SIXTEENTH ANNUAL CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF THE

Oregon State Normal School

MONMOUTH, OREGON

SCHOOL YEAR 1897-8

With Discussions and Announcements for the School Year 1898-9.
CALENDAR

1898

Wednesday, September 14th—Examinations begin for admission to advanced standing.

Tuesday, September 20th—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.

1899

Friday, February 3rd—Second Term ends.

Monday, February 6th—Third Term begins.

Friday, April 14th—Third Term ends.

Monday, April 17th—Fourth Term begins.

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

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

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

Wednesday, June 21st—Graduation Day. Exercises beginning at 10 o'clock A. M. Alumni Reunion at 8 o'clock P. M.
BOARD OF REGENTS

His Excellency, WM. P. LORD, (1898), Governor, Salem.
Hon. H. R. KINCAID, (1898), Secretary of State, Salem.
Hon. G. M. IRWIN, (1898), Superintendent of Public Instruction, Salem.
BENJAMIN SCHOLFIELD, (1899), Cornelius, Washington County.
A. NOLTNER, (1899), Portland, Multnomah County.
BENJAMIN YOUNG, (1899), Astoria, Clatsop County.
L. FLINN, (1901), Albany, Linn County.
Hon. J. F. CALBREATH, (1901), McMinnville, Yamhill County.
Hon. O. F. PAXTON, (1901), Portland, Multnomah County.
Hon. J. J. DALY, (1903), Dallas, Polk County.
E. C. PENTLAND, (1903), Independence, Polk County.
J. B. V. BUTLER, (1903), Monmouth, Polk County.

OFFICERS OF THE BOARD
(1897-1899)
BENJAMIN SCHOLFIELD, President, Cornelius.
L. FLINN, Vice-President, Albany.
J. B. V. BUTLER, Secretary, Monmouth.
Hon. F. S. POWELL, Treasurer, Monmouth.

EXECUTIVE COMMITTEE
(1897-1899)
A. NOLTNER, Portland.
E. C. PENTLAND, Independence.
J. B. V. BUTLER, Monmouth.
FACULTY

1897-8.

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

H. B. BUCKHAM, A. M.
Psychology and Methods.

J. M. POWELL, A. M.
Mathematics and Physics.

MISS SARAH TUTHILL,
Literature, Elocution.

E. E. BALCOMB, B. S. D.
Chemistry, Botany, Physiology.

W. A. WANN, B. S. D.
English, Geography, Bookkeeping.

A. F. CAMPBELL, A. B.
History, Mathematics.

B. F. MULKEY, B. S. D.
Rhetoric, Methods.

R. C. FRENCH, B. S.
Principal Training Department, Methods

MISS ALICE APPLEGATE, B. S. D.
Assistant in Training Department.

MISS LORETTA SMITH,
Critic Teacher, Training Department.

MISS ANNIE S. LANE,
Physical Training.

MISS ELLEN J. CHAMBERLIN, A. M
Vocal Music.

W. A. WANN, Secretary of Faculty.
OREGON
STATE NORMAL SCHOOL

HISTORY OF THE SCHOOL

The State Normal School at Monmouth has now been in operation a period of sixteen years. The bill creating the school and empowering it to grant state diplomas passed the legislature at the session of 1883, and the first class was graduated in June of that year. The school grew steadily in the face of many difficulties, until still greater success was assured by the act of the legislature of 1891, which provided for the acceptance of the Normal School property by the state and the appointment of a Board of Regents.

The new board entered upon its duties with enthusiasm, and in addition to increasing the number of teachers employed in the faculty provided a good equipment in the way of needed apparatus, and made important improvements in the buildings and grounds. The first appropriation of money for the support of the school was made by the legislature of 1893. Subsequent appropriations have placed additional means of advancement in the hands of the Regents, and the school is now placed in a position to offer the best facilities for the training of teachers.

The Normal graduates are filling various important positions in the schools of this and other states, as will be seen by reference to the names of the graduates on last pages. They are performing 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.

In this connection it is encouraging to be able to note the hearty co-operation of the State Superintendent, the State Board of Education, and County Superintendents throughout the state. All these gentlemen show the interest they feel in the success of the public schools by encouraging the state Normal schools in their work of preparing better teachers. The result of this hearty co-operation with the Normal schools must be great good to the public schools, and, through them, to the people of the entire state.
WORK OF THE NORMAL SCHOOL

The work of the Normal school is especially that of preparing teachers for the duties of the class-room and for the management of all kinds of public schools. The subject matter of a carefully prepared course of study is most thoroughly and systematically taught; but school management and methods of teaching constitute the prominent and distinctive features of the Normal school. In the high school and college, the studies are pursued from the standpoint of the learner, whereas in the Normal school a twofold view of the subject is obtained, viz: From the standpoint of the learner, and from the standpoint of the teacher. In the professional classes, a careful study is made of the Theory and Art of Education. Psychology, the History and Philosophy of Education, School Economy, and General and Special Method constitute the subjects of these classes.

The Training department affords the opportunity of putting into practice the principles and methods learned, as well as of testing the teaching power of the student-teacher. A half year of actual teaching, under the supervision of critic teachers, is of the greatest value in giving accurate knowledge of the details of work and forming correct standards of school-room discipline and development.

THE DEMAND FOR PROFESSIONAL TRAINING

The demand for professional training for teachers is growing more urgent each year.

The United States Commissioner of Education, Hon. W. H. Harris, has most forcibly pointed out that the returns from the vast sums of money expended in public education are greatly below what they should be, owing to the lack of trained teachers in the schools. Only one teacher in fifteen in the United States has had professional training, and only one in ten has had an education extending beyond the common school course of study. One of our great states, New York, has recently followed the example of Germany in requiring training for all the teachers in its public schools.

THE CALL FOR TEACHERS

There is need of at least six hundred new teachers in Oregon each year. Of the thirty-two hundred teachers employed, the average term of service is rather below than above five years, which would make six hundred a very conservative estimate. Boards of Directors are each year growing more careful in their selection of teachers, and either training or successful experience is now generally required. For a number of years past the members of the graduating classes of the Normal school have readily found employment. There is a good de-
mand for capable teachers to take positions paying from $40.00 to $70.00 per month.

YOUNG MEN AS TEACHERS

Capable, well-trained men are in demand as principals. The field is a good one, and more young men should prepare themselves for this work. The salaries range from $60.00 to $120.00 per month. Although in many instances women fill these positions satisfactorily, the majority of school boards insist upon securing men for them.

Desirable positions in High schools, Normal schools and City Superintendencies await those who will thoroughly prepare themselves to occupy them. The salaries paid are from $800 to $2,000 per year.

THE TRAINING DEPARTMENT

By an arrangement with the Board of Directors of the Monmouth public school, the privilege of teaching in the school, under the supervision of critic teachers, is granted the members of the graduating class. The school comprises nine grades, with about two hundred and thirty children in attendance. The work of the past year has been highly successful. Each member of the Senior class is required to teach twenty weeks, three hours each day. Thorough preparation in both General and Special Methods will occupy the twenty weeks preparatory to teaching. This work will prove invaluable to teachers who are ambitious to win a high place in their profession. The plan is the one pursued by the best Normal schools of this country and of Europe.

Especial attention is called to the opportunity of securing training in the work of the Ninth grade, or first year of the State High School course.

TERMS OF ADMISSION

Students who have completed with creditable standing the studies of the common school course may enter the Freshman class without examination, on presenting their certificate of graduation or a certified copy of grades made in the public school. Teachers holding county certificates will be admitted to the Freshman class without examination. Others desiring to enter as Freshmen will have an opportunity of taking the examinations in the common school subjects at the preliminary examinations offered in September (see calendar, page 5). Examinations will be offered at the same time in all subjects up to the Senior year, for the benefit of those who wish to try for advanced standing.

The Sub-Normal course is designed to furnish work for those who either have the common school subjects yet to complete or desire a review before taking up the studies of the regular course. Students are admitted to this work without formal examination, at the discretion of the President of the school.
Grades accepted

Grades made at other schools may be accepted as final, at the discretion of the President of the Normal School, in all subjects of the Freshman and Junior years. The right is reserved, however, of requiring additional class work in any subject in which the student may prove to be deficient. This right will be exercised particularly in cases showing deficiency in English.

Examination in common school subjects required

It is particularly desirable that students expecting to teach in the public schools should be thorough in the studies of the common school course.

It is thought best, therefore, to require an examination in these subjects at some time before graduation. Grades made in the public schools or at the county examinations will be accepted for admission to the Freshman year, but will not be accepted as final, except in the case of teachers holding first-grade county certificates, or second-grade certificates with average standing required for first.

These examinations may be taken either at the opening of the session in September or at any regular class examination during the year. Special classes are provided for review. The value of the review will more than compensate the student for the work involved.

The University List of Accredited Schools will be accepted as the standard at the Normal School. Students who have made satisfactory grades in the academic subjects (above the common school course) will be given full credit for them at the Normal. The right is reserved, however, of requiring work taken over in any subject in which the student may prove deficient. The following is the University list for 1898-9:

School. Principal.
Albany .......................... Hiram Tyree.
Ashland .......................... C. A. Hitchcock.
Astoria .......................... R. N. Wright.
Baker City .......................... J. A. Churchill.
Bandon .......................... Fred M. Templeton.
Bethel .......................... W. V. Sims.
Bishop Scott Academy .......................... Dr. J. Hill.
Brownsville .......................... Allen Calder.
Coquille Collegiate Institute .......................... D. F. Nicholson.
Cottage Grove .......................... W. H. Powell.
Drain Normal School .......................... President E. H. Anderson.
Enterprise Academy .......................... C. A. Dotson.
Engene .......................... E. D. Resler.
Grant's Pass .......................... W. F. Cameron.
STATE NORMAL SCHOOL

School. Principal.
Halsey................................. H. H. White.
Harrisburg......................... S. A. McDonald.
Heppner.............................. W. C. Howard.
Huntington......................... Geo. F. McAulay.
Independence....................... T. A. Hayes.
Jacksonville....................... M. A. Floyd.
Klamath Falls....................... Will S. Worden.
La Creole Academy................. President A. M. Saunders.
Lafayette......................... John Blough.
La Grande............................ Herbert Kittredge.
Marshfield.......................... F. A. Golden.
McMinnville......................... W. I. Reynolds.
Medford............................. G. A. Gregory.
Newberg............................. J. C. Hodson.
Normal School, Ashland........... President Van Scoy.
Ontario.................. O. M. Frazier.
Oregon City........................ L. McAdam.
Park Place.......................... J. W. Gray.
Pendleton......................... H. L. Talbington.
Portland Academy.................. Mrs. Wilson and Johnson.
Portland High School............. T. Davis.
Prineville.......................... J. P. Holland.
Santiam Academy................... S. A. Randell.
Stayton.............................. Supt. Richardson.
Summerville......................... Professor Tucker.
Taylor Normal, Cove.............. O. M. Gardner.
The Dalles............................ John Gavin.
Tillamook........................... G. A. Walker.
Union................................. E. B. Conklin.
Wasco................................. Professor Peddicord.
Weston Normal..................... President M. G. Royal.

In addition, may be named the schools at Hood River, under the principalship of Mr. Allard, and the one at Wilbur under Mr. Cochrane.

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 that they shall have had a satisfactory experience in teaching. (Act Creating the School.)

DIPLOMAS

Diplomas given under the seal of the State Normal School, and signed by the State Board of Education, the Faculty, and 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 of Bachelor of Scientific Didactics, and authorizes him to teach in any public school in the state without further examination. The fee for this diploma is six dollars.

SPECIAL EXAMINATIONS FOR ADVANCED STANDING

Examinations will be held, beginning Wednesday, September 14th, for the benefit of those who wish to take advanced standing. The examinations will cover all subjects below the Senior year. In the common school subjects, the state text books will be made the standard; in all other subjects, the regular texts of the Normal course, or their full equivalents. The following is the schedule:

SCHEDULE OF ENTRANCE EXAMINATIONS

Wednesday, September 14th—
A. M. Algebra, Chemistry.
P. M. Physical Geography, General History.

Thursday, September 15th—
A. M. Mental Arithmetic, Drawing, English Literature.
P. M. English Grammar, Elocution, Vocal Music.

Friday, September 16th—
A. M. United States History, Physics, Geometry.
P. M. Written Arithmetic, Rhetoric, Botany.

Saturday, September 17th—
A. M. Physiology, Zoology, Bookkeeping, Astronomy.
P. M. Writing, Spelling.

