade.

KATHERINE STEWART, Observation Teacher, Fourth Grade.

ANNA QICGLEY, Observation Teacher, Third Grade.

CORA M. TOMLINSON, Observation Teacher, First Grade.
THE WASHINGTON STATE NORMAL SCHOOL
AT ELLENSBURG

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

Efficient Normal Schools Necessary

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

Establishment

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

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

LOCATION

Ellensburg is situated in the Kittitas Valley, an extensive basin surrounded by the foothills of the Cascade Mountains. The region has an elevation ranging from 1,400 feet to 3,100 feet. The surrounding foothills, as they are called on account of their relation to the Cascade Range, rise to such heights as: Menastash 3,600 feet, Umtanum 4,200 feet towards the south and west; Table Mountain 6,348 feet and Mount Baldy 7,000 feet toward the northwest. The summit of Mount Stuart rises above the foothills to the northwest in a rugged crag to the height of 9,470 feet.

The Kittitas Valley is notable as one of the most beautiful in the Pacific Northwest. It is celebrated for its agricultural wealth. The valley possesses the advantages of a healthful climate, good roads and
good schools, excellent transportation facilities and thriving and progressive people.

Ellensburg, the business center of this region, is an attractive residence city and an important business point. It 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 between Seattle and Spokane. These two transcontinental lines furnish Ellensburg first class passenger service, affording six trains east and west daily.

BUILDINGS AND GROUNDS

The school campus consists approximately of three blocks amounting to an area of nearly eight acres. These grounds are in the most attractive residence district of the city, and command a view of wide extent and surpassing beauty. The campus furnishes ample opportunity for play and athletics, including tennis, football, basketball and field hockey. Provision will be made for an outdoor skating rink during the winter months, which will furnish additional opportunity for recreation and for the practice of hockey.

The group of buildings includes the central building, containing the administrative offices, auditorium, library, gymnasium, music and art studies, laboratories and classrooms; the Training School; Manual Training and Physical Science building; Kamola Hall, the dormitory for women; and Eswin Hall, the dormitory for men.

PURPOSE AND PLAN

In keeping with the general purpose and organization of state normal schools throughout the country and within the State of Washington, the Washington State Normal School, at Ellensburg, is organized for the purpose of furnishing definite professional preparation for teachers of the following types:

1. General teachers for service in graded elementary schools.
2. Teachers especially trained for service in rural schools.
3. Principals of graded elementary schools covering work of the first eight grades.
4. Teachers of special subjects such as home economics, manual training, agriculture, physical education, music, applied arts, kindergarten and school administration. Specialization is also possible in groups of grades such as primary, intermediate and grammar grades.
5. Jointly with the University of Washington and the Washington State College the basal training for county and city superintendents of schools.

To meet the demands for professional preparation in general entailed in the attainment of the above purpose for those who are planning to enter the teaching profession, and also for those experienced
teachers who are looking toward a higher grade of preparation, the following general schedule of courses has been tentatively approved by the State Board of Education. The courses offered in this school are therefore such courses as fulfill the purpose indicated in the general outline as follows:

I. Courses of study for the normal schools of Washington open to graduates of four-year accredited high schools or to graduates of the elementary courses of state normal schools or the equivalent thereof. (For statement of outline of courses by departments, see pages 30-49.)

1. General Courses—courses of two years leading to graduation

   Professional work ........................................ 40 credits
   Academic work ............................................. 20 credits
   Free electives ............................................. 20 credits

2. Special Courses of two years

   (1) Primary Course

      Professional Subjects:
      Observation and Practice Teaching .................. 10 credits
      Education, Psychology, Sociology, Methods .......... 30 credits
      and Primary Methods .................................. 40 credits

      General Subjects, including Music, Drawing,
      Physical Education ...................................... 20 credits
      Electives ................................................. 20 credits

   (2) Grammar School Course

      Professional Subjects:
      Observation and Practice Teaching .................. 10 credits
      Education, Psychology, Sociology, Methods .......... 30 credits
      and Methods ............................................ 40 credits

      General Subjects, including Music, Manual
      Training, Art, Agriculture, Home Economics, Physical Education 20 credits
      Electives ................................................. 20 credits

   (3) Rural School Course

      Professional Subjects:
      Observation and Practice Teaching .................. 10 credits
      Education, Psychology, Sociology, Rural School Methods 30 credits
      and Rural School Methods .............................. 40 credits

      General Subjects, including Music, Art, Manual
      Training, Home Economics, Agriculture, Rural School,
      Physical Education ...................................... 20 credits
      Electives ................................................. 20 credits

3. Three Year Courses

   Specialized Courses in Home Economics, Arts
   (Fine and Applied), Music, Physical Education,
   Manual Training, School Administration, Primary Work.

   Professional Subjects:
   Education, Sociology, Methods, Observation
   and Teaching, Social Sciences

   Academic Work .............................................. 40 credits
   Electives, such as Manual Training, Home Economics,
   Public School Music, Physical Education and Play, School
   Administration, Primary Work .................................. 40 credits
   ………………………………………………………………………. 120 credits

II. Elementary Courses of two years, open to students who have had at least two years of approved high school work or one of the equivalents listed under the heading “Admission” on page 26, leading to admission to the secondary course and to the granting of an elementary certificate. These courses are specifically directed toward the special training of teachers for rural schools.

HIGH SCHOOLS OF WASHINGTON ACCREDITED FOR FOUR YEARS OF WORK

Graduates of the following high schools, accredited for four years, will be admitted to the first year of courses 1, 2, 3 and 4, as outlined on pages —

Aberdeen  Bothell  Cle Elum
Anacortes  Bremerton (U. H.)  Colfax
Almira  Brewster  Coyleville
Annie Wright Seminary  Buckley  Conconully
(Tacoma)  Burlington  Coupeville
Arlington  Burton (U. H.)  Creston
Auburn  Cashmere  Davenport
Battle Ground  Castle Rock  Dayton
Bellingham  Centralia  Deer Park
Whatcom  Chehalis  Dyer
Fairhaven  Chehalis  Friday Harbor
Black Diamond  Cheney  Eatonville
Blaine  Chewelah  Edmonds
Bickleton  Clarkston  Edmonds
### Washington State Normal School

#### High Schools Accredited for Three Years of Work

<table>
<thead>
<tr>
<th>Bellevue</th>
<th>3 grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmopolis</td>
<td>3 grades</td>
</tr>
<tr>
<td>Dryad</td>
<td>4 grades</td>
</tr>
<tr>
<td>Issaquah</td>
<td>4 grades</td>
</tr>
</tbody>
</table>

#### High Schools Accredited for Two Years of Work

<table>
<thead>
<tr>
<th>Avon</th>
<th>3 grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle Ground</td>
<td>3 grades</td>
</tr>
<tr>
<td>Bridgeport</td>
<td>3 grades</td>
</tr>
<tr>
<td>Carbonado</td>
<td>3 grades</td>
</tr>
<tr>
<td>Duvall</td>
<td>3 grades</td>
</tr>
<tr>
<td>Foster</td>
<td>3 grades</td>
</tr>
<tr>
<td>Hartford</td>
<td>3 grades</td>
</tr>
<tr>
<td>Hartline</td>
<td>3 grades</td>
</tr>
</tbody>
</table>

#### High Schools Accredited for One Year of Work

<table>
<thead>
<tr>
<th>Johnson</th>
<th>4 grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Crosse Dist. No. 153</td>
<td>2 grades</td>
</tr>
</tbody>
</table>

#### Accommodations for Students and General Expenses

**Library Fee.** A fee of ten dollars is required to be paid by each student as a condition of admission. Five dollars of this fee is remitted directly into the Library Fund. The remaining five dollars is held as an indemnity deposit which is placed to the student's credit, to be returned at the close of the school year, less any charges for loss or damage to school property in the hands of the student. With the consent of the student, and in accordance with the constitution of the Associated Students of the Washington State Normal School, two dollars of this refund will be retained for membership in the organization. This membership entitles students to a part in all student activities under the control of the Associated Students.

