

ANNUAL CATALOGUE  
1890-1891

OF THE

STATE UNIVERSITY OF WASHINGTON.

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SEATTLE, WASHINGTON.

Announcements for  
1891.-1892

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OLYMPIA, WASH.:  
O. C. WHITE, STATE PRINTER.  
1891.

# CALENDAR.

1891.	Sunday.....	Monday.....	Tuesday.....	Wednesday.....	Thursday.....	Friday.....	Saturday.....	1892.	Sunday.....	Monday.....	Tuesday.....	Wednesday.....	Thursday.....	Friday.....	Saturday.....
<b>July</b> .....	5	6	7	8	9	10	11	<b>January</b> .....	3	4	5	6	7	8	9
	12	13	14	15	16	17	18		10	11	12	13	14	15	16
	19	20	21	22	23	24	25		17	18	19	20	21	22	23
	26	27	28	29	30	31	.....		24	25	26	27	28	29	30
<b>August</b> .....	.....	.....	.....	.....	.....	.....	1	<b>February</b> .....	31	.....	.....	.....	.....	.....	.....
	2	3	4	5	6	7	8		1	2	3	4	5	6	.....
	9	10	11	12	13	14	15		7	8	9	10	11	12	13
	16	17	18	19	20	21	22		14	15	16	17	18	19	20
	23	24	25	26	27	28	29		21	22	23	24	25	26	27
	30	31	.....	.....	.....	.....	.....		28	29	.....	.....	.....	.....	.....
<b>September</b> .....	.....	.....	1	2	3	4	5	<b>March</b> .....	.....	.....	1	2	3	4	5
	6	7	8	9	10	11	12		6	7	8	9	10	11	12
	13	14	15	16	17	18	19		13	14	15	16	17	18	19
	20	21	22	23	24	25	26		20	21	22	23	24	25	26
	27	28	29	30	.....	.....	.....		27	28	29	30	31	.....	.....
<b>October</b> .....	.....	.....	.....	.....	1	2	3	<b>April</b> .....	.....	.....	.....	.....	.....	1	2
	4	5	6	7	8	9	10		3	4	5	6	7	8	9
	11	12	13	14	15	16	17		10	11	12	13	14	15	16
	18	19	20	21	22	23	24		17	18	19	20	21	22	23
	25	26	27	28	29	30	31		24	25	26	27	28	29	30
<b>November</b> .....	1	2	3	4	5	6	7	<b>May</b> .....	1	2	3	4	5	6	7
	8	9	10	11	12	13	14		8	9	10	11	12	13	14
	15	16	17	18	19	20	21		15	16	17	18	19	20	21
	22	23	24	25	26	27	28		22	23	24	25	26	27	28
	29	30	.....	.....	.....	.....	.....		29	30	31	.....	.....	.....	.....
<b>December</b> .....	.....	.....	1	2	3	4	5	<b>June</b> .....	.....	.....	.....	1	2	3	4
	6	7	8	9	10	11	12		5	6	7	8	9	10	11
	13	14	15	16	17	18	19		12	13	14	15	16	17	18
	20	21	22	23	24	25	26		19	20	21	22	23	24	25
	27	28	29	30	31	.....	.....		26	27	28	29	30	.....	.....

AUGUST 17, 1891.....	First Semester begins.
OCTOBER 16, 1891.....	First Quarter ends.
OCTOBER 19, 1891.....	Second Quarter begins.
DECEMBER 18, 1891.....	First Semester ends.
JANUARY 4, 1892.....	Second Semester begins.
MARCH 11, 1892.....	Third Quarter ends.
MARCH 14, 1892.....	Fourth Quarter begins.
MAY 15, 1892.....	Baccalaureate Sermon.
MAY 16, 1892.....	Address before Literary Societies.
MAY 17, 1892.....	Alumni Day.
MAY 18, 1892.....	Exercises of the Conservatory of Music.
MAY 19, 1892.....	Commencement Day.

## BOARD OF REGENTS.

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GEN. J. W. SPRAGUE, Chancellor, . . . TACOMA.

JUDGE RICHARD OSBORN, Secretary, . . SEATTLE.

HON. P. B. JOHNSON, . . . WALLA WALLA.

HON. J. J. BROWNE, . . . SPOKANE.

HON. J. M. HAYDEN, . . . SEATTLE.

HON. J. P. JUDSON, . . . TACOMA.

HON. A. A. PHILLIPS, . . . OLYMPIA.