EXPENSE OF LIVING

The expense of living at the Normal School has been reduced to a minimum, as a large number of the students are either partially or wholly self-supporting. At the Normal Dining Hall excellent board is provided at $1.75 per week. The price will be reduced to $1.65 per week whenever the number boarding at the Hall exceeds thirty-five. Good furnished rooms, with fire and light, can be had at prices ranging from 50 cents to $1 per week. These prices are made for each person in cases where two persons occupy one room. The price is somewhat higher to the individual, if one takes a room alone.
Many students have during the past year kept house for themselves and reduced the total expense for the year (including books and tuition) to about $110.

Good board and lodging in private families can be had at prices ranging from $2.50 to $3.50 per week.

**EXPENSES**

- Tuition (per term of ten weeks), Normal: $6.25
- Tuition (per term of ten weeks), Sub-Normal: $5.00
- Board in private families, with furnished rooms, per week: $2.50 to $3.50
- Board at Dining Hall, per week: $1.75
- Furnished room, per week: $5.00 to $1.00
- Unfurnished room, per week: $2.50
- Diploma, Normal: $6.00

Board at the Dining Hall will be reduced to $1.65 per week if the number boarding at the Hall exceeds thirty-five.

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 for a period of at least five weeks.

**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 in the common school subjects.

Below will be found a list of the books used in the different branches. Those preceded by a star (*) are used as the text books, and others are used for reference.

- Written Arithmetic—*Fish, Brooks.
- Mental Arithmetic—*Brooks.
- Geography—*Monteith.
- Physical Geography—*Eclectic.
- United States History—*Barnes.
- English Grammar—*Maxwell, Swinton, Reed, Kellogg, and *Buckham.
- Zoology—*Chapin and Rittger.
- Elocution—*Trueblood, Randall, Miscellaneous.
- Algebra—*Wells, Wentworth, Brooks.
- Geometry—*Wells, Peck, Robinson, Brooks.
- Physics—*Carhart and Chute, Norton, Steel, Gage.
- Chemistry—*Williams.
- Physiology—*Blaisdell, Hutchinson, Hooker.
- Geology—*Heilprin, Dana.
Astronomy—*Todd.
Botany—*Bergen.
Rhetoric—*Kellogg, Hart.
English Literature—*Stopford Brooks' Primer, *Hale's Longer
English Poems.
Psychology—*Compayre, Haven, Schuyler.
Bookkeeping—*Tablet System.
Teaching—*Putnam, Page, *Compayre.
General History—*Meyers, Thalheimer.
History of Education—*Painter, *Quick.

DISCIPLINE

The principles and motives of self-government are faithfully pre-

tented, which, with the perfect system in all the workings of the institu-
tion, insure the most orderly conduct. Students are carefully taught
to be ladies and gentlemen, with the eyes of fellow-students and teach-
ers upon them. Those who enter are at once thrown under the whole-

some 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 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, gambling, the use of intoxicating liquors, visiting saloons,
attending public balls, or private dancing parties except at the end of
terms, carrying concealed weapons, smoking cigarettes, and all other
practices in violation of good morals or injurious to the best interests of
the student, are distinctly prohibited, and 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.

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 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 interests of his fellow-students.

LOCATION

Monmouth, the seat of the State Normal School, is in Polk county, two miles west of the Willamette river, fourteen miles southwest of Salem, and seventy miles south of Portland. 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. On the east, rises, 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 500 inhabitants, devoted principally to the work of education. One of its most remarkable features is its healthfulness, agues and fevers being almost unknown. The sea breeze reaches it very gently, modifying the temperature, 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, Idaho, Eastern Oregon or the Lower Columbia river, will come to Portland and take the S. P. R. R. to Independence, thence by motor line, two miles, to Monmouth. Persons from east of the Willamette river, or from Southern Oregon, will
come by rail to Salem and thence to Monmouth by stage or boat; or come to Albany on East Side railroad, thence to Corvallis on O. C. & E. railroad, thence to Independence by West Side railroad—in any case reaching Monmouth from all points in Western Oregon in one day.

SUMMER SCHOOL

At the session of the Summer school to be held at Newport, beginning August 1st, continuing four weeks, under the management of the Summer Educational Association, the Review course in the common school subjects and the courses in Methods will be given by teachers of the Normal School. Grades made in common school subjects under the supervision of members of the Normal School faculty will be accepted as final by the school.

GENERAL INFORMATION

The Normal 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 the people 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.

Normal Dining Hall—Cheap boarding at the Dining Hall has proved very attractive to many students during the past six years. Good table board is furnished at $1.75 per week to those who pay for one term in advance. The price will be reduced to $1.65 per week if the number boarding at the Hall exceed thirty-five. Unfurnished rooms cost 25 cents per week for each student, when two occupy the same room. Furnished rooms may be had at prices ranging from 50 cents to $1.

Students may now reduce the cost of living to from $2.25 to $2.50 per week, and live well. Those who prefer to keep house for themselves can live somewhat cheaper still.

Apparatus—We have 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.

Library—Many new books and periodicals were added to the library and reading-room during the past year, and it is the intention of the Board of Regents to increase the effectiveness of the library as rapidly as possible. All the leading magazines are placed on the reading table, and students are encouraged to use them freely.
Societies—There are two literary societies actively at work. The Normal for young men, and the Vespertine for ladies. The work of these societies during the past year has been very vigorous. The literary societies offer the most effective and practical means of literary and elocutionary culture.

The Young Men's Christian Association and the Young Women's Christian Association have done much active work during the year.

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, whose success 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. We take great care to recommend only such as are prepared to do good work.

When to Enter—Students can enter at any time during the term, but it is much better 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 twice as much as time spent in fragments. Try to be prompt in entering.
COURSE OF STUDY

The course of study is intended to cover all the work necessary to give thorough preparation for position as principal or teacher in the public schools of the state. It comprises two departments, the Professional and the Academic. These are subdivided as follows:

(1) PROFESSIONAL

(1) SCIENCE OF EDUCATION—
   (1) Psychology.
   (2) School Economy.
   (3) Methods of Instruction.
   (4) History and Philosophy of Education.
   (5) School Law.

(2) ART OF TEACHING—
   (1) Practice Teaching in Training Department.
   (2) Preparation of Lesson Plans, Outlines of Courses of Study and of Daily Programmes.

(2) ACADEMIC

(1) ENGLISH—
   (1) Grammar and Composition.
   (2) Spelling.
   (3) Readings in American Literature.
   (4) Rhetoric.
   (5) English Literature.

(2) MATHEMATICS—
   (1) Written Arithmetic.
   (2) Mental Arithmetic.
   (3) Algebra.
   (4) Geometry.
   (5) Bookkeeping.

(3) SCIENCE—
   (1) Descriptive Geography and Map Drawing.
   (2) Physical Geography and Elements of Geology.
   (3) Physiology.
   (4) Zoology.
   (5) Physics.
(6) Chemistry.
(7) Botany.

(4) HISTORY—
  (1) History of the United States.
  (2) Ancient, Medieval and Modern History.

(5) ARTS—
  (1) Penmanship.
  (2) Elocution.
  (3) Drawing.
  (4) Vocal Music.

(6) CIVIL GOVERNMENT—
  (1) Constitution if the United States.
  (2) Constitution of Oregon.

(7) PHYSICAL EDUCATION—
  (1) Theory of Swedish Gymnastics.
  (2) Practice in Gymnasium.

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DIVISIONS OF COURSE OF STUDY

The course of study is divided into four years of two twenty-week terms each. Of these, the first year, called the Sub-Normal, is devoted wholly to the common school subjects. Of the three remaining years, two years are academic and one professional.

THE SUB-NORMAL COURSE

Thoroughness of preparation in the common school subjects is essential for those who expect to teach in the public schools. Many students desire to review these subjects before entering on the regular Normal course. Graduates of high schools or of colleges, whose high school and collegiate grades are accepted, are urgently advised to spend at least a half-year in this department before undertaking the work of the Senior year.

Teachers desiring to prepare for the county examination will find this course of service. The classes in Psychology and Methods are open to such as are ready to profit by them.

THE NORMAL COURSE

In the first two years of the regular Normal course, only academic subjects are given. These are studied not only from the standpoint of the learner, but also from the standpoint of the future teacher. The
subject-matter is selected with a view to its adaptability to public school work.

The Senior Year—The Senior year is made wholly professional. The first half is given mainly to the study of Psychology and Methods of Instruction, and the second half to teaching in the Training department. The work of the year is sufficient in itself to occupy a student's time fully, so that all other work should be completed before entering the Senior class.

THE TRAINING DEPARTMENT

The plan of work in the Training department, together with a full outline of the training school course of study, will be found beginning on page 42.

THE DIPLOMA

The diploma of the school is in effect a life certificate to teach in Oregon. It has also been honored in Washington, California, and Idaho, through the courtesy of the Superintendents.

ARRANGEMENT OF TERMS

For purposes of enrollment, the session is divided into four terms of ten weeks each. The date of the beginning of each term is given in the calendar on the second page of this catalogue. The work of classes is arranged, however, mainly for half-years of twenty weeks each. Classes will begin in all twenty-week and forty-week subjects at the beginning of each half-year. Students may enter in February to as good advantage as in September. There will be two graduating classes each year, one in February and one in June.
**TERM SCHEDULE**

| Sub-Normal | Arithmetic.  
|            | English Grammar.  
|            | Elocution.  
|            | Spelling.  
|            | Writing.  
| Freshman | Algebra.  
|          | Physical Geography. [10 Weeks].  
|          | Elements of Geology. [10 Weeks].  
|          | English Grammar and Analysis.  
|          | American Literature.  
|          | Drawing.  
|          | Vocal Music and Physical Training.  
| Junior | Algebra.  
|        | Chemistry.  
|        | English Literature.  
|        | Ancient History.  
|        | Elocution.  
|        | Vocal Music and Physical Training.  
| Senior | Psychology.  
|        | School Economy [10 Weeks].  
|        | Constitution [10 Weeks].  
|        | Methods in Arithmetic and Science.  
|        | Methods in Story, History and Language.  
|        | Methods in Geography, Reading, Writing and Drawing.  
|        | Teaching in Training Department [3 hours per day].  
|        | History and Philosophy of Education [15 Weeks].  
|        | School Law [5 Weeks].  

* Classes begin both in September and in February.
NORMAL CHAPEL.
PROFESSIONAL DEPARTMENT

Psychology, Methods, History and Philosophy of Education, School Economy and Civil Government.

These subjects will be taken up substantially as follows:

1. Psychology—The entire course of professional instruction will be based on psychology. An elementary knowledge of this subject is now generally conceded to be the necessary foundation of all right and progressive teaching.

   (a) Half of the Senior year—twenty weeks—will be given to the study of psychology as "the science of the facts of the mind," and its application to the theory of teaching. No attempt will be made to discuss the many points on which philosophers are not yet agreed, but the endeavor will be to lead the student to some knowledge of the workings of his own mind, to show him the necessity of close observation of the workings of children's minds, and so to introduce him to the lifelong study of those concrete exhibitions of the science, ever the same and yet ever diverse, with which the school room is filled.

   The intellectual faculties will be studied in the natural order of their development; their mutual relation and dependence will be considered; and the student will be led to see that perfect intellectual training depends on their symmetrical culture.

   (b) This will be followed by a brief study of the active and moral powers, with special reference to the importance of keeping in mind this cardinal principle of education, viz: That the right training of the sensibilities and the will has as much to do with the child's present progress and future well-being as intellectual attainments have. This part of the subject, including the desires, the affections and the motives to which children respond, together with a study of temperaments, will constitute the necessary basis of all suggestions as to moral instruction and school management.

   (c) The facts of the science being acquired, the student will be prepared for their application to general methods of teaching. It being the primary purpose of teaching to develop the faculties to vigorous and fruitful action in all after-life, attention will be directed to the ways and means of training the senses, to the culture of attention and of the several mental powers, and to the healthful development of the moral sense. It will be the aim to lead the student to put a right estimate on the several subjects of the public school course as to their educational value, so that he may have a definite purpose in each subject and in each lesson.
It is not assumed that these few weeks of study will make students philosophers, or masters of a perfect working theory of the art of instruction, but it should, at least, tend to make them thoughtful and studious in all they do in the school-room, and it should give them a start in the right direction.

These studies will be supplemented by a course of special methods of teaching the different subjects, under other instructors.

2. The other half of the Senior year will be devoted to the study of the History and Philosophy of Education and School Law.

