Oregon

State Normal School

- Tenth
- Annual
- Catalogue

Announcements for
1892-1893
OREGON STATE NORMAL SCHOOL—Monmouth, Oregon.
SECOND ANNUAL REPORT

AND

TENTH ANNUAL CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF THE

OREGON STATE NORMAL SCHOOL

MONMOUTH, POLK COUNTY, OREGON.

SCHOOL YEAR - 1891-92.

WITH DISCUSSIONS

AND

ANNOUNCEMENTS FOR THE SCHOOL YEAR 1892-93.

PORTLAND, OREGON:

THE LEWIS & DRYDEN PRINTING COMPANY.

1892.
Calendar.

1892.

Tuesday, September 27th—First Term begins.

Thursday, November 24th—Thanksgiving Day. Sermon at 11 o'clock A. M.

Friday, November 25th—First Term ends.

Monday, November 28th—Second Term begins.

1893.

Friday, February 3d—Second Term ends.

Monday, February 6th—Third Term begins.

Friday, April 14th—Third Term ends.

Tuesday, April 18th—Final examination of Senior Class begins.

Saturday, June 17th—Art Exhibit and Musicale at 8 o'clock P. M.

Sunday, June 18th—Baccalaureate Sermon at 11 o'clock A. M.

Monday, June 19th—Class Day. Dedication of Class Tree at 2 o'clock P. M. Students Reunion at 8 o'clock P. M.

Tuesday, June 20th—Annual Meeting of the Board of Regents. Entertainment by Literary Societies 8 o'clock P. M.

Wednesday, June 21st—Graduation Day. Exercises beginning at 10 A. M. Alumni Reunion at 8 o'clock P. M.
Board of Regents.

His Excellency, SYLVESTER PENNOYER, Governor, Salem.

Hon. G. W. McBride, Secretary of State, Salem.

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

BENJAMIN SCHOLFIELD, Cornelius.

J. B. V. BUTLER, Monmouth.

ALFRED LACY, Spring Water.

Hon. J. J. DAILY, Dallas.

Hon. A. NOLTNER, Portland.

Hon. P. W. HALEY, Independence.

Hon. JACOB VOORHEES, Woodburn.

J. C. WHITE, Rickreal.

Hon. W. H. HOLMES, Salem.

OFFICERS OF THE BOARD.

BENJAMIN SCHOLFIELD, President, Cornelius.

J. B. V. BUTLER, Secretary, Monmouth.

Hon. F. S. POWELL, Treasurer, Monmouth.

EXECUTIVE COMMITTEE.

Hon. J. J. DAILY, Dallas.

Hon. P. W. HALEY, Independence.

J. B. V. BUTLER, Monmouth.
Report.

To His Excellency Sylvester Pennoyer, Governor of Oregon:

In accordance with section 9 of the Act creating a Board of Regents for the State Normal School at Monmouth, we beg leave to submit the following report of the action taken by the Board of Regents during the past school year, together with the general statement contained in the following pages of the condition of the school, its prospects and wants, as called for by the Act:

A called meeting of the Board of Regents was held Sept. 1st in the Normal School building, at Monmouth. The following members of the Board were present: Benjamin Scholfield, W. H. Holmes, J. J. Daly, P. W. Haley, J. C. White, J. B. V. Butler, and P. S. Powell, treasurer of the school.

The executive committee was empowered to meet the expenses incurred in repairing building, constructing sidewalks and making other necessary improvements in grounds. The Normal Dining Hall property, including equipment, was leased from the Dining Hall Association for a period of one and a half years. The Executive Committee was authorized to make contract for the management of the hall.

Board adjourned.

A called meeting of the Board was held March 8th in the State House in Salem, with the following members present: His Excellency Governor Pennoyer, Hon. G. W. McBride, A. Noltner, P. W. Haley, W. H. Holmes, Jacob Voorhees, John C. White, Alfred Lacy. The faculty of the school was re-elected for the year 1892-3, at salaries the same as paid for the past year. Prof. P. A. Getz, of Ashland, was elected to the chair of Psychology and Methods, at a salary of $1,400 per annum.

Board adjourned.

The regular annual meeting of the Board was held in the Normal school building Tuesday, June 21, with the following

The minutes of the previous meeting were read and approved. The reports of the Secretary and Treasurer of the school were received, read and referred to a committee consisting of Benj. Scholfield, P. W. Haley and J. C. White, to be examined and reported on at the next meeting of the Board. The same committee was instructed to examine the Dining Hall property and to report upon its condition and value.

The report of the President of the school was received, and the members of the class recommended for graduation were granted diplomas and degrees. Miss Alice L. Priest was elected an assistant in the school at a salary of $700 per annum. After transacting some further business, of minor importance, the Board adjourned to meet at the call of the President.

The report of the President of the school showed a gratifying increase in the number of students attending the school during the past year as compared with the year before. The total enrollment for the year was 376, against a total of 215 the previous year; showing a gain of about 80 per cent. The class graduating in the normal department consisted of 39 members, the largest class in the history of the school. The number of graduates from the commercial department was 14, also an unusually large class.

The additions of apparatus in the Physical, Chemical, and Professional departments have added very greatly to the interest and success of the year's work. About $900 of the fund set aside by the Board for the purchase of apparatus has been expended, leaving $600 yet on hand to be used the coming year. Good, serviceable apparatus, sufficient for the immediate needs of the school, was supplied as economically as possible, and it is thought that the sum of money on hand will be sufficient to supply the wants of the next year. The increased efficiency in the work of the departments in which new apparatus has been provided amply justifies the expenditures made.

The receipts from tuition for the year exceed by about $1,200 the estimate of probable receipts furnished the Board at the annual meeting held a year ago. This is an encouraging indication, in view of the fact that the price of tuition was reduced by the
Board from $40 to $25 in the Normal Department, and from $30 to $20 in the Sub-Normal Department, at the beginning of the year. The receipts for the year are in round numbers $6,500, and the expenditures $13,500. Of the total expenditure, $9,000 was for teachers' salaries, and the remainder for repairs in buildings and grounds, purchase of apparatus and school furniture, and current expenses of school—such as advertising, janitor, wood, light, supplies, etc.

The work of the past year has been in every way harmonious and pleasant, and the outlook for the coming year, with the additional teachers, and greater facilities supplied by the Board, is for still greater success and a largely increased attendance.

The immediate needs of the school are: First—more rooms for recitation purposes; second—additions to the present supply of books in the school library; third—increased facilities for systematic physical culture for both young men and young women. The need of additional room is urgent, and should be met at the earliest possible moment; the other needs mentioned are of importance and should, together with the matter of heating by modern methods, and of providing adequate protection against the loss of property by fire, be provided for as soon as practicable.

Respectfully submitted,

P. L. CAMPBELL,
President of School.

BENJ. SCHOLFIELD,
President of Board.
Faculty.

P. L. CAMPBELL, A. B., President,
History and Philosophy of Education, Latin.

J. M. POWELL, A. M., Vice-President,
Mathematics and Physics.

P. A. GETZ, M. E. D.,
Psychology and Methods.

MISS SARAH TUTHILL,
Literature and Elocution.

SOLON SHEDD, B. S.,
Geology and Book-keeping.

J. L. DUNN, A. B.
History and Mathematics.

W. J. SPILLMAN, M. S.,
Chemistry and Botany.

W. A. WANN, B. S. D.
English and Mathematics.

ALICE L. PRIEST,
Rhetoric and American History.

MISS ANNETTE V. BRUCE, MISS FANNY A. AYERS,
Instrumental and Vocal Music.

MISS ELIA SMITH,
Drawing and Painting.

SOLON SHEDD, Secretary of Faculty.
Assistant Teachers, Members of Senior Class.
Graduates.

All receive State Diploma and Degree Bachelor of Scientific Didactics.

OFFICERS OF THE ASSOCIATION FOR 1892–’93.

President, Mr. E. J. Hadley, ’92.
First Vice-President, Mr. I. H. Copeland, ’85.
Second Vice-President, Miss Ivy Robinson, ’89.
Third Vice-President, Miss Anna Powell, ’91.
Recording Secretary, Mr. C. L. Hawley, ’89.
Corresponding Secretary, Mr. S. Shedd, ’88.
Treasurer, Mr. W. A. Wann, ’91.
Executive Committee—E. J. Hadley, ’92; S. Shedd, ’88; W. A. Wann, ’91; Lena G. Butler, ’88; Nellie Collins, ’89.

CLASS OF 1883.

May Hawley (Deceased) McCoy.

CLASS OF 1884.

J. B. V. Butler Farmer Monmouth.
Millie Doughty Teacher Monmouth.
Clara Gard Teacher Albany.
Lillian Glass Teacher Corvallis.
D. Esther Goodman Teacher in Public School Portland.
M. Fannie Harris (Mrs. J. B. V. Butler) Monmouth.
Rachel Loughary (Mrs. Rev. J. L. Herschner) La Fayette.
Lillie Powell (Mrs. B. L. Murphy) Monmouth.

CLASS OF 1885.