## FACULTY.

---

T. M. GATCH, A. M., PH. D., PRESIDENT,  
Mental and Moral Science.

O. B. JOHNSON, LL. B.,  
Natural History and Science.

J. M. TAYLOR, M. S.;  
Mathematics.

MISS E. J. CHAMBERLIN, PRECEPTRESS,  
German, English Literature and History.

MISS J. L. CHAMBERLIN, DIRECTOR CONSERVATORY,  
Piano and Harmony.

E. D. CRANDALL,  
Voice Culture.

MRS. C. S. PATTERSON,  
Piano and Pipe Organ.

E. K. HILL,  
Principal of Preparatory Department.

CHAS. G. REYNOLDS, A. B.,  
Ancient Languages.

MISS CLAIRE GATCH,  
Teacher of Art, and Librarian.

MLLE. MARIE CAMENEN,  
Teacher of French.

# CATALOGUE OF STUDENTS.

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## CLASSICAL COURSE.

---

### JUNIOR.

Maud L. Parker, . . . . . Seattle.

### SOPHOMORE.

Winifred Ewing, . . . . . Kent.

Grace Gatch, . . . . . Seattle.

Beatrice A. Karr, . . . . . Hoquiam.

Kenneth Mackintosh, . . . . . Seattle.

Adella M. Parker, . . . . . Seattle.

Albert E. Pierce, . . . . . Fairhaven.

### FRESHMAN.

May Clohecy, . . . . . Seattle.

Maud A. McClellan, . . . . . Goldendale.

Anne Parsons, . . . . . Seattle.

Grace E. Vrooman, . . . . . Seattle.

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## SCIENTIFIC COURSE.

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### SENIOR.

Francis A. Noble, . . . . . Seattle.

### JUNIOR.

D. Ellis Douty, . . . . . Seattle.

John A. Kellogg, . . . . . Fairhaven.

Adelaide G. Nickels . . . . . Seattle.

J. Herman Schirmer, . . . . . Vancouver.

Maud Ward, . . . . . Seattle.

## SOPHOMORE.

F. Otto Collings,	Vancouver.
Edward Nickels,	Seattle.
Minnie J. Pelton,	Seattle.

## FRESHMAN.

Ralph Andrews,	Seattle.
Hugh Herren,	Winlock.
Peter McPherson,	Blaine.
James L. McPherson,	Seattle.
Roderick Sprague,	Tumwater.
A. Lee Willard,	Seattle.
Charles D. Wilson,	Seattle.

## NORMAL COURSE.

## THIRD YEAR.

Isabel R. Dikeman,	Seattle.
Harriet P. Griswold,	Seattle.
Lillian A. Keen,	Skagit.
Isabel McDiarmid,	Seattle.
Helen E. Taylor,	Seattle.

## SECOND YEAR.

Kate D. Brace,	Spokane.
Thrina Brygger,	Ballard.
Marie Camenen,	Seattle.
Mary E. Cook,	Olney.
Ella Dunn,	Kent.
Jennie M. Jordan,	Snohomish.
Alice B. Hamblet,	Ballard.
William G. McCarthy,	Minn.
Alice M. Savings,	Blaine.
Lucy M. Smith,	Kent.
Lizzie Twiss,	Winlock.

FIRST YEAR.

May Calvert,	Seattle.
Kate V. Curtis,	Houghton.
Belle Gleed,	North Yakima.
Mina Kerr,	Seattle.
Mary E. Loveland,	Seattle.
Nettie J. Maryott,	Seattle.
Julia Mathiesen,	Seattle.
Stella B. Palmer,	Seattle.

PREPARATORY COURSE.

THIRD YEAR.

Helen M. Anthony,	Seattle.
Roy P. Ballard,	Seattle.
Charles F. Beach,	Ellensburg.
Myra B. Clarke,	Seattle.
Dora Clymer,	Seattle.
Abbie A. Drew,	Port Gamble.
Merit E. Durham,	Ballard.
Lida A. Frankland,	Seattle.
Oscar G. Heaton,	Pomeroy.
Elinor B. Hubbard,	Conn.
Minnie C. Hughes,	Seattle.
Earle R. Jenner,	Seattle.
P. Rose Karr,	Hoquiam.
C. Ruth Karr,	Hoquiam.
Hugh E. Langston,	Seattle.
Gertrude Mackintosh,	Seattle.
Barton R. McElreath,	Skagit.
Carrie Noble,	Seattle.
Anna J. Pelton,	Seattle.
John E. Porter,	Seattle.

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Minnie Reeves,	Seattle.
Blanche L. Robinson,	Port Gamble.
Rella R. Ruff,	Seattle.
Owen Taylor,	Iowa.
Odes O. Wakefield,	Elma.
Emma S. White,	Port Gamble.
Annie M. Williams,	Marysville.