**Laboratory Fees.** No laboratory fees will be charged. A deposit, however, to cover breakage amounting to $2.00 will be required of each student and will be returned at the end of the school year less any deductions for property lost or damaged. The school reserves the right to charge for materials used when students undertake special problems in manual training and applied arts, where such problems involve the use of costly materials.

**Diploma and Certificate Fees.** A fee of one dollar is required by law for each certificate, diploma and life diploma issued by authority of the State of Washington. This fee must accompany the application for such certificate or diploma.

**Textbooks.** The textbooks required are provided by the students. They may be procured at the city bookstores. The average cost varies, but usually amounts to about five dollars per semester.
ACCOMMODATIONS FOR WOMEN

KAMOLA HALL

General. Kamola Hall, the dormitory for women, is located in the block east of the campus and is an attractive, modern building, furnishing accommodations for one hundred and twelve students. The rooms are all steam-heated and electric-lighted, and are equipped with rugs, study tables, chairs, dressers, single beds, curtains and bedding. Throughout the building every arrangement has been made that is essential to the comfort, happiness and good health of the students.

Administration. Not only does the dean of women control the social life, but she is in executive control of the general administration of the Hall. Altho it cannot be said to be a finally adopted rule, yet it is understood that the institution reserves the right to decide whether or not a student must live in the Hall. In all cases it is understood that students not in residence must secure the approval of the dean so far as residence outside of the Hall is concerned. This provision is made to protect the personal interests of every student who enters the school. Under these circumstances, parents may rely upon the school to accept full responsibility for young women entrusted to its tutelage.

Home Life. Care is taken to render the home life not only comfortable and pleasant, but also conducive to the cultivation of those graces of character which mark refined women. Only such restrictions are thrown around students in residence as are considered important for their health, for the best conduct of their work, and for their personal improvement. Importance is attached to the cultivation of that considerate regard for the wishes and feelings of others which leads to courteous deportment and to proper social adjustment. Throughout the year definite instruction in personal culture and approved social usages is given by the dean.

Assignment and Care of Rooms. In the assignment of rooms, precedence is given to those who have been longest in residence. On August 20th of each year, assignments will be made in the order in which requests for rooms have been received, and due notice of assignment will be given.

The occupants of each room are expected to keep it in order. All rooms are frequently inspected by the head of the department of household administration in the Hall.

Kamola Hall affords only thirteen single rooms. All other rooms must be occupied by two students. No assignment of rooms will be made unless application for same is accompanied by a deposit of $4.00 which should be paid before August 1st, which amount will apply on the first month's rent.
WASHINGTON STATE NORMAL SCHOOL

Should a person after having had a room assigned, for sufficient reason, wish to have this assignment cancelled, the $4.00 deposit will be refunded, provided application for same is received before September 1st.

Application for rooms should be made to the Executive Secretary. Remittances should be made by postoffice order, express money order or by bank draft, made payable to the Washington State Normal School, at Ellensburg.

Kamola Hall Dining Room. For the accommodation of students who cannot be assigned to rooms in the Halls, including both men and women, but who are none the less under the direct supervision of the school, table board is afforded in Kamola Hall at the regular charge of $3.00 per week. Because of the low charge for table board, it is impossible to make any deduction or remittance for absence from meals. The service is under the direct supervision of the head of the home economics department and it is the best to be obtained at the price charged. Those living in private homes enjoy all of the advantages, so far as table board is concerned, that are open to resident students of Kamola Hall. During the winter months provision will be made for inexpensive lunches available to students who are not regular boarders. In all probability this lunch will be served on the cafeteria plan by students.

Cost of Board and Room. The cost of board and room in Kamola Hall is $4.00 per week except when the student occupies a single room. One who occupies a single room pays $4.25 per week for room and board. Board alone costs $3.00 per week.

In so far as it is possible to do so the laundry will be made available for the use of students living in private homes as well as those living in Kamola Hall.

All bills are due and payable at the office of the accountant the first of each month in advance.

A limited number of guests of students in residence will be entertained at one dollar per day. The dean must be consulted before the invitation is given.

ESWIN HALL

Eswin Hall, the dormitory for men, is located about two blocks from the Normal School campus. Sixteen men may be accommodated with rooms, and meals are obtained at Kamola Hall. The cost of a room in Eswin Hall is $4.00 per month (four weeks) for each student. Two students are assigned to each room. Board in the dining room at Kamola Hall costs $3.00 per week. Rates of charge for accommodations for men are the same as for women students.

Student’s Outfit. (For students in Kamola Hall and Eswin Hall.) Each student in residence is expected to provide the following outfit:
1. Six table napkins approximately 22 by 22 inches.
2. A napkin ring.
3. Three pairs of sheets approximately 1½ by 2½ yards. (Single beds are used.)
4. Three pillow slips 20 by 28 inches.
5. The necessary towels and dresser covers.
All articles should be plainly and durably marked, with the name of the owner.

A charge of fifty cents a quarter will be made for the use of electric current for ironing.

Rooms in Affiliated Private Homes. Rooms in private homes in the best residence section in the city surrounding the Normal School are obtainable for students and will be reserved by the school on the same plan as reservations are made in Kamola Hall. The prices range from $8.00 to $12.00 a month for a room large enough to accommodate two students and from $6.00 to $10.00 for single rooms. The necessary bedding is supplied by the one from whom the room is rented.

Rooms Furnished for Light Housekeeping. Although not especially recommended by the school, yet opportunities are available for those who prefer to undertake light housekeeping. The school does not recommend this method of living as being particularly economical, especially when interference with study and insufficient opportunity for recreation are considered. The regular demands of the school work are so heavy each day that unless students are especially capable in managing, and above the average in their knowledge of home economics, it is difficult to live satisfactorily by engaging in light housekeeping. However, for all who desire to do so, the school will exert every effort to give assistance both in securing such accommodations and also in furnishing advice from time to time throughout the year. The head of the department of home economics will upon request render guidance in the matter of daily food supply of those who undertake light housekeeping.