A. E. Bredull Teacher East Portland.
Kate C. Bristow (Mrs. Claude Warren) Summit.
Jennie Bushnell (Mrs. Erhman) Junction.
Eugene S. Catron Merchant Monmouth.
Isaac H. Copeland Minister California.
Virginia F. Goodwin Teacher Portland.
Nellie Hannum (Mrs. Turner) Teacher Ashland, Wis.
Mary V. McCarty (Mrs. Chas. Charlton) Prineville.
<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Location</th>
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<tbody>
<tr>
<td>William H. Dobbyns</td>
<td>Teacher</td>
<td>Portland</td>
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<tr>
<td>William C. Roberts</td>
<td>Principal Hubbard School</td>
<td>Hubbard</td>
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<tr>
<td>J. E. Young</td>
<td>Student at State University</td>
<td>Eugene</td>
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<tr>
<td>J. A. Buchanan</td>
<td>Principal Public School</td>
<td>Amity</td>
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<tr>
<td>Sarah E. Cavit</td>
<td>Teacher</td>
<td>Zena</td>
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<tr>
<td>Kate Kees</td>
<td>Teacher</td>
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<td>Alvilda E. Dunn</td>
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<td>Corvallis</td>
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<tr>
<td>Belle Ebbert</td>
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<td>McMinnville</td>
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<td>H. C. Harris</td>
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<td>Pendleton</td>
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<td>B. F. Mulkey</td>
<td>County Clerk</td>
<td>Dallas</td>
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<tr>
<td>L. B. Reeder</td>
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<td>Salem</td>
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<td>Viola Ruble</td>
<td>Teacher</td>
<td>Eola</td>
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<td>W. T. Sellers</td>
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<td>Eola</td>
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<tr>
<td>Annie Stevens</td>
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<td>Gervais</td>
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<tr>
<td>Mary Stevens</td>
<td>Teacher</td>
<td>Dayton, Wash</td>
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<tr>
<td>Ida Wade</td>
<td>Teacher</td>
<td>Dayton, Wash</td>
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<tr>
<td>Minnie Wade</td>
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<td>Robert T. Burnett</td>
<td>Teacher</td>
<td>Medford</td>
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<td>Lena G. Butler</td>
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<td>Independence</td>
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<tr>
<td>Wm. S. Carpenter</td>
<td>(Deceased)</td>
<td>Marshfield</td>
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<td>Sylvester Goodnight</td>
<td>Teacher</td>
<td>Vancouver, Wash</td>
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<tr>
<td>Isabell Gray</td>
<td>Teacher</td>
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<td>Lottie S. Ground</td>
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<tr>
<td>Inez Hamilton</td>
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<td>John A. Houck</td>
<td>Clerk</td>
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<td>Lizzie Jakes</td>
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<td>C. H. Jones</td>
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<td>H. J. Littlefield</td>
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<td>Jean McDaniel</td>
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<tr>
<td>E. C. Pentland</td>
<td>Editor</td>
<td>Frankfort, Wash</td>
</tr>
<tr>
<td>Solon Sheild</td>
<td>Professor in O. S. S.</td>
<td>Monmouth</td>
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<tr>
<td>Ida M. Smith</td>
<td>(Mrs. S. Goodnight)</td>
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<td>Thomas A. Wann</td>
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<td>California</td>
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<td>Sarah Wimberly</td>
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<td>L. May Woodbury</td>
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<td>Portland</td>
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<td>Vida E. Worth</td>
<td>(Mrs. J. E. Holman)</td>
<td>Wellsdale</td>
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<tr>
<td>William L. Worth</td>
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<td>Kate M. Aiken</td>
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<td>Minnie A. Brodie</td>
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<td>Corvallis</td>
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<tr>
<td>A. J. Buchanan</td>
<td>Teacher</td>
<td>Idaho</td>
</tr>
<tr>
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<td>W. E. Barzee</td>
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<td>W. O. Cook</td>
<td>Furniture Dealer</td>
<td>Independence</td>
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<tr>
<td>Nellie Collins</td>
<td>Student</td>
<td>State Normal, N. Y.</td>
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<td>Agnes Denman</td>
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<td>M. F. Fenton</td>
<td>Dentist</td>
<td>Portland</td>
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<td>Ida A. Francis</td>
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<td>Tualatin</td>
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<td>Minnie E. Gleason</td>
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<td>Hubbard</td>
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<td>Minnie M. Goodrich</td>
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<td>North Yamhill</td>
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<td>Sophia Gronnell</td>
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<td>Edwin R. Houston</td>
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<td>Curtis L. Hawley</td>
<td>Merchant</td>
<td>Monmouth</td>
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<td>Estella M. Lake</td>
<td>(Mrs. Hilliard)</td>
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<td>Claire B. Lee</td>
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<td>N. Eva Lee</td>
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<td>Le Roy Lewis</td>
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<td>Ida E. Maxwell</td>
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<td>J. W. McCulloch</td>
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<td>Stayton</td>
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<td>L. Bertha McDaniel</td>
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<td>Orilla Peters</td>
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<td>Everett J. Phillips</td>
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<tr>
<td>Fannie G. Porter</td>
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<td>Oregon City</td>
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<td>Kate I. Porter</td>
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<td>Portland</td>
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<td>Jay F. Powell</td>
<td>Farmer</td>
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<td>Ivy M. Robinson</td>
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<td>Cascade Locks</td>
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<tr>
<td>Mabel Sparks</td>
<td>(Mrs. G. C. Bacon) Teacher</td>
<td>Vancouver, Wash.</td>
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<td>Libbie Vaughn</td>
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<td>Emile P. Voruz</td>
<td>Bookkeeper</td>
<td>Heppner</td>
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<tr>
<td>Emma Whitney</td>
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<td>May Williamson</td>
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<td>Wheatland</td>
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<tr>
<td>Ida E. Woodcock</td>
<td>(Deceased)</td>
<td>Grant's Pass</td>
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<tr>
<td>Lillian Worth</td>
<td>(Mrs. A. O. Condit)</td>
<td>Salem</td>
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<tr>
<td>A. J. Whiteacre</td>
<td>Real Estate Dealer</td>
<td>South Bend, Wash.</td>
</tr>
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</table>

**Advance Course—Degree, Bachelor of Science.**

Solon Shedd | Professor in O. S. N. S. | Monmouth.

**Class of 1890.**

<table>
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<tr>
<th>Name</th>
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<tr>
<td>B. C. Altman</td>
<td>Teacher</td>
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<td>Callie Brodie</td>
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<td>E. C. Keyt</td>
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<td>Perrydale</td>
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<td>Ida Keeffe</td>
<td>Teacher</td>
<td>Walla Walla</td>
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<tr>
<td>Agnes McArthur</td>
<td>Teacher</td>
<td>New Era</td>
</tr>
<tr>
<td>Maggie McArthur</td>
<td>Teacher</td>
<td>New Era</td>
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</table>
G. T. McArthur....Teacher....New Era.
Maude Pittenger....Teacher....Hillsboro.
Ida Porter....Teacher....Shedd.
G. A. Stanley....Teacher....Tacoma.
E. W. Shedd....Farmer....Shedd.
A. W. Vincent....Teacher....Monmouth.
Mabel Walter....Teacher....Athena.
Agnes Winnall....Teacher....Independence.

COMMERCIAL CLASS—RECEIVE BUSINESS CERTIFICATE.

W. B. Altman....Student State University....Eugene.
C. F. Mumper....Farmer....Brooks.
Ben Wing....Clerk....Portland.

CLASS OF 1891.

C. W. Altman....Teacher....Silverton.
A. L. Briggs....Teacher....Ballston.
C. A. Ball....Teacher....Albany.
Elizabeth Carothers....Teacher....Summerville.
C. E. Cochrane....Teacher....St. Paul.
Laura Davidson....Teacher....Union Ridge, Wash.
E. E. Edmunds....Teacher....Vancouver, Wash.
W. A. Gilmore....Teacher....Jacksonville.
May Gibson....Teacher....Perrydale.
S. L. Howe....Farmer....Salem.
Cecilia Higley....Teacher....Pleasant Home.
A. B. W. Hughes....Teacher....Salem.
Helen Hibble....Teacher....Monmouth.
O. D. Ireland....Teacher....Albany.
Anna Powell....Teacher....Monmouth.
Maggie Riddell....Teacher....Dallas.
Alice Savage....Teacher....Independence.
E. M. Smith....Teacher....Monmouth.
C. A. Simonton....Teacher....Monmouth.
Ida R. Schofield....Teacher....Marshfield.
W. A. Wann....Professor in O. S. N. S.....Monmouth.
C. W. Wester....Student in O. S. N. S.....Ballston.

ADVANCE COURSE—DEGREE, BACHELOR OF SCIENCE.

F. J. Bailey....Student Medical College....Portland.

COMMERCIAL CLASS.

H. O. Boyd....Slaughter, Wash.
C. V. Murphy....Monmouth.
C. P. Gannon....Pomeroy, Wash.
C. W. Kruse....Portland.
O. Mount....Silverton.
STATE NORMAL SCHOOL.

CLASS OF 1892.

H. C. Bushnell, Junction City
Ella Curry, Currinsville.
O. S. Dwier, Russellville.
U. L. Frazer, McCoy.
Frances Galloway, Weiser, Idaho.
Clara Hall, Monmouth.
Frank Hall, Wellsdale.
Emily Hoecker, Portland.
Mabelle Hanson, St. John.
H. C. Jordan, Albany.
Olive Long, Halsey.
H. G. Lake, Pleasant Home.
E. A. Miller, Gervais.
Tennie Mayfield, Viola.
I. B. Shirley, Pullman, Wash.
Fernando Shanks, Mt. Angel.
Cora Snell, Independence.
May West, Scappoose.
Lucy Wade, Summerville.
Nettie Ground, Monmouth.

Ralph Butler, Monmouth.
Mary Costs, Monmouth.
Ada DeGraff, Vanvylce.
Gertrude Finley, Oregon City.
Mary Galloway, Weiser, Idaho.
Fannie Hindman, Baker City.
E. J. Hadley, Newberg.
Rose Hanson, Eugene City.
J. Oscar Holt, Talent.
Mildred Jacobs, Monmouth.
W. H. Ledgerwood, Stayton.
Finley Long, Monmouth.
B. C. Miller, Monument.
W. H. Powell, Pittsburg.
Mary String, Junction City.
Anna Stockton, Independence.
Minnie Tetherow, Independence.
Maud Williamson, Wheatland.

COMMERCIAL CLASS.

Blanche McNameer, Greenville.
R. E. Smith, Arlington.
Chas. E. Maybee, Jr., Pendleton.
Roy Gill, Scio.
L. W. Richardsen, Scio.
H. F. Hubbard, Pullman, Wash.
F. A. Baker, Greenville.

Earl Weatherford, Olex.
F. Montgomery, Monmouth.
J. J. Yoder, Needy.
W. A. Thompson, Pendleton.
J. R. Dimick, Hubbard.
A. M. Esson, Gervais.
Dudley Gibson, Wellsdale.

Students.

ADVANCED COURSE.

C. W. Wester, Ballston.

NORMA.

Adkins, Ethel, Monmouth.
Alexander, Eunice, Toledo.
Anslin, Birdie, Albany.
Anderson, C. A., Shelby.
Bayles, Maud, Astoria.
Banton, J. E., Monroe.
Barck, Helena, Portland.

