FORTH ANNUAL CATALOGUE
OF THE
Officers and Students
OF THE
OREGON STATE NORMAL SCHOOL
MONMOUTH, POLK COUNTY, OREGON,
SCHOOL YEAR 1885-86.

WITH DISCUSSIONS AND ANNOUNCEMENTS
FOR THE
SCHOOL YEAR 1886-1887.
FOURTH ANNUAL CATALOGUE
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PORTLAND, OREGON,
A. ANDERSON & Co., Printers AND Lithographers,
1886.
Officers.

Superintendent of Public Instruction.
E. B. McElroy . . . . . . . . . . . . . . . . . . . Salem.

State Board of Education.
Z. F. Moody, Governor . . . . . . . . . . . . . Salem.
R. P. Earhart, Secretary of State . . . . . . . Salem.
E. B. McElroy, Superintendent of Public Instruction . Salem.

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I. Vauduy, Independence.
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R. C. Percival, Monmouth.
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J. R. Caldwell, Carlton.
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Wm. Dawson, Monmouth.
J. I. Thompson, Salem.
E. Bedwell, Monmouth.
F. S. Powell, Monmouth.
D. S. Stump, Monmouth.*
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T. D. Humphrey, Hillsboro.
J. L. Riggs, Ballston.
D. T. Stanley, Ex-officio.

Officers of the Board.
I. F. M. Butler, President.  A. W. Lucas, Secretary.
Wm. Dawson, Vice-President.  J. Wolverton, Treasurer.

* Deceased.
Faculty.

D. T. STANLEY, A.M., President,

English Literature, Mental Science and Professional Work.

J. M. POWELL, A.M.,

Mathematics and Physics.

MILLIE DOUGHTY, B.S.,

Natural Sciences and Book-keeping.

P. L. CAMPBELL, A.B.,

Ancient and Modern Languages.

KATIE BRISTOW, B.S.,

Principal Model Primary.

MRS. RETTA POWELL,

Teacher of Instrumental Music.

MISS EUGENIA ZIEBER,

Teacher of Drawing and Painting.

MILLIE DOUGHTY,

Secretary of the Faculty.

Assistant Teachers,

Members of the Senior Class.
Graduates.

NORMAL.

CLASS OF 1883.

MAY HAWLEY . . . . (Deceased) . . . . McCoy.

CLASS OF 1884.

MILLIE DOUGHTY . Teacher . . . . Monmouth.
CLARA GARD . . . . Teacher . . . . Monmouth.
LILLIAN GLASS . . . . Teacher . . . . Marshfield.
M. FANNIE HARRIS (Mrs. J. B. V. Butler) . Monmouth.
RACHEL LOUGHARY . . . . Teacher . . . . Monmouth.
LILLIE POWELL . . . . (Mrs. B. L. Murphy) . Monmouth.

CLASS OF 1885.

KATIE C. BRISTOW . . . . Teacher . . . . Monmouth.
BELLE EBERT* . . . . Teacher . . . . Springfield.
VIRGINIA F. GOODWIN. Teacher . . . . Albany.
NELLIE HANNUX . . . . Teacher . . . . Lewisville.
MARY V. MCCARTY . . . . Teacher . . . . Hay Creek.

CANDIDATES FOR GRADUATION IN 1886.

WILLIAM H. DOBYS . . . . . . . New Era.
WILLIAM C. ROBERTS . . . . Aumsville.
J. E. YOUNG . . . . . . . Milwaukie.

* Received a State Certificate.
CATALOGUE OF THE

COLLEGIATE DEPARTMENT.

CLASS OF 1884.

B. L. Murphy, B.S. . Teacher . . . . . . Monmouth.
E. H. Richardson, B.S. Minister . . . . . . Hoppner.

CLASS OF 1885.

J. C. F. Mitchell, B.S. Teacher . . . . . . Dallas.

CANDIDATE FOR GRADUATION IN 1886.

Grant S. Wolverton, B.S. . . . . Monmouth.

COMMERCIAL DEPARTMENT.

CLASS OF 1883.

Millie Doughty . Teacher . . . . . . Monmouth.
May Hawley . (Deceased) . McCoy.
Allen McQueen . Teacher . . . . . . Sheridan.

CLASS OF 1884.

Clara Gair . . . . . . Teacher . . . . . . Suver.
B. L. Murphy . . . . . . Teacher . . . . . . Monmouth.
P. O. Powell . . . . . . Student . . . . . . Kentucky State Uni.

CLASS OF 1886.

Ida Black . . . . . . Teacher . . . . . . Halsey.
J. E. Bond . . . . . . Teacher . . . . . . Irving.
Verna Peck . . . . . . (Mrs. S. M. Daniel) Scioto.
Grant Wolverton . . . . . . Student O. S. N. S. Monmouth.

CANDIDATES FOR GRADUATION IN 1886.

Henry G. Campbell . . . . . . . . . . . . Dallas.
Thos. Wann . . . . . . . . . . . . . . . . . . Ballston.
STATE NORMAL SCHOOL.

Students.

COLLEGIATE.

Harris, H. C., Pendleton.
Powell, I. C., Monmouth.

Reeder, L. B., Centerville.
Wolverton, G. S., Monmouth.

NORMAL.

Altman, B. C., Monmouth.
Aldkins, Ethel, Monmouth.
Adkins, A. G., Monmouth.
Alman, C. W., Monmouth.
Butler, Lena, Monmouth.
Butler, Arthur, Dallas.
Butler, Olive, Monmouth.
Burnett, Laura, Monmouth.
Bristow, Ora, Monmouth.
Butler, Nellie, Monmouth.
Butler, Ralph, Monmouth.
Bedwell, Loring, Monmouth.
Bradley, Cyrus, Monmouth.
Butler, N. S., Monmouth.
Buchanan, Amos, Moscow, I. T.
Buchanan, J. A., Moscow, I. T.
Barzee, Deedie, Monmouth.
Baker, Florence, Junction.
Barzee, Elsworth, Monmouth.
Barzee, Virginia, Monmouth.
Burnett, Robert, Monmouth.
Brown, Carrie, Monmouth.
Casto, Lottie, New Era.
Crawford, Ella, Halsey.
Cavitt, Sarah, Zena.
Cress, Kate, Corvallis.
Chase, Cora, Independence.
Carron, Bertha, Monmouth.
Cook, W. O., Monmouth.
Craven, J. M., Monmouth.
Craven, W. H., Monmouth.
Cress, Irene, Corvallis.
Cunningham, Lacey, Monmouth.