Expense Estimated for a Year. As the expense of attending the Normal School will vary greatly with the individual tastes of the student, it is possible to give only a conservative estimate, as follows:

Room and board in Kamola Hall for the regular school year amounts to ................... $150 00
Books and stationery (estimated) .............. 10 00
Registration fee ................................ 10 00
Gymnasium suit (estimated) .................... 5 00

$175 00
RAILROAD SERVICE

Ellensburg is served by the Northern Pacific Railway and the Chicago, Milwaukee and St. Paul Railway, both main lines, connecting with branch lines and with other roads, so that all parts of the state may be reached from Ellensburg without difficulty. To reach Ellensburg from the southwestern part of the state, one may take the Northern Pacific, Great Northern, C., M. & St. P., or branch lines connecting with these roads, direct to Tacoma, Seattle or Auburn, changing there for Ellensburg. Tickets may be purchased from points on these roads to Ellensburg and good connections may be made at one or all of the three points mentioned. The Grays Harbor line also connects with trains to Ellensburg at Seattle. From Chelan county Ellensburg may be reached by stage from Wenatchee. From points in Eastern Washington one may take the Northern Pacific or C., M. & St. P. lines, direct to Ellensburg, and from the southeastern part of the state the O.W. R. & N. connects with the main line of the Northern Pacific at Pasco, at which place one must change for Ellensburg.

Special rates will be offered by the railroads to students for the Christmas vacation, at which time special cars will be provided for students going to Tacoma and Seattle.

ASSOCIATED STUDENTS

The Associated Students is an organization of the entire student body. All students upon registration become members of this association. A constitution has been adopted and approved, and provision has been made for the setting aside of certain funds for the purpose of promoting and aiding certain student activities, such as athletics, debating, a lecture course and the work of various clubs.

OTHER STUDENT ORGANIZATIONS

It is the general policy of the school to foster all such organizations of the student body as can be made to serve the special interests and activities of the various groups of students. While all such organizations are under the advisory control and direction of the school, it is desired at all times that they shall be conducted almost wholly by the students themselves.

Since the opportunities for training in initiative and leadership are generally more or less limited, it becomes especially desirable that the students shall take advantage of every opportunity afforded by their own organizations for training in initiative. The following represent the types of student organizations officially sanctioned by the school at the present time: Treble Clef Club, Men’s Glee Club, Orchestra, Dramatic Club, Camera Club, Farm Home and School Club, Crescent and Eclectic Literary Societies and the Athletic Association. Other student organizations will be approved as they may be developed by the students.

The Treble Clef Club is a women’s chorus having about thirty members. It meets twice a week for practice, and proportionate credit is given for a semester’s work. In conjunction with other musical organizations, public recitals are given during the year.

The athletic activities have centered around basketball, tennis and field hockey, which are participated in by both the men and the women of the school. Four tennis courts on the campus and three courts on the ground adjoining Kamola Hall and Eswin Hall furnish excellent opportunities for recreation during the spring and autumn months. In addition to this, the men of the school organize a football team each year, and a number of games with teams from other schools are scheduled each season.

GENERAL ASSEMBLY

One period a day of each week throughout the session is set aside as a general assembly period for the school. The program for this period is definitely arranged and constitutes a part of the educational effort of the school. The program will be varied from quarter to quarter, yet as a rule it will be general in nature on only one day of the week, the other days being devoted to special lectures on art appreciation, music appreciation, literary interpretation of special works of standard
washington state normal school

authors, book reviews, civic hygiene and sanitation, general problems of conservation of health, modern methods in household administration and similar discussions of value to the student body as a whole.

special effort will be made to bring to the school during the year lecturers of note in the field of higher education.

student aid

the school desires to aid students in finding opportunities for self-help.

for women the most productive means of self-support is assisting in the care of private homes. the usual compensation for such service is room and board. other sources of income are caring for children evenings, serving in private homes on social occasions, assisting with plain sewing and clerical work.

men are occasionally given opportunities to assist the janitor in caring for the grounds and buildings. occasional inquiries come for men who can care for lawns and gardens or do other work around private houses, or to work on ranches on saturdays. some young men earn a part of their expenses by assisting in stores and other business places after school hours and on saturdays.

an employment bureau under the direction of the dean of women and the adviser for men will be maintained throughout the year for the purpose of providing students with opportunities for self-help. under the direction of this bureau and the head of the rural department, it is planned to erect and lay out a poultry house and yard in connection with the work in agriculture. in this event the poultry will be cared for by responsible students who will be paid for their services. the assistance of students in the canning of fruit and vegetables and the maintenance of a vegetable garden for the school are under consideration, and these projects when developed will furnish opportunities for students to earn a part of their expenses.

normal school loan funds

a small amount of money is available which may be loaned to deserving students. only those students who have been in attendance long enough to have established a creditable record will be considered eligible to make application for a loan from this fund. inquiries concerning this fund should be addressed to the president.

students’ lunch room

the school maintains during the winter months facilities for students who desire to supplement their lunch with some hot food. these opportunities have in mind meeting the needs of those who are attend-

washington state normal school

ing school from the immediate vicinity of ellensburg, or whose homes may be so far distant from the campus as to make it necessary to carry a lunch to school.

religious privileges

there are in ellensburg the following churches: baptist, christian, christian science, episcopal, lutheran, methodist, presbyterian, and roman catholic.

special provision has been made for systematic bible study in classes organized in several churches in this city. 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 class the student attended. credit is given if the student meets 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 of the course pursued.

classes have been maintained in the following churches: baptist, christian, episcopal, methodist, presbyterian, and roman catholic. for the coming year classes will probably be organized upon the first sunday after the opening of school in september.

a students’ branch of the young women’s christian association has been an active organization in the school for a number of years. the average membership is about sixty. meetings are held once a week in the y. w. c. a. rooms in the building.

extension teaching

in order to assist teachers-in-service in the state of washington who desire to advance themselves educationally and professionally, the school this year accept a limited number of students to be taught thru correspondence, by lectures, conferences and supervised reading. the amount of such work to be undertaken is directly dependent upon the financial resources of the school, but it is hoped that valuable service may be possible even under existing conditions. early in the school year a special bulletin will be issued giving specific information on available courses. inquiries concerning these courses should be sent direct to the president.

extension work for rural schools

under the rural department certain definite instrumentalties for assisting teachers in remote country schools will be made available
for the purpose of improving the standard of results in these schools. The following constitute the main materials available during the next session:

1. Extension Work in Agriculture.
3. Art Exhibits.
4. Rural School Monitor.

**Extension Work in Agriculture.** To the teachers in the rural schools desiring to do some valuable work for the community in the teaching of agriculture, the Washington State Normal School at Ellensburg will furnish free of cost, the use of a Babcock milk-tester for a period of one week. The school receiving the tester, however, must pay transportation charges both ways. An amount covering the cost of transportation one way, on a weight of fourteen pounds, should accompany the application.

Since the number of testers on hand is quite limited, those desiring the use of one should file their applications early.

To avoid delay after the arrival of the tester, the school should have ready for use one pound of concentrated commercial sulphuric acid. One pound will be sufficient for testing several cows.

Only teachers having seventh or eighth grade pupils should apply for the use of a tester.

The application should include the following:
1. The address to which the tester is to be sent.
2. Sum covering the cost of transportation by parcels post one way. (Applicant also to pay return charges.)