Baird, O. E., Monmouth.
Brodie, D. A., Scott’s Mills.
Beck, Otis C., Monmouth.
Bilyen, J. M., Scio.
Baily, A. B., Hillsboro.
Bennett, E., Monroe.
Baker, H. C., Greenville.
Beckley, Chas., Elkton.
Binnard, Dan, Colfax, Wash.
Bradley, Clinton, Parker.
Beck, Roy E., Monmouth.
Black, George, Summer.
Black, Lucy, Summer.
Barzee, E. L., Monmouth.
Bruce, Jas. E., Portland.
Belland, O., Astoria.
Barton, Fannie, Springfield.
Belchec, Jennie, DeMoss Springs.
Butler, Lora, Monmouth.
Barzee, Victoria, Monmouth.
Barzee, Cordelia, Monmouth.
Baird, Lizana, Oregon City.
Butler, Ralph, Napa, Cal.
Barker, Mary, Echo.
Bradley, C. N., Parker.
Bushnell, Henry C., Junction City.
Boscow, Grace, Hillsboro.
Campau, T. A., Hubbard.
Coleman, Minnie M., Phoenix.
Clark, Anna, Lone Rock.
Curtiss, W. W., Harrisburg.
Cahoon, W. A., Olex.
Carrin, Ella, Currinsville.
Carrin, Frances, Currinsville.
Coleman, H. Isabelle, Grant's Pass.
Coles, Mary, Monmouth.
Clem, Nora, Albany.
Casto, Kate, New Era.
Crosby, Nettie, Olex.
Collins, Mary, Falls City.
Craven Riley, Monmouth.
Davenport, Emma, Portland.
Dealey, Josie E., Astoria.
DeGraff, Ada L., Vansycle.
Dwier, O. S., Russellville.
Dobbins, D. W., Hillsboro.
Dempsey, Cora, Rickreall.
Davenport, J. H., Silverton.
Eckersley, Estella, Cove.
Ely, John K., Douglas.
Elliott, Mamie, Bay City.
Elmer, A. D. E., Clark's.
Ellis, Beatrice, Independence.
Finley, Gertrude, Oregon City.
Pouts, Adda, Carlton.
Fulkerson, A. W., Monmouth.
Fulkerson, Pearl, Monmouth.
Frazer, W. L., McCoy.
Frum, Wesley, Arlington.
Frost, G. M., Scio.
Freeman, H. M., Monmouth.
Giffith, Estella, Salem.
Grant, Kate, Astoria.
Galloway, Mary F., Weiser, Idaho.
Galloway, Frances H., Weiser, Idaho.
Ground, Nettie, Monmouth.
Groubeck, Gertrude, Creswell.
Grinnold, V., Ballston.
Giezentanner, Mollie, Pasco, Wash.
Hadley, H. Ella, Newberg.
Hanson, Rose, Oregon City.
Howell, Susie, Monmouth.
Hanson, Mabelle, St. John.
Hall, Frank, Wellsdale.
Hall, Clara, Monmouth.
Howe, William, Perrydale.
Henkle, Clarence, Independence.
Harris, Fred T., Monmouth.
Hoag, Dwight, Suver.
Haley, Iva, Independence.
Hindman, Fannie, Baker City.
Hubbard, John D., Pullman, Wash.
Hereford, Geo. E., Prineville.
Holt, J. O., Talent.
Heebower, E., Aumsville.
Hawkins, Marion O., Denmark.
Hadley, E. J., Newberg.
Hibbard, Belle, Marquam.
Hoecker, Emily, Portland.
Hemenway, Minerva, Springfield.
Harrison, Mary N., Waldport.
Hembree, W. L., McMinnville.
James, Metta, Moro.
Jones, Grace, Brooks.
James, Mintha, Summerville.
Jones, Hattie, Independence.
Jacobs, Olivia, Monmouth.
Jacobs, Mildred, Monmouth.
Jackson, Libbie, Canyonville.
Jordan, H. C., Albany.
John, Rhoda, Clarnie.
Jones, J. M., Brooks.
Kramer, Emma, Monmouth.
Kirkwood, Lenore, Amity.
Lacey, W. I., Independence.
Lewis, A., Aumsville.
Long, Olive, Halsey.
Long, Mrs. Emma, Monmouth.
Lichty, Ella, Hillsboro.
Longacre, Mattie, Buena Vista.
Landes, C. C., Murray, Idaho.
Ledgerwood, Mamie, Stayton.
Large, T. J., Scio.
Long, Finley, Monmouth.
Ledgerwood, W. H., Stayton.
Lake, H. G., Pleasant Home.
Luster, Anna, Glenwood.
Lemmon, Nellie, Independence.
Lemmon, A. J., Independence.
McPherson, Jennie, Ballston.
Mulkey, Winnie, Monmouth.
McCue, Kate, Astoria.
Mayfield, Tennie, Viola.
Mayfield, Sorene, Viola.
Miller, B. C., Monument.
Mount, Orville, Silverton.
Moore, Ephram, Silverton.
Morehead, Ora, Monmouth.
Miller, E. A., Gervais.
McIntosh, C. J., Pilot Rock.
Mulkey, Chancy, Monmouth.
Macoon, Nettie, Mist.
McFadden, Julien, Corvallis.
Mulkey, W. E., Monmouth.
Murphy, Chester, Monmouth.
Moe, Lorene, Oakville.
McCulloch, Geo. A., Ballston.
Mulkey, Hattie, Monmouth.
Metcalf, Agnes, North Yamhill.
Mast, Sallic, Creswell.
Powell, W. H., Pittsburg.
Rowe, Myrtle, Forest Grove.
Rood, Lizzie, Farmington.
Ragsdale, W. H., Monmouth.
Richardson, M. N., Scio.
Rayburn, A. M., Irving.
Ross, Ida M., Lebanon.
Snell, Cora, Independence.
Stockton, Anna, Independence.
Simonton, Sadie, Dallas.
Shirley, Ira B., Pullman, Wash.
Shanks, Fernando, Mt. Angel.
Stratton, S. J., Heppner.
Staats, Tracy, Lewisville.
Shedd, C. S., Shedd.
Swann, Velma, Lewisville.
Stanton, F. J., Salem.
Snell, Lena E., Olex.
Stevens, B. R., Woodville.
Snell, Josie A., Olex.
Shaver, W. A., Marquam.
Steen, W. H., Weston.
Steen, Claud, Weston.
Shelley, Maud, Mohawk.
String, Mary, Junction City.
Turner, Jenna, Harrisburg.
Temple, Alice, Plainview.
Tetherow, Minnie, Independence.
Thielsen, H. W., Rickreall.
Towle, J. E., Aumsville.
Trullinger, Fred, North Yamhill.
Thompson, Anna B., The Dalles.
Umphlett, Stella, Amity.
Udell, Emma, Aumsville.
Vanderberg, Lotta, Marshfield.
Vanderpool, W. W., Wellsdale.
Vintin, Charlott, Portland.
Wagenblast, Alice, The Dalles.
Wasson, Luella, Moro.
West, May, Scappoose.
Wade, Lucy, Summerville.
West, Maud, Skipsnon.
Wimberly, Jeannette, Independence.
Williamson, Maud, Wheatland.
Wilds, Winnie, Albany.
Warr, James, Ballston.
Whiteaker, Etta, Independence.
Whitbeck, R. O., Isabel.
Winniford, Marguerite, Portland.
Young, Mabelle, Portland.
Zieber, Thomas, Monmouth.

SUB-NORMAL.

Briggs, Sadie, Monmouth.
Butler, B. F., Olex.
Badger, Maggie A., Mill City.
Belchee, J. T., Monmouth.
Cupper, Harry, Monument.
Cross, Mattie, Halsey.
Clodfelter, Ora, Monmouth.
Clem, Monroe, Albany.
Cochrane, Dan, Baker City.
Caves, Clara A., Hoskins.
Cupper, Fred, Monument.
Cantrell, W., Tygh Valley.
Davies, Lela, Shed.
DeWitt, Laura, Cottage Grove.
Dodge, E., Woodburn.
Dodge, Edgar, Woodburn.
Davidson, Fred, St. Paul.
Dennis, Nellie, Monmouth.
Davidson, Bruce, Rowland.
Ebbert, Idla, Monmouth.
Ebbert, Henry M., Monmouth.
Emmitt, John, Monmouth.
Esson, Florence E., Gervais.
Erskine, Cora, Portland.
Frazer, Carrie, McCoy.
Frazer, Earl, McCoy.
Fisher, Frank, Monmouth.
Frazer, Jessie, McCoy.
Griggsby, Adra, Rickreall.
Griffin, G. B., Frankfort, Ill.
Graves, Daisy, McCoy.
Groner, Herman, School’s Ferry.
Graham, N. K., Hubbard.
Geldard, J., Carlton.
Geldard, L. L., Carlton.
Graham, L. May., Hubbard.
Gwin, Herman, Monmouth.
Gilbaugh, James, Independence.
Gillette, Ada, Corvallis.
Hall, Carrie, Croston.
Huber, Fred, Monmouth.
Haley, Carrie, Monmouth.
Hewitt, Guy, Monmouth.
Hyde, Mamie, Albany.
Huntley, G., Independence.
Hale, Mrs. Elsie, Arlington.
Hastings, Mary, Dallas.
Heacock, Mrs. Ella W., Monmouth.
Hembree, Nellie, Monmouth.
Hall, Albert, Monmouth.
Hutchcroft, Robert, North Yamhill.
Hembree, Clark, Monmouth.
Herbert, M. M., Lewiston, Idaho.
Harrington, Lulu, Yaqguna City.
Huntley, Sadie, Yaqguna City.
Hale, C. S., Arlington.
Ireland, Clarence, Monmouth.
Jennings, Florence, Salem.
Johnson, Carro1, Eugene City.
Jacob, W. J., Pioneer, Wash.
Jacob, E. L., Pioneer, Wash.
Jordan, Lena, Arlington.
Jansen, C. N., Monmouth.
Jeffers, Margaret, The Dalles.
Jordan, Luther, Arlington.
King, O. I., Willard.
Kay, W. H., Monroe.
Kieley, Jerry, Olex.
Kirks, I devil, Greenville.
Lemmon, Leamon, Independence.
Lyndon, W. A., New Olex, Canada.
Maulfair, Nora, Endicott, Wash.
Murphy, Nellie, Independence.
McGrew, Jessie, Perrydale.
Milne, Lizzie, Monmouth.
McCulloch, Julia, Monmouth.
Mulkey, Ada, Monmouth.
Murphy, Omer, Independence.
Manning, Martina, Gervais.
McBeth, Clifford, Lewisville.
Maxwell, E. W., Pleasant Home.
McDonald, H. D., Powell's Valley.
Mangness, D. A., Wheatland.
Mumper, Will, Brooks.
McCaleb, J. M., Monmouth.
McCaleb, C. N., Monmouth.
Michael, O. B., Wheatland.
Murphy, Kate, Independence.
Owings, John, Hubbard.
Olsen, Lena, Moscow, Idaho.
Padberg, Lydia, Lemington.
Percival, Edith, Monmouth.
Powell, Fred, Albany.
Pender, A. E., Brush Prairie, Wash.
Pettijohn, Delman, Croston.
Pendleton, Alice R., Butteville.
Pickard, A., Walla Walla, Wash.
PORTER, Robt. B., Cornelius.
Prescott, Lena V., Salem.
Prescott, Lura, Salem.
Quick, Anna M, Suver.
Quick, W. D., Suver.
Rice, Hala, Harrisburg.
Rush, Edwin, Helix.
Roberson, A. W., Cleveland.
Ringo, R. E., Gervais.
Rogers, Ella, Independence.
Ross, Geo. E., Lebanon.
Smith, Mamie, Arlington.
Smith, Myra, Monmouth.
Swann, Mattie, Lewisville.
Shreve, Katie, Dallas.
Snell, Minnie, Olex.
Shipley, Amy, Monroe.
Smith, W. A., Arlington.
Shaw, Robert, Mill City.
Smith, Walter, Salem.
Shaw, F., Salem.
Stevens, W., Gervais.
Skinner, Frank, Independence.
Stanton, J. A., Hubbard.
Stanton, W., Hubbard.
Shelley, Walter, Mohawk.
Stevens, Ethel, Lakeview.
Turner, Frank, Lewillville.
Temple, Hayes, Plainview.
Traeger, Henry, Slaughter, Wash.
Tatum, D. S., Monmouth.
Thorpe, T. J., Juneau, Alaska.
Waterhouse, Effie, Monmouth.
West, Daisy, Skipanon.
White, Marion, Mt. Angel.
White, Wm., Independence.
Williams, Ed., Independence.
Woods, Carrie E., Albany.
Woods, L. G., Seaside.