Dobyns, Lewis, Canby.
Dicus, Lena, Monmouth.
Dawson, J. W., Monmouth.
Davis, Jennie, Monmouth.
Driskel, Fannie, Monmouth.
Davis, Hattie, Monmouth.
Davis, Eldon, Monmouth.
Doughty, S. W., Monmouth.
Davidson, Fred, Monmouth.
Emmitt, Nettie, Monmouth.
Emmitt, Ella, Monmouth.
Emmitt, N. A., Monmouth.
Earl, Wm., Earl, W. T.
Fletcher, E. J., Shed.
Gilliam, Mollie, Hepner.
Gwin, Albert, Monmouth.
Ground, Lottie, Clem.
Gronnel, Sophia, Astoria.
Gragg, Beatrice, Astoria.
Gwin, George, Monmouth.
Horeck, John, Tangent.
Halleck, Ellen, Monmouth.
Hewitt, Early, Monmouth.
Hungerford, J. C., Milwaukie.
Hudkins, A. L., Bellevue.
Humphreys, Lou, Monmouth.
Haley, A. J., Monmouth.
Haley, Mary, Monmouth.
Harris, Ollie, Saver.
Halleck, Taylor, Monmouth.
Hillard, Jennie, Monmouth.
Hiatt, Frank, Monmouth.
Haley, A. C., Monmouth.
Haley, E. M., Monmouth.
Halleck, Mary, Monmouth.
Ireland, Anna, Monmouth.
Ireland, O. D., Monmouth.
Jakes, Lizzie, Salem.
Jeans, Lee, Long Tom.
Jeans, Minnie, Crow.
Johnson, May, Corvallis.
Keeney, B. F., Goshen.
Kent, John, Hubbard.
Kenedy, W. G., Monmouth.
Kerr, J. R., Portland.
Keeney, A. A., Goshen.
Lucas, Frank, Monmouth.
Lucas, Fred, Monmouth.
Lewis, Leroy, Dayton.
Lewis, B. E., Palouse City, W. T.
Loughary, U. S., Monmouth.
Loughary, Frank, Monmouth.
Langtree, Dexter, Monmouth.
Marshall, Dorena, Albany.
Mitchell, Mattie, Monmouth.
Murphy, Ida, Monmouth.
Mulkey, Nora, Amity.
May, Wm. A., Canby.
Marshall, Alia, Albany.
McKern, Geo., Pullman, W. T.
Mulkey, S. S., Amity.
Murphy, Chester, Monmouth.
McClare, L. D., Monmouth.
Martin, Mary, McMinnville.
Mulkey, W. E., Amity.
Nolan, Or., Tillamook.
Owens, G. W., Hubbard.
Percival, Emma, Monmouth.
Powell, Jay, Monmouth.
Pierce, Frank, Portland.
Peters, Orilla, Alsea.
Phillips, Caroline, Amity.
Ruble, Viola, Wolf Creek.
Roberts, W. C., Aumsville.
Riddell, Maggie, Monmouth.
Riddell, Mabel, Monmouth.
Riddell, Willie, Monmouth.
Ruble, S. C., Salem.
Robeson, Chas., Hubbard.
Ryan, David, Monmouth.
Shanks, A. J., Crawfordsville.
Smith, Ida, Monmouth.
 Sellers, Wm., Pleasant Hill.
Stevens, Anna, Eola.
Stevens, Mary, Eola.
Smith, Wright, Lewisville.
Staats, Lillie, Monmouth.
Smith, Edwin, Monmouth.
Stanley, Emma L., Monmouth.
Stanley, Claude E., Monmouth.
Staale, Dale, Monmouth.
Shedd, Solon, Shedd.
Sellers, J. D., Pleasant Hill.
Tyson, Emma, Independence.
Taton, Essie, Monmouth.
Turnbow, O. A., Palouse City, W. T.
Taton, D. S., Monmouth.
Velton, Marie, Portland.
Vernon, Ira, Tangent.
Worth, Wm. L., Peoria.
Worth, Lillian, Halsey.
Wade, Minnie, Gervais.
Wilde, Anna, Albany.
Wade, Ida, Gervais.
Worth, Vida E., Peoria.
Waller, Minnie, Monmouth.
Waller, Ida, Monmouth.
Waller, Lula, Monmouth.
Waller, Etta, Monmouth.
Waterhouse, Nellie, Monmouth.
Waterhouse, Ola, Monmouth.
Wood, Arthur, Monmouth.
Wimberly, A. S., Mt. Scott.
Williamson, D. N., Albany.
Young, J. E., Milwaukie.
Young, S. C., Milwaukie.
COMMERCIAL.
Adkins, Willard E., Monmouth.
Altman, W. B., Monmouth.
Campbell, Henry G., Dallas.

Gwin, S. U., Monmouth.
Wann, Thomas A., Ballston.

INSTRUMENTAL MUSIC.
Adkins, Ethel, Monmouth.
Burnett, Josie, Monmouth.
Davidson, Etta, Monmouth.
Gilliam, Mollie, Hepner.
Ground, Lottie, Clem.

Humphreys, Lou, Monmouth.
Mulkey, Nora, Amity.
Powell, Jay, Monmouth.
Phillips, Carrie, Amity.
Stanley, Emma L., Monmouth.

DRAWING, CRAYON AND OIL PAINTING.
Bedwell, Loring, Monmouth.
Cummer, Bertha, Monmouth.
Crawford, Ella, Halsey.
Cree, Kate, Corvallis.
Davis, Hattie, Monmouth.
Doughty, Willie, Monmouth.
Emmitt, Ella, Monmouth.
Gragg, Beatrice, Astoria.
Halleck, Mary, Monmouth.

Jakes, Lizzie, Salem.
Loughary, Rachel, Monmouth.
Lucas, Fred, Monmouth.
Percival, Emma, Monmouth.
Richardson, David, Monmouth.
Richardson, Fannie, Monmouth.
Wimberly, Sarah, Mt. Scott.
Worth, Lillian, Halsey.

PRIMARY.
Barlee, Alfred, Monmouth.
Burnett, Horace, Monmouth.
Bradley, May, Monmouth.
Burnett, Florence, Monmouth.
Butler, Nora, Monmouth.
Bristow, Otis, Monmouth.
Bradley, Clinton, Monmouth.
Cunningham, Louisa, Monmouth.
Cunningham, Mary, Monmouth.
Cunningham, Estella, Monmouth.
Cook, Nannie, Monmouth.
Cook, Cassie, Monmouth.
Cunningham, Lee, Monmouth.
Graven, Riley, Monmouth.
Clark, Willie, Monmouth.
Clark, Frankie, Monmouth.
Emmitt, Johnny, Monmouth.
Fishback, Russell, Monmouth.
Fishback, Vardon, Monmouth.
Gwin, Bertie, Monmouth.

Gwin, Herman, Monmouth.
Haley, Minnie, Monmouth.
Haley, Mattie, Monmouth.
Hillard, Lizzie, Monmouth.
Hillard, May, Monmouth.
Haley, Frank, Monmouth.
Hillard, George, Monmouth.
Haley, Carrie, Monmouth.
Hendershot, Lelah, Monmouth.
Hendershot, Parvin, Monmouth.
Hendershot, Oval, Monmouth.
Ireland, Clarence, Monmouth.
Ireland, Glenn, Monmouth.
Ireland, Willard, Monmouth.
Langtree, Lillie, Monmouth.
Langtree, Edward, Monmouth.
Murphy, Linnie, Monmouth.
Murphy, Lizzie, Monmouth.
Murphy, George, Monmouth.
Murphy, Georgie, Monmouth.
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Murphy, Earnest</td>
<td>Monmouth</td>
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<tr>
<td>Marshall, Lucy</td>
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<td>Murphy, Anna</td>
<td>Monmouth</td>
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<td>Russell, Oscar</td>
<td>Monmouth</td>
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<td>Richardson, David</td>
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<td>Richardson, Fannie</td>
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<td>Smith, Cora</td>
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<td>Smith, Myra</td>
<td>Monmouth</td>
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<td>Smith, Rosa</td>
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<td>Sneade, Maggie</td>
<td>Monmouth</td>
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<td>Stanley, Berne</td>
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<td>Vance, Woodie</td>
<td>Monmouth</td>
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<td>Waterhouse, Effie</td>
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<td>Waterhouse, Rolla</td>
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<td>Waller, Jay</td>
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<td>Waterhouse, Vannie</td>
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**Summary**