**Packet Libraries.** Under the direction of the librarian, extension libraries for rural schools will be sent out by the Normal School into rural communities. Each library consists of a set of books and bulletins and picture collections, mainly professional reading for the teacher. They will be sent out by parcels post to the remote rural districts upon request and the payment of the nominal fee of twenty-five cents to cover cost of postage and depreciation. The Normal School prepays the postage on the library sent out and the person to whom it is sent is expected to prepay postage on the library when he returns it to the Normal School.

Each library may be kept four weeks from the date on which it is received. To secure the use of one of these libraries write to Miss Rebecca B. Rankin, care of the Washington State Normal School, Ellensburg, Washington.

**Art Exhibits.** Collections of public school art work, with suggestions for use in rural schools will be sent out to teachers in rural communities who desire help in this line of work. These exhibits may be
obtained upon application and the payment of transportation charges. For further information concerning this part of the extension work, write to Miss Adalene B. Hunt, care of the Normal School.

**Rural Teacher's Monitor.** The Rural Teacher's Monitor is a small paper which will be published by the Rural Department. This paper, which will be issued monthly during the regular session, will be devoted especially to the problems of teachers working in the rural schools of Washington. It is suggested that teachers who are in their first year of service find it of greatest assistance.

The "Monitor" will be sent to all of our graduates, to all who hold Normal School certificates, and to all of the rural teachers of Washington, so far as we are able to secure the addresses of such teachers. Anyone wishing the paper may secure it upon request. If your address changes before the May number is issued, please advise us as to what address we may send the last number.

**LECTURES AND ENTERTAINMENTS**

A good plan for providing the students with excellent lectures and entertainments has been conducted by the Normal School co-operating with the Ellensburg Chamber of Commerce for the past three years. The course provided for the year 1916-1917 consists of the following: The Cord-Rummell Company, musical trio; Ralph Parlette, humorist; David Starr Jordan, lecturer; Dr. Sutcliffe, lecturer; Hawaiian Quintet; Lyndon Gordon Company, entertainers; J. Werner Hoppe, reader.

In addition to the lecture course students are privileged to attend other excellent entertainments. During the past year a number of concerts and lectures of special merit have been given in the Normal School and other places in the city. The musical organizations of the school take prominent part in various public entertainments. Several recitals are given during the year by these organizations.

**ADMISSION**

**Admission by Certificate.** (a) A diploma of a fully accredited high school admits the holder to any of the advanced two or three year courses leading to graduation.

(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 first year of the elementary course. One who has completed the eleventh grade will be admitted to the second year of the elementary course and to such advanced standing as the student's attainments justify.

(d) A first grade teacher's certificate admits to the elementary 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.

(f) A candidate twenty years of age or older may be admitted to the elementary course without high school preparation providing he has had special training or business experience deemed equivalent to two years of advanced school training.

(g) Graduates of approved colleges or universities and undergraduates of at least full sophomore standing will be admitted to the senior year of the advanced general course or to the second year of a specialized advanced course.

**DIPLOMAS AND CERTIFICATES**

The state normal schools are authorized to award certificates and diplomas as follows: (Section 4374, R. & B. Code.)

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 a student may be given a secondary normal school certificate by vote of the faculty: Provided (1) that no one shall receive a diploma or a secondary certificate who has not attained the age of 19 years, and attended the same state normal school one full school year of thirty-six weeks. Provided (2) that no one shall receive a secondary certificate or a normal 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.
The elementary certificate may be given, by vote of the faculty, to students who have been regularly admitted upon diplomas of fully accredited high schools when they have been in attendance not less than three-quarters of a year and have accomplished satisfactorily professional work equivalent to that required in the elementary course.

The elementary and the secondary certificates are not intended to indicate sufficient preparation for teaching, except for a brief period, and they are not renewable. They are issued as certificates of progress toward professional attainments in education to those who desire to teach temporarily with the view of continuing a course of adequate preparation for the profession of teacher.

**Training Department**

**Organization.** The training school represents the distinctive feature of normal school work. It is the maintenance of this department that makes the normal school the best, and in fact the only logical institution, for the preparation of elementary teachers, and that normal school is in a position to be most effective in its work whose training school most completely typifies actual grade school conditions.

For this reason the training school at Ellensburg is organized with special reference to the needs and conditions of the local city school system, the classroom teachers being under the co-operative oversight of both the Normal School and city boards of trustees. It consists of a kindergarten and the first eight grades, each grade being in charge of a regular classroom teacher, whose responsibility it is to maintain, from the standpoint of the child and the public, the normal conditions of the elementary public school.

This arrangement, moreover, serves a double purpose, while it furnishes proper conditions for the education of the children, it also gives the best training to those preparing to teach.

In addition to this, the training school has a corps of special supervisors whose duties are to take charge of and direct all observation and training, thus leaving the regular classroom teacher free to devote the major part of her time to the needs of the children in her charge.

During the month of August a special bulletin will be prepared giving outlines of courses and other important information concerning the training department.

**FACULTY**

**William T. Stephens, A.M., Director of the Department.**

**L. D. Sparks, Supervisor of the Grammar Grades.**

**Mae E. Picken, B. S., Supervisor of Intermediate Grades.**

**Myrtle Sholtz, Ph. B., Supervisor of Primary Grades.**

**Clara Meissner, Director of the Kindergarten.**

**Special Teachers in the Department**

**L. D. Sparks, Assistant Principal, Teacher of the Eighth Grade.**

**Jessie G. Stewart, Teacher of the Seventh Grade.**

**Sophia Fowler, Teacher of the Sixth Grade.**

**————, Teacher of the Fifth Grade.**

**Katherine Stewart, Teacher of the Fourth Grade.**

**Anna Quigley, Teacher of the Third Grade.**

**————, Teacher of the Second Grade.**

**Cora M. Tomlinson, Teacher of the First Grade.**

**Helen Smith, Assistant in the Kindergarten.**
OUTLINE OF COURSES BY DEPARTMENTS

For the purpose of indicating to prospective students the courses offered in the various departments, the following outline of titles of courses with brief comments thereon is presented. In any case where students desire detailed information concerning any particular course direct requests should be sent to the office of the President. The outline does not necessarily indicate all of the courses which may be offered during the year. The school reserves the right to announce different courses where special demand for such courses presents itself.

Unless otherwise indicated, courses listed hereunder are based on the requirement of ten hours a week, either in classroom work or preparation, through one quarter. The completion of such a course on the present basis of estimating credit would entitle students to two credits. Where courses are considered half credit courses notation will be made. Otherwise all courses will lead to two credits per quarter.

Departments of work are listed alphabetically.

AGRICULTURE

(See under Rural Education and Agriculture, Courses I-IX, pages 46-47.)

ARTS—FINE AND APPLIED

MISS HUNT, MISS MEISNER


II. Freehand Drawing. Perspective, line, mass, light and shade. Drawing from still life, flowers and the figure. Charcoal, brush and pencil.

III. Composition. Problems in advanced perspective. Figure drawing and illustration. Copying of drawing of the great masters. Pencil, charcoal, water color and blackboard work. Prerequisite, Course II.

IV. Clay Modeling. Designing in clay—tiles, medallions and pottery forms. Prerequisite, Course I.

V. Basketry and Weaving.

VI. Drawing and Painting. Still life, flowers, figure composition, landscape. Charcoal, pastel, water color or oil. Prerequisite, Course II.