White, T. L., Puyallup, Wash.
Walton, Rena, Albany.
Walton, Bertie, Albany.
Wickander, Adolphus, Empire City.
Wygner, Henry, Independence.
Wankey, Maggie, Falls City.
Youtsler, Arpil, Payette, Idaho.

COMMERCIAL.
Briggs, C. P., Monmouth.
Cochrane, C. N., Baker City.
Cary, W. H., Dolph.
Carnuthers, Fred, Dayton, Wash.
Davidson, James, Parker.
Dimick, J. R., Hubbard.
Eason, A. M., Gervais.
Flynn, P. W., McMinnville.
Flett, E. B., North Yamhill.
Griggsby, M. E., Rickreall.
Gibson, Dudley, Welladale.
Gill, Roy, Scio.
Hubbard, Frank, Pullman, Wash.
Hadley, E., La Camas.
Haley, Eldon, Monmouth.
Jordan, John, Arlington.
Kirts, Edith, Greenville.
Laughlin, Samuel, North Yamhill.
McNamee, Blanche, Greensville.
Mayhew, Chas. E., Pendleton.
Montgomery, Frank, Monmouth.
Noble, E. G., Hepner.
Richardson, L. W., Scio.
Ringel, A. E., Gervais.
Smith, R. E., Arlington.
Schroeder, Herman, Monmouth.
Thompson, W. A., Pendleton.
Weatherford, Earl, Olex.
Yoder, J. J., Needy.

SUMMARY.

Advanced Normal, ........................................ 1
Normal, .................................................. 201
Sub-Normal, .............................................. 145
Commercial ................................................. 29

Total ...................................................... 376
Graduates .................................................. 171
# Course of Study in Oregon State Normal School

(See Courses of Study, page 27.)

## 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>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td>Elements of Psychology</td>
<td>Arithmetic</td>
<td>Geography and Map-Drawing</td>
<td>English Grammar and Analysis</td>
<td>Elocution or Vocal Music</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td>Educational Principles</td>
<td>Arithmetic</td>
<td>Physiology</td>
<td>English Grammar and Analysis</td>
<td>Penmanship or Vocal Music</td>
</tr>
<tr>
<td><strong>Third Term</strong></td>
<td>Methods in Primary Number</td>
<td>Arithmetic</td>
<td>U. S. History</td>
<td>English Grammar and Composition</td>
<td>Education or Penmanship</td>
</tr>
<tr>
<td><strong>Fourth Term</strong></td>
<td>Methods in Primary Reading</td>
<td>Arithmetic</td>
<td>U. S. History</td>
<td>English Grammar and Composition</td>
<td>Elocution or Vocal Music</td>
</tr>
</tbody>
</table>

## Regular Course

<table>
<thead>
<tr>
<th>Year</th>
<th>First Term</th>
<th>Second Term</th>
<th>Third Term</th>
<th>Fourth Term</th>
<th>Rhetoric and Studies in English</th>
<th>Art, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>Mind Studies</td>
<td>Algebra, Philosophy</td>
<td>Rhetoric and Studies in English</td>
<td>Oregon School Law</td>
<td>Elocution or Vocal Music</td>
<td>Penmanship or Vocal Music</td>
</tr>
<tr>
<td></td>
<td>Gradation, Teachers’ Psychology</td>
<td>Algebra, Philosophy</td>
<td>Rhetoric and Studies in English</td>
<td>Oregon School Law</td>
<td>Elocution or Vocal Music</td>
<td>Penmanship or Vocal Music</td>
</tr>
<tr>
<td></td>
<td>Methods in Arithmetic and Grammar</td>
<td>Algebra, Philosophy</td>
<td>Rhetoric and Studies in English</td>
<td>Oregon School Law</td>
<td>Elocution or Vocal Music</td>
<td>Penmanship or Vocal Music</td>
</tr>
<tr>
<td></td>
<td>Methods in Natural Science, History and Geography</td>
<td>Algebra, Philosophy</td>
<td>Rhetoric and Studies in English</td>
<td>Oregon School Law</td>
<td>Elocution or Vocal Music</td>
<td>Penmanship or Vocal Music</td>
</tr>
<tr>
<td>SECOND YEAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>THIRD TERM</td>
<td>HISTORY OF EDUCATION</td>
<td>BOOK-KEEPING</td>
<td>ASTRONOMY</td>
<td>MODERN HISTORY, MENTAL SCIENCE</td>
<td>PENNSHIP, ELUCITON OR LATIN</td>
<td></td>
</tr>
<tr>
<td>FOURTH TERM</td>
<td>PHILOSOPHY OF EDUCATION</td>
<td>BOOK-KEEPING</td>
<td>BOTANY</td>
<td>MODERN HISTORY, MENTAL SCIENCE</td>
<td>ELOCUTION, VOCAL MUSIC, OR LATIN</td>
<td></td>
</tr>
</tbody>
</table>

**ADVANCED COURSE.**

| ONE YEAR | | | | | |
|---|---|---|---|---|
| FIRST TERM | SCHOOL GRADATION | TRIGONOMETRY | COMMERCIAL LAW | GERMAN GRAMMAR OR FRENCH GRAMMAR | CÆSAR |
| SECOND TERM | SCHOOL SUPERVISION | SURVEYING | POLITICAL ECONOMY | GERMAN GRAMMAR AND READER, OR FRENCH GRAMMAR AND READER | CÆSAR |
| THIRD TERM | INSTITUTE WORK | ANALYTICAL GEOMETRY | MORAL PHILOSOPHY | GERMAN GRAMMAR AND READER, OR TELÉMAQUE | SELECTIONS FROM CECRO |
| FOURTH TERM | ORIGINAL INVESTIGATION, THESIS | MECHANICS | LOGIC | GERMAN GRAMMAR AND READER, OR TELÉMAQUE | SELECTIONS FROM VIRGIL |

**BUSINESS COURSE.**

| ONE YEAR | | | | | |
|---|---|---|---|---|
| FIRST TERM | BOOK-KEEPING | COMMERCIAL LAW | ENGLISH GRAMMAR | ELOCUTION |
| SECOND TERM | MISE, CO's AND JOBING | COMMERCIAL LAW | ENGLISH GRAMMAR | PENNSHIP |
| THIRD TERM | AGENCIES, COMMISSION AND FORWARDING | COMMERCIAL ARITHMETIC | POLITICAL ECONOMY | BUSINESS FORMS AND CORRESPONDENCE |
| FOURTH TERM | BANKING | COMMERCIAL ARITHMETIC | POLITICAL ECONOMY | BUSINESS FORMS AND CORRESPONDENCE |

*Optional, preparatory to Latin in advanced course. Supplemental lectures will be given during the school year on Education; Greek and Roman History, Literature and Art; and Objective Science as applicable to the public schools.*
The Oregon State Normal School.

The State Normal School has now been in operation at Monmouth ten years. It has grown steadily and rapidly from the first, and now holds the first place among the normal schools of the Northwest. The maximum enrollment for the session of 1891-'92 was 376 students, representing nearly every county in Oregon, and also the states of Washington, Idaho and California, besides British Columbia and Alaska. The future of the school now seems brighter than ever before, owing to the fact that by an act of the last legislature the state formally assumed entire control of the school and provided for the appointment of a Board of Regents empowered to conduct it in a thoroughly liberal and progressive manner. The new board entered upon its duties with enthusiasm, and in addition to adding to the number of teachers employed in the faculty, has provided for a thorough equipment in the way of all kinds of necessary apparatus, and also for all needed improvements in grounds and buildings.

The courses in Pedagogy, Chemistry, Physics and Geology have been already especially improved by the addition of apparatus and collections.

The school can now offer the best facilities for the training of teachers, and in addition has developed in the ten years of its history a tone of individuality in method and management which adds character to its work. The honorable records already made by graduates of the school add a stimulus to those who are still studying for their degree.

Our normal graduates are filling various important positions in the schools of this and other states, as will be seen by referring to the names of the graduates on page 11. These are doing their duties in the class-room, and helping to advance the general educational interests of the state in a way that argues more for the Normal School than any words can do. Hundreds of undergraduates also are engaged in teaching and are doing good work.

In this connection it is pleasant to note the hearty co-opera-
tion 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 be great good to the public schools, and through them to the people of the entire state.

In a 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, incalculable 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 result.

"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 changes 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."

THE WORK OF THE NORMAL SCHOOL

Is especially that of preparing teachers for the duties of the class-room, 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, but school management and 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, whereas in the Normal school a two-fold 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.

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History of Normal Schools.

The first Normal School of which we have any accurate account was founded in 1681 by the Abbe de la Salle, canon of the cathedral at Rheims.

In 1687 Francke, one of Germany's most illustrious educators, established a teachers' class, composed of poor students who paid for their tuition by assisting him in his work of instruction. In 1704 he selected from his class twelve teachers who were trained by him for two years, and who exhibited such an aptness to teach that the school through them became famous, hundreds coming to it to study his improved methods.

Hecker, a pupil of Francke, established a training school at Stettin in 1735, and another in Berlin in 1748. Frederick the Great, under whose patronage he worked, established a special training of teachers, thus laying a foundation of a thorough professional training, as indispensable to the teacher as the hospital to the inexperienced physician.

Gradually the system spread over the greater part of Europe, and since 1843 has been introduced into the remaining countries of Europe, into North and South America, into British India and Japan. The number reported in 1875 is as follows: Italy, 115;
Normal Schools in the United States.

Massachusetts established the first Normal School in the United States, the Prussian system having been made familiar to the people of New England by Rev. Charles Brooks, who became so deeply interested in the system that he resolved to investigate it for himself, and went to Europe for that purpose.

After his return he spent several years endeavoring to disseminate his ideas concerning the importance of Normal Schools, and succeeded in enlisting the cause many able men, among whom were Horace Mann, John Quincy Adams and Daniel Webster. Finally the legislature of Massachusetts established a State Board of Education, with Horace Mann as secretary, and made an appropriation to establish two Normal Schools.

In 1834 the Public School Society of the City of New York founded a Saturday Normal School, but this was only a high school in which the elementary branches were taught.

In 1823 a Normal School of a private character was opened by S. R. Hall, but it was not until 1839 that the first Normal School was established at Lexington, Mass., under the principalship of Cyrus Pierce.

Since 1849 these schools have been growing in number and influence, until at the present time there are 156. They employ 1,227 instructors, and enrol 39,669 students.

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.

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 an 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 is best 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 of 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 nearly a million dollars annually. If, through the instrumentality of Normal Schools, the result of the public schools is doubled, it is equivalent to adding a million dollars annually 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 biennial report to the legislative assembly, 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 taxpayers 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.

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Courses of Study.

(See tabulated form, page 20)

The courses of study, as arranged, have a two-fold object: To make the most thorough scholars, and to give them a broad and comprehensive view of the philosophy of education, in addition to a complete mastery of methods.

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 at the Normal, and been regularly in attendance at the teachers' classes.

The Regular Course includes all the work necessary to fit persons for principals or teachers in academies, high schools or any grade of public school. It is a good practical course of study for all persons who want to fit themselves for the duties of life in any department.

Graduates in this course receive a diploma from the Board of Regents, which confers upon them the degree of Bachelor of Scientific Didactics, and 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.
The Advanced Course is specially intended for those who wish to fit themselves for the highest departments of educational work, such as superintendents, principals, professors in colleges, etc. There is now a large demand for men of these classes—men who are able to do good work in these departments. The Normal school would be incomplete if it did not prepare persons for every kind of educational work. A careful examination of the work in this course will show it to be very practical and of about the same grade as the Scientific course provided in our best colleges. In addition to its literary value, the professional studies pursued during this year are of the highest order. The degree of Bachelor of Science is conferred on the completion of this course.

Professional Course.

History and Philosophy of Education.

UNDER THE DIRECTION OF PRESIDENT CAMPBELL.

The work in this course is placed in the senior year, so that the student may first have gained a good knowledge of Psychology and of Methods, and in consequence may be better prepared to judge of the relative values of educational movements, and to think for himself on the questions involved. The work of the course will necessarily be based upon text books; but supplemental reading of standard authors, and original work as far as practicable, will be expected and encouraged.

It goes without saying that a teacher can not be a master in his profession without a knowledge of its history and its philosophy. The life, work, and theories of the great educators, from Aristotle down to the present day, will be studied and an effort made to combine and harmonize the good found in each in an educational system suited to our own times.

The Philosophy of Education will be studied from the standpoint of the (1) Individual, (2) the State, and (3) the Race. It is believed that each of these factors is of great importance in our problem, and that education in its broadest sense is the supreme question of all times and states. To quote from our
own Webster, ‘‘There is but one great question, and that is the
question of education.’’

The purpose of the course will be to deduce the great principles
upon which all educational progress is based. Although the
time for this course is necessarily limited, enough work will
be done to reach at least proximate results, and to furnish a
point of departure for further work in the way of original inves-
tigation and deduction.

Methods and Pedagogy.

Elementary Psychology.

UNDER THE DIRECTION OF PROF. GETZ.

In the first ten weeks of the Elementary course the work in
Psychology will be as follows:

1. The study of the intellectual faculties and their training.
The work will be systematically arranged, and the study of the
faculties will be with special reference to the training to be de-
rived from the study of the common school branches. All the
illustrations will be sufficiently elementary to make the subject
intelligible to students, and original illustrations of methods of
cultivating the faculties will be a part of the regular work.

2. There will be a course of ten weeks for the study of the
other mental faculties with special reference to motives, the will,
and moral faculties.

3. Lessons on study, discussing the aids and hindrances to
attention and concentration in study will be carefully presented
and outlined in class.

Primary Methods.

1. Ten weeks of the Elementary course are given to methods
in primary number work. Students see the illustrations from
lessons in elementary numbers, and are afforded opportunities for
practice in training class. A discussion and criticism of every
lesson is encouraged, and each student notes his own defects,
and profits by the examples of correct application of approved
methods. In this course there is also an exposition of methods
of teaching Primary Language Lessons. This work is all done
in illustrative lessons followed by discussions and explanations.

2. The last ten weeks of the year are occupied with a study of Methods in Primary Reading. Opportunity will also be given for practice work in the training department, and a full discussion of the word, phonic, and sentence methods of teaching reading will form the basis of knowledge to be applied in that department.

3. A study of school management and school-room hygiene will complete the course of work for this year. Every student must show skill in teaching, and a comprehensive knowledge of Elementary Psychology.

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Regular Course.

Elementary Psychology—First Year.

1. The first twenty weeks of the first year are devoted to the study of mind with special reference to the following points: How to study mind and principles of mind growth, the stages of mental development, motives, temperaments in education, the training of the senses, the nature of attention, perception, abstraction; the will—its diseases and methods of training; memory; the sensibilities—their relation to the other faculties: the imagination; and the education of the moral sense. From this course certain principles of education and instruction are deduced, which form the basis for a discussion and study of the science and art of education. The following are some of the principles of education deduced in the above course: First—Well regulated activity is necessary to the healthy growth of the mind and body. Second—The exercise of the senses forms a large part of early education. Third—Attention is necessary to clearness and strength of conception. Fourth—The relation of observation to the sense of comparison in childhood. Fifth—Moral education in the primary school, its basis and processes, &c., &c.

Primary Methods.

The third term is given to the study of Primary Number Lessons. The following topics are discussed:
(a) Purpose of number work; (b) value of concrete work in numbers; (c) kinds of material to use; (d) how can other lessons, such as lessons in form, reading, and elementary science be made a means to number work; (e) faculties trained; (f) time and place in school work; (g) how to plan number lessons, illustrated by lessons upon numbers from 1 to 5 inclusive. A scheme of lesson for numbers from 5 to 10 inclusive will be made by each student and submitted to the teacher for criticism. Questions in number work will be judged by their adaptability to the capacity of pupils, on their tendency to produce thought on the part of the pupil, their clearness, definiteness and logical order. Illustrative lessons in multiplication, division by factors, and taking simple parts of numbers will be continued in numbers from 10 to 100 inclusive.

**Methods in Primary Language.**

The first five weeks of the last term of the year will be occupied in the study of Primary Methods in Language.

The necessity and the aims of a definite plan of work are here carefully emphasized. Directions are given for finding ample material which shall constitute the thought element in elementary language. These materials will be found in simple science lessons on plants, animals, minerals, the human body, etc.; games, story telling, copying, letter writing, reproduction of descriptive or narrative prose will afford opportunity to utilize other branches of education in this work. The principles that with young children language is learned by imitation; that habits formed in language are more important than the knowledge gained, and that the study of the science of language belongs to a later period in school work are all carefully deduced.

**Methods in Primary Geography.**

During the last five weeks of the fourth term the class will study Primary Methods in Geography. This will consist in the study of the relation of observation lessons to the first steps in Geography; the effects of slopes, their value to life; water partings; the action of water upon and in the soil; how soil is made and carried; forms of water; the atmosphere; days, nights and
seasons; plant life, islands, mountains, prairies and deserts, etc., etc., and how to use these in elementary lessons in Geography.

Lessons in sand modeling and modeling in pulp or putty will form a large part of the work.

Regular Course—Second Year.

Psychology.

1. In this course all the topics of study are accompanied by the psychological study of self—the students' own mental phenomena—and the study of children. In addition to this there will be a careful reading of books and journals and magazines along the line of pedagogical improvement. Practical lessons are given by the teacher and members of the class to illustrate the training of the senses, the culture of the intellectual faculties and the development of the moral nature.

2. The second term will afford time for the review of Psychology from the text; the study of educational principles, forms of instruction and practical questions relating to school processes and school room civics.

3. During the third and fourth terms the study of educational philosophy, the history of education, and observation in practical school work will be continued. School law and school organization, together with a knowledge of school forms will be subjects of study.

Throughout this course it is our purpose to give the student such a knowledge of the scheme of early education as will enable those who complete the course to enter upon any line of school work, with a good, thorough professional equipment, whether they be called to the ungraded schools of the rural district, or the graded schools of our cities. This professional equipment will comprise a knowledge of the application of many of the Kindergarten occupations as well as the methods of teaching more advanced pupils.

Course in Mathematics.

Professors Powell, Dunn and Wann.

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.

**Arithmetic and Numbers.**

Great prominence is given to number work. Students are taught to know and read numbers and combinations as they would read a sentence. Methods in rapid addition are given so that whole columns are read at a glance. These combinations also lead up to rapid work in multiplication so that numbers of seven or eight places may be multiplied and the results given and recorded with great rapidity.

The work in fractions is taken up with objects and followed by a systematic course so that the various operations of multiplying, dividing, adding and subtracting are clearly brought out and easily understood.

In percentage all the different subjects are reduced to the unit system, so that when one has mastered the principle all that follows is easy. Principles are taught and not rules; the work is made practical, so that the student is prepared for the affairs of every day life. The State series in Arithmetic is used which is of advantage to those preparing for the county examinations.

**Algebra.**

A thorough course is given in Algebra as far as logarithms. The various signs are taught in all their relations, so that the student may have a clear idea of their meaning in all of the fundamental operations. Great prominence is given to factoring leading up to the work in fractions and multiples. Equations are introduced so that the student may have the advantage of original work, thus putting into practice what has been learned. In Involution and Evolution the subjects are taught largely objectively, leading the student to observe carefully each step in the process. In Quadratics the student is thoroughly drilled in finding the roots of equations, forming the equations when the roots are given, and extracting the square root of the binomial surd; all being supplemented by original work.
Geometry.

The intention is to present this subject in such a way that the student may know the subject matter and at the same time prepare himself to teach the elements of the subject in the public school. By the use of examples in nature and surrounding objects he is made familiar with the different terms used in the subject. It is taught with a view to its logical arrangement which leads the student, by easy steps, to a general idea of correct reasoning. Enough examples are given to admit of original investigation and demonstration. The subject is pursued through Plane Geometry as given in Wentworth.

Physics.

Prof. Powell.

The work in Physics is largely objective. The students are taught to use the hand as an aid to the mind in unfolding the laws of nature. They are taught to construct apparatus of the simplest kind, that they may learn that it is possible to get together apparatus that will illustrate the phenomena and laws of physical science, and also that they may understand clearly the construction of the instruments they are required to use. They are taught to develop the laws of mechanics, gravity, sound, heat and light, and electricity. The large amount of apparatus for class use by which the principles are readily shown, both by the instructor and student, makes the subject practical as well as exceedingly interesting. In Mechanics the relation of power, weight, and fulcrum are clearly shown. In Hydrodynamics, instruments for showing the pressure of liquids and gases, machines for moving liquids and to be moved by them. In Sound, telephones, telegraph, and sound have instruments, and in Electricity instruments illustrating all kinds of batteries, currents and generation of electricity. In addition, the students have the privilege of visiting the electric lighting plant for the purpose of studying first hand the lamps and dynamos.

Chemistry.

Prof. Spillman.

The work in this department is done mostly in the Laboratory. Such chemical theories as are necessary to an intelligent
comprehension of the facts of the science are learned from lectures and texts. The following is a synopsis of the Laboratory work:

1. Preparation of the elements and their common compounds, and experiments illustrating their chemical properties.
2. Preparation of the mineral acids, bases and salts, and an experimental study of their properties.
3. A series of experiments with the metals and their salts, with a view to becoming familiar with the characteristic reactions of the metals.
4. The qualitative analysis of 10 simple solutions, 10 solids, 10 mixed solutions.
5. Gravimetric and volumetric analysis (for those completing the preceding work in time for it). The Laboratory has recently been enlarged to accommodate 51 pupils at once. Larger classes are divided so as to give all the same advantages for work. Each desk is supplied with all needed apparatus and reagents. Upon beginning the work each pupil is required to deposit a small fee, which is returned less the amount of breakage, at the completion of the study.

Two days each week are devoted to discussion of work done in the Laboratory, and to the study of theoretical chemistry.

**Botany.**

**Prof. Spillman.**

Of the natural sciences, probably no other is as well adapted to the development of the faculties in childhood as Botany. Structural and Physiological Botany are studied entirely from plants, books being used merely to compare what the student learns with what others have learned, and to correct mistakes of judgment and observation. Pupils are required to make drawings of the plant organs they study. In this way a knowledge of all necessary technical terms is acquired without unduly taxing the memory. In studying the germination of seeds, each pupil plants a number of seeds, illustrating the principal modes of germination, and records the results of his observations by drawings and descriptions. In order to facilitate the work of classifying in the absence of a manual of this region, pupils collect and preserve specimens of all the species within reach, cer-
tain orders being assigned each pupil. Duplicates of those which cannot be classified by the manuals, are sent to one of the leading botanists of the country for identification. In this way the Normal School Herbarium will soon contain the complete flora of the vicinity, by comparison with which, any native plant may be identified.

Physiology.

Prof. Spillman.

Theoretically it is the function of the Normal School to confine instruction largely to the methods and principles of teaching. Practically, however, this can be done only to a limited extent. The first requisite of a teacher is a knowledge of the subject taught; the second, the ability to use such methods as will render the subject taught the most valuable as a means of education. And since teachers are prone to adopting the methods by which they themselves have been taught, it has been found that the best results can be accomplished by teaching the various subjects in the curriculum by such methods as we desire our pupils to use in their own work. Believing that the principal value of the sciences as a factor in education lies in the cultivation of accuracy in the use of the senses, all the sciences are taught objectively as far as possible. The objective work in Physiology consists in the study of the skeleton and specimens obtained from the butcher's shop, such as muscles, tendons, lungs, heart, stomach, etc. Some excellent charts are also used. In addition, the pupils, under the direction of the teacher, dissect a number of the smaller mammals and birds. The subject is pursued regularly for twenty weeks, and the senior class devote ten weeks to a review of the subject.

Geology and Astronomy.

Geology.—The aim of this course is to give a good knowledge of the elements of Geology, illustrating each day's work by frequent references to the already valuable collection of minerals which is being made. No study can be made of more value for the purpose of objective science lessons in the public schools. The course is designed to give the student a fund of practical information of which he can avail himself as a teacher.

Contributions to the geological collection are solicited from
friends of the school everywhere. Each specimen will be labeled with name, place where found, and name of donor. The school will gladly pay express charges on rare specimens sent, provided the packages be not too large. In case you desire to send large specimens, please write us first.

ASTRONOMY.—In Astronomy, the work will be made unusually interesting the coming year by the addition of one of the best (Alvin Clark’s) small telescopes. Observation of the heavens will constitute a valuable addition to the regular work of the course.

English.

The work in English will include the study of spelling, in which there will be constant exercise in all of the classes through the use of written work in recitation. Attention will be given to the correctness of papers in this particular; and, at stated times, there will be special lessons in this branch of learning. While a knowledge of rules cannot make a good speller, it is recognized that certain rules do cover a large number of words, and these will be carefully studied and applied in the work. A study of diacritical marks, their purpose and value, is made prominent in the regular spelling classes.

Reading.

In this department the work will be suited to the conditions of the classes. It will include exercises in rapid and accurate thought-getting from the printed page and clear and distinct thought-giving. Special drills in clear enunciation developed through exercise in phonic analysis, correct breathing, and easy, accurate posture afford frequent exercise for the classes. Special attention is given to words usually mispronounced, and the habit of consulting the dictionary is encouraged and recommended. Emphasis, inflection, quality and quantity of voice, are studied in connection with the exercises provided for the classes to read.

Grammar.

The study of grammar is pursued first for its benefit as an intellectual drill, affording, as it does, a means for the culture of the faculties of conception, classification, generalization, etc.
Its practical utility, however, is not lost sight of, but, on the other hand, the value of a knowledge of grammar in comprehending the thought of others as expressed in their works, becomes one of the motives for its study. However, the student is led to believe that he has not become perfect in this study, but that there is good reason for continuing the study through its various phases, embracing a knowledge of at least one representative work in every stage of development through which our language has passed. The ends of the study in this course will include a knowledge of the parts of speech—their nature and properties—the office of each part of speech in sentences, the analysis of sentences, whether standing alone or in paragraphs and stanzas, and exercise in correcting errors in syntax.

The Study of Some Representative Works.

Some works of our best American and English authors will be studied with a view of analyzing the thought, pointing out the principal qualities of style, such as perspicuity, energy, etc. A knowledge of figures of speech will be sought in this study; and the value of variety in expression, and of the paragraph will be pointed out. Students will be expected to construct schemes on simple subjects for composition, and these will pass under the supervision of the teacher. The subject of letter-writing will be carefully studied, and will embrace a knowledge of correct forms as well as easy, graceful expression of thought.

Word Analysis.

There will also be a course in word analysis, including the nature and use of roots, prefixes and suffixes, and of simple, compound and derivative words. Examples and practice in combining prefixes and suffixes with roots, and merging their meanings into the meanings of the derivatives which they form afford frequent and ample practice to illustrate the use and forms of derivative words and to determine their literal and applied meanings. A thorough drill is given in Greek, Latin and Anglo-Saxon roots, followed by a brief outline of the history of the English language.

Rhetoric.

Rhetoric is studied as an art. Its value as a training in thinking and the expression of thought is made prominent.
Skill in each of these will be illustrated in knowing what to do. It goes further, however, than this, and embraces also the element of how to do and the ability to do. Rhetoric is, therefore, not sought alone as a science, but also as an art in the fingers and on the tongue. It requires the student to do what he has learned it is wise to do.

Invention, or the finding of thought, is taught as the most essential element in Rhetoric. This will be developed in thought for the simplest sentences, thought for the more difficult sentences with compound subjects and predicates, and compound and complex word and phrase modifiers. Sentences are grouped and unified into a paragraph; and the essay, speech, etc., are composed of suitable combinations of these. The material accumulated for any composition is built up into a logical structure. Frequent and careful exercise is afforded for the analysis of subjects.

Qualities of style are studied in the expressions of thought. Expression of thought is taken up by Rhetoric where Grammar lays it down. A study of the qualities of style will include:

1. Perspicuity, embracing clearness of expression, which depends upon the mastery of the subject, the use of words, arrangement of words, phrases and clauses, and the unity of the sentence.

2. Imagery, consisting of comparison, the metaphor, personification, the apostrophe, antithesis, metonymy and the synecdoche.

3. Energy, secured by specific words, transposed order of words and phrases, omission of words, idioms, epigrams, apt quotations, the climax, the period, and by variety.

Wit, pathos and elegance, as well as the productions of oral and written prose, and poetry are studied.

**English Literature.**

This is a study that cannot be mastered in a lifetime, and it has this advantage over the other studies. These the student usually discontinues when he leaves school, but all through life he will continue to read. Since this is true, it matters less what amount of work is done than what was the character of that work. It will be our aim then to give the student, first—a general acquaintance with English Literature as a whole; second—an intimate acquaintance with the representative authors; third
a knowledge of what to look for in reading; fourth—a taste that shall lead the student to the best books and enable him to get the most out of them.

**Latin.**

**President Campbell.**

The course in Latin is planned for two years work, the last year being taken in the advanced normal course. The first year is made an optional study in either the Junior or Senior year of the regular course. The amount of work done corresponds to the usual requirements for admission to the best colleges. The first year is devoted to a thorough grounding in the forms and elements of syntax of the language, based on the inductive plan followed in Collar and Daniels’ *First Book in Latin*. Constant exercise in translating from Latin into English and from English into Latin gives life and vividness to the study, and tends largely to remove it from the domain of the dead languages. The second year’s work includes a review of the grammar, the translation of four books of Caesar, of a number of selected orations of Cicero, and of selections from Virgil and Horace. Rapid translation from the Latin idiom into the English idiom is insisted upon, and an effort is made to reach the literature as well as the grammar of the passages read. Very satisfactory results have been reached by the plan indicated.

**Elocution.**

It has been said that “whatever may prove true of the teachers of the future, it is not true that the teachers of to-day are as fully qualified as they should be for their important work; and of all the different branches they are called upon to teach, there is not one in which they are so helpless as that of reading, while in no other profession should the art be more thoroughly understood.”

To be able to state clearly and forcibly one’s thoughts, either in conversation or in public, is an exceedingly desirable thing; and it is the right of every child to have, and the duty of every teacher to give, the training that shall enable him to do so. The proper study and practice of expression is a means of development, of mental, moral and physical growth, a factor in character
building, a source of power, a preparation for life, which is the great aim of all education.

Recognizing Elocution, therefore, as a great educative force, and believing that it should be placed among the principal branches in the curriculum of our schools, special advantages are here offered to the student for study in this department. The course of instruction is thorough, comprehensive and systematic. Its general aim is to secure easy, graceful and effective delivery in all forms of expression, and to make the art comprehended and appreciated in all its physical and intellectual advantages, its interest, beauty and inspiration. To accomplish these ends, the course is made to include as far as possible, all kinds of training tending to the evolution of the correct action, and to the control, of all the powers and agents of expression. The methods employed are natural and logical, and in accordance with the most advanced ideas.

Proceeding upon the principle of the triune nature of man, and the reciprocal relations of body, mind and soul, the subject is treated from a three-fold point of view.

Each topic is taught from foundation principles, and daily practice is given in exercises illustrative of these principles. Students are thus taught not only how to read themselves, but also how to teach reading. Special attention is paid to articulation, pronunciation, voice culture and physical culture, as a foundation for the more advanced work, consisting of the analysis—both elocutionary and literary, and the rendering of standard productions.

Instruction in the regular classes is free to all. Those who desire it may receive private instruction for a moderate tuition.

Arts.

Under this heading in the regular course are taught Elocution, Vocal Music, Penmanship, Drawing and Book-keeping. These are all taught free of charge, and thorough work done in each.

Penmanship.

A rapid and beautiful style of writing is one of the most worthy accomplishments. Our aim is not only to make good, easy, legible writers, but successful teachers of the subject.
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 of studies, it is at the same time one of the greatest value as a proper recreation from other lines of work both in school and out. A class in vocal music, under the direction of Professor Powell, is given a place in the regular programme of daily work. The course includes both cultivation of the voice and instruction and practice leading up to rapid sight reading of easy music. The classes are usually large and enthusiastic, and the work done in them adds much to the pleasant features of the life of the school.

For the benefit of those who desire a more thorough course, the regular department of music offers exceptional advantages. The full course is given on page 48.

Book-Keeping.

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

Physical Culture.

Special attention is given to Physical Culture, both by means of regular calisthenic exercises and also by means of systematic work done in a well-equipped gymnasium. The theory of the school is to develop the physical as well as the intellectual and moral side of our nature. The intention is that the health of students shall be improved rather than injured by their work in school. Our experience justifies us in the statement that this can be done in almost every case.

Military Drill.

During the past two years, volunteer military companies have been maintained in the school, with good results in the way of physical culture. If a sufficient number of students desire the drill, the companies will be reorganized for the coming year.

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 the 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 are invited to enter the Normal at any time. Those not sufficiently advanced to enter the Normal course can enter one of the lower departments as preparatory to the Normal.

GRADUATION.

The conditions of graduation in the Regular Course are, that the candidates 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, and they shall have had a satisfactory experience in teaching.

The conditions of graduation in the Advanced Course are, that candidates shall have completed the Advanced Course and passed an approved examination thereon, in addition to the Regular Course.

DIPLOMAS.

Diplomas given under the Seal of the State Board of Education, and signed by the State Board of Education, the Faculty, and by the President and Secretary of the Board of Regents, are presented to those who have completed the course of study and passed the required examination.

The State Normal School Diploma in the Regular Course confers upon the holder the Degree, Bachelor of Scientific Didactics, and authorizes him to teach in any public school in the state. After six years' teaching the holder is entitled to a Life Diploma. The fee for this diploma is $6.

The Diploma in the Advanced Course confers the Degree, Bachelor of Science. The Diploma fee is $10.

**Special Examinations for Admission to Senior Class.**

Examinations will be held, beginning September 13, for the benefit of those who may wish to enter the Senior Class. The examinations will be in the following subjects: Written Arithmetic, Geography, English Grammar, Orthography, Reading, Penmanship, United States History, Vocal Music, Rhetoric, Physics, Chemistry.
The examinations will be based on the state text books, as far as the common school studies are concerned. In Rhetoric—Kellogg's Rhetoric, or an equivalent; in Physics—Houston's Physics, or an equivalent; in Chemistry—William's Young Chemist, or an equivalent, will be required. Although no entrance examination in Algebra is required, a student should not attempt to take the senior course until he is well grounded in Algebra.

The Advanced Course.

This course has been provided to supply the demand for educators of the highest class, to take important positions in the school work of our state. That sufficient native ability is possessed by young men and women of Oregon, when properly trained, to fill the highest positions, there is no doubt. It is a simple duty the state owes her people to provide a thorough training in her own schools for all grades of school work. The branches in the Advanced Course are believed to be such as are necessary to fit persons for the highest grade of work.

Mathematics.—The mathematical work of this year is all of the most practical kind. In trigonometry it is intended that students shall be able practically and understandingly to use either the natural or logarithmic functions in the solutions of the problems in heights and distances, thus preparing the way for the more special applications of this branch in land or higher surveying, or astronomy. In surveying the aim is to give such a practical view of the subject that the student can at once take charge of a party; find old corners or establish new ones; run lines for any kind of boundary or division of land; do leveling; establish grade lines, etc. In mechanics, the resolution of forces or the resultant of forces, is investigated on mathematical principles, as applied in all departments of mechanical philosophy.

Commercial Law is one of the most important subjects to every person. No one is prepared to enter practical business in any sphere of life who does not understand the common laws of business.

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 financial success, national or individual. It is a very important part of a complete practical education.

Moral Philosophy, treating of the obligations of man to his fellow man, is the basis of all real success in life. A proper training of the moral nature in man should be the first consideration in a system of education. While the practical workings of the great principles of morality are intended to be exhibited in all the workings of the Normal School, the philosophy of this great science should be mastered by all who wish to take leading places in educational work.

Logic, or the science of reasoning, is given prominence in this course, both because of its value in investigating all forms of thought and for its fine disciplinary effect.

Modern Languages.—While the culture derived from studying the modern languages is scarcely less than that derived from the study of Greek, the practical value is much greater. An option is here given between the German and the French, or persons may pursue both if they desire.

Latin.—The course laid down in the senior year in Latin requires at least one year in Latin grammar and Latin reader before beginning on the course here given. Those who contemplate taking the Advanced Course can study the preparatory Latin while pursuing the regular course.

Business Course.

This course has grown to be a very important feature of our work. Young men and women are seeking more and more such a place as this, where they can get a good business education under favorable surroundings at small expense, and where they can have the advantage of careful training in some of the common or higher branches at the same time they are pursuing their business course. Besides those who complete the course and receive their graduating certificates, 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 recommend as bookkeepers only those who have taken the full course.
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 greater.

**Subjects Taught.**

*Bookkeeping* is taught by single and double entry, in all its departments of trade or commerce, including individual transactions, partnerships, merchandise companies, jobbing, railroad- ing, steamboating, commission and forwarding agencies, with a very thorough course in banking and brokerage and exchange.

Classes in bookkeeping 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 bookkeeping itself. We aim that all our students shall be familiar with both the common law and statutes of the state, relating to commercial affairs. Townsend’s *Compendium of Commercial Law* is used as a text book. Investigating the statutes, 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 rela-
tions 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 handwriting 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 $25, payable quarterly in advance. No deductions are made for absence. Certificate fee, $5. Tuition is free to such as pay tuition in the regular or advanced courses, and students in the business course may take such studies in either the normal or advanced classes as they may elect without extra charge. This greatly increases the advantages of a business course here.

Stenography and Typewriting.—A course in Stenography and Typewriting will be provided during the year at a small additional cost to those desiring to take the course.

Situations.—Business men in need of bookkeepers or clerks of any kind will find our graduates well prepared to take charge of such business as may be required. Applications for bookkeepers, etc., addressed to the President will receive prompt attention.

Special Studies and Supplemental Lectures.

In addition to the classes in the regular course, the Normal furnishes the best 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 result has been highly satisfactory. The arrangements for the coming year are such that we hope to be able to give opportunities for the best results in these branches.

Supplemental Lectures.—Special attention is called to the announcements of supplemental lectures to be found in connection with the outline of the courses of study.
Department of Music.

MISS BRUCE AND MISS AYERS.

Responding to the increased demand made upon the Musical Department, arrangements have been made looking forward to the establishment of a conservatory of music in connection with the Normal School. The rapid growth of the department last year, under the able management of Miss Bruce, justifies the addition of a special teacher of voice culture for the work of next year. A course of study, both in instrumental and in vocal music, has been arranged, leading up to a diploma at the completion of the course.

The department now affords facilities to the student for a systematic and thorough education in Piano, Organ, Voice Culture, Harmony, Theory and History of Music.

The method pursued is based on modern and progressive principles, and is in full accord with the demands of musical art.

PIANO.

The course of study covers from three to four years, according to the capacity of the student.

GRADE I.


Literature: Sonatinas, rondos and easy pieces, by Haydn, Mozart, Kuhlau, Czerny, Clementi, Krause, Loeschhorn, Spindler, Reinecke, etc.

GRADE II.


Literature: Sonatas and pieces by Haydn, Mozart, Gurlitt, Schumann, etc.

GRADE III.


Literature: Sonatas of Field, Clementi, Heller, Beethoven, Mendelssohn, Schubert, Jensen, etc.
GRADE IV.


Literature: Compositions by Schubert, Mendelssohn, Weber, Beethoven, Raff, Bendel, Schulhoff, Liszt, Moszkowski, Chopin, etc.

Concerts and recitals will be given frequently during the year.

The advanced pupils will be required to practice sight reading once a week. The study of Harmony, Theory, and History of music is obligatory upon all piano and vocal students who wish to receive a diploma.

**Voice Culture.**

The vocal student should have a knowledge of the rudiments of music as well as some ability in reading notes. The course extends through three years, though the time cannot be limited, as it depends upon the natural ability of the student.

GRADE I.

Formation of tones. Exercises in Legato, Staccato, Scales, Arpeggios, Concone, Scharfe, etc. Light songs of all kinds.

GRADE II.

Exercises in flexibility of the voice; preparatory exercises to the trill; study of phrasing; Concone, Panofka, etc.; songs of Schubert, Schumann, etc.

GRADE III.

Exercises in expression; songs of Lassen, Grieg, with arias from different operas, oratorios, cantatas, etc.

**Expense.**

The price of lessons has been made extremely low, so that as large a number as possible may be able to avail themselves of the advantages of the department. Tuition per term of twenty lessons, $10, in advance.
Drawing and Painting.

MISS ELLA SMITH.

Regular classes in Drawing are made a part of the daily programme. The ability to express oneself by means of pencil or crayon is of the greatest advantage to the teacher in the school-room. More important than this, however, the educational value of a systematic course in drawing is rapidly coming to be recognized, and very soon drawing will take a place with vocal music among the required studies in our common school course.

The course pursued is based upon the series recommended for use in the public schools of the state, but does not limit itself to the work laid down there. Full opportunity is given for the development of the originality of the student, as far as is consistent with thorough training in fundamental principles.

Painting.—Lessons in Painting will be given by Miss Smith at a very moderate price. The lessons will include work in oils, in water colors, in pastel, and in crayon. The uniform price will be 25 cents per lesson. The department grew rapidly the past year under Miss Smith’s management, and a still greater growth is anticipated for the coming year.

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 largely through the agency of Normal Schools within 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. 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. True government in education is self-government, induced by educating the higher nature of man, and not by a system of laws and penalties prescribed and enforced in an arbitrary manner.

3. The 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 than the system of separate education.

**Economy in Time and Money.**

The work done at a Normal School is of such nature as to economise both time and money to the greatest extent compatible with thoroughness and effectiveness of preparation for the real duties of life.

**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 and for the practical work of life.

**Government.**

The Normal relies on the all-pervading spirit of study and emulation among students as the controlling power. 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.
General Remarks.

LOCATION.

Monmouth, the seat of the Oregon State Normal School, is in Polk county, two miles west of the Willamette river, fourteen miles southwest of Salem by road, and seventy miles from Portland by rail. It is on a rich rolling prairie, dotted with groves of oak and fir. On the west the Coast range of mountains, with the intervening foothills, presents a scene of beauty not to be surpassed anywhere. On the east is first a range of hills at a distance of seven miles, varying from 500 to 1,000 feet in height, through which the Willamette river has cut its way at Eola. Beyond these hills, at a distance of forty miles, is the Cascade range, with Mount Hood, Mount Jefferson and the Three Sisters lifting their snow-capped summits about two miles in vertical height. East of the Normal buildings, within two and one-half miles, are two lines of railway, one passing through Monmouth and one through Independence, on both of which the trains are in plain view from the Normal buildings, as well as the boats plying the Willamette river. Every one who visits Monmouth is impressed with the great beauty of the surroundings.

Monmouth is a village of about 800 inhabitants, devoted to the work of education, though business is increasing rapidly, and it is one of the best locations for business to be found in this valley. One of its most remarkable features is its great healthfulness, agues and fevers being almost unknown. The sea breeze reaches us very gently, modifying the temperature of the atmosphere, but producing no unfavorable effects.

Saloons, gambling houses and other dens of vice are strictly prohibited by town charter and ordinances. It would be difficult to conceive more favorable surroundings for such a school as the Normal.

HOW TO REACH MONMOUTH.

Persons coming from Washington or Idaho, Eastern Oregon or the Lower Columbia river, will come to Portland and take the Portland & Willamette Valley Railway (narrow gauge) to Monmouth, or take the O. & C. R. R. to Independence, and thence by motor line two miles to Monmouth. Persons from east of the Willamette river or from Southern Oregon, will go by rail to
Salem and thence to Monmouth by stage, which leaves Salem at 1:30 P. M. daily; or go to Albany on East Side Railroad, thence to Corvallis on O. P. Railroad, thence to Independence by West Side Railroad—in any case reaching Monmouth from all points in Western Oregon in one day.

OUR BUILDING.

Our building (an illustration of which is given as a frontispiece) is a fine brick structure, especially designed for and adapted to the work of the Normal School. The school had grown so large that its buildings were inadequate, so this new and beautiful building was erected as the gift of Polk county to the Normal School. It stands on the beautiful site where the old chapel stood, and is an ornament both to the town and the county that has given money so liberally to build it.

The gymnasium is a very important addition to our work. Though not entirely equipped, it is being used with much profit.

NORMAL DINING HALL.

Cheap boarding at the Dining Hall has proved very attractive to many students during the past two years. Here good table board is furnished at $1.50 per week to those who pay for one term in advance, and $1.75 per week to those who do not pay in advance. Unfurnished rooms cost 50 cents per week for each student when two occupy the same room. Furnished rooms, with any amount of furnishing, may be had at higher prices.

Students may now reduce the cost of living here to from $2.25 to $2.50 per week, and live well. Those who prefer to do their own cooking can live somewhat cheaper still.

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 in the past that we have little to desire in the way of improvement. 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 to help move the pleasant work forward.

In order, however, that there may be no misunderstanding as to what will be expected of students, the following suggestions are made:

Each student will be expected to subordinate every other interest to his regular school duties.

Students will be expected to conduct themselves at all times as ladies and gentlemen. It is very seldom, indeed, that a student does not know what is right and proper; an honorable observance of the dictates of conscience can fairly be demanded.

Profanity, card-playing, the use of intoxicating liquors, visiting saloons, attending balls, using tobacco to excess, particularly cigarettes, carrying concealed weapons, and all other practices in violation of good morals and injurious to the best interest of the student will be dealt with by the Faculty as the individual case may demand. The first thought will be to benefit the student; but when it becomes clear that the effort to benefit one must result in injury to many others, fairness demands that the connection of that one with the school should be severed. The Faculty will not hesitate to act promptly whenever the occasion demands it.

Students will be expected to be in their rooms early in the evening, and not to lounge about the stores or on the streets. The habitual lounger is never a good student, and the habit once formed is seldom broken.

Students of the opposite sex must on no account visit in each others' rooms. Self respect and the respect of teachers and fellow-students demand the observance of the strictest propriety on the part of the young ladies and gentlemen attending the school. It should be the purpose of every student to vindicate co-education by the most exemplary conduct in all matters liable to criticism. Experience has amply justified the system, proving as it has that good order and good morals can better be maintained when young men and women are educated together than when educated separately. Any forgetfulness on the part of the student will call for immediate criticism and warning.

Stated briefly, the student is expected, on honor, to do right, keeping in mind his own best interests and the interest of fellow-students.
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 persons of whatever political or religious convictions 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 already supplied a large number of schools with trained teachers, 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 superiority of skilled teachers is properly understood, school directors 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.

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, *Fish*.
- Mental Arithmetic—Brooks.
- Geography—Monteith.
Physical Geography—Appleton.
United States History—Barnes.
English Grammar—Sill, Clark, Brown, Harvey, Swinton, Reed and Kellogg.
Analytical Geometry—Peck, Wentworth.
Zoology—Colton’s Practical Zoology.
Elocution—Randall, Brooks, Miscellaneous.
Algebra—Wilson, Wentworth, Brooks.
Trigonometry—Peck, Robinson, Brooks, Wentworth.
Surveying—Wentworth, Robinson.
Philosophy—Norton, Steel, Gage, Houston.
Chemistry—Appleton.
Physiology—Hutchinson, Steel, Hooker.
Geology—Dana, Le Conte.
Astronomy—Steel, Snell’s Olmstead.
Botany—Gray, Steel.
Rhetoric—Hart, Kellogg.
English Literature—Swinton, Raub, Shaw, Smith, Reed and Kellogg.
Psychology—Haven, Brooks, Schuyler.
Book-keeping—Bryant and Stratton, Bryant.
Teaching—Brooks, Swett, Raub, Hart, Baldwin.
Mechanics—Peck, Snell’s Olmstead, Dana.
Political Economy—Wayland, Bowen, Laughlin.
Moral Philosophy—Winslow, Haven.
General History—Thalheimer, Meyers.
Logic—Coppee, Jevons, Schuyler, Hamilton.
Commercial Law—Townsend, Clark.
Philosophy of Education—Rosenkranz.
History of Education—Painter.

Apparatus.

We have recently largely increased the apparatus for illustrating the Physical and Natural Sciences. One feature of our work is not only to show teachers how to illustrate subjects by the use of apparatus, but also to show them how to use such articles as may be obtained easily for illustrating subjects when proper apparatus is not at hand.
STATE NORMAL SCHOOL.

A fine electric clock has been added during the year, which strikes with unerring precision the signals for the change of of classes.

Library.

The immediate management of the Library is under the control of the Library Association, to which all students are admitted as members. The library Association elects its own officers and librarian and assistant librarian, and takes control of all library business. Many new books and periodicals were added to the reading-room during last year, and it is the intention of the Board of Regents to increase the effectiveness of the Library as rapidly as possible.

Literary Societies.

There are three literary societies actively at work. The *Eureka* and the *Websterian* for young men, and the *Vespertine* 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, is a source of enthusiasm during the year, and the Library itself is due mainly to the efforts of the societies.

A prize contest in Oratory and Elocution, in the spring, under the management of the Library Association, was a matter of much interest, and reflected great credit upon the work of the societies and the department of elocution. A first and a second prize were offered for original work, and a first and a second for committed work. The prizes were awarded as follows:

Original work—First prize, Milton Esson, of Marion county; second prize, Miss Kate McCue, of Astoria. Committed work—First prize, Miss Mary Collins, Dallas City; second prize, Miss Rose Hanson, Eugene.

Expenses.

The Board of Regents has reduced the tuition in the Normal and Business Courses from $40 to $25 per year; in the Sub-Normal, from $30 to $20. Tuition will be uniform, and no free scholarships allowed the counties, as heretofore.
Tuition per Term of Ten Weeks.

Normal, Regular or Advanced Course ........ $ 6 25
Sub-Normal, Elementary Course ............ 5 00
Business Course ............................ 6 25
Instrumental Music, per lesson ............. 50
Vocal Music, per lesson ..................... 50
Painting, per hour ........................... 50

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

Board in private families, with furnished rooms, per week ........................................ $3 to $3 50
Board at Dining Hall, in advance, per term .... 15 00
Diploma, Normal .................................. 6 00
Diploma, Scientific, Advanced Course ....... 10 00
Certificate, Business Course ................. 5 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.

No tuition will be returned except in cases of sickness requiring withdrawal from the school.

Summer Normal School of Methods.

A Summer Normal School of Methods, beginning early in July of 1893, and continuing about four weeks, will be held in the Normal School building. The School of Methods for 1892 has proved very successful, and a somewhat similar plan will be pursued next year. An academic as well as a professional department is provided, so that those who desire a quick review of the subjects required in the county and state examinations, can have an opportunity of making it under the most favorable circumstances.

It is believed that many teachers who cannot attend the Normal School during the winter, can avail themselves of this School of Methods with profit. Circulars will be sent on application.