<table>
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<tr>
<th>Course</th>
<th>Students</th>
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<tbody>
<tr>
<td>Collegiate</td>
<td>4</td>
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<tr>
<td>Normal</td>
<td>157</td>
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<tr>
<td>Commercial</td>
<td>5</td>
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<tr>
<td>Instrumental Music</td>
<td>10</td>
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<td>Painting and Drawing</td>
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<tr>
<td>Primary</td>
<td>57</td>
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<td>Total</td>
<td>250</td>
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<td>Less duplicates</td>
<td>23</td>
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<td>Different students</td>
<td>227</td>
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</table>
### COURSE OF STUDY IN OREGON STATE NORMAL SCHOOL

#### ELEMENTARY COURSE

<table>
<thead>
<tr>
<th>TERMS</th>
<th>PROFESSIONAL</th>
<th>MATHEMATICS</th>
<th>SCIENCES, ETC.</th>
<th>ENGLISH AND MENTAL SCIENCE</th>
<th>ART, ETC.</th>
</tr>
</thead>
</table>

#### REGULAR COURSE

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
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<table>
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<tr>
<th>SECOND YEAR</th>
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<tr>
<td></td>
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<td></td>
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<td></td>
<td>Vocal Music.</td>
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</tbody>
</table>
## COURSE OF STUDY IN COLLEGIATE DEPARTMENT.

<table>
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<tr>
<th>Junior Year</th>
<th>Senior Year</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>Sciences</td>
</tr>
<tr>
<td>Conic Sections</td>
<td>Geology</td>
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<tr>
<td>Analytic Geometry</td>
<td>Geography</td>
</tr>
<tr>
<td>Differential Calculus</td>
<td>Political Economy</td>
</tr>
<tr>
<td>Integral Calculus</td>
<td>Political Economy</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Psychology</td>
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<tr>
<td>Astronomy</td>
<td>Psychology</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Moral Philosophy</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Moral Philosophy, Christian Evidences</td>
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<table>
<thead>
<tr>
<th>English</th>
<th>Latin</th>
<th>Greek</th>
<th>Arts, Etc.</th>
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<tr>
<td>Ancient History</td>
<td>Horace</td>
<td>Demosthenes</td>
<td>Elocution</td>
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<tr>
<td>Ancient History</td>
<td>Horace</td>
<td>Demosthenes</td>
<td>Elocution</td>
</tr>
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<td>Ancient History</td>
<td>Cicero de Officiis</td>
<td>Greek Testament</td>
<td>Elocution</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Cicero de Officiis</td>
<td>Greek Testament</td>
<td>Elocution</td>
</tr>
<tr>
<td>Criticism</td>
<td>Livy</td>
<td>Plato</td>
<td>Vocal Music</td>
</tr>
<tr>
<td>Logic</td>
<td>Livy</td>
<td>Plato</td>
<td>Commercial Law</td>
</tr>
<tr>
<td>Logic</td>
<td>Tacitus</td>
<td>Sophocles</td>
<td>Elocution</td>
</tr>
<tr>
<td>Christian Evidences</td>
<td>Tacitus</td>
<td>Sophocles</td>
<td>Vocal Music</td>
</tr>
</tbody>
</table>

## COURSE OF STUDY IN COMMERCIAL DEPARTMENT.

<table>
<thead>
<tr>
<th>One Year</th>
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<tbody>
<tr>
<td>First Term</td>
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<td>Second Term</td>
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<td>Third Term</td>
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<td>Fourth Term</td>
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<table>
<thead>
<tr>
<th>Commercial Law</th>
<th>English Grammar</th>
<th>Elocution</th>
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<tbody>
<tr>
<td>Commercial Law</td>
<td>English Grammar</td>
<td>Penmanship</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>Political Economy</td>
<td>Business Forms and Correspondence</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>Political Economy</td>
<td>Business Forms and Correspondence</td>
</tr>
</tbody>
</table>
Normal Schools.

Normal Schools are no longer an experiment. They have long ago passed the experimental stage, and taken a high position as a factor in our educational system. They are highly appreciated by the people because of all schools supported by the State the Normal Schools most directly affect the welfare of all.

The large and increasing appropriations of money made for the support of Normal Schools in those States where they have had a thorough trial show the estimation in which they are held on their merits.

The necessity for such a school in the State of Oregon was deeply felt by those who had labored for the advancement of popular education in the State, until provision was made for the State Normal School by the Legislative Assembly of 1882.

Experience has proved that a Normal School under the care and direction of the State, is a necessary part of a State educational system; that good schools cannot be had without properly trained teachers, and to supply these, no agency has been found so efficient as properly conducted Normal Schools, where education is taught as a science and teaching as a high art. Connected with this strictly professional work, is necessarily such a literary course as will prepare students for teaching the various branches. The literary course should always be taken in the Normal School, for teachers naturally incline to teach as they have been taught, and the task of unlearning the wrong methods that have been acquired is frequently the greatest obstacle in the way to success in the school-room.

As an economic measure, the Normal School is important to every citizen of the State. For want of proper professional training, a large percentage of young teachers make so poor a degree of success that the money paid to them is little better than thrown away, and any of them would do much better work by having the proper methods at hand. The training that the Normal School gives will more than double the efficiency of our public school
teachers, so that the money expended will produce correspondingly increased results in the intellectual, moral and physical development of the young. Oregon expends on her public schools about one-half million dollars annually. If, through the instrumentality of Normal Schools, the results of the public schools are doubled, it is equivalent to adding a half-million dollars to our school fund. This is too important a matter to be overlooked by any citizen of the State. School officers should be especially careful to see that the teachers, whom they employ, shall either have a large and successful experience of their own, or have such a professional training as will insure their success.

Concerning the importance of the Normal School, State Superintendent McElroy, in his last biennial report to the Legislative Assembly, among many other good things, says: "Trained teachers make their schools attractive, as well as instructive. The policy of establishing Normal Schools has been deemed a just and economic measure by a large majority of the States. Their necessity as educational factors in the development of public school work has, years ago, been recognized by legislative enactment by all the great school States in the Union. * * * * The tax-payers of the State furnish the means which support the public school-system of the State. This is made absolute and obligatory by law. As a measure of economy, then, it would seem that the preliminary policy of the State should look to the raising of the standard of general education by the establishment of training institutions for the preparation of teachers to manage her public schools. The importance not only of providing teachers, but of providing the best teachers possible, ought to be, in every State school-system, a fundamental measure. What is most needed in the perfection of all our educational agencies, is the educated and trained teacher, and, more especially, professional teachers. Without the professional teacher, no system of education, public or private, can long be sustained."
The Oregon State Normal School.

The State Normal School at Monmouth has now been in operation four years. The extent to which the necessity for such a school in the State was felt, is seen by the fact that as soon as the School was organized, students from different parts of the State began to gather in to enjoy the advantages of Normal training. During the first year 104 students were enrolled. These going forth with the enthusiasm that the Normal School always gives its students, and with the work of the school becoming better known, caused the enrollment during the second year to more than double that of the first year, there being 216 students enrolled. The students of the second year came from sixteen of the twenty-five counties of the State, so that the influence of the work began to be felt generally. Everything indicated a similar rate of increase for the third year, but the destruction of the crops by the rain, low prices of grain, and consequent hard times that have so affected all branches of business, particularly schools, prevented the expected increase; yet the enrollment for the year was 202. The fourth year, just closed, has been one of great prosperity, both in the number of students enrolled and the character of work done. The hard times of the former year have continued to oppress the country, yet students have come from all parts of the State, as well as from adjoining Territories, and swelled our ranks to 227. Nearly every county in Oregon is represented on the rolls this year. These return to their homes to carry the influence and students' enthusiasm of Normal work into the schools of their respective counties. Thus it will be seen that the influence of the Normal School is already felt throughout the State, as well as far beyond through students from adjoining States.