(a). The views of leading educators in all the past will be briefly considered, that students may know by what steps we have come to present conditions in education, and may thus get a greatly enlarged view of the work on which they are entering.

(b). From this reading of the history and from other sources, some guiding principles of education will be deduced, not as mere theories, however true, but as fundamental to the art of teaching. The science of education is still in the process of formulation, but certain principles are well established, and these it will be the aim to present in such direct and practical way that they may bear fruit after their kind in the first schools our students may teach.

(c). The text of the school laws of the state will be studied, special attention being paid to such parts as pertain directly to the teachers's duties.

The text books used in this department will be Complaire's and Gordy's Psychology, Complaire's Applied Psychology and Putnam's Pedagogics, Quick's Educational Reformers, and Painter's History of Education. Instruction will not be confined to these books, but will be supplemented or modified by the instructors.

3. School Economy—Under this head will be discussed all matters pertaining to the organization of schools of all grades and all the daily routine of the school-room. The result aimed at in this will be such practical knowledge of ordinary school matters as will enable the teacher to begin and conduct his school in the way most hopeful of the intellectual and moral results which his entire professional training has taught him to be the end of education. Instruction will be given in the form of familiar lectures and discussions, to which the experience and methods of all, students and instructors, may bring valuable contributions.

4. Civil Government—In this subject the principles of constitutional government will first be considered, and then the constitutions of the United States and of Oregon will be taken up in detail and their provisions carefully studied, with such inquiry into their practical working as time will permit. The text used will be that of W. J. Cocker, with constant reference to Fiske, Van Holste, Story, and other standard writers.
METHODS OF INSTRUCTION

During the first half of the Senior year, three hours of each day will be given to class work in methods of instruction. The methods will be presented in the form in which they are applied in the Training department, so that students will have the opportunity of making actual test of the theory, as they have learned it. In the methods classes, the groundwork of each of the common school subjects will be developed. This plan of work has been pursued during the past year, with very gratifying success.

TEACHING IN TRAINING DEPARTMENT

In the second half of the Senior year, one half-day's teaching will be required of the members of the Senior class for the half-year. The work will be under the supervision of critic teachers, who will advise and assist the student as far as may be necessary. Frequent meetings of students and critic teachers will be held for instruction and counsel. The friendly and sympathetic advice of the critic teacher is invaluable to the student. The department has shown excellent results since its organization.
ACADEMIC DEPARTMENT

MATHEMATICS

This course is intended to fit persons for teaching the different branches successfully and understandably. 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—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 everyday 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 their 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 plain geometry, as given in Wells.

**BOOK-KEEPING**

A very thorough course, of ten weeks, is given in bookkeeping. The work consists of several standard sets in double and single entry, with practice-drill in business forms; the books are made up from actual business transactions with the student as the proprietor who buys and sells, gives and receives notes, checks, drafts, invoices, receipts, etc., and files all papers belonging to the business.

Students find the work very interesting, and gain a valuable practical knowledge of not only the fundamental principles of bookkeeping, but of handling all kinds of commercial paper.
PHYSICAL GEOGRAPHY AND GEOLOGY

These subjects, being so closely related, are treated largely at the same time. Much field work is done by the class; as finding elevations and making contour maps of the campus and vicinity. The class make their own apparatus for this work, as well as for taking observations from the sun to ascertain the latitude of any place where they may be teaching.

The study of rocks from the mineral cabinet also forms an important part of the work, as well as practical work in identifying the common metals.

The class commence with the local landscape, its elevations, depressions, streams and forests, studying the cause for each.

From the local study they proceed outward to the development of continents, with a review of those causes which are always at work building up while others are as ceaselessly tearing down. By thus commencing at home, they follow the universally accepted law of education, "from the known to the unknown." The subject of fossils and what they reveal to the geologist is treated at some length. The study of climate and weather is taken up in a practical way, and a series of observations conducted by the class to determine the accuracy of the weather forecasts as sent out by the United States weather bureau.

As far as possible, most of the suggestions made by the "Geography Conference of the 'Committee of Ten'" are followed.

GEOGRAPHY

A course of twenty weeks is given in advanced geography. Map-work is the basis of the work in this course; all useless ornamentation and unnecessary work avoided. Freehand drawing is employed for the study of the coastlines; the aim being to seek approximate accuracy rather than minuteness of detail. In sketching the interior features of a country, the student uses a previously prepared contour of the country, thus saving, for more important work, the time necessary to prepare a freehand outline.

From the standpoint of geography, there is very little merit in merely copying a map, hence students should be trained to make memory-maps of the facts they study, using the progressive outline maps as a partial aid, unless the topic is coastlines. Several books of travel and reference have been added to this department, which, with
the geographical magazines and telegraphic news in the daily papers, will be used to supplement the course and enliven the work in the recitation-room.

**PHYSICS**

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 matter. They are taught to construct apparatus illustrating the phenomena and laws of physical science, in order that as teachers in the public schools they may be able to make such apparatus as will be necessary to illustrate the science to their pupils. In order to give the student a broader view of the subject, however, a good supply of the best-made apparatus is furnished for class work.

**CHEMISTRY**

This work is essentially a laboratory course, with as little lecture and theoretical work as is consistent with a mastery of the elements of the subject. To become familiar with some of the elements and inorganic compounds of nature is the object of the student. He can best do this by coming into direct contact with these substances and using his senses. Hence the most favorable conditions are placed around him and he is sent to the laboratory to become acquainted with oxygen, its mode of preparation, its properties, and some of its compounds. Hydrogen is next taken up and studied in much the same way. Now in logical order follows a study of the compounds of these two, and some uses of water.

In a similar manner, many of the non-metals are studied. Some work is done with the metals and a little in qualitative analysis. A few tests for the more common poisons are given, and considerable work is done detecting the impurities in drinking water. Many of the experiments are arranged with special reference to the needs of the Normal student who expects to become a teacher.

The course has two objects in view from the start. One is to give the student a knowledge of the elements of this important subject, and another is to prepare more efficient teachers for our public schools. The students are encouraged to devise original methods of presenting the work to their schools, and are taught that the simple home-made apparatus is to be preferred to the more costly, if only it illustrates the point in question.

To get a knowledge of household and domestic chemistry is certainly of real value. It is coming to be generally admitted that there is no branch of science which is of more value to the community than scientific cooking and cleaning, which in reality are but domestic and household chemistry.

A laboratory fee of $1 is charged for this work.
CATALOGUE OF THE

PHYSIOLOGY

The object of a teacher's course in physiology should be to train the prospective teacher to see that he can do much for the happiness and well-being of pupils under his care. He should be able to aid his pupils very materially in properly interpreting the laws of health, avoiding those practices which sap the vitality of youth, and forming correct habits of diet, sleep, exercise, study and dress.

The human body is to be considered as a working machine, whose functions the class are to determine as far as possible by observation and experiment. Other functions are to be inferred from similar functions of the lower forms of life, hence the close relation of this subject to zoology.

Before commencing this work it is expected that the student has finished the state text on physiology and taken some elementary work in zoology.

The class follows the logical order of first the anatomy, then the physiology, and finally the hygiene of each part of the body.

The students are encouraged to read articles of merit on school hygiene, contagious diseases, care of the eyes, how to prepare food, and kindred topics. They also learn to detect, by simple tests, impurities in drinking water and some of the more common adulterations of food.

Ability to illustrate the organs studied being an essential part of the teacher's equipment, drawing is made a prominent feature of the work.

The department is provided with a good articulated skeleton, charts, a number of microscope slides, a manikin, and excellent models of the eye and ear. These models are in natural color and are so constructed that the parts are easily removed, thus giving a class correct impressions of the many parts too small to be well viewed in laboratory work with real specimens.

Much dissection work is done both by the class and the teacher.

ZOOLOGY

This work is intended to introduce the student to the many forms of life about him.

There is no attempt at anything except elementary work. The aim is not to make zoologists, but to encourage observation and personal endeavor. The student is thus, at the outset, imbued with a love of nature and a desire to learn more of all her forms of life.

A study of a few typical forms is made and the general principles of classification are learned.

Some time is given to the best manner of collecting, killing and preserving specimens. Also excursions are made and the haunts of animals and insects learned, so that when the students become teachers
they may know how and where to obtain necessary material. Real contact with nature is far better for the teacher than much text-book knowledge.

Each student makes a collection of insects, which he preserves for future use in his school-room. At the beginning of the term each member of the class is allowed to choose some particular animal or insect (no two having the same subject). They make a careful study of these and related groups; collect specimens, make drawings, and write a synopsis of all they can learn, (a) with unaided senses, (b) magnifying glass, (c) compound microscope, (d) by inquiring of friends, (e) by reading.

The department possesses a good solar microscope, by the aid of which insects may be magnified many hundred times, and the whole class may study them together, while the teacher points out the essential features.

**BOTANY**

Botany is introduced by a systematic study of seeds. A few characteristic seeds, representing the great classes of monocotyledons and dicotyledons, are studied dry, without, and afterward with, the aid of the microscope. Careful drawings are made of the seeds, showing all parts examined.

Seeds are germinated and carefully studied as before. Drawings are made and compared with those of the dry specimens, impressing the student with the changes produced in a plant when it begins to grow. The work is continued for some weeks by planting seeds in a box of soil. One side of the box is provided with a piece of glass, so that the growth of both stem and root may be observed. Careful experiments are conducted by the class to ascertain the rapidity of growth in plants, the effect of light upon germination, the effect of excessive moisture and of heat.

Structural botany, physiological botany and histology are each treated briefly.

The student makes a collection of fifty plants, mounting them and writing out a careful description of each on specially prepared paper. They are then bound in appropriate covers. This gives the members of the class a representative collection of plants with which to commence his teaching.

**ASTRONOMY**

While facts are of the utmost importance in this study, we feel it far more essential that the future teacher should be thoroughly imbued with a love of the subject. Consequently more stress is laid on that side of the work which appeals to the interest of the student and less prominence is given to mere figures.
Frequent meetings are held in the evening for the purpose of studying the sky. The leading constellations are pointed out and sketched. In the class the maps are drawn from memory and enough mythology is introduced to enable the teacher to interest her pupils when she commences to teach.

The astronomy class this year (second semester, 1896 and 1897) constructed a telescope. The school furnished the objective (a 75 m. m. Bardeau) and the eye piece, the class making the tripod and mounting the instrument entirely.

With this instrument the mountains, craters and bright rays on the moon, the spots on the sun, and the rings of Saturn were viewed to very good advantage, while the crescent shape of the brilliant Venus dawned upon the class through this instrument like a revelation, and Jupiter's moons were more to them than a name.

Thus do we attempt to free man from the small earth on which he lives and enable him to make journeys to his neighbors in the infinite space beyond.
ENGLISH

Spelling—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 dicritical 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 exercises in correcting errors in syntax.

AMERICAN LITERATURE

The work in American literature is intended as a preparation for the more advanced work in rhetoric, English literature and elocution.

The course will include a brief history of American literature, the
biographies of representative authors, and an interpretation of some of
the masterpieces, with practice in reading.

One of the special features of the course will be a series of graded
lessons in mental technique, of which the following is a brief outline:
1. Introductory lesson, showing the importance of getting thought, hold-
ing thought, and giving thought. 2. Studies in phrasing. 3. Study of
sentences consisting of a succession of ideas or pictures, all of which
must be thoroughly understood and carried in the mind before an
attempt at vocal expression. 4. The study of subordinate phrases and
their relation to the principal ideas. 5. The study of transition as an
aid to variety in reading. 6. The leading or central idea in a sentence.
7. Training of the imagination. 8. Development of feeling through
sympathy. 9. Logical and emotional contrasts. 10. The climax.

Qualities of style, beauty of thought, beauty in expression, figures of
speech—all that go to make a literary production will be considered in
so far as the student in this stage of his progress is capable of compre-
hending. In addition to the prescribed class-room work, there will be
arranged by the teacher a course of reading in the library. Frequent
written work upon the subjects studied or read will be required and
carefully criticised, that the student may acquire facility and correct-
ness in the use of language.

**RHE TORIC**

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, how-
ever, than this, and embraces also the element of how to do and the
ability to do. Rhetoric is, therefore, not taught 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.

Qualities of style are studied in the expressions of thought. Expres-
sion 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 unity of the sentence.

2. Imagery, consisting of comparison, the metaphor, personifica-
tion, the apostrophe, antithesis, metonymy, and 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

Work in this department has at least a three-fold advantage; it is a mental discipline, a source of knowledge, and an aid to culture, strengthening and refining the higher and diviner side of one's nature.