VII. Design—advanced. Applied to problems of dress, the home and the art industries. Prerequisite, Courses I and II.

VIII. History of Art.

IX. Art Methods.

X. A course for those who expect to teach in rural schools. Freehand drawing, readings, the state course studied and plans made for the improvement in taste in rural communities. Prerequisite, Courses I and II.

XI. Leather Work—cutting, tooling and staining.

Pottery—advanced. Casting, color compositions in pottery glazing.

XII. A course to prepare students for art supervision of the grades. Observation, practice teaching, readings and discussions.

XIII. Handwork. Miss Meisner. Handwork suitable to kindergarten and primary children. 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. Reports on best modern handwork books. How and what to order for handwork materials.

ATHLETICS

(See under Department of Health and Physical Education, Course VII, page 49.)

BIOLOGICAL SCIENCES

DR. MUNSON

I. Cell Biology. Morphology and physiology; unicellular organisms; plant and animal tissue cells; sources and manifestations of energy in the cell; structure and composition of protoplasm; irritability, contractility, motion, respiration, nutrition, metabolism, foods, ab-
sorption, circulation, assimilation, growth, secretion, excretion and reproduction, fermentation, photosynthesis, regeneration and decay.

II. Neurology. A study of the structure and physiology of the nervous system; the evolution of the nervous system in the animal kingdom; anatomy and histology of the nervous system of the frog, used as a basis for a general survey of the nervous system of man; the origin of the nervous system, involving the study of abnormal functions, together with the consideration of the experiments that have been performed and the effects of disease.

III. Evolution and Heredity. A general lecture course designed to familiarize the student with the laws of development, the factors of organic evolution and the theories of heredity; artificial and natural selection, adaptation, preformation, epigenesis, use, mutations, Mendelism and the transmission of acquired characters, based on the theory of the continuity of the germ plasm; oogenesis, fertilization, segmentation, artificial parthenogenesis and experimental embryology.

IV. Animal Biology. A course designed to give the student a general idea of life of organisms, being an introduction to the following biological sciences: Anatomy, histology, embryology, physiology, ecology, taxonomy, distribution and behavior of organisms.

V. Economic Entomology. A laboratory course in the study of the morphology, ecology, classification, distribution and habits of the most common injurious insects, designed especially for rural school teachers.

VI. Advanced Human Physiology. A study of the vital functions of the body in health and in disease.

VII. General Plant Physiology. A study of types, including algae, fungi, mosses, ferns and flowering plants with special emphasis on their structure, functional adaptations and economic uses; designed for students who do not offer high school credits in botany for entrance.

VIII. General Zoology. A lecture course with demonstration, designed to familiarize the student with the different classes of animals.

IX. Microscopy. A course in microscopic technique, designed to familiarize the student with laboratory methods, with the securing of material for demonstrations with the use of reagents, sectioning, staining and mounting of slides for use in the teaching of elementary science in the grades—an introduction to the study of tissues.

X. 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.

**BUSINESS EDUCATION**

**Mr. Deaver**

I. **Elementary Business Education.** This course includes an elementary course in double entry bookkeeping, special study of business forms such as invoices, statements, checks, drafts, promissory notes and business arithmetic pertaining thereto.

II. **Farm and Household Accounting.** This course deals with the application of double entry bookkeeping to farm and household accounting, including the preparation of budgets, and cost records, and exercises in arithmetic pertaining to this course.

III. **Public School Finance and Accounting.** This course is offered especially to furnish for all teachers the basis of a definite understanding of the preparation of school budgets and the understanding of the factors involved in the making of tax levies for school purposes. Definite training for the keeping of public school accounts is the aim of this course.

IV. **Typewriting.** This course is offered for a limited number of students in any one quarter. The purpose is not the training of expert typists, but simply the training of young people in the use of a typewriter for the ordinary correspondence of daily life. Credit may or may not be given for this course according to the results attained.

V. **Contracts and Business Law.** A study of the laws concerning the formation, operation and discharge of contracts, principal and agent, master and servant, real and personal property, business organizations such as partnerships, stock companies, corporations, etc.

VI. **Applied Arithmetic.** A general course with special reference to preparation for the application of arithmetic to business life in the State of Washington. A part of the course will be a thorough review to test the student's knowledge of arithmetic in general.

VII. **Commercial Geography.** A study of raw materials forming the basis of commerce, and of the machinery of commerce in general.

VIII. **Industrial History and Economics.** This course will cover such general topics as production, distribution, value, price, etc., and will include a general survey of the industrial development of the Northwest and an examination of the same from the standpoint of the student of economics.

**EDUCATION**

**Mr. Stephens, Mr. Black, Mr. Wooster, Mr. Klemme, Mr. Sparks, Miss Picken, Miss Sholtz, Miss Meisner**

I. **Principles and Methods of Teaching.** Mr. Stephens. This is a junior course and covers the principles of classroom organization, administration and methods of teaching, from the standpoint of the nature and demands of childhood. The course is based largely upon the facts of psychology and covers the principles of general methodology.

II. **General History of Education.** Mr. Stephens. A survey of such institutions, movements, theories and practices of the past as throw light upon present-day problems of education.

III. **History of Elementary Education in the United States.** Mr. Stephens. The purpose of this course is to bring the student into sympathetic touch with those phases of growth and development of our national school system that are necessary for the understanding of the present movements in educational organization and administration.

IV. **Educational Values.** Mr. Stephens. A survey of the dogma of formal discipline historically and psychologically and the development of the present-day conceptions of educational values, including practice in curricula making.

V. **Educational Psychology.** (See Department of Psychology and Child Study, page 46.)

VI. **Child Study, Measurements and Tests.** (See Department of Psychology, page 46.)

VII. **Educational Sociology.** Mr. Stephens. A study of organic society as a factor in determining educational organization and administration.

VIII. **Social Education.** Mr. Stephens. A study of the meaning of education, the function of the school, educational values, organization, administration and method, from the standpoint of the demands of modern society.

IX. **General Sociology.** Mr. Black. This course will place main emphasis upon social origins and social organization. The course is intended to introduce students to the analysis of social institutions, thus enabling them to participate effectively in the solutions of social problems and to support those elements and processes that are conducive to social welfare.

X. **Sociology.** Mr. Black. A study of the family as a social institution.
IX. Sociology. Mr. Black. The school and the state as social institutions.

X. Rural Sociology. Mr. Wooster. A study of the social conditions of rural communities and of the factors which contribute to rural life. The course will also include actual work in the making of social surveys of rural communities.

XI. General Methods Applied to Rural Schools. Mr. Wooster. A discussion of the common principles and procedures in the teaching of common school subjects in rural schools.

XII. Methods and Observation for Rural School Teachers. Mr. Wooster. These courses will be offered in connection with actual observation and practice teaching in rural school training centers.

XIII. Rural School Organization and Administration. Mr. Wooster. This course will deal especially with the county systems of administration, of schools and with the various types of financial organization of rural schools throughout the United States. Special consideration will be given also to types of supervision of rural schools in the various states.

XIV. Problems of Elementary School Administration and Supervision. Mr. Black. A general course based particularly upon state and county administration of education and a comparative study of school systems in the United States. This course is designed primarily to furnish expert training for those who are looking forward to grade supervision and elementary school administration.