In this connection it is pleasant to note the hearty co-operation of the State Superintendent, the State Board of Education, and County Superintendents throughout the State. All these gentlemen show the interest they feel in the success of the schools of our State, by encouraging the State Normal School in its work of preparing better teachers. The result of this hearty co-operation
of those in charge of our educational work in the State with the Normal School, must result in great good to the public schools, and through them to the people of the entire State.

In the last biennial report of the Superintendent of Public Instruction, Hon. E. B. McElroy makes the following unanswerable argument for the Normal School:

"The great majority of children in this State must be educated in the Public Schools. Poor instruction is disastrous in our primary schools. The necessity of trained teachers is apparent, when we consider that the first steps of the child are the most important, as well as the most difficult. Here it is that the skill and experience of our best teachers should be applied. It is a great mistake to suppose that "any one can teach a primary school," and, as a result of placing mere novices in charge of young children in calculable injury is often done. The importance of doing good work in the primary school is evident, and it is equally clear that special training, culture and discipline of the teacher are necessary in order to produce the best results.

"In the 1,146 school districts reporting this year, 43,157 pupils are reported as having been enrolled. The magnitude of the work of instructing these children cannot be measured. These 1,146 schools have undoubtedly accomplished a vast good, notwithstanding the numerous obstacles in the way of improvement, such as the short terms, frequent change of teachers, low salaries, irregular attendance and tardiness of pupils, want of co-operation on the part of school officers and parents, etc., at the same time it is evident that had all these schools been under the management of trained teachers, equally conscientious and earnest with the present ones, the result would have been still more satisfactory and useful. Improve the teachers and you improve the schools.

"From the statistics furnished by the several County Superintendents for the year ending March 3, 1884, it will be seen that of the 43,157 children enrolled in the schools, the average attendance equals a low rate per cent. of the actual enrollment. This rate per cent., in the aggregate, cannot be definitely found, as several counties do not report this item; but it may be easily seen where the county report shows both the total enrollment and
the average attendance. This low average may be traced to several causes, but it is not improbable that one of the leading causes is the want of competent, enthusiastic, trained teachers.

County Superintendents have also shown a lively interest in our work. As an illustration of this interest the following extract from the report of Hon. E. A. Milner, Superintendent of Benton County, for this year, to the State Superintendent, is given:

"During the past two years about twenty practical teachers of this county have been enrolled in the Normal School. In February I visited this institution and found over 200 young men and young women in attendance. A more energetic body of students and professors cannot be found. The teaching is thorough and practical, as normal work should be. The classes numbered from thirty to seventy, and, I assure you, these classes of practical teachers brought out the full text of the lessons, leaving the subject quite threadbare when the bell tapped for dismissal. I will refer to but one class, the teachers' professional class, conducted by President Stanley. The class was discussing a subject in physiology and methods of teaching it. The class used Steele as a guide, but many other authors were to be seen among the class. The subject as presented by different writers was given by the teachers, thus several authors were presented upon the same subject and discussed in the short space of forty-five minutes. All recitations were conducted on the same plan, the class presenting the subject as given by authors foreign to the text-book used. The discipline is excellent. During my day's visit I never detected the slightest cause for a reprimand. This institution should receive financial encouragement from the State. The Agricultural College and the State University have been fostered and cared for by the State since their organization. One institution is intended for the farming element, the other is of high literary character; one is patronized by agriculturists, the other by the wealthy. The Normal School is a representative of all elements of the State. The trained teachers from the Normal do work throughout the State, giving the children of the State the benefit of the best methods of instruction. I regard the Normal School as a powerful auxiliary of our public school system. Our system is improved from year to year by trained teachers."
THE WORK OF THE NORMAL SCHOOL.

Is especially that of preparing teachers for the duties of the classroom, either in graded or ungraded schools, high schools or colleges. The subject matter of a carefully prepared course of study is most thoroughly and systematically taught, while the methods of teaching constitute the prominent and distinctive feature of the Normal School. In the College the studies are pursued from the standpoint of the learner, while in the Normal School a twofold view of the subject is obtained: first, from the standpoint of the learner, and then from the standpoint of the teacher. More than this, every recitation is an answer to the question, "How shall I teach this subject?" In addition to this, regular professional classes are organized which meet daily for recitation in the Science of Education and the Art of Teaching, as presented by the ablest writers on the subject, aided by lectures from the Faculty, full discussion in the class, and practice-teaching in the school.

Courses of Study.

The courses of study, as arranged, have a two-fold object: making the most thorough scholars, and giving them a broad and comprehensive view of the philosophy of education.

The Elementary Course fits persons for teaching in the common schools. Those who complete this course here, may receive a certificate to that effect from the President, provided they have spent not less than two full terms in the Normal and been regularly in attendance at Teachers' Classes.

The Advanced Course includes about the same work as is embraced in the Scientific Course in most colleges, though completed in one-half the time required in those colleges. It fits persons for teaching in any grade of school, college or academy, or for the management of either graded or ungraded schools. Graduates in this course receive a diploma from the State, which authorizes them to teach in any public school in the State without further examination. These diplomas are also honored in our
sister States, our graduates receiving certificates in those States without examination. In addition to this, graduates receive the degree, Bachelor of Science, as a recognition of their literary and scientific attainments.

PROFESSIONAL COURSE.

The special design of this course is to give the best methods of organizing, managing and teaching schools of all kinds, mixed or graded, either as principal or assistant. It includes a full development of the philosophy and the history of education. A complete analysis of the three important divisions of the subject—School Organization, School Management, and Teaching—is made in the Teachers' Class. The first half of the year is devoted to the study of School Organization and School Management, as presented in the works of our best educators, led by lectures from the President, with an analysis of the whole subject. A careful analysis of the topics presented is made by the class. These books of outlines of the subjects discussed have been very creditable to the members of the class, and will be very helpful to them in their future work in the school-room. The last half of the year is devoted to methods of teaching the branches, and includes the history of education. The full course extends through three years, but persons who come with the requisite scholarship, by giving their whole attention to the professional course and practice-teaching, may complete it in one year and receive the professional diploma.

COURSE IN MATHEMATICS.

This course is intended to fit persons for teaching the different branches successfully and understandingly. The work in the course is directed more to a thorough knowledge of the principles, than to the solution of particular problems. It is also the aim to give a particularly practical application to every department of the subject.

COURSE IN SCIENCES.

Time only allows us to analyze each subject, discuss and illustrate all important facts and principles, and fill in such details and illustrative phenomena as will make all clear to the mind and
fix it vividly in the memory. But by this means it is found that students obtain a better general knowledge of the different subjects and are better able to apply the principles learned to observation and practice, than by spending double the time in studying subjects by rote and learning to quote authorities.

COURSE IN ENGLISH.

To all English-speaking people the English is the most important language on earth. This language is deserving of more attention in our schools than all others combined. Of all persons, the teacher should be most thoroughly acquainted with our own tongue. The teaching in this course will be found to be unusually exhaustive, including a study of the higher grammars of the language; the history of the development of the English from the Anglo-Saxon; the introduction and influence of the Norman-French, Latin, Greek and other elements; and our present English as the result of all these influences. Our course in Rhetoric leads students to write and speak the English language according to reputable, present and national usage, through constant practice. Our course in English Literature embraces the study of the history of our best English and American writers, and studies in some of their best works.