The study is continued throughout the entire junior year. We do not, however, claim to teach the whole of English literature in this time. Such a task could not be accomplished in a lifetime. The very best that can be done is simply to direct the student what to study, how to study, and how to apply the knowledge acquired by that study; and the work may be regarded solely as an introduction to the limitless field of literary productions.

The course is given in a series of masterpieces, so selected and arranged, and supplemented by such other study as will secure the following results: (1) A definite knowledge and appreciation of a number of English classics; (2) a definite knowledge of literary elements; (3) a general knowledge of the great periods in the development of English literature; (4) a distinct conception of the nature and of the various types of literature; (5) the development of the imagination, of the critical powers, and of a taste for that which is pure and lofty in literature.

Special attention will be given to Shakespeare and the Elizabethan Age, and to Tennyson and the Victorian Age. Changes will be made from year to year in the authors and works chosen, but every year one or more of Shakespeare's plays will receive thorough and detailed study in the class-room. Tennyson will be used for illustrating rhythm and tone color in English verse, and the relation of metre to substance.

Throughout the course students will be required to do a certain amount of reading in the library under the teacher's direction, and report to the class a brief outline of such work.

Topics bearing upon the course pursued will be assigned from time to time for essays and for general discussion.

ELOCUTION

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

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 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 all kinds of training which tend to 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.

Regarding a correct interpretation and an appreciation of the literary and aesthetic value of a selection as the first requisites for good reading, advantage will here be taken of the work done in English literature. The masterpieces there studied and interpreted will be used for material in the practice of expression.

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HISTORY

Results, in the study of history, depend very largely upon the method used in teaching the facts. "The most precious things history has to offer may be missed by one who is chiefly employed in memorizing it." Lists of names and places are valueless except for the interesting incidents which they represent, and the incidents, singly, must be made to appear in the relationship of causes and effects to realize the chief benefit from history. It is intended, in our course, to leave in the student's mind a clear outline of important events in their relations to one another, and some knowledge of the characteristics of each nation studied. The physical geography of a region is the matter of first importance, and, for this reason, maps are kept always before the student, during recitations, so that he may observe how the physical features of a country have affected the course of its history. To reinforce the text-books, a well selected and practical library is at hand, and valuable additions are being made to it, as rapidly as circumstances will permit. In our necessarily brief course it is our aim to firmly fix in the mind a connected line of important, but not too numerous, facts and dates, to serve as nuclei around which the student may group the facts that may come to him in the future, by study or otherwise.
ARTS

PENMANSHIP

In order to write well, the student must have a correct mental picture of what is to be written and the ability to reproduce that picture with pen, pencil, or crayon. The practice drills must be closely watched or a faulty habit will be confirmed rather than eliminated. The time required to acquire a correct mental picture of a letter, compared with the time required to train the muscles to make it easily and rapidly, is very little, hence we devote the greater share of the time to training the muscles. Movement is the mainspring of any good writing system, and muscular movement is, by all authorities, acknowledged to be the best.

Classes will be organized in both vertical and slant writing, the movement exercises being nearly the same, but the position at the desk and the manner of holding the pen being different. We think the vertical system of writing the best for pupils in the public schools, and that great care should be taken to teach them to write and not to draw the letters.

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. Classes in vocal music form a part of the regular programme of the Freshman and Junior years. The course includes both cultivation of the voice and instruction and practice leading up to rapid sight reading of easy music. The best methods of teaching music in the public schools are presented in theory and illustrated in the work of the classes. The classes are large and enthusiastic, and the work done in them adds much to the pleasant features of the life of the school.

DRAWING

Regular classes in drawing are made a part of the daily programme. The ability to express one's self 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 most important studies in our common school course.

The course pursued is based upon the series recommended for use in the public school 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.
PHYSICAL EDUCATION

A new and well equipped gymnasium is one of the principal features of the school. The system taught is the Swedish (Ling) system, elaborated by the late Baron Nils Posse, graduate of the Royal Central Institute of Sweden, and is based upon the laws of anatomy, physiology, psychology and animal dynamics. The marked features of the system are its "Day's Order," which includes exercises for all of the muscles of the body equally as well as for the body as a whole; the scientific "Progression" from exercise to exercise, lesson to lesson, week to week, based on change of base, lever and weight, and the exercise being done to "commands" requiring prompt and exact response, the aim being the harmonious development of mind and body under the complete control of the will. Particular stress is laid upon the work in gymnastics being a recreation as well as a re-creation.

In the steady advance of civilization too much attention has been given to mental training at the expense of the physical health, and this system of gymnastics is now being introduced through the Normal schools into all the grade schools of the United States, thereby counteracting the bad tendencies of school life, such as round shoulders, narrow chests, curvatures of the spine, poor circulation and their attendant evils.

There are two departments in this work, i.e., regular drill for the personal benefit of the students, and a course in theory to fit students to teach gymnastics in grade schools. Student taking theory are given an opportunity in the gymnasium for practice teaching.

Note.—Rubber soled or soft soled shoes are required for all students taking the gymnastic work, and a special suit for the young ladies, consisting of loose waist and divided skirt of navy blue cloth. Unless the young ladies can procure one of these suits to pattern after, it will be well for them to wait and have them made after having consulted the instructor.
TRAINING DEPARTMENT

The Training Department presents the work of a graded public school of nine grades, in which two hundred children are enrolled. The department is under the general supervision of the President and the special supervision of the Principal of the Training work, assisted by a competent corps of critic teachers. The actual work of teaching is done in the main by the members of the Senior Class. Each member of the class teaches three hours per day for a period of twenty weeks. Preceding the work of teaching, comes twenty weeks of preparation in General and Special Methods based on a thorough course in Psychology as applicable to the Science of Teaching. The courses in Special Methods will present definite outlines of the grade work in each of the common school studies, calling also for original work on the part of the student in the preparation of lesson plans and showing the manner of presenting the subject in hand. A study will also be made of adaptation of methods to ungraded school work. In all discussions, general principles will be kept steadily in view, with full scope in matters of detail allowed to the originality of the student. The intention is to make self-reliant teachers, who know how to think and act for themselves under whatever conditions they may be placed.

The work of actual teaching, under the helpful supervision of experienced critic teachers, will prove invaluable to the student teacher. Daily meetings, corresponding in purpose to grade-meetings, will be held for both general and individual discussion of work. No pains will be spared to encourage, advise, and assist student-teachers in the spirit of helpful friendliness. All will be thrown, however, on their own resources as far as possible, in order to develop self-reliance and originality of device.

In addition to the experience gained in teaching, it is worth much to the student to become familiar with the standards of a well conducted public school. High ideals of work are kept constantly in view, and the most excellent results are striven for in all the grades. Practical school management, based on hearty co-operation between pupils and teachers, is exemplified in the work of each day. The student, in this instance, learns much by seeing as well as by doing.
EXPLANATORY NOTES

INDIVIDUAL WORK

The effort is made to render the work, as far as possible, individual. Each grade is divided into sections, through which the child can progress, by means of home work, as rapidly as he is able, at the same time all reciting together on daily set work. As each section of work is completed, it is carefully reviewed, so that thoroughness and accuracy are assured. The opportunity offered the children to win promotion to another grade before the close of the term serves as a stimulus to the most earnest effort. The hour between 8 o'clock and 9 o'clock in the morning is used for individual instruction by the teachers.

The children are also invited to come for two or three hours of instruction each Saturday. Many avail themselves of the opportunity, and very satisfactory results are reached. The evils of the rigidity of the graded system are largely overcome by this plan, and the quicker children are not necessarily retarded by the slower ones. All are stimulated to do their best. No confusion nor serious inconvenience results in the management of the grades.

USE OF HOLIDAYS

The holidays are used as centers of thought for much of the supplemental work. Thanksgiving, Christmas, Washington's Birthday, Arbor Day, and Decoration Day each furnish an idea to be developed and expressed through recitation and song. The days themselves are celebrated with much interest by the children.

STORY WORK AND HISTORY

The main object of this work is character building, although the pupils grow rapidly in power of expression and knowledge of subject matter. In the first two grades, the method is oral presentation by the teacher, followed by oral reproduction and discussion by the children, accompanied by blackboard drawings. In the grades above the second, the method is oral presentation by the teacher, followed by discussions and both oral and written reproductions by the pupils. Special incidents and facts are related by the teacher and from these the pupils draw the general conclusions as to character or conditions. The good characters are made strong, and the bad ones touched upon only enough to make the story true, and to give prominence to the good by contrast. The reproduction papers are examined by the teachers and returned to the pupils that the necessary corrections may be made.
NATURE STUDY

The objects of the nature study are to bring the student into sympathy with and give him a knowledge of his surroundings, to cultivate habits of careful observation and investigation, to improve his expression, both oral and written, and to inspire a reverence for the Creator. Things, not books, are studied. When a pupil has discovered a thing for himself, he is allowed to tell it, and later to write it. The papers are corrected and returned in the same way as those in history.
FIRST YEAR

Reading—Taught by a combination of the phonic and word methods. The work is confined to script until about one hundred words are mastered. These words shall be those that occur in the first twenty-five pages of Barnes’ First Reader. Children are taught to recognize these words either isolated or in sentences, whether written on the blackboard, on large pieces of cardboard, on small slips of paper, or on charts prepared by the teacher. They shall be led to restate dissected sentences, and combine these sentences to form short stories which are written on the blackboard. The transition from script to print made gradually and easily, continuing the script reading side by side with the print. All new words developed and presented in both script and print before being taken up in sentences and stories. Pupils taught to copy words and sentences, and later to copy the reading lessons of the book on paper in neat script. Very easy supplementary reading introduced as early as possible. Complete Barnes’ First Reader.

Spelling—Children taught to spell by letter each new word as it occurs in the reading lesson, first with the word in sight until they become familiar with the forms and names of the letters, and later from memory. They shall be led to restate dissected words both in script and print. Both oral and written work.

Phonics—Recognition of simple words spelled by sound. Spelling some words in like manner. Long and short vowels with diacritical marks. Simple consonants. Recognition of new words formed from sounds previously taught. Much drill with phonetic cards and charts prepared by teacher.


Drawing—Type solids. Nature forms and common objects resembling these type solids. Pictures in which objects resembling these types may be found. Color. Clay modeling. Drawing.

Color—Six standards.

Number—1 to 10 inclusive. All possible combinations and separations. Each number taught concretely and according to the following order: 1. Review of preceding numbers. 2. Development of new number. 3. Perception of new number. 4. Measuring by all preceding numbers. 5. Drill on combinations and separations. 6. Applica-
tion. Perception cards, charts, and objects used. Fractions $\frac{1}{6}$, $\frac{1}{4}$, and $\frac{1}{8}$ taught concretely. Use of fraction chart, giving many problems involving reduction, addition, subtraction, multiplication, and division. Inch, square inch, cubic inch, gill, pint, and quart taught by actual measurement. Figures introduced during the later part of the year. Teach signs soon after figures.

Story Work—Object, character building and the cultivation of language. Stories from Scudder’s Book of Folk Stories, Aesop’s Fables, Anderson’s Fairy Tales, and Grimm’s Fairy Tales. Only those stories having a direct bearing on character and inculcating good morals shall be selected. Stories told by teacher and reproduced by children. Particular incidents and characteristics given by teacher, general inferences drawn by class. Much attention given to correct oral expression.

Nature Study—The child’s surroundings form the basis of this work. The objects are to bring the child into sympathy with nature, and to cultivate habits of close observation and correct expression. The work is confined mostly to animals and plants, although the different forms of water are studied. Approach everything from the side of life and action. Do not enter too largely into structure. Cultivate accuracy and truthfulness by leading the child to state exactly what he sees.

Human Body—“My body is the house in which I live.” Proper care of the body, as to cleanliness, neatness, clothing, habits of eating and drinking, exercise and rest.

SECOND YEAR

Reading—Barnes’ Second Reader. Develop idea and drill upon each new word by pronouncing, writing and using in sentences. Supplementary work from other readers and periodicals adapted to the grade, such as Babyland, Primary Monthly, etc.

Spelling—Words from other lessons. Oral and written.

Phonics—Continuation of work of first year. Much practice in marking words of more than one syllable, also those containing silent letters.

Writing—Upright System. Similar to first year. Use pen and ink. Copying in connection with other lessons.

Drawing—Work of first year continued and developed on form study.

Color—Standards, tints and shades of red, orange and yellow. Work with colored papers and sewing threads on white backgrounds.