XV. School Management and School Law. Mr. Klemme. This course will be based upon the problems of elementary schools in general and particularly rural schools within the state. The basal outline of the course will be the State Manual of Washington. Included in this course will also be a study of the specific provisions of the school laws of Washington in so far as these directly affect teachers in elementary schools.

XVI. Elementary Methods of Teaching in the Grammar Grades. Mr. Sparks. This course is intended especially for those who will engage in general grade teaching or in teaching in the rural schools.

XVII. Methods of Teaching in the Grammar Grades. Mr. Sparks. This course is offered especially for those who are taking grammar grade work as a Specialized Course.

XVIII. Observation and Criticism of Teaching in the Grammar Grades. This course will consist in the observation of actual teaching in the grammar grades, followed by the discussion of fundamental elements involved in such teaching.

XIX. Elementary Methods of Teaching in the Intermediate Grades. Miss Picken. This course is intended especially for those who will engage in general grade teaching or in teaching in the rural schools.

XX. Methods of Teaching in the Intermediate Grades. Miss Picken. This course is offered especially for those who are taking intermediate grade work as a Specialized Course.

XXI. Observation and Criticism of Teaching in the Intermediate Grades. Miss Picken. This course will consist in the observation of actual teaching in the intermediate grades, followed by the discussion of fundamental elements involved in such teaching.

XXII. Elementary Methods of Teaching in the Primary Grades. Miss Sholty. This course is intended especially for those who will engage in general grade teaching or in teaching in the rural schools.

XXIII. Methods of Teaching in the Primary Grades. Miss Sholty. This course is offered especially for those who are taking primary work as a Specialized Course.

XXIV. Observation and Criticism of Primary Teaching. Miss Sholty. This course will consist in the observation of actual teaching in the primary grades, followed by the discussion of fundamental elements involved in such teaching.

KINDERGARTEN—Miss Meisner.

XXV. 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 method best suited to develop the child.

XXVI. 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.

XXVII. Mother Play. Last half of Froebel's Mother Play Book. Wide illustration of the principles from experiences of everyday life in the home, school and general social relationship. Bearing of these principles on kindergarten and general educational practice.
XXVIII. Gifts. Theory and practice. The educational purpose of the gifts, and how, in many ways, they surpass the children's usual toys. Their value from the modern standpoint. Giving of gift lessons to students and children.


XXX. Music. To supplement work in general music courses or applying what was learned about tone production, interpretation, etc., to work with youngest children. Teaching of songs to students and children. Other means of cultivating a child's feeling for music, rhythm work, inventing simple melodies. Reports on best song books. Classified lists of good songs.

XXXI. Plays and Games. A more detailed study of play than in Course XXV. First-hand study of children's play, both in kindergarten and out. The individualistic character of babies' play; the first attempts 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.

XXXII. 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.

XXXIII. Curriculum. 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.

XXXIV. 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.
III. Corrective Gymnastics (2); First Aid (3). Offered once during the year. This course is designed for the benefit of Normal School students who thru deformity or unusually poor development are unable to proceed as rapidly as the others, or who are in need of corrective gymnastics. The exercises used are to be considered as an appendix to educational gymnastics.

Practical knowledge in the recognition of the nature of an accident or emergency and application of first aid. Hints as to what should be done first in case of bites, wounds, contusions and bruises, burns, frost bites, foreign bodies in throat, nose, ear, eye, etc.

IV. Anthropometry and Physical Diagnosis (3), and Literature of Physical Education (2). Offered one quarter during the year.

A study of the bodily activities of primitive man, early physical training among the Greeks and Romans, and the transition thru the medieval to modern systems of physical education.

Instruction and practice in making examinations of children. Physical measurements made with a view to determining the assignment of special work.

V and VI. Kinesiology and Physiology of Exercise. Offered one semester. Treats of and classification of special exercises. In it the student will receive ideas in the (a) choice of exercises, (b) progression within the lesson itself and in the succession of lessons, (c) apparatus, (d) index to the nomenclature used in all systems of physical education, (e) the study of physiological effects of exercise and medico-gymnastic exercises used in educational gymnastics.

VII. Athletics. This course will be offered each quarter during the year and will include for the most part outdoor athletics for both men and women. Athletics for men will be under the supervision of Mr. Sparks or an assistant. The athletics for women will be under the supervision of Miss Walls.

VIII. Physical Training for Teachers. Offered twice during the year. Consideration of the aim of educational, corrective, and recreational gymnastics; choice of exercise (local or general effects); factors determining the amount of exercise that is desirable; mode of progression from exercise to exercise in the same lesson and from the movements of one lesson to those of another; duration of movement as well as lesson; giving commands, correct clothing; using rooms or corridors for the exercise; the "drill" idea eliminated, etc.

Plays and Games for Little Children. Miss Meisner. (See under Education, Course XXXI, page 38.)
XIX. Home Economics for Teachers. A discussion of equipment, syllabi, and courses for home economics. Lesson plans are made and actually carried out in practice.

XX. Teaching and Criticism in Home Economics. Offered each quarter. Seniors will be given practice in training school each quarter. Criticism periods for the course are to be arranged with the supervisor.

XXI. Table Service and Lunch-room Management. Lunch-room equipment is discussed and the actual managing of the lunch-room will be required of the seniors in Home Economics. The class is divided into groups of two. Each group takes charge of and supervises the lunch-room. Especially valuable for students who will teach in rural schools as well as for those who expect to teach Home Economics.

XXII. Organic Chemistry. Offered twice during the year. A study of the hydrocarbons and their substitution and addition products, with special reference to foods and other useful organic compounds.

XXIII. Chemistry of Foods. A study of the properties, analysis and uses of foods.

XXIV and XXV. Physiological Chemistry and Chemistry of Nutrition. Offered one semester. Chemistry of the body and its functions, with special reference to digestion and food requirements.

XXVI and XXVII. Sanitation. Offered one semester. Personal, household and public sanitation. Lectures and practical work in food sanitation, ventilation, lighting, heating, water supply and sewage disposal.

Kindergarten
Miss Meisner, Miss Smith

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, handicraft, 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 handicraft, 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 courses in kindergarten theory and technique are taken in the special kindergarten classes.

For the outline of the kindergarten courses, see Courses XXV-XXXV under Education, pages 37-38.

Library Science and Administration
Miss Rankin, Mrs. Roegner

I. An elementary course which aims to teach the students how to use a library.

II. A more advanced course which continues Course I. Some class work and some practice in the libraries.

III. The librarian's course. Prerequisites, Courses I and II. Technical work in the libraries.

Manual Training and Mechanic Arts
Mr. 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.

II. Advanced Wood Work. Course I or its equivalent is required for admission to the course.

II. (a) Wood Turning.
III. Mechanical Drawing. This course embraces geometrical constructions, isometric projection, cabinet projection, orthographic projection, working drawing, lettering, and modern shop standards.