The interest in these classes is very great, and several Normal students give promise of eminence in the field of literature.

MENTAL SCIENCE.

Every person, and especially every parent, should understand the laws by which the mind acts either on itself or other minds, and the laws of mental development at different periods of life. Particularly is this all-important to the teacher, whose work is to develop the minds of the young. This subject is here presented with direct reference to its utility as an important factor in educational science.

ARTS.

Under this heading in the regular course are taught Elocution, Vocal Music, Penmanship and Book-keeping. As these are all taught free of charge and thorough work done in each, the instruction in these alone would well repay the time spent at the Normal.
ELOCUTION.—Great prominence is given this subject, both in theory and practice, not only on account of its great importance, but also because of its general neglect. To give our students an easy, graceful and natural delivery, that shall enable them to appear creditably on the rostrum or in the school-room, is our object; recognizing the great principle, that it is not what a man knows, but what he can impress upon others, that will make him useful in the world.

Penmanship.—A rapid and beautiful style of writing is one of the most worthy accomplishments. We have secured the services of a fine penman to take charge of our classes for the coming year, so that our students will have opportunities here for cultivation in the Art of Penmanship, free of charge, equal to the advantages elsewhere for which a high price is paid.

Vocal Music.—As Americans we have been slow to appreciate the value of music as a part of our educational course. While one of the most delightful studies, it is of the greatest value as a proper recreation from other studies, as well as being of great utility in after life. A careful training of the voice and a perfect understanding of the science, is our aim. This department is under the charge of Prof. Powell, and the fine class of singers trained every year, as heard in solos, in the choir, or in chapel music, bear witness to the thorough work of the drill-master.

Book-Keeping.—Our complete but brief course in Book-keeping fits students for teaching the subject in the public schools or taking places as book-keepers in all the ordinary forms of business.

WHO MAY ENTER THE NORMAL.

Our leading aim is a school for teachers that shall give them the most thorough understanding of the branches to be taught and the manner of teaching them. But the plan of work is such as to make the school the very best for all who desire to secure a good education under the best methods of instruction and at small expense. All persons of good morals and sufficient scholarship may enter the Normal at any time, and those not sufficiently advanced to enter the Normal course can enter one of the lower departments as preparatory to the Normal.
COUNTY SCHOLARSHIPS.

There are 72 free scholarships distributed to the different counties of the State in proportion to the school population, as follows:

- Baker ............... 2
- Benton .............. 3
- Clackamas .......... 4
- Clatsop ............ 1
- Columbia ........... 1
- Coos ................. 2
- Crook ............... 1
- Curry ................
- Douglas ............ 4
- Gilliam ............. 1
- Grant ............... 1
- Jackson ............. 3
- Josephine .......... 1
- Klamath .............

HOw TO SECURE A FREE SCHOLARSHIP.

Teachers, or those intending to teach, may secure scholarships in their county to the number allotted, as follows:

1. The applicant must pass such an examination before the Superintendent of his county as will entitle him to a second grade certificate for teacher, and pay the examiner $2.50 therefor, if at a private examination. The regular public examinations, held once each quarter, are free. If the applicant for a scholarship has already a certificate to teach in his county, a re-examination is not required.

2. He must sign a declaration of the following form:

I, ________________, a resident of __________ county, Oregon, being in sound bodily health, and desiring to fit myself for teaching, hereby make application for a scholarship in the Oregon State Normal School at Monmouth, declaring it to be my intention to teach in the public schools of this State for a period of time at least as great as that spent on this scholarship in the State Normal School.

(Signed)

The Superintendent will then give the applicant a certificate of the following form:

This certifies that ______________, being a citizen of __________ county, has applied for a scholarship for this county in the Oregon State Normal School at Monmouth. Having passed the required examination and signed a declaration of intention to teach, and being of good morals, I recommend ______________ as a worthy representative of this county.

(Signed)

Superintendent of __________ County, Oregon.

The Superintendent will file the declaration in his office, and the applicant will bring the certificate and present it to the President of the Normal School, who will issue to the party a Scholarship good during the time of his continuous attendance at school. But an absence of one entire term will make the scholarship vacant.

GRADUATION.

The conditions of graduation are, that applicants shall have completed the course of study, and passed such an examination thereon as may be approved by the State Board of Education; that they shall have spent at least one year in this school, that males shall be twenty-one years of age, and females eighteen.

DIPLOMAS.

Diplomas of beautiful design have been prepared and are presented to graduates on Commencement Day. These are given under the Great Seal of the State, and are signed by the State Board of Education, consisting of the Governor, the Secretary of State, and the Superintendent of Public Instruction, and by the Faculty of the Normal School. In addition to the usual honor of a Diploma from a State institution, they confer upon the holder the right to teach in any public school in the State for a period of six years, and after six years' teaching the holder is entitled to a Life Diploma. The fee for the State Diploma is $6.00. In addition to this, the Board of Trustees, by authority of the law establishing the State Normal School, confers upon Normal Graduates the degree Bachelor of Science, attested by a beautiful
Diploma. The price for this Diploma, to those who receive the State Diploma, is $5.00; to Scientific graduates who do not receive the State Diploma, the price of the Scientific Diploma alone is $10.00, as given in the Collegiate Department.

Post Graduate Course.

Graduates of other literary institutions of high order very frequently desire to fit themselves for teaching, and in order to gain that thorough knowledge of the branches with the best methods of teaching them and managing school work, enter the Normal School. Such students enter upon a course of review work under Normal methods, study such new branches as they may not have studied before, and devote themselves to the study of methods and practice-teaching. We have had excellent classes of postgraduates during former years, from whom we expect a record of great usefulness in the future. They have come from some of the best institutions on the coast, and by their diligent application to study have reflected honor on their Alumae Matritus. All graduates who desire to fit themselves for higher usefulness in the school-room or elsewhere, are invited to be present at the opening of the next session, September 15th, and join the senior class. A presentation of diploma or certificate of graduation to the President is required in order to enter this class.

Commercial Department.

This department has shown itself to be a very important feature of our work. Besides those who graduate, many others take a partial course to fit them for the usual business affairs of life. Those who spend only a part of the year are greatly benefited thereby, but we can only recommend as book-keepers those who have taken the full course and have received their diplomas.

Every facility is here afforded for fitting young persons to successfully carry on any kind of business. The best authors are studied on the various subjects, and such practical tests are made as will insure thoroughness on the part of the student.

The great demand of the times is a thorough, practical Business Education, as the surest and most economical means of acquiring wealth and of preserving it when acquired.

Sufficient time is very essential in which to learn principles and fix habits. A full commercial education cannot be well acquired in less time than is here given. The expenses of the whole year here are less than for the ten or fifteen weeks spent at most Commercial Colleges in the cities, and the advantages are incomparably greater.

Subjects Taught.

Book-Keeping is taught by Single and Double Entry, in all its departments of Trade or Commerce, including Individual Transactions, Partnerships, Merchandise Companies, Jobbing, Railroading, Steamboating, Commission and Forwarding, Agencies, with a very thorough course in Banking, and Brokerage and Exchange. The system followed is that of the Bryant and Stratton Business Colleges, we believe the best in America.

Classes in Book-keeping are organized only at the beginning of the first and third terms. Persons who wish to enter the classes must be here at one of these times in order to do so.