Number—Numbers from 10 to 100 inclusive. All possible combinations and separations to 20. Beyond 20 teach carrying and borrowing. Work kept largely concrete by means of splints arranged in bundles of tens. Pupils not forced to abstraction, but allowed to lead the way. Fraction work from chart, similar to first year. Teach one-third, one-
CATALOGUE OF THE

sixth and one-ninth. Measurements as far as numbers taught will allow. Time by clock. Roman numerals to L. Multiplication table to Sevens.


Nature Work—Review work of first year, making it more thorough and paying special attention to adaptation of parts to use. External (not internal) structure. Study plants, animals, water, air, winds and soil making.

Physiology—Parts of the body, i.e., head, neck, trunk, limbs. Uses and proper care of the same.

THIRD YEAR

Reading—Barnes’ Third Reader to page 150. New words in each lesson treated the same as in second grade. Supplementary work of a similar nature. Work in phonics continued, teaching the remainder of the simple sounds.

Spelling—Words from other lessons.

Writing—Upright System. Book III.


Color—Standards, tints and shades of green, blue and violet. Neutral gray backgrounds. Designs following the advancement of the Form and Nature Work.

Number—To 1000. Complete multiplication tables. Much rapid drill in the four fundamental processes. Review previous fraction work introducing 12ths. Continue work in measurements. Roman numerals to C. Fish’s Arithmetic, Book I, to page 59.

Story Work—The Story of the Argo, Story of Thebes, Story of Troy and Adventures of Ulysses and Aeneas.

Nature Study—Similar to preceding year, but going farther into structure and special characteristics. Work of water in connection with soil-making. Heat.

Physiology—More external structure. Location, description, uses and care of parts.

Geography—Position words; terms right, left, front and back applied to school-room; horizon; cardinal and semi-cardinal points; plan of school-room; map of school block; map and description of Monmouth; map and description of township, including boundary, surface, drainage, productions, cities and principal villages, exports and imports, etc. County same as township. Sand molding and map drawing.
FOURTH YEAR

Reading—Complete Barnes' Third Reader. Fourth Reader to page 140. New words treated same as in previous grades. For supplementary work, Hans Anderson's Fairy Stories, Little Lord Fauntleroy, Helen Jackson's Cat Stories, Aesop's Fables, Mopsa Fairy, etc.

Spelling—From other lessons. Reed's Word Lessons to page 50.

Writing—Upright System. Book IV.


Construction—Making models from objects and patterns.

Color—Two hues between each two standards. Solar spectrum.

Arithmetic—Complete Fish's Book I. Much supplementary work. Drill with fraction chart. Teach one-fifth and one-tenth.

Story Work—Biographies of early American explorers and settlers.

Nature Study—Review work of preceding years, leading to general classification. Some common minerals.

Physiology—Structure, including bones and muscles, nervous, digestive and circulatory systems.


General work on North America. Map drawing.

English—Maxwell's First Book in English to page 84. Dictation exercises.

FIFTH YEAR

Reading—Complete Barnes' Fourth Reader. For supplementary work, the following: King of the Golden River; The Double Story, George McDonald; Wonder Book, Ruskin; Water Babies, Chas. Kingsley; Hawthorne; Parts of Hiawatha; Short Poems from Longfellow, etc.

Spelling—Reed's Word Lessons to page 75.

Writing—Upright System. Book V.


Arithmetic—Fish's Book II to page 109. Continue work with fraction chart. Many supplementary problems from other sources. Particular attention given to analysis.

Story Work—Biographies of early American explorers and settlers.

Physiology—Alcohol. Its discovery, description, manufacture, characteristics, uses, and harm done by it to organs of the body previously studied.

Geography—General work on the continents of South America, Europe, Asia, Africa and Oceanica. Map drawing.

English—Complete Maxwell’s First Book in English. Supplementary work. Dictation exercises. Weekly essays of one hundred words each, concrete subjects.

SIXTH YEAR

Reading—Fifth Reader to page 166. For supplementary work, the following: Rip Van Winkle; Kingsley’s Greek Heroes; Hawthorne’s Biographical Stories; Being a Boy, by Warner; Poems from Longfellow and Whittier; the Pansy Series; Swiss Family Robinson, etc.

Spelling—Reed’s Word Lessons, page 73 to page 113.

Writing—Upright System. Book VI.


Story Work or History—French and Indian War, together with surrounding incidents and events. Taught through the biographies of important characters in the same.


Physiology—Tobacco; the plant, discovery, cultivation, manufacture, uses, harm done by it to organs and secretion of the body. Opium, laudanum, morphine.

Geography—Astronomical, physical and political.


SEVENTH YEAR

Reading—Complete Fifth Reader. For supplementary work, the following: Gulliver’s Travels, The Snow Image, Don Quixote, Pilgrim’s Progress, Selections from Snow Bound, Louisa M. Alcott’s works, Poems of Longfellow and Whittier, etc.

Spelling—Reed’s Word Lessons, page 113 to 153.

Writing—Upright System.
STATE NORMAL SCHOOL

Drawing—Representation. Square plinth. Square pyramid. Similar objects, single and in groups. Type models in light and shade. Decoration. Examples from the Greek, original design.
Arithmetic—Fish’s Book II, to page 232. Many supplementary problems. Particular attention given to analysis and logical reasoning.
History—Period from close of French and Indian War to Washington’s administration.
Physiology—Smith’s “The Human Body and Its Health,” to page 120. Supplemented by experimental work and the study of specimens.
Geography—Special work on the United States, Canada, Mexico, Central America and West Indies.

English—Finish Maxwell’s Introductory Lessons. Essay of one hundred words every week.

EIGHTH YEAR

Writing—Upright System.
Construction—Continue work of previous year. Compass and rules used in the solution of Geometric problems and the making of constructive drawings.
Arithmetic—Finish Fish’s Book II. Special training in processes of logical reasoning. Much supplementary work.
History—From Washington’s administration to the present date. Barnes’ School History supplemented by biographical work.
Geography—Special work on South America, Europe, Asia, and Africa. Review.

English—Maxwell’s Advanced Lessons. One essay each week.
NINTH GRADE

FIRST TWENTY WEEKS

SECOND TWENTY WEEKS
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<td>9:15—9:30</td>
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<td>Drawing</td>
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### STUDENTS

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### Senior Class, B

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<td>Brown, Grace</td>
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<td>Depew, Inez Eva.</td>
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<td>Fisher, Ralph Burtress</td>
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<td>Frost, Ella</td>
<td>Jordon</td>
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<td>Gray, Laura Genevieve</td>
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<td>Harper, Ida</td>
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<td>Venator, Edna Rose</td>
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### Junior Class, A

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<td>Blume, Carolina Gabrielle</td>
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<td>Collins, Charles</td>
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<td>Dunlap, Ella Belle</td>
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<td>Eaton, Cassie Marie</td>
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<td>Goff, Lorvinia Nancy</td>
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<td>Hogue, Mrs. Mayme Bryant</td>
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<td>Howell, Edythe Mae</td>
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<td>Kingery, Willie H</td>
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<td>Lamb, Harry Stanley</td>
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<td>Maxwell, Frank Marion</td>
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<td>Murphy, George Washington</td>
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CATALOGUE OF THE

Junior Class, A — Continued

Name. Address.
Noble, Jennie Rachel. Oregon City
Richardson, Effie Independence
Rice, Frank Harrisburg
Riddell, Edward Geary Monmouth
Robinson, Martha Elvira Junction City
Robinson, Raymond Ransom Junction City
Simmons, Mabel Bertha Eugene
Smith, Walter Milton Salem
Taylor, Maude Susan Pendleton
Thompson, Anna Bell The Dalles
Vance, Woodford E. Monmouth
Vernon, John Henry Rickreall
White, Marian Isabelle Eugene
Whitaker, Frank Lessly Independence
Younger, Earnest Frank Monmouth

Junior Class, B

Allen, Bertha Maude Monmouth
Baker, Ira C. Oregon City
Bradley, William Eston Parkers
Brown, Frances Monmouth
Bryant, W. C. Monmouth
Cartmell, Mary Maude Monmouth
Cartmell, Harvey Monmouth
Collins, Blanch Kate Halsey
Collins, William Ewing Independence
Craven, Willard Elbert Monmouth
Evans, Edward S. Halsey
Fennell, Ella Independence
Grimsley, Mattie Lee Woodville, Cal.
Grimsley, Virgil H. Woodville, Cal.
Grugett, Almus Theodore Halsey
Hager, Clara Cresswell
Hampton, Arlie Craven Monmouth
Harty, Zella May Amity
Harwood, Lillian M. Cienada
Hawley, Maude Elsie Monmouth
Hembree, Maude Cleone Monmouth
Humphrey, Elizabeth Newport
Ireland, Glenn O. Monmouth
Latham, Erma Julia Hillsboro
LeMasters, Bertha Armada Monmouth
Lemon, Ethel Pheobe Monmouth
### Junior Class, B — Continued

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</tr>
<tr>
<td>Riddell, David Rae</td>
<td>Monmouth</td>
</tr>
<tr>
<td>Scroggs, Myrtle Marie</td>
<td>Independence</td>
</tr>
<tr>
<td>Wilson, Ben</td>
<td>Monmouth</td>
</tr>
<tr>
<td>Wilson, Bert M.</td>
<td>Halsey</td>
</tr>
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</table>

### Freshman Class, A

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
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<tbody>
<tr>
<td>Adair, Inezelle</td>
<td>Noble</td>
</tr>
<tr>
<td>Allard, Maranina</td>
<td>Troutdale</td>
</tr>
<tr>
<td>Allard, Grace</td>
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<tr>
<td>Baker, Elizabeth</td>
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</tr>
<tr>
<td>Baker, Robert Wayne</td>
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<tr>
<td>Bryant, Jesse C.</td>
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</tr>
<tr>
<td>Butler, Omer Kenneth</td>
<td>Dufur</td>
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<tr>
<td>Butler, Vance L.</td>
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<tr>
<td>Childs, Sheba Mae</td>
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<tr>
<td>Connell, Jennie</td>
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<td>Cornwall, Phoebe Cathrine</td>
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<td>Craven, Hood</td>
<td>Dallas</td>
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<td>Davidson, John Halbert</td>
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<td>Eaton, James Nathan</td>
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<td>Gill, Grace</td>
<td>Selc</td>
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<tr>
<td>Grigsby, Lula Gertrude (deceased)</td>
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<tr>
<td>Ground, Mabel Clair</td>
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<td>Galbraith, Ethel Jane</td>
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<td>Hall, Ethel Ernestine</td>
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<td>Haley, Tanny Frank</td>
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<td>Hedges, Pearl Leon</td>
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<td>Holman, Fred J.</td>
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<tr>
<td>Kupkendorf, Ivy Mabel</td>
<td>Monmouth</td>
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<tr>
<td>McArthur, Alice May</td>
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<td>McCabe, William Lee</td>
<td>Monmouth</td>
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<tr>
<td>McGrew, Florence Jean</td>
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<tr>
<td>Millard, Archibald Edgar</td>
<td>Sheridan</td>
</tr>
<tr>
<td>Name</td>
<td>Address</td>
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<tr>
<td>----------------------</td>
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<tr>
<td>Mock, Ella E.</td>
<td>Elmina</td>
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<tr>
<td>Mumpower, Annie Belle</td>
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<td>Myer, Georgia Beatrice</td>
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<td>Parry, John Matthew</td>
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<td>Pettyjohn, Ella Mary</td>
<td>Butler</td>
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<tr>
<td>Pitney, Ina</td>
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<td>Powell, Lora X.</td>
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<tr>
<td>Roberts, Charoletta Agnes</td>
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<tr>
<td>Robinson, Reuben Hynson</td>
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<td>Robinson, Lee</td>
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<tr>
<td>Runnels, Glennie R.</td>
<td>North Yamhill</td>
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<td>Simpson, Claude Dee</td>
<td>Kings Valley</td>
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<td>Smith, Rosa Esther</td>
<td>Monmouth</td>
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<tr>
<td>Storts, Katie Marsh</td>
<td>Woodburn</td>
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<td>Stump, Lora Catherine</td>
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<td>Taylor, Edna Myrtle</td>
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<td>Thielsen, Edward Western</td>
<td>Rickreall</td>
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<tr>
<td>Thompson, Mrs. May Bertha</td>
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<td>Turnbow, Zula Alta</td>
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<td>Vincent, Ida May</td>
<td>Monmouth</td>
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<tr>
<td>Wyman, Martha</td>
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**Freshman Class, B**