IV. Art Metal. Work in copper and brass and the making of a few simple pieces of jewelry.

V. (a) History and Methods of Manual Training in Elementary Schools. This course is designed to prepare teachers to plan and conduct courses in handwork, including paper and cardboard construction, weaving, knife-work, and, to a limited extent, bench-work in wood. (b) Course in the Organization and Supervision of Manual Training. In this course problems in connection with the introduction of manual training into the school equipment, cost of maintenance, building, proper installation of machinery, courses of study, will be taken up.

VI. Printing. This course is designed to teach the type case, typesetting, proof reading, correcting, throwing in, making ready and press work.

VII. Farm Mechanics. This course is designed for those students who are preparing to go into the rural districts to teach. The aim of the course is to give to those who elect it experience in a number of different lines of work, so that they may enter into the life of the children, have an understanding of the problems that confront the boys on the farm every day, and hence be in sympathetic relationship with them.

Elements of mechanical drawing with practice in the making and reading of drawings. Care and the use of the ordinary woodworking tools, and the working out of a few typical projects that may be used as models. Bench hook, T-square, coat hanger, egg tester, milking stool, sewing horse for harness work, sack holders, gates, coops, etc.

The course will consist partly of lectures and recitations on assigned readings. The place of woodwork in the rural school and the equipment for the same will be discussed.

VIII. Work in Metal. Sheet metal and forging. (a) The work in sheet metal will include soldering, uses of fluxes, preparation and use of soldering iron, making of simple articles from tin and galvanized iron such as cookie cutters, pans, watering cans, feed boxes, etc. Repair work will be emphasized.

(b) Forging. Handling of fire, position of anvil, use of hammer and tongs, drawing out, upsetting, bending, forming, drilling and riveting, punching, simple welding, heading, thread cutting, tempering. Practice in the above processes will be had in the working out of useful projects such as staples, hooks, hinges, bolts, sharpening picks, etc. Equipment for rural schools will be discussed.

IX. Cement Work. The manufacture of cement, the fundamental principles involved in cement construction, importance of cement work and adaptation to school work, use and proper care of tools, making of simple projects such as troughs, fence posts, hitching posts, laying and surfacing a walk, etc.

X. Rope Work. Tying some of the practical knots, splicing rope and wire cable.

XI. Leather Work. (a) Harness mending. Making thread, waxing, threading needle, stitching, splicing, repairing tugs, etc. (b) Shoe mending. Sewing, patching, tacking on half soles and heels.

MUSIC

I. Elementary Sight Singing. A course in the elements of music dealing with tone and its representation upon the staff, scales—major and minor—chromatics and intervals. This course leads to sight singing in one part. Ear training.

II. Music for Primary Grades. Problems of the kindergarten and grades I, II and III are taken up in class. Study of material, child voice, work in practice teaching. Required of those specializing in primary work.

III. Rural Teachers’ Course. This course deals with the subject-matter and methods for ungraded and small schools in third class cities. Drill in rhythm, intervals and individual singing are included.

IV. Public School Music Methods. An outline of the work of the various grades, choice and use of material, voices and interpretation, work in practice teaching.

V. Chorus Singing. Throughout the year. For the study of cantatas, oratorios and part songs. Open to all students of the school who have some knowledge of music.

Several unusually competent private teachers of both voice and piano have studios in Ellensburg and the school will undertake to make arrangements for private lessons for all students who desire such courses. Opportunity for piano practice will be afforded students at a nominal charge, at the rate of $1.00 per month (four weeks).

The Treble Clef Club and Men’s Glee Club, as well as the orchestra, offer opportunities for students especially interested in musical organizations. Credit will be given for work done under the direction of these clubs to the extent of half of a regular course credit.
PSYCHOLOGY
MISS GRUPE

Neurology. The object of this course is to give the student a rough idea of the development, structure and function of the nervous system and sense organs in order that he may be able to understand the neurological bases of mental processes.

(See outline of Course II under Biological Science, page 33.)

I. Introductory Psychology. A survey of the topics of psychology of educational significance with application to teaching. The "functional" or "conduct" point of view is maintained. Such knowledge is gained thru an analysis of the student's own behavior, observation of the behavior of man and of lower animals, laboratory experiment and reading.


III. Psychology of Learning. A consideration of the learning process from the standpoint of modern experimental study of the subject.

IV. Experimental Psychology. The psychology of the senses and some of the mental processes studied thru individual laboratory experiment.

V. Psychology of Thinking.

VI. Social Psychology.

VII. Clinical Psychology. A study of normal and abnormal children with a view to developing a technique of physical and mental testing and an intelligent use of the results of these tests.

VIII. Psychology of Special Subjects. Reading, writing, spelling.

RURAL EDUCATION INCLUDING AGRICULTURE AND MECHANIC ARTS
MR. WOOSTER, MR. LECHNER, MR. WHITNEY, MISS MCFARLANE, MISS HUNT, MR. DRAPER, MISS ROSSMAN

Rural School Methods. Mr. Wooster.

(See Course XI under Department of Education, page 36.)

Vocational Work for Rural Schools.

(See Courses VII, VIII, IX, X, XI under Manual Training, page 44.)

(Courses VI and XXI under Home Economics and Household Administration, page 41.)
VIII. Farm Machinery. A course designed to give training and experience in handling and care of different kinds of farm machinery. Laboratory work in setting up machinery and study of gasoline engines will be included. The history of important farm implements and machines will also be studied.

IX. Nutrition. First in the course will be given the general principles of nutrition as applied to man and animals. This will be followed by work in feeds and feeding for different farm animals.

SCIENCE

General Chemistry, Physics and Physiography. Courses in purely academic work of standard equivalent to high school work will be offered thru cooperation with the Ellensburg high school.

SOCIAL SCIENCES

History, Sociology and Economics

Mr. Smyser, Mr. Wilson, Miss Smith, Mr. Draper

I and II. American History. A general survey. Emphasis upon material and territorial growth and national ideals. Offered each quarter.

III. Social and Economic Life in the Colonies. A study of the life of the colonist in this and the mother countries.


VI. Western, Northwestern and Local History.

VII. National and State Civics.

VIII. Ancient History to 410 A.D. A survey of the records of early civilization and ancient empires, of the life and culture of Ancient Greece and Rome. The course includes a discussion of methods and value of historical study.

IX. Mediaeval History.

X. The Renaissance. Readings and discussions.

XI. Modern Europe.

History of Modern Education. (See under Department of Education, page 35.)

XII. Method in the Study and Teaching of History.

XIII. Economic History of United States. A discussion of the chief economic factors in the development of the United States and the effects of such factors upon immigration, government and civic welfare.

Industrial History and Economics. (See Course VIII under Business Education, page 34.)

Sociology. (See Courses V-X under Education, pages 35-36.)
### Washington State Normal School

#### Students, 1915-1916

**Senior Class**

Graduated May 31, 1916

<table>
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To be Graduated July 28, 1916

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#### Course Not Completed

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#### Juniors

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Graduated January 21, 1916

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Graduate: 50
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Mitchell, Nellie        | Montesano       |
Molson, Marie          | Tacoma         |
Moore, Bernice         | Tacoma         |
Moore, Emma            | Prosser        |
Moore, Mildred         | Tacoma         |
Morris, Helen          | Tacoma         |
Munson, Beverly        | Ellensburg     |
Murray, Hilda          | Ellensburg     |
Nash, Charity          | Okanogan       |
Newton, Jesse          | North Yakima   |
Nord, Beniah           | North Yakima   |
Nygard, Elise          | Parkland       |
Nylen, Lillian         | Tacoma         |
Oliveharn, Elva        | Ellensburg     |
Parsell, Edna          | Willapa        |
Pebble, Helene         | Falls City     |
Pederson, Margaret     | Ellensburg     |
Perkins, Elza          | Tacoma         |
Petersson, Katherine    | Tacoma         |
Pymsys, Roy            | Centralia      |
Price, Edna            | Yelm           |
Price, Pearl           | Yelm           |
Price, Stella          | Outlook        |
Pratt, Anne            | Tacoma         |
Prickett, Grace        | Outlook        |
Purvis, Mrs. Aven      | Sumner         |
Randolph, Elsie        | Seattle        |
Redman, Suse           | Toppenish      |
Rhodes, Marion         | Hoquiam        |
Rockett, Viola         | Cowichet       |
Rogers, Hallie         | Nogomae        |
Roseburg, Clara        | Cle Elum       |
Rutherford, Esther     | North Yakima   |
Sample, Edgar          | Roden          |
Schafer, Maude         | Puyallup       |
Schleifer, Sheline      | Rochester      |
Schonard, Helen        | Ellensburg     |
Schrage, Lavina        | Ottawa         |
Scottson, Jessie        | North Yakima   |
Sears, Margaret        | Centralia      |
Shaw, Elva             | Seaholton      |
Shelton, Laura          | Kittitas       |
Shelton, Merta         | Kittitas       |
Sherman, Mary          | Ellensburg     |
Shoemaker, Besse       | Ellensburg     |
Smith, Anna            | Tacoma         |
Smith, Nora            | North Yakima   |
Snider, Marguerite     | Tacoma         |
Snyder, Dorothy        | Ellensburg     |
Stevens, Mildred       | Ellensburg     |
Sticklin, Marie        | Chehalis       |
Staley, Elise          | Chehalis       |
Swan, Mamie            | Shelton        |
Taylor, Elise          | Ellensburg     |
Temperly, George       | Roslyn         |
Timmerman, Edna        | Richland       |
Towne, Mirtice         | Ellensburg     |
Travers, Elizabeth     | Ellensburg     |
Tuffs, Maggie          | Xalan          |
Vincent, Hubert        | Goldendale     |
Visell, Martha         | Ellensburg     |
Wakefield, Opal         | Goldendale     |
Warren, Lucile         | Port Townsend  |
Watson, Hayse          | Ellensburg     |
Wellington, Florence    | Seattle        |
Wells, Percy           | Ellensburg     |
Wetherby, Ethel        | Ellensburg     |
Wrighty, Elma          | Ellensburg     |
Winkle, Olivia         | Ellensburg     |
Witte, Hattie          | Granger        |
Wright, Hattie         | St. Maries, Idaho |
Young, Lorene          | Puyallup       |
Zeh, Vera              | Thompson Falls |

52 WASHINGTON STATE NORMAL SCHOOL
### Washington State Normal School

#### Sophomore
- Bratcher, Estey
- Chelles, Eva
- Dixon, Mrs. Gladys
- Donovin, Alice
- Fallquist, Alice
- Foster, Florence
- Gleason, M. Lily
- Jackson, Lilian
- Jones, Fannie
- Krueger, Lucy
- Lindblad, Nellie
- O’Neill, Kathleen
- Powers, Theodore
- Ramsey, Hattie
- Roark, Marvin
- Rowland, Cornelia
- Sexsmith, Vera
- Smith, Beiga
- Stone, Myrtle
- Vogler, Clara
- Warren, Mrs. Lulu
- White, Vernon

#### freshmen
- Alexander, Rhoda
- Allen, Rebecca
- Boederer, Hazel
- Champlin, George
- Craven, June
- DeWees, Ina
- Dinmore, Twila
- Fletcher, Catherine
- Hodgson, Grace
- Howard, Winifred
- Kuhn, Robert
- Leonard, Elsie
- Lindblad, Anna
- Longmire, Nellie
- Mutch, Alma
- Payne, Hazel
- Reese, Walter
- Robinson, Augusta
- Smith, W. O.
- Vogler, Ethel
- Young, Reba

#### Special Students
- Caldwell, Mrs. May
- Craig, Edna
- Higman, Laura
- Hodgson, Elsie
- Lechner, Anna
- Shelton, Elizabeth
- Smith, Helen
- Smith, Mary G.
- Stewart, Emma
- Wray, Mildred

#### Life Diplomas, 1916
- Anderson, Birdie
- Bailey, Hazel
- Baldwin, Sara
- Blake, Maude A.
- Barbolet, Ruth
- Buege, Emma

#### STUDENTS
- Bull, Myrtle A.
- Campbell, Vera
- Carrithers, Lillian A.
- Chase, Fannie
- Coy, B. Grace
- Crain, Leota
- Davidson, Margaret Adair
- Demmon, Etta Biagg
- Easterday, Virginia
- Garden, Addie
- Griffin, Beatrice A.
- Gay, Erma L.
- Glenn, Nancy E.
- Grant, Valma
- Hawkes, Irene
- Hunt, Helen
- Inglis, Nora B.
- Jones, Margaret
- Kelly, Grace
- Loba, Henriette
- Lynch, Kathleen
- Lyon, Rosanna
- Mackey, Blanche
- McMillan, Violet
- McInerney, Delores
- Middleton, Cora
- Miller, Margaret
- Mohler, Marguerite
- Morris, Mrs. Nettie
- Parton, Mary C.
- Roberts, Helen
- Roehl, Martha
- Roelle, Jennie
- Scott, Eva
- Singard, Jeannette
- Smith, Clarissa
- Smith, Elizabeth
- Stewart, Katherine J.
- Wiltain, Hazel
- Williams, Lewis
- Wilson, Frank T.
WASHINGTON STATE NORMAL SCHOOL

SUMMARY OF ATTENDANCE

Graduates 1915-1916 ........................................... 53
Seniors not graduated ........................................ 16
Juniors ......................................................... 189
Sophomores .................................................... 22
Freshmen ....................................................... 22
Special and unclassified students ............................. 10
Students in summer school 1915, (no name counted twice) 152
Total enrolment summer session, 1915, 189.
Total registered normal students ................................ 474
(Students taking work by correspondence are not counted above.)

Training School

Tenth grade ................................................... 19
Ninth grade .................................................. 18
Eighth grade .................................................. 16
Seventh grade ................................................ 19
Sixth grade ................................................... 16
Fifth grade .................................................... 13
Fourth grade ................................................ 30
Third grade .................................................... 24
Second grade ............................................... 37
First grade ................................................... 45
Kindergarten .................................................. 76

Total Training School pupils .................................. 313

Total in Normal and Training Departments .................. 787

DIPLOMAS AND CERTIFICATES, 1916

Number of life diplomas issued ................................ 52
Number of diplomas issued ................................... 63
Number of secondary certificates issued ..................... 82
Number of elementary certificates issued to juniors ....... 44
Number of elementary certificates issued to those completing elementary course .......................... 7

Total number of certificates and diplomas issued, 1916 ...... 248

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