Commercial Law.—A full knowledge of the laws of business is indispensable to every person who may have business relations with his fellow-men. Commercial Law is no less important than book-keeping itself. We aim that all our students shall be familiar with both the common law and the statutes of the State relating to commercial affairs. Townsend’s Compendium of Commercial Law is used as a text-book. Lectures, discussions and examinations are made auxiliaries. Every member of the class is required to write a thesis on some division of the subject.

Commercial Arithmetic.—Every man should have at hand the shortest and best methods of solving such problems as are constantly presented in the run of business. The aim is to have our commercial classes especially familiar with these shorter methods.

Political Economy.—This science, treating of the creation
and transmutations of wealth, the division of labor, the proper relations of labor and capital, and such subjects as naturally grow out of these, lies at the very basis of all financial success, national or individual. It is a very important part of a complete business education.

**Penmanship.**—A rapid and legible hand-writing is an indispensable requisite to the business man. Great prominence is given to this branch in the Commercial Course.

**Business Forms and Correspondence.**—Such a training in these is given as will enable students to enter at once into actual business.

The cost of tuition for this course is $40, payable quarterly in advance. No deductions are made for absence. Diploma fee, $5. Tuition is free to such as pay tuition in the Normal or Collegiate Departments, and students in the Commercial Department may take such studies in either the Normal or Collegiate classes as they may elect, without extra charge. This greatly increases the advantages of a Commercial Course here.

**Situations.**—Business men in need of book-keepers or clerks of any kind, will find our graduates well prepared to take charge of such business as may be required. A comparison of their ability with the graduates of the city schools, will show that ours are much better acquainted with their work in general, and that they are well prepared on many important matters which the others have never studied. Applications for book-keepers, etc., addressed to the President, will receive prompt attention.

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**Collegiate Department.**

The Act creating the Normal School allows the Trustees to maintain a Collegiate Department and confer degrees therein. The course of study as arranged for this department is calculated to give the most liberal culture. It will be found as extensive as that of our best colleges, and students have here the advantage of taking a full Collegiate course under Normal methods.

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**Preparatory.**

The course is arranged for two years' time, and students who have taken the Normal course will find it very easy to complete it in a thorough manner in that time.

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**Courses of Study.**

Two courses of study are arranged, the Classical and the Scientific—the Scientific being the same as the Classical except the Ancient Languages, but includes one year in Latin.

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**Graduation.**

A degree will be conferred and a diploma granted to any student who shall have passed an approved examination in all the prescribed studies of the course, who is of good character and who shall have been at least one year a student of the institution. The degree Bachelor of Arts will be conferred upon those who complete the Classical Course, and the degree Bachelor of Science upon those who complete the Scientific Course.

The graduating fee in the Scientific Course is ten dollars; in the Classical, twelve.
Special Studies.

In addition to the classes in the regular courses the Normal furnishes the best of advantages in some of the more important special studies. These are under the charge of their respective teachers, who spare no pains to secure the most thorough and rapid progress of their pupils. The results have been highly satisfactory. The arrangements for the coming year are such that we hope to be able to give better opportunities than ever before for the best results in these special branches.

INSTRUMENTAL MUSIC.

One of the most unmistakable marks of our progress in the higher elements of civilization is found in the greater attention that is given to music. Every person making claim to even fair education, is now supposed to be able to read music. Every home should have its piano, or organ at least, and members of the family able to play. Every school-teacher, especially, should understand both vocal and instrumental music, even though not able to sing. Persons who are seeking a quiet place in which to learn either vocal or instrumental music, will find here the opportunities desired. Mrs. Powell, our teacher on the Piano and Organ, is a fine performer on those instruments, and has, through several years' experience, shown herself an expert teacher. She has been very successful in securing rapid progress and training good players.

PAINTING AND DRAWING.

For four years this work has been under the direction of Miss McFadden. She has done us fine work in this department as the beautiful paintings that adorn the chapel walls on public occasions, and her own gallery at all times, will show. But circumstances make it necessary for Miss McFadden to go to another part of the country, and out of the applicants for the position, Miss Eugenia J. Zieber has been selected to carry on this work. From her recommendations and her work, which she presents as her best recommendation, we expect that this department shall at least go on as finely as it has in the past. We hope to see Miss Zieber begin the new year with a large class.

The Normal System of Education.

The principles of Normal teaching are derived from the experience of mankind—from the careful observations and inductions of the best thinkers of all times, many of whom have given their lives to the development of correct methods of instruction. The work of summing up the results achieved by the world's great teachers and arranging them into a system of instruction, has been accomplished mainly through the agency of Normal Schools within less than half a century past. The inductions have been so carefully made that it is believed that the present system of education as taught and practiced in the Normal Schools is correct in principle and in perfect accord with the laws of human development.

CARDINAL PRINCIPLES.

1. That education is the accumulation of mental, moral and physical power, by self-development through voluntary effort, and so is much more than the mere acquisition of knowledge from prescribed tasks and is not the result of compulsory study.

2. That true government in education is self-governement, induced by educating the higher nature of man, and not by a system of laws and penalties prescribed by boards of trustees and enforced by a faculty and spies.

3. That co-education of the sexes brings about better results in study and in government, makes better members of society and better citizens of the State.

ECONOMY IN TIME.

Thousands of young persons would have educated themselves had they not been deterred therefrom by the great length of time required to be spent at the colleges for this purpose. Five or six years is required because study is compulsory, and learning consists in memorizing certain books. A given set of facts is supposed to constitute an education.

Under Normal methods where study is voluntary and pursued because knowledge is made inviting, where a full under-
standing of principles is the aim rather than the learning of a set of facts, double the progress is made and the work accomplished in half the time.

ECONOMY IN MONEY.

It is a notorious fact that rich men's children go to the colleges and are extravagant in their expenditures. This extravagance begets idleness and profligacy, while hard study and economy are unpopular.

The students of the Normal are largely self-supporting. They have come to secure an education because they feel the need of it. Hard study and economy naturally result, with orderly conduct as a necessary consequence.

METHODS OF INSTRUCTION.

The long established practice of requiring a given number of pages or sections to be memorized in a certain text-book, prevents effective study and original investigation. The Normal idea is to study subjects and discuss principles, which makes study a delight and thoroughly prepares for written or oral recitations.

GOVERNMENT.

Because of the dissipation and idleness so common in colleges, the strictest rules are thought to be necessary to maintain order or secure study. These measures of force tend to arouse opposition even in the best students against both order and study. The execution of these rules must be carried out by the aid of spies and create a prejudice against the Faculty and all who aid them.

The Normal relies on the all-pervading spirit of study and emulation among students as the controlling power. Police regulations and detectives are found to be unnecessary. This system throws the responsibility on the student and develops manly self-reliance and love for the right because it is right, which in itself is a most important element in education. An illustration of this is found in the fact that there has not been a student before the Faculty of the Normal for disorderly conduct in two years.

SOCIAL INTERCOURSE.

While the spirit of progress and improvement has compelled the admission of women to most of our western colleges, still they are admitted under great restrictions, and commonly the sexes are not allowed to speak to each other on the school premises. This violation of nature's order is properly punished in such schools by clandestine courtships and runaway marriages.

In the Normal entire freedom is given, students being expected simply to be ladies and gentlemen. All the members of the school are made to feel that they compose one great family. Clandestine love-making is unknown, but the usages of good society are cultivated.

RECAPITULATION.