## SECOND YEAR.

Frank R. Atkins,	Seattle.
Otto Augustine,	Seattle.
Marguerite A. Baldwin,	Seattle.
Vesta M. Baldwin,	Seattle.
Odell V. Bryson,	Colfax.
Eva M. Campbell,	Seattle.
M. Bella Cass,	Seattle.
Rosa Clemen,	North Yakima.
Fred. B. Costigan,	Seattle.
Fred. O. Crockett,	Seattle.
Louisa E. Culver,	Fairhaven.
J. Howard Darlington,	Seattle.
Carrie G. Davis,	Seattle.
Erastus P. Dearborn,	Seattle.
May E. Dowling,	Port Gamble.
Bernard Estby,	Norman.
Carl Estby,	Norman.
Henry C. Ewing,	Kent.
Delbert A. Ford,	Snohomish.
Walter S. Fulton,	Seattle.
Amy George,	Seattle.
Mark George,	Seattle.
John H. Graff,	Seattle.
James E. Halloran,	Edison.
Griffith Hastie,	Skagit.
Mettie Heaton,	Pomeroy.
Henry B. Hicks,	Seattle.



Katie Hilton, . . . . .	District Columbia.
Jennie B. Houghton, . . . . .	Seattle.
Tull Kellogg, . . . . .	Seattle.
James P. Kelly, . . . . .	Colfax.
Hamilton A. Kerns, . . . . .	East Portland.
Oliver H. Kerns, . . . . .	East Portland.
Charles A. McDermoth, . . . . .	Mt. Vernon.
Zina M. Mesdag, . . . . .	Ross.
Joseph S. Miller, . . . . .	Shelton.
Charles Millichamp, . . . . .	Texas.
Phillips Morrison, . . . . .	West Seattle.
Lester Riley, . . . . .	Seattle.
Alfred M. Schillestad, . . . . .	Seattle.
J. Arthur Shaw, . . . . .	Colfax.
Louis H. Simon, . . . . .	Seattle.
Richard A. Smiley, . . . . .	Mt. Vernon.
Birdie J. Smith, . . . . .	Fairhaven.
Dora C. Smith, . . . . .	Fairhaven.
Minnie M. Stackpole, . . . . .	Fir.
Curtis D. Stratton, . . . . .	Seattle.
William S. Thompson, . . . . .	Snoqualmie.
William A. Thompson, . . . . .	Port Gamble.
Clara E. Ulin, . . . . .	Seattle.
Mabel V. Ward, . . . . .	Seattle.
Edward T. Welbon, . . . . .	Fairhaven.
Calvin B. Welbon, . . . . .	Fairhaven.
Walter S. Wheeler, . . . . .	Seattle.
Carrie M. Willard, . . . . .	Seattle.
Ira T. Wolfe, . . . . .	Oregon.

FIRST YEAR.

Richard Abrams, . . . . .	Seattle.
Robert Abrams, . . . . .	Seattle.
William Ask, . . . . .	Seattle.
Anna Atkinson, . . . . .	Seattle.
Warren Austin, . . . . .	West Seattle.

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Roy V. Baker,	Seattle.
Nellie Bird,	Seattle.
Frank H. Bold,	Seattle.
William A. Borst,	Falls City.
Albert Bothell,	Bothell.
Elizabeth Boyd,	Christopher.
Ansie J. Brown,	Seattle.
Ipha Bryson,	Colfax.
Eugene R. Burke,	Seattle.
Selden A. Burrows,	Bellevue.
Mabel Butler,	Seattle.
✓ Nelson L. Christenson,	Seattle.
Louis K. Church,	Seattle.
✓ John M. Clarke,	Fairhaven.
Bert T. Coleman,	Seattle.
Mary F. Conway,	Buckley.
✓ Mendell W. Crane,	Seattle.
✓ Blanche Croffut,	Seattle.
✓ Harry H. Curtis,	California.
✓ Mary Damon,	Seattle.
Edward E. Denniston,	Colby.
✓ Melvin Denny,	Seattle.
✓ Ulysses G. Doble,	Shelton.
✓ Edward A. Douthitt,	California.
✓ Kate Downey,	Kent.
✓ J. Howard Durham,	Seattle.
Finley Dye,	Fremont.
Fred. C. Field,	Seattle.
✓ Frank A. Frederick,	Seattle.
Frank Q. Freeburger,	Shelton.
Christian F. Graff,	Seattle.
✓ Nanna Graff,	Seattle.
✓ Kate N. Griswold,	Seattle.
✓ Frank W. Gross,	Seattle.
Fred. Huines,	North Yakima.
Jennie S. Hammond,	Seattle.