<table>
<thead>
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<th>Name</th>
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<tbody>
<tr>
<td>Anderson, Lizzie Ella</td>
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<td>Baughman, Ollie Edna</td>
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<tr>
<td>Boals, Robert Tilden</td>
<td>Mayger</td>
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<td>Boothby, Claude Herbert</td>
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<td>Bowman, Alma Isabell</td>
<td>Hillsboro</td>
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<tr>
<td>Bradley, Hattie May</td>
<td>Parker's</td>
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<td>Butler, Lenora</td>
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<tr>
<td>Butler, Mitchell M</td>
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<tr>
<td>Carter, Marion Daniel</td>
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<tr>
<td>Cook, Cassie D.</td>
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<tr>
<td>DeWitte, Jesse Porter</td>
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<td>Edmiston, Earnest Terman</td>
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<tr>
<td>Fulkerson, Lois Fay</td>
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<td>Ghormley, Nellie Virginia</td>
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<td>Gill, John</td>
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<td>Gill, Joseph Henry</td>
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<td>Haines, Mary Mabel</td>
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<td>High, Dora Estella</td>
<td>Tillamook</td>
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<td>High, Ida M.</td>
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<td>Hingley, Marie</td>
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**Freshman Class, B — Continued**

<table>
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<tr>
<td>Holder, Nelly Z.</td>
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<td>Holt, Alva Smith</td>
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<td>Houck, Edith J.</td>
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<td>Ingram, Rose Mildred</td>
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<td>Ireland, William Willard</td>
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<td>Jennings, Martha Jane</td>
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<td>Johnson, John Kelsey</td>
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<td>Lee, Myrtle</td>
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<td>Lehmann, Louisa Belle</td>
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<td>Pillett, Adolphus Stephen</td>
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<td>Reeves, Hannah</td>
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<td>Rosendorf, Edward Zed</td>
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<td>Serling, George Albert</td>
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<tr>
<td>Shortridge, Carl Faulconer</td>
<td>Dolph</td>
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<tr>
<td>Stringer, Gilbert Gay</td>
<td>Lebanon</td>
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<td>Stringer, Chester Adre</td>
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<td>Ward, Nettie M.</td>
<td>Fulton</td>
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<td>Withers, Ora</td>
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<td>Withers, Mary Myrtle</td>
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**Sub-Normal Class**

<table>
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<tr>
<td>Bown, Harry Leslie</td>
<td>Elmira</td>
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<td>Bunyard, Roy Dan</td>
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<td>East, Mona</td>
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<td>Fisher, Chas. F.</td>
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<td>Mason, Lula May</td>
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<td>McBeth, Clifford</td>
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<td>Miller, Malcom Bloomford</td>
<td>Shelburn</td>
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<td>Peters, James William</td>
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<td>Randall, John</td>
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<td>Randall, Claud</td>
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<tr>
<td>Rehwalt, Nellie Wilhelmina</td>
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<tr>
<td>Serling, Andrew Benj.</td>
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<tr>
<td>Stanton, George Franklin</td>
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<td>Taylor, Maude Vinna</td>
<td>Corvallis</td>
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<td>Welch, Justin Sherman</td>
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<tr>
<td>Wheeler, Grace Mandell</td>
<td>Washington City, N. Dak.</td>
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**Special**

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<tr>
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<tr>
<td>Frost, George Marquis</td>
<td>Jordon</td>
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<td>Ground, Lottie Luella</td>
<td>Monmouth</td>
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<tr>
<td>Smith, Mary Etta</td>
<td>Astoria</td>
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</table>
TRAINING DEPARTMENT

First Grade
Byers, Della Maude
Byers, Ralph
Bidwell, Edna
Chute, Blanche Victoria
Craven, Lora Alice
Crosby, Earl
Crowley, Douglas
Crowley, Wendell Hobert
Flynn, Charles James
Hoskins, Walter
McGonigle, James Philip
McGonigle, William George
Rose, Nancy Florence
Smith, Hugh Isaac
Taylor, Adolphus
Vincent, Elsie

Second Grade
Allen, Hattie May
Bruce, Berners Saxon
Bunyard, Osa Lee
Butler, Cletus
Beli, George
Campbell, Lucia Eugenia
Campbell, David Beozly
Chute, Ray William
Church, Sophia
Cockle, Olive
Crisp, Wren
Crosby, Lloyd Manley
Dalton, Walton Lee
Fream, Bertha Stella
Hefley, Florence Maude
Heffron, Charles Arthur
Hosner, Archie Nichols
Lemmon, Henry
McClure, Walter
Murphy, Mary Alice
Portwood, Elta Dee
Powell, Lois Phoebe
Stump, Darelle Bovine
Staats, Lloyd Denzie
Vincent, Pearl

Third Grade
Arrant, Burton Perry
Butler, Ella Elizabeth
Butler, Fern Roxie
Byer, Alva Jason
Campbell, Catherine Elizabeth
Campbell, Agnes Doretta
Crisp, Benjamin Sydney
Flyn, Peter John
Holt, James Robert
Landess, Fred Lee
Lemmon, Plym
Mulkey, John
Mulkey, Elizabeth Zero
McGonigle, Bessie Eila
Russell, Ada
Stans, Anna
Stine, Harry Moran
Stockman, Elmer Murry
Smith, Ruth McNary
Turnbow, Guy Julius
Teale, Charles Gardner
Vincent, Jesse
Fourth Grade

Burnett, Verda Leah
Burnett, Elba
Butler, Frank
Butler, Dell Lee
Bruce, Robert George
Bell, Edith
Campbell, Irma Lee
Force, Milton
Holt, Albert George
Johnson, Philip Thurman

Mason, Ina Gertrude
Percival, Glenn William
Sicafoose, Anna Bell
Strain, Walter Clyde
Stevens, Lyle
Sloper, Josie
Turnbow, Lena Edna
Tatum, Zell
Younger, Nora May

Fifth Grade

Allen, Ruby Sarah
Allen, Clarence
Arrant, Elbert
Bunyard, Mabel Della
Butler, Lester Dallas
Clodfelter, Minnie Catharine
Craven, Sarah Ethel
Cockle, Sarah Elizabeth
Crowley, Graves
Dalton, Crsby Bentley
Fream, Susan Edna
Hoskins, Alice Louisa
Hoskins, Frank Frazer
Hampton, H. Arthur

Heffron, Wallace Ames
Ireland, Bessie Fay
Meyer, Sadie Eunice
Metzler, Walter
Powell, Burns Robert
Stout, Wilma Edith
Stout, Jane Edna
Stengel, Louise Gusta
Sloper, Josephine Rata
Shortridge, Elta
Wyman, Lillie Ella
Mulkey, Nellie Pearl
Letcher, George

Sixth Grade

Byers, Ada May
Bentley, Albertine Frances
Boothby, Lida Grace
Butler, Dean
Butler, Ralph Emerson
Butler, Willis Doie
Bailey, Robert
Church, Merrie
Campbell, Alberta Winifred
Crowley, Azilia Emma
Crowley, Fred Solomon
Dalton, Wilma Stella
Ebbert, Elbie Munroe
Grounds, Velma Veda
Halleck, Pearl Ora
Hampton, Estella Grealy

Hoskins, Edith
Hoskins, Effie
Grigsby, Savannah
Ireland, Fred Melvina
Landess, Pearl Ora
Metzler, Amanda Aurelia
Mulkey, Eva Mary
Moshier, Lee
Rose, Burrus Estes
Smith, Roy Marion
Stockman, Marion Lyman
Le Masters, Willis Winfield
Teale, Dee James
Vincent, Ira Vincent
Younger, Iva Estella
Wyman, Hilda Anna
Seventh Grade

Applegate, Jessie Margaret  
Crowley, Stella Katherine  
Coquilette, Frank  
Fisher, Alice Sarah  
Fream, Clarence Ralph  
Hall, Erma  
Holt, Mary Maude  
Holt, May Viola  
Heffron, Jessie Catherine  
Lemmon, Enice Lydia  
Lemmon, Pearl Sampson  
Landess, William

Mulkey, Ollie Bell  
McGowan, Grace Lucile  
McGonigle, Dollie Dorothy  
Morehead, Hugh  
Kibbey, Hattie Augusta  
Riddell, Leslie  
Rose, Pearl Lemuel  
Stump, Herschel Solomon  
Stengel, Esther  
Turnbow, Claude  
Vincent, Clarence Cornelius  
Vincent, Ralph Oliver

Eighth Grade

Boothby, Opal  
Bryant, Daisy Pearl  
Bell, Alice  
Byers, Orrin Durwood  
Chamberlain, Rida  
Craven, Alva Hubert  
Crosby, Walter Olin  
Dalton, Ada  
Davidson, Horner  
Edmiston, Bessie  
Butler, Glenn  
Bunyard, Ewell Elmer  
Fisher, Esther  
Huber, Edward  
Kramer, Burt Grafton

Kuykendall, Roy  
Mulkey, Gussie  
Mulkey, Gertrude Edna  
Parks, Clyde  
Parks, Elsie  
Russell, George Lee  
Stengel, Mary Jane  
Stengel, Martha  
Simpson, Essie Edna  
Simpson, Jessie Edwin  
Starts, Ray  
Stump, Park Lucian  
Stevens, Ray Gaston  
Wyman, Paul Herman  
Wilson, Morris Merrick

Ninth Grade

Arrant, Winifred Linden  
Arrant, Vietta Joyce  
Bentley, Marion Clare  
Byers, Mable  
Byers, Emma Lucas  
Byers, Amy  
Force, Carrie Elizabeth  
Houck, Edith Jane  
Bunyard, Roy Albert  
Baughman, Truman

Dewitt, Jesse  
Holt, Aule Vernan  
Kibbey, Henry Garfield  
Kramer, Della Jane  
Morgan, Rose Ann  
Lewis, Donald L  
Russell, William  
Tucker, William P.  
Wyman, Lydia  
Stengel, Naomi

SUMMARY—Enrollment 1897-98

Normal Department .................................................. 223
Sub. Normal Department ............................................ 16
Total ................................................................. 239
Training School ...................................................... 219
GRADUATES

Graduates in the Regular Normal Course receive Life Diploma and Degree Bachelor of Scientific Didactics.

Members of the Alumni Association are requested to notify the Secretary of the Faculty by January of each year, of any change in address or occupation.

Officers of the Association for 1897-98

President........................................Fanny G. Porter, '88
First Vice-President..........................C. W. Altman, '91
Second Vice-President.........................Lora Butler, '95
Third Vice-President..........................J. Wimberly, '93
Recording Secretary.........................W. A. Wann, '91
Corresponding Secretary......................Lettie Ground, '88
Treasurer........................................Mrs. J. C. Powell, '88

Executive Committee

Fanny G. Porter, '88.
W. A. Wann, '91.
Lena G. Powell, '88.
Mrs. O. D. Ireland, '88
Tillie Best, '97.