We have given some of the features which distinguish the Normal System and indicate its advantages over the systems so prevalent in other institutions. We may here recapitulate these reasons why those students who drink in the spirit of the Normal, progress more rapidly and do more thorough work:

1. The cardinal principles which govern the plan of instruction and management of the classes.
2. Economy in time.
3. Economy in money.
4. The more direct and efficient methods of instruction.
5. Self-government.
6. The social intercourse of the students.
General Remarks.

LOCATION.

Monmouth, the Seat of Oregon State Normal School, is in Polk county, two miles west of the Willamette river, on a beautiful rolling prairie, in the midst of one of the best agricultural sections of the State. It is a remarkably healthy locality, society is good, the people being noted for high moral sentiments and devotion to the cause of education. It is 14 miles southwest of Salem by road, and 76 miles from Portland by rail.

HOW TO REACH MONMOUTH.

Persons who come from Washington Territory, Eastern Oregon, or the lower Columbia river will come to Portland and take the O. & C. R. R., West Side, to White's, where they change cars, taking the Oregonian railway (narrow gauge) to Monmouth. At Portland buy tickets to Monmouth. By the time the next session opens in September, it is expected that the Portland & Willamette Valley R. R. will be completed to Portland, and persons can then come to Monmouth by that line without change. Persons on the east side of the Willamette river can either take boat to Independence, two and one-half miles from Monmouth, or go down the East Side railroad to Portland and thence to Monmouth; or go by stage from Salem to Perrydale or Dallas, both on the Oregonian railway, and thence come by rail. Persons from the south can come to Salem, and thence by boat or stage as above; or come to Albany, thence by stage to Corvallis, thence by rail to Independence, where a hack will be found waiting to convey them to Monmouth. Albany and Corvallis will probably be connected by rail by the time our next session opens.

BUILDINGS.

Our buildings consist of a splendid brick structure, 36x72 feet, with three working stories, in which are located the study and class-rooms. Sixty feet to the south of this is the chapel, a frame building, 40x60 feet with 24 feet ceiling, well seated for an audience room, with a gallery on the east, and a rostrum.
40x16 feet, in the west end. This is used for the chapel exercises daily, for lectures often, for entertainments of various kinds by literary societies or students, and for commencement exercises. It is connected to the brick building by a covered porch. These buildings are beautifully located on an elevation, in the midst of a fine artificial grove of firs and maples on a plat of ten acres of ground.

DISCIPLINE.

The principles of, and motives to, self-government are faithfully presented, which, with the perfect system in all the workings of the institution, insure the most orderly conduct. No iron rules are laid down, but students are carefully taught to be ladies and gentlemen, with the eyes of fellow-students and teachers upon them. The deportment of the students has been so good during the past that we do not desire any improvement in that direction. Those who enter are at once thrown under the wholesome influence of kind advice from the Faculty, perfect system in all the workings of the school, studious habits and good behavior in the students already here, and immediately fall into line to do their part, as well as others, to help move the pleasant work forward.

THE SEXES.

No distinction is made on account of sex. All have the same advantages, do the same work and receive the same degrees.

OUR PRINCIPLES.

We believe in and teach patriotism to our noble government, but ignore all partisan differences.

We believe in and teach a pure morality as the basis of society and the State, but ignore all sectarianism.

Here Democrat and Republican, Protestant and Catholic meet on a common level to battle against all that is wrong, and lift higher the standard of true education.

TEACHERS FURNISHED.

School Directors and others desiring good teachers should address the President. We have supplied a large number of
schools with trained teachers during the past four years, and
the success of these in managing and teaching their schools
speaks more for the value of the training they have received in
the Normal than any words could do. As soon as the superi-
ority of skilled teachers is properly understood, school direc-
tors will be unwilling to employ others at any price. We take
great care to recommend only such as are prepared to do good
work.

WHEN TO ENTER.

Students can enter on any day of any term, but it is much
better for them to enter on the first day of a term. The very
best time to enter is on the first day of the first term. Those
who are a week or two behind in entering have lost greatly.
One whole year faithfully devoted to study is worth more than
twice as much time spent in fragments. Try to be prompt in
entering.

"THE NORMAL EDUCATOR."

This is a monthly periodical published from the State Nor-
mal School in the interest of better schools in the State, and
better teachers for the schools. It is an educational journal of
sixteen pages, on subjects of interest to teachers and all others
interested in education. It has the hearty approval and en-
dorsement of the State Superintendent and all the County
Superintendents. If you want a live educational journal, send
for the Educator. Price, $1.00 per year; specimen free.
Text-books.

Students should bring all their old text-books. If not used in the classes here, they will be useful for reference. The text-books adopted for use in the public schools of the State are used, and such others as are necessary to give the best results. Below will be found a list of the books used in the different branches. Those printed in *Italics* are used as the text-books, and the others are used for reference:

Written Arithmetic—*Brooks*.
Mental Arithmetic—*Brooks*.
Geography—*Monteith*.
United States History—*Barnes*.
English Grammar—*Sill, Clark, Brown, Welsh, Swinton*.
Reed and Kellogg.
Elocution—*Randall*, Miscellaneous.
Algebra—*Wilson, Robinson, Wentworth*, Brooks, Greenleaf.
Surveying—*Wentworth*, Robinson.
Philosophy—*Houston, Norton, Steele*.
Chemistry—*Steele*.
Physiology—*Hutchinson, Steele*.
Geology—*Steele, Dana*.
Astronomy—*Steele, Snell’s Olmstead*.
Botany—*Gray, Steele*.
Rhetoric—*Hill, Hart, Day*.
English Literature—*Staunton, Raub, Shaw, Smith, Reed and Kellogg*.
Mental Science—*Haven, Brooks, Schuyler*.
Book-keeping—*Bryant and Stratton*, Bryant.
Teaching—*Brooks, Swett, Raub, Hart, Baldwin*.
Conic Sections—*Peck*, Robinson.
Analytic Geometry—*Peck*, Robinson.
Calculus—*Peck*.
Mechanics—*Peck, Snell’s Olmstead*.
Political Economy—*Wayland, Bowen*.
Moral Philosophy—*Winslow, Haven*.
Ancient History—*Thalheimer*.
Medieval and Modern History—*Thalheimer*.
Logic—*Copper, Jevons, Schuyler, Hamilton*.
Christian Evidences—*Scott*.
Commercial Law—*Townsend, Clark*. 
Apparatus.

We have a sufficient assortment of apparatus to illustrate well subjects commonly taught. Our Philosophical and Chemical apparatus is not as complete as we could wish, but there is a fund on hand to purchase new supplies, and we expect to have all that our needs require before the next year opens.

Library.

The Library, by vote of the Trustees, is placed under the joint control of the Literary Societies. All members of the societies have free use of the Library, and others can have the use of it by paying a very small sum. The following valuable works have been added to the Library during the past five months: Johnson's Universal Cyclopedia, 8 vols; Macaulay's History of England, 5 vols; Macaulay's Essays and Poems, 3 vols; Gibbon's Rome, 6 vols; Elliot's Essays, Hours in a Library, Carey's Poems, Great Movements, Life of Queen Victoria, Mary, Queen of Scots; Shakespeare, Chinese Travels, 2 vols; Kings and Queens, Emerson's Essays, Guy Mannering, Ivanhoe, Webster's Speeches, Orators and Statesmen, French Revolution, 2 vols; Sketches of Illustrious Soldiers, Rise and Fall of Athens, Discovery and Conquest of Mexico, Great Events of the World, 1001 Gems of Poetry, Murray's Manual of Mythology, Oswald's Zoological Sketches, Self-Help, Mrs. Browning's Poems, History of the Willamette Valley, Tennyson's Poems, The Sketch Book, Life of J. Q. Adams, Bacon's Essays, Longfellow's Poems, Whittier's Poem's, The Speakers' Garland, The Autocrat at the Breakfast Table, 100 Choice Selections, 4 vols.
Literary Societies.