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✓ Fanny Harrison,	Seattle.
✓ Charles Head,	Ross.
✓ Hartwig A. Helgeson,	Fremont.
Reuben C. Hill,	Seattle.
✓ Margaret F. Hilton,	Seattle.
✓ Edward G. Hill,	Seattle.
Edward Hilton,	D. C.
✓ Albert N. Holcomb,	Seattle.
Katie Hopp,	Clifton.
✓ Lee Howe,	Seattle.
✓ Starr L. Humes,	Seattle.
Adele J. Joerndt,	Seattle.
Louis A. Kaub,	Seattle.
G. Louis Kollock,	Seattle.
George B. Lamping,	North Yakima.
✓ Eba L. McGinnis,	Easton.
Belle McMurphy,	California.
Walter Mess,	Orillia.
✓ Gertrude Moore,	Seattle.
Adda M. Morie,	Oregon.
Mamie J. Morris,	Seattle.
✓ Louis D. Müller,	Seattle.
Charles J. Nelson,	O'Brien.
Walter S. Osborn,	Seattle.
Thomas Oulett,	Orillia.
Bettie Parsons,	Seattle.
Alfred Polson,	Lacconner.
William L. Polson,	Lacconner.
✓ Claude Poncin,	Seattle.
Mabel A. Porter,	Seattle.
✓ Ernest D. Powell,	Seattle.
Ina I. Pratt,	Seattle.
Albert T. Purdy,	California.
Flora D. Scribner,	Seattle.
✓ Henry Schunerman,	Pasco.
✓ Eva Searcy,	Seattle.

✓ Charles M. Shaw,	Colorado.
Willis P. Shelton,	Shelton.
Elizabeth L. Slauson,	Wisconsin.
✓ Andrew J. Smallwood,	Texas.
Bennie I. Snipes,	Oregon.
Charles M. Spencer,	Seattle.
Linna M. Stradley,	Seattle.
✓ Rolla H. Sylvester,	Seattle.
Mary Taylor,	Falls City.
Mary C. Taylor,	Seattle.
M. Inez Taylor,	Seattle.
Jennie H. VanAmringe,	California.
Carlos P. Watkins,	Seattle.
Catharine J. Woodward,	Seattle.
Fannie A. Woodward,	Seattle.
✓ Maud B. Youngs,	Kansas.

## DEPARTMENT OF MUSIC.

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### PIANO.

Helen Anthony,  
Anna Barker,  
Mamie E. Boardman,  
Thrina Brygger,  
Sidney L. Brunn,  
May Clohecy,  
Dora Clymer,  
Edna Cragin,  
Bertha Crockett,  
Katie Curtis,  
Abbie A. Drew,  
May Dowling,  
Lena Eidemiller,  
Lulu Gardner,  
Ivah Gormley,  
Jennie Holbrook,  
Isabella Hopkins,  
Katie Hopp,  
Mabel James,  
Lutie James,  
Beatrice Karr,

Francis J. Kayser,  
Lillian A. Keen,  
F. L. Lawton,  
Gertrude Mackintosh,  
Kenneth Mackintosh,  
Llewellyn Morrison,  
Maud McClellan,  
Carrie Noble,  
Blanche Robinson,  
Vena Rowe,  
Rella R. Ruff,  
Mamie Ruff,  
Alice Savings,  
Sophie E. Schillestad.  
Vinnie Short,  
Edith V. Simon,  
Elizabeth L. Slauson,  
Mamie Spencer,  
Mary Taylor,  
Jennie VanAmringe,  
Annie E. Willard.

### ORGAN.

Mrs. Cramer,

Miss Pidduck.

### HARMONY.

Mamie E. Boardman,  
Thrina Brygger,  
May Clohecy,  
Abbie Drew,  
Maud McClellan,

Carrie Noble,  
Sophia E. Schillestad.  
Edith V. Simon,  
Blanche Robinson,  
Annie Willard.