Class of 1883

Hawley, May (Deceased)

Class of 1884

Butler, J. B. V. Sec. State Normal..................Monmouth
Doughty, Millie Teacher........................Templeton, California
Gard, Clara Teacher............................Albany
Glass, Lillian Teacher........................Corvallis
Goodman, D. Esther..............................Portland
Harris, M. Fannie (Mrs. J. V. B. Butler)...........Monmouth
Loughary, Rachel (Mrs. Rev. J. L. Herschner)......Lafayette
Powell, Lillie (Mrs. B. L. Murphy)................Rickreall

Class of 1885

Bredull, A. E. (with the “Examiner”)................San Francisco
Bristow, Kate C. (Mrs. Claude Warren)...............Summit
Bushnell, Jennie (Mrs. Ehrman)......................Junction
Catron, Eugene S. Warehouseman....................Wasco
CATALOGUE OF THE

Copeland, Isaac H. ........ Farmer ......................... St. Helens
Goodwin, Virginia F. ........................................ Portland
Hannum, Nellie (Mrs. Turner) Teacher .................. Ashland, Wis.
McCarty, Mary V. (Mrs. Chas. Charlton) Teacher ...... Salem

Class of 1886

Dobbins, William H. ........................................ Portland
Roberts, William C. ......................................... California
Young, J. E. .................................................. Eugene

Class of 1887

Buchanan, J. A. ................ Principal ..................... Dallas
Cavitt, Sarah E. ................ Teacher ...................... Corvallis
Dunn, Alwilda E. ................ Teacher ...................... Roseburg
Ebbert, Belle .................. Teacher ...................... Monmouth
Harris, H. C. (Deceased) .......... Teacher ...................... Roseburg
Kree, Kate .................... Teacher ...................... Roseburg
Mulkey, B. F. .................. Professor in S. N. S ........ Monmouth
Reeder, L. B. .................. Attorney ...................... Pendleton
Ruble, Viola .................. Teacher ...................... Salem
Sellers, W. T. ................ Teacher ...................... Ukiah
Stevens, Annie (Mrs. Huntley) Teacher ................ Independence
Stevens, Mary (Mrs. Riley) Teacher ................ Portland
Wade, Ida .................... Teacher ...................... Gervais
Wade, Minnie .................. Teacher ...................... Gervais

Class of 1888

Burnett, Robert T. ............ Dentist ...................... Astoria
Carpenter, Wm. S. (Deceased) .... Teacher ....................... McMinnville
Goodnight, Sylvester ........ Teacher ...................... Vancouver, Wash.
Gray, Isabell ................ Teacher ...................... McMinnville
Ground, Lottie S. ............ Teacher ...................... Monmouth
Hamilton, Inez ................ Teacher ...................... Portland
Houck, John A ................ Attorney ...................... Portland
Jakes, Lizzie ................ Teacher ...................... Salem
Jones, C. H. .................. Principal ...................... Salem
Littlefield, H. J. ........... Physician ...................... Newberg
McDaniel, Jean ................ Teacher ...................... California
Butler, Lena (Mrs. I. C. Powell) .... Teacher ....................... Monmouth
Pentland, E. C. ............ Editor “West Side” .............. Independence
Shedd, Solon ................ Prof. In Agricultural Col ........ Pullman, Wash.
Smith, Ida M. (Mrs. S. Goodnight) .... Teacher ................ Vancouver, Wash.
Wann, Thomas A ................ Teacher ...................... Woodville, Cal.
Wimberly, Sarah ................ Teacher ...................... Roseburg
STATE NORMAL SCHOOL

Woodbury, L. May ................................ (Deceased)
Worth, Vidi E. .................................... (Mrs. J. E. Holman) Wellsdale
Worth, William L. ................................. Teacher Porterville, Cal.

Class of 1889

Aiken, Kate M. ......................... Mrs. Dalrymple (deceased)
Barzee, W. E. ................................. (Deceased)
Brodie, Minnie A. ....................... (Mrs. Bond) Teacher Irving
Buchanan, A. J. ................... Independence
Collins, Nellie ................................. Critic Teacher State Normal, S. D.
Cook, W. O. ................................. Merchant Corvallis
Denman, Agnes ............................... Teacher Portland
Fenton, M. F. ................................. Dentist Tualatin
Francis, Ida A. ......................... Teacher Hubbard
Gleason, Minnie E. ............... Teacher Southern Oregon
Goodrich, Minnie E. ............... (Mrs. O. D. Ireland) Monmouth
Grinnell, Sophia ...................... Teacher Astoria
Hawley, Curtis L. ................ Miner Albany
Houston, Edward R. ................. Clerk Pleasant Home
Lake, Estella M. .................. (Mrs. Hilliard) Salem
Lee, Claire B. ................................. Teacher Salem
Lee, N. Eva. ................................. Teacher Lafayette
Lewis, Le Roy ..................... Dentist Albany
Maxwell, Ida E. ......................... Teacher Salem
McCulloch, J. W. ................ Lawyer McMinnville
McDaniel, L. Bertha ............... Teacher California
Peters, Orilla ................... Teacher Corvallis
Phillips, Everett J. .............. With S. P. R. R. Co. Corvallis
Porter, Fannie G. ................ Teacher Portland
Porter, Kate I. ......................... Teacher Portland
Powell, Jay F. ......................... Farmer Monmouth
Robinson, Ivy M. ................ Teacher Portland
Sparks, Mabel .................... (Mrs. G. C. Bacon) Oregon City
Vaughn, Libbre ......................... Teacher Independence
Voruz, Emile P. .................... Merchant Baker City
Whiteacre, A. J. ................... Merchant Independence
Whittney, Emma ...................... Teacher Portland
Williamson, May .................... Teacher Wheatland
Woodcock, Ida E. .................. (Deceased)
Worth, Lillian ....................... (Mrs. A. O. Condit) Salem

ADVANCED COURSE—Degree Bachelor of Science

Shedd, Solon ....................... Prof. in Agricultural Col. Pullman, Wash.
### Class of 1890

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Location</th>
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<tbody>
<tr>
<td>Altman, B. C.</td>
<td>Teacher</td>
<td>Troutdale</td>
</tr>
<tr>
<td>Ball, C. A.</td>
<td>Mail Clerk</td>
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<td>Barr, C. W.</td>
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<td>Brodie, Callie</td>
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<td>Cochrane, C. E.</td>
<td>Lawyer</td>
<td>La Grande</td>
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<td>Hawley, W. R.</td>
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<td>Walla Walla</td>
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<td>Perrydale</td>
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<td>New Era</td>
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<td>Pittenger, Maud</td>
<td>(Mrs. H. G. Lake)</td>
<td>Pleasant Home</td>
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<td>Shedd</td>
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<td>Vincent, A. W.</td>
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<tr>
<td>Walter, Mabel</td>
<td>(Mrs. Moffit)</td>
<td>Pacific Grove, Cal.</td>
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<tr>
<td>Winnall, Agness</td>
<td>(Mrs. A. B. Hamilton)</td>
<td>Salem</td>
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### COMMERCIAL CLASS—Receive Business Certificate

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<td>Mumper, C. F.</td>
<td>Farmer</td>
<td>Brooks</td>
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<tr>
<td>Wing, Ben.</td>
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<td>Portland</td>
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### Class of 1891

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<td>Briggs, A. L.</td>
<td>Principal</td>
<td>Butteville</td>
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<tr>
<td>Corothers, Elizabeth</td>
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<td>Salt Lake City</td>
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<td>Davidson, Laura</td>
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<td>St. Paul</td>
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<td>Edmonds, E. E.</td>
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<td>Union Ridge, Wash.</td>
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<tr>
<td>Gilmore, W. A.</td>
<td>Attorney</td>
<td>Seattle</td>
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<td>Gilson, May</td>
<td>Teacher</td>
<td>Jacksonville</td>
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<tr>
<td>Hibbard, Helen</td>
<td>Teacher</td>
<td>Silverton</td>
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<tr>
<td>Higley, Cecelia</td>
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<tr>
<td>Howe, S. L.</td>
<td>Teacher</td>
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<tr>
<td>Hughes, A. B. W.</td>
<td>Farmer</td>
<td>Howell</td>
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<td>Farmer</td>
<td>Monmouth</td>
</tr>
<tr>
<td>Powell, Anna</td>
<td>Teacher</td>
<td>Rickreall</td>
</tr>
<tr>
<td>Riddell, Maggie</td>
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<td>Monmouth</td>
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<tr>
<td>Savage, Alice</td>
<td>(Mrs. Dr. Ketchum)</td>
<td>Independence</td>
</tr>
</tbody>
</table>
STATE NORMAL SCHOOL.

Scofield, Ida R. ............. (Mrs. Fargo) Student .......... Chicago University
Simonton, C. A. ............. Principal Academy ............ Pennsylvania
Smith, E. M. ................ Teacher ........................ Independence
Wann, W. A. ................ Teacher ........................ Monmouth
Wester, C. W. ................ Teacher ........................ Ballston

ADVANCED COURSE—Degree Bachelor of Science

Bailey, F. J. ................ Physician ........................ Klamath

Commercial Class

Gammon, C. P. ................ Student ........................ Chicago University
Kruse, C. W. .................... Farmer ........................ Portland
Mount, O. ....................... Farmer ........................ Silverton
Murphy, C. V. .................... U. S. A. .................... Walla Walla

Class of 1892

Bushnell, H. C. .............. Warehouseman ................ Junction City
Butler, Ralph .................... Farmer ........................ Napa, Cal.
Coats, Mary ..................... (Mrs. Meador) ............... Prairie City
Carr, Ella ........................ Teacher ........................ Salem
DeGraff, Ada ................. Teacher ........................ North Dakota
Dwier, O. S. ..................... Lawyer ........................ Portland
Finley, Gertrude .............. Teacher ........................ Oregon City
Frazer, U. L. .................... Teacher ........................ McCoy
Galloway, Frances ............ Teacher ........................ Weiser, Idaho
Galloway, Mary ............... Professor in S. N. S. ........ Lewiston, Idaho
Ground, Nettie ............... (Mrs. David Poulkes) .......... Portland
Hadley, E. J. .................... Principal ...................... Portland
Hall, Clara ...................... Teacher ........................ Independence
Hall, Frank ...................... Physician ...................... Washington
Hanson, Mabelle .............. Teacher ........................ St Johns
Hanson, Rose ................. (Mrs. Millard) ................ Nevada
Hindman, Fannie .............. Teacher ........................ Baker City
Hoecker, Emily ............... Teacher ........................ Portland
Holt, J. Oscar ................. Teacher ........................ Alaska
Jacobs, Mildred ............ (Mrs. J. F. Clark) .......... Portland
Jordan, H. C. .................. Teacher ........................ Albany
Lake, H. G. ..................... Teacher ........................ Portland
Ledgerwood, W. H. .......... Teacher ........................ Ashland
Long, Finley .................... Teacher ........................ Kansas
Long, Olive ...................... Teacher ........................ Halsey
Mayfield, Tennie ............. Teacher ........................ Viola
Miller, B. C. .................... Merchant ...................... Prineville
Miller, E. A. Medical Student Chicago
Powell, W. H. Principal Cottage Grove
Shanks, Fernando Teacher Mt. Angel
Shirley, I. B. Teacher Greenville
Snell, Cora Teacher Independence
Stockton, Anna (Mrs. Culbertson) Independence
String, Mary (Mrs. Bailey) Junction City
Tetherow, Minnie (Mrs. Hilterbrand) Lewisville
Wade, Lucy Teacher Summerville
West, May (Mrs. W. A. Wann) Monmouth
Williamson, Maud Teacher Wheatland

Commercial Class

Baker, F. A. Clerk Portland
Dimick, J. R. Hubbard
Esson, A. M. Lawyer Portland
Gibson, Dudley Wellsdale
Gill, Roy Editor Sco
Hubbard, H. F. Student Pullman, Wash.
Maybee, Jr., Chas. E. Pendleton
McNamee, Blanche Greenville
Montgomery, F. Student S. N. S. Monmouth
Richardson, L. W. Sco
Smith, R. E. Arlington
Thompson, W. A. Pendleton
Weatherford, Earl Farmer Olex
Yoder, J. S. Needy

Class of 1893

Analy, Birdie Teacher Albany
Baird, Ana G. Teacher Portland
Baker, H. C. Teacher Greenville
Barker, Mary Teacher Echo
Booker, Fannie Teacher Dundee
Casto, Kate Teacher Portland
Coleman, Minnie M. Teacher Medford
Curtis, W. W. Principal Dayton, Wash.
Ely, John K. Teacher Douglas
Fulkerson, A. N. Teacher Scappoose
Grant, Kate (Mrs. Lighter) Portland
Griffith, Helen Teacher Salem
Haley, Iva Teacher Independence
Heintz, Gotlieb Teacher Scott's Mills
Hoag, D. A. Teacher Suver
Hoffman, W. T. .......... Warehouseman .......... Monmouth
Hosmer, J. E. .......... Teacher .......... Silverton
Hosmer, Minnie P. .......... Teacher .......... Silverton
Howell, Susie .......... (Mrs. Stanton) .......... Vale
Jacobs, Olivia .......... Teacher .......... Portland
Jones, Grace .......... (Mrs. A. E. Austin) .......... Woodburn
Kirby, E. G. .......... (Student Medical College) .......... Salem
Kirkwood, Lenore .......... Teacher .......... Portland
Lacy, W. I. .......... Teacher .......... Independence
Ledgerwood, Mamie .......... (Mrs. C. C. Landis) .......... Idaho
Lichty, Ella .......... (Deceased)
McCulloch, Rilla .......... Teacher .......... Ballston
Mcintosh, C. J. .......... Teacher .......... Pilot Rock
Metcalf, Agnes .......... Teacher .......... Salem
Moore, Rose .......... Teacher .......... Monmouth
Morehead, Ora .......... Clerk .......... Monmouth
Mulkey, Hattie .......... Teacher .......... Independence
Page, Ella B. .......... (Mrs. G. L. Seward) Teacher .......... Tillamook
Richardson, M. N. .......... Teacher .......... Scio
Staats, Tracy .......... Teacher .......... Lewisville
Stanton, F. .......... County Superintendent .......... Harney
Steen, C. W. .......... Farmer .......... Milton
Temple, Alice .......... Teacher .......... Salem
Thornton, O. A. .......... Principal .......... Astoria
Towle, J. E. .......... Teacher .......... Amsea
Vintin, Lottie .......... Teacher .......... Grass Valley
Wagenblast, Alice .......... (Mrs. H. Johnson) .......... Petaluma, Cal.
Wann, J. H. .......... Teacher .......... Tulare, Cal.
Wasson, Luella .......... Teacher .......... Moro
West, Maud .......... (Mrs. A. W. Prescott) .......... Salem
Wimberley, Jeanette .......... Teacher .......... Baker City