There are four Literary Societies actively at work. The *Hesperian* and *Websterian* for young men, and the *Vespertine* and *Utopian* for ladies. The work of these societies during the past year has been very vigorous. They have given several open sessions which have reflected great credit on the members. The Library, in which they are all interested, has become a new source of enthusiasm during the year, and the increase in the number of volumes is due mainly to the efforts of the societies.

Following is a list of members and officers:

**HESPERIAN SOCIETY.**

**OFFICERS.**

President, J. E. Young.
Rec. Sec'y, W. C. Roberts.
Cor. Sec'y, W. T. Sellers.
Tellers (N. A. Emmitt, A. J. Shanks.

Vice Pres't, G. S. Wolverton.
Treasurer, L. B. Reeder.
Marshal, H. C. Harris.
Critic, L. B. Reeder.

**LIBRARY DIRECTORS.**

J. E. Young, W. C. Roberts.

**MEMBERS.**

Butler, A. Hungerford, J. C. Roberts, W. C.
Butler, J. B. V. Halleck, A. N. Sellers, Wm.
Buchanan, J. A. Harris, H. C. Shanks, A. J.
Buchanan, A. J. Keeney, B. F. Turnbow, O. A.
Catron, E. S. Lewis, B. E. Williamson, D. N.
Doughty, S. W. Mitchell, J. C. F. Wolverton, G. S.
Emmitt, N. A. Marshall, O. B. Young, J. E.
Earl, Wm. Powell, I. C. Young, S. C.
Fletcher, E. J. Reeder, L. B.

**WEBSTERIAN SOCIETY.**

**OFFICERS.**

President, B. C. Altman. Vice Pres't, T. A. Wann.
Rec. Sec'y, J. A. Houck. Cor. Sec'y, W. Smith.
Critic, C. W. Altman.
MEMBERS.

Altman, R. C. Houck, J. A. Nolan, G. O.
Altman, C. W. Jeans, Lee. Owens, G. W.
Altman, W. B. Kent, John Powell, J. F.
Adkins, A. G. Lewis, Leroy Ruble, S. C.
Campbell, H. G. Mulkey, W. E. Robeson, C. D.
Dawson, J. W. Mulkey, S. S. Smith, Wright
Dobyns, L. May, Wm. Wann, T. A.
Hodkins, A. L.

VESPERTINE SOCIETY.

OFFICERS.

President, Anna Wilds. Vice Pres't, Ida Murphy.
Rec. Sec'y, Minnie Wade. Cor. Sec'y, Etta Davidson,
Treasurer, Lillie Murphy. Marshal, Ella Halleck.
Editor, Allie Butler. Critic, Paradine Doughty.

MEMBERS.

Butler, Allie Griggs, Fannie Peters, Orilla
Cavitt, Sarah Halleck, Ella Powell, Retta
Davidson, Etta Humphreys, Lou Stevens, Anna
Dicus, Lena Harris, Olla Wade, Minnie
Doughty, Paradine Mulkey, Nora Waller, Emma
Eubert, Belle Murphy, Ida Wilds, Anna
Gard, Clara Murphy, Lillie Wimberly, Sarah
Gard, Lucy Mitchell, Mattie
Gragg, Beatrice McCarty, Mary

UTOPIAN SOCIETY.

OFFICERS.

President, Lena Butler. Treasurer, Nellie Butler.
Secretary, Mollie Gilliam. Critic, Lottie Ground.
Marshal, Lizzie Jakes. Vice President, Viola Ruble.
Editress, Lillian Worth.

MEMBERS.

Butler, Nellie Gilliam, Mollie Ruble, Viola
Butler, Lena Ground, Lottie Stevens, Mary
Baber, Florence Grunnel, Sophia Smith, Ida
Casto, Lottie Johnson, May Tatom, Essie
Cresse, Kate Jakes, Lizzie Waller, Minnie
Cresse, Irene Martin, Mary Wade, Ida
Chase, Cora Marshall, Dorina Worth, Lillian
Crawford, Ella Phillips, Carrie Worth, Vida.
Opening Exercises.

The Opening Exercises for the next School year will take place in the Normal Assembly-room Tuesday, September 14th, at 10 o'clock A. M. The exercises will consist of an Opening Address by a distinguished gentleman, and short addresses by others, all interspersed with music. These Opening Exercises have proven to be a very interesting and valuable feature of our work. Every citizen of the State is invited to be present. All who desire to enter as students should be here at that time. A complete programme for the occasion will be published in due time.

Expenses.

TUITION PER TERM.

<table>
<thead>
<tr>
<th>Course</th>
<th>Tuition</th>
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</thead>
<tbody>
<tr>
<td>Normal, Regular Course</td>
<td>$5.00</td>
</tr>
<tr>
<td>State Students</td>
<td>Free</td>
</tr>
<tr>
<td>Sub-Normal, Elementary Course</td>
<td>$2.50</td>
</tr>
<tr>
<td>Collegiate</td>
<td>5.00</td>
</tr>
<tr>
<td>Commercial</td>
<td>5.00</td>
</tr>
<tr>
<td>Primary</td>
<td>Free</td>
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</tbody>
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In addition to the above all students are charged an incidental fee of $5.00 per term.

Vocal Music, per term                | $5.00   |
Penmanship                           | 5.00    |
Elocution                            | 5.00    |
Instrumental Music, per lesson       | 50      |
Drawing,                             | 25      |
Painting,                            | 50      |

Vocal Music, Penmanship and Elocution are free to all who regularly enter any of the departments.

Board in private families, with furnished rooms, per week | $3.00 to 3.50
Board in clubs, or self-boarding, per week, 1.50 to 2.00 | $6.00
Diploma in Normal                                | 5.00
" Commercial                                    | 10.00
" Collegiate Scientific                        | 12.00
" Classical                                     | 14.00

Tuition must in all cases be paid or satisfactory arrangements made for its payment before the names of students are entered on the rolls.
Calendar.

1886.

Tuesday, September 14th, First Term begins. Opening Exercises at 10 o'clock A. M.
Friday, November 19th, First Term ends.
Monday, November 22nd, Second Term begins.
Thursday, November 25th, Thanksgiving Day. Sermon at 11 o'clock A. M.
Friday, December 24th, Christmas Vacation, one week.

1887.

Friday, January 28th, Second Term ends.
Monday, January 31st, Third Term begins.
Wednesday, February 2d, Final Examination of Senior Class begins.
Friday, April 8th, Third Term ends.
Monday, April 11th, Fourth Term begins.
Sunday, June 12th, Baccalaureate Sermon, at 11 o'clock A. M.
Monday, June 13th, Normal Re-union at 8 o'clock P. M.
Tuesday, June 14th, Annual Meeting of the Board of Trustees, at 10 o'clock A. M.
Tuesday, June 14th, Entertainment by Literary Societies, at 8 o'clock p. m.
Wednesday, June 15th, Graduation Day; Exercises beginning at 10 o'clock A. M.
Wednesday, June 15th, Alumni Re-union, at 8 o'clock p. m.