## VOICE.

Harry Adair,  
Frank Atkins,  
Otto Augustine,  
Ipha Bryson,  
Bessie M. Burwell,  
John Carter,  
Bella Cass,  
George Coleman,  
L. J. Coleman,  
F. Otto Collings,  
Mrs. E. D. Crandall,  
Louisa Culver,  
John Dodds,  
H. H. Dingley,  
D. E. Douty,  
W. W. French,  
F. F. French,  
Rebecca Gaines,  
H. E. Garcker,  
Grace Gatch,  
Alice Hamblet,  
Mr. Hardwick,  
May Harrison,  
R. T. Hawley,  
Jessie Hilton,  
Jennie Houghton,  
Belle Ingham,  
Emma Jones,  
Jennie Jordan,

Beatrice Karr,  
Rose Karr,  
John A. Kellogg,  
F. L. Lawton,  
J. Burdette Lent,  
Mrs. Mattie McDonald,  
J. H. Middlebrook,  
Adelaide Nickles,  
Frank A. Noble,  
Judson Noble,  
Pearl Noble,  
Lida Powell,  
E. C. Roland,  
Mamie Ruff,  
Rella R. Ruff,  
Anna Selkirk,  
Mrs. George Smith,  
Gilbert G. Smith,  
Mrs. L. R. South,  
C. W. Stark,  
Owen Taylor,  
Mrs. Lila Tolhurst,  
Lizzie Twiss,  
Mabel Ward,  
E. T. Welbon,  
Henry Witt,  
Mrs. A. H. Whitcher,  
Emma S. White,  
C. K. Zilly.

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## ART DEPARTMENT.

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### OIL PAINTING.

Mrs. Blanche M. Eagleson,	Bertie Frye,
Mrs. Gabrielle P. Griffin,	Nellie Graham,
Jennie M. Jordan,	Nettie Maryott,
Minnie Stackpole,	Lizzie Twiss,
Minnie Ward.	

### DRAWING.

Helen M. Anthony,	Alice Hamblet,
Sidney Brunn,	Mamie Loveland,
Clinton Brunn,	Nettie Maryott,
Marguerite Baldwin,	Margaret McGevin,
Kate Brace,	Minnie Pelton,
Mary Cooke,	Blanche Robinson,
Belle Dikeman,	Minnie Stackpole,
Bertie Frye,	Lizzie Twiss,
Katie Hopp,	Minnie Ward.

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### SUMMARY.

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Collegiate,	26
Preparatory,	176
Normal,	24
Music,	112
Art,	27
Total,	365
Deduct for repetition,	52
Number of Students enrolled,	313

## COURSES OF STUDY.

## SUB FRESHMAN.

FIRST SEMESTER.	SECOND SEMESTER.
Latin Lessons or Early English. Civil Government. Elocution. Algebra.	Cæsar, or Early English. Natural Philosophy. Elocution. Plane Geometry.

## CLASSICAL COURSE.

Year.	CLASSICAL COURSE.	
FRESHMAN.	Virgil. Greek Lessons. Physiology. Higher Algebra.	Cicero. Greek Lessons, Anabasis. Botany. Solid Geometry.
SOPHOMORE.	Anabasis, Homer. Ovid. Horace. Trigonometry. Zoology.	Homer, Herodotus. Livy. Analytic Geometry. Biology.
JUNIOR.	Herodotus, Plato. Calculus. Chemistry. Astronomy.	Edipus, Prometheus. Mechanics. Mineralogy. Political Economy.
SENIOR.	Rhetoric. English Literature. Psychology. Geology.	General History. English Literature. Logic. Ethics. Criticism, Orations.

## LATIN SCIENTIFIC COURSE.

FRESHMAN.	Elocution. Virgil. Physiology. Higher Algebra.	Elocution. Cicero. Botany. Solid Geometry.
SOPHOMORE.	German Lessons. Ovid, Horace. Trigonometry. Zoology.	German Grammar. Livy. Analytical Geometry. Biology.



LATIN SCIENTIFIC COURSE — CONTINUED

JUNIOR.	German Reader. Calculus. Astronomy. Chemistry.	William Tell. Mechanics. Political Economy. Mineralogy.
SENIOR.	Rhetoric. English Literature. Psychology. Geology.	General History. English Literature. Logic, Ethics. Criticism, Orations.

ENGLISH SCIENTIFIC COURSE.

FRESHMAN.	Elocution. Early and Middle English. Higher Algebra. Physiology.	Elocution. Middle English. Solid Geometry. Botany.
SOPHOMORE.	Modern English. German or French Lessons. Trigonometry. Zoology.	Modern English. German or French Grammar. Analytical Geometry. Biology.
JUNIOR.	German or French Reader. Calculus. Astronomy. Chemistry.	William Tell or French. Mechanics. Political Economy. Mineralogy.
SENIOR.	Rhetoric. English Literature. Psychology. Geology.	General History. English Literature. Logic, Ethics. Criticism, Orations.

## LIST OF TEXT BOOKS.