ADVANCED CLASS—Degree Bachelor of Science

Ball, H. A. .......... Teacher .......... Tualatin
Mcintosh, C. J. .......... Teacher .......... Pilot Rock
Thornton, O. A. .......... Principal .......... Astoria
Truillenger, F. L. .......... Postmaster .......... North Yamhill

Commercial Class

Anderson, Frank .......... Eightmille
Baird, O. E. .......... Woodburn
Briggs, C P. .......... (Deceased)
Cahoon, W. A. .......... Independence
Carey, R. L. .......... Independence
CATALOGUE OF THE

Carothers, Fred A........................................ Dayton, Wash.
 Clem, N. M........................................ Teacher.................... Shedds
 Craven, J. R........................................ Farmer....................... Monmouth
 Davidson, J. L........................................ Student O. A. C............ Corvallis
 Dempsey, Cora........................................ Portland
 Dunnagan, C. A........................................ Silverton
 Flett, Ellis........................................... North Yamhill
 Fouts, Clay........................................... (Deceased)
 Goins, J. H........................................ Bookkeeper.................... Scio
 Geddes, Frank........................................ Business.................... Baker City
 Hemphill, A. C........................................ Clerk....................... Pendleton
 Heron, H. C........................................ Farmer....................... Monroe
 Herron, John........................................ Farmer....................... Monroe
 Hewett, G. G........................................ Farmer....................... Monmouth
 Hurley, G. A........................................ Teacher....................... Independence
 McCulloch, G. A..................................... Farmer....................... Ballston
 Mumper, W. A........................................ Farmer....................... Brooks
 Orchard, J. P........................................ Farmer....................... Sweet Home
 Parrish, H. C........................................ Farmer....................... Hillsboro
 Riddell, Wm........................................... Farmer....................... Monmouth
 Sheed, C. S........................................ Farmer....................... Shedds
 Sitton, F. Ward........................................ Farmer....................... Carlton
 Trullinger, C. S..................................... Farmer....................... North Yamhill

Class of 1894

Allingham, W. W....................................... Principal..................... Junction City
 Andrews, Olive J..................................... (Deceased)
 Beck, Roy E........................................ Principal..................... Gaston
 Biley, J. N........................................ Teacher....................... Jordan
 Briggs, Sadie......................................... (Mrs. Hunter)........... Pullman, Wash.
 Brodie, D. A.......................................... Student Agricultural Col... Pullman, Wash.
 Bunn, Dora........................................... Teacher....................... North Yamhill
 Bunn, Minnie.......................................... (Mrs. U. L. Frazer)....... McCoy
 Casteel, Reecie....................................... Teacher..................... Philomath
 Chestle, Itha.......................................... Teacher..................... Albany
 Cochran, Dan........................................ Teacher..................... Phoenix, Ariz.
 Cornutt, A. F........................................ Teacher....................... Riddell
 Crosby, Nettie........................................ Teacher..................... Monmouth
 Davidson, Bruce................................... Merchant...................... Rowland
 Dealey, Josie E....................................... (Mrs. W. E. McCormack)... Vancouver, B. C.
 DePoeid, Kate......................................... Teacher....................... Ashland
 Elmer, A. D. E........................................ Student Agricultural Col... Pullman, Wash.
 Fouts, Naomi.......................................... Teacher....................... McMinnville
 Fulkerson, Pearl.................................... U. S. A......................... Philippine Islands
 Garrett, J. H........................................ Teacher....................... Pilot Rock
STATE NORMAL SCHOOL

Grousbeck, Gertrude Teacher Cresswell
Hawkins, Marvin O. Teacher Coquille City
Heffebower, E. Teacher Shaw
Heinz, Emma Teacher Scott's Mills
Higgins, Lester Principal Elmira, Wash.
Holland, Ida Teacher Payette, Idaho
Humphreys, Lucy E. Teacher Washington
Hunter, Byron Student Pullman, Wash.
Jackson, T. J. Teacher Salem
Jackson, C. S. Student Stanford University Palo Alto
James, Metta Teacher Eugene
John, Rhoda Teacher Pendleton
Johnson, Alfred Teacher Crescent City, Cal.
Kerby, Frank M. Teacher Idaho
Kramer, Emma Teacher Salem
Mulkey, W. E. Teacher Washington
McCue, Kate Teacher Astoria
Parker, Mary M. Teacher Portland
Parker, Laura V. Teacher Portland
Prescott, Lena V. Teacher Salem
Ringo, R. E. Teacher Coburg
Roe, Carl Editor Wallowa
Sneddon, J. B. Teacher Marshfield
Steen, W. H. Farmer Weston
Swann, Mattie Teacher Crawfordsville
Thompson, Lydia L. Teacher Willard
Thompson, Lucy Teacher Echo
Tilton, C. F. Principal Coburg
Wade, Emma Teacher Summerville
West, Daisy E. Teacher Warrenton
Whiteaker, Bertie Teacher Independence

Commercial Class

Goodrich, Morris M. Farmer North Yamhill
Ground, Blanche Teacher Monmouth
Haley, E. M. Teacher Antelope
Hawley, L. M. Farmer Monmouth
Lamson, Ward K. Teacher Willamina
Macey, E. C. Farmer Harrisburg
McGrew, Curtis A. Farmer Monmouth
Riddell, James Student S. N. S. Monmouth
Riddell, David Student S. N. S. Monmouth
Riddell, E. G. Student S. N. S. Monmouth
Vanderpool, W. W. Farmer Wells
**Advanced Class, 1895**

<table>
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<tr>
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<tr>
<td>Andrews, Marie B.</td>
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<td>Barek, Helena E.</td>
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<td>Goodrich, Luke L.</td>
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<td>Higgins, Lestina</td>
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<tr>
<td>Vining, Irving B.</td>
<td>Professor in S. N. S.</td>
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**Class of 1895**

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<td>Clark, Daisy Julet.</td>
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<td>Tacoma</td>
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<td>Ontario</td>
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<td>Klamath Falls</td>
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<td>McCulloch, Julia X.</td>
<td>Teacher</td>
<td>Salem</td>
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<td>Nash, Eva Aloda</td>
<td>Teacher</td>
<td>Amity</td>
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<td>Nash, Mazie Agga.</td>
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<td>Pender, Albert E.</td>
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<td>Skamokawa, Wash.</td>
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</tbody>
</table>
Pickle, Clara................ Teacher.........................Monmouth
Pooler, Catherine................ Teacher..................Salem
Porter, Mary C..................... Teacher....................Walker
Prescott, Laura May................. Teacher..................Salem
Ranzau, Sarah..................... Teacher...................Grant's Pass
Shedd, Bertha E.................... Teacher....................Shedd
Sleep, Samuel J.................... Teacher....................Marshfield
Smith, Alice M..................... Student, U. of O...............Eugene
Smith, William A.................... Merchant....................Arlington
Staats, Emmett W................... Teacher....................Lewisville
Thomson, Phoebe.................... Teacher.....................Echo
Vining, Irving E................... Professor in S. N. S...............Ashland
Wait, Elizabeth C................... Teacher...................Medford
Watson, Angelina................... Teacher....................Portland
Wolf, E. Helens..................... Teacher.....................Perrydale
Young, Caroline C................... Teacher...................Astoria

Class of 1896
Applegate, Alice A................ Critic Teacher, S. N. S...............Mommouth
Applegate, Eda F.................... Teacher.....................Klamath Falls
Applegate, Moray L................ Student, U. of O...............Eugene
Ausmus, Emma......................... Teacher....................Astoria
Barden, Emma C...................... (Mrs. Wickersham)...........Baker City
Bushnell, Ermine C.................... Teacher....................Salem
Cahoon, W. A......................... (Deceased)..................
Calbreath, Agnes J................... Teacher...................Parker's
Cameron, Bernice.................... Teacher.....................Grant's Pass
Cole, Emma Agnes.................... Teacher....................Portland
Collins, Ednelle..................... Teacher.....................Dallas
Currin, Frances....................... Teacher....................Salem
Darby, Laura M....................... Teacher....................Elkhorn
Darby, Della......................... Teacher.....................Shaw
Davidson, Ostell.................... Teacher....................Shedd
DeWitte, Martha...................... Teacher.....................Crowley
Dotson, Henriette.................... Teacher......................Oregon City
Emmett, F. E......................... Teacher.....................Falls City
Frost, G. M......................... Teacher.........................Jordan
Flynn, Chas........................ Teacher.......................Alaska
Hurley, Gus A....................... Law Student......................Independence
James, Jerusha....................... Teacher......................Eugene
Lammers, Emma K..................... Teacher....................Portland
Lee, Daisy......................... (Mrs. Allen).....................Shedd
Logan, Everett....................... Teacher.....................Douglas
Luce, Ruhama........................ Teacher.....................John Day
Major, Genevieve................... Teacher.......................Harrisburg
Mast, J. W. Bookkeeper Lee
Mitchel, Maud Teacher Cove
Mohlweis, J. G. Teacher Monmouth
McCue, J. C. Teacher Astoria
Nash, M. Anna Teacher Amity
Nosler, Claude Teacher Coquille City
Olsen, Annie Teacher Astoria
Percival, C. Edith Teacher Whiteson
Ragsdale, W. H. Teacher Moro
Richards, Laura C. Postal Clerk Pilot Rock
Seward, Geo. L. Teacher McCoy
Smith, Grace E. Teacher Scio
Smith, Jennie U. Teacher Salem
Thompson, Kate Teacher Needy
Tunstall, Zurilla Teacher Portland
Walker, Mary Teacher Beaverton
West, Rose O. (Student Medical College) Salem
White, Melia C. Teacher Crowley
Wight, J. G. Teacher Dayton, Or.
Woods, Pearl Teacher Albany
Woods, Julia A. Teacher Moro

Advanced Class, 1896

Beck, Roy E. Principal Gaston
McCue, J. C. Teacher Astoria
Smith, Grace E. Teacher Scio

Class of 1897

Anderson, Frances Teacher Prineville
Bales, Gertrude Teacher Wasco
Belshé, Maud Teacher Moro
Best, Tillie Teacher Marshfield
Brians, Eva Teacher Canyon City
Callison, Lena Teacher Marshfield
Clem, N. R. Teacher Idaho
Crass, Henry Teacher Arlington
Darby, Bliss Druggist Salem
Davidson, Bertha Teacher Shedd
Fisher, C. Frank Business Monmouth
Fullerton, Josie Teacher Alsea
George, Blanche Teacher Mitchell
Glover, Edith Teacher Albany
Goodin, M. Astella Teacher Grant's Pass
Gouler, Bertha Teacher Astoria
Gribble, Bertie Teacher Aurora
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Haley, Carrie N.</td>
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<td>Monmouth</td>
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<td>Hall, Opal E.</td>
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</tr>
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<td>Hanville, M. F.</td>
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<tr>
<td>Harrison, Mary A.</td>
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<tr>
<td>Hembree, Evelyn</td>
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<td>Holden, Frances</td>
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<td>Holman, Nella</td>
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<td>Howell, Olivia</td>
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<td>Humphrey, Saxon</td>
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<td>Hunter, Nora</td>
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<td>Hunter, H. C.</td>
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<td>James, G. E.</td>
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<tr>
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<tr>
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<td>Stratton, S. I.</td>
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<td>Sturgill, Elsie (Mrs. J. P. Lucas)</td>
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<tr>
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</tbody>
</table>
CATALOGUE OF THE

Watts, Homer I. Teacher Athena
Wenger, J. S. Teacher Washington
Wilds, Winnie. Teacher Albany
Wilson, Mary. Teacher Stayton
Wood, Jennie. Teacher Canyon City

SUMMARY

Total number of Graduates in Normal Department during 15 years. 436
Number of Graduates at present teaching .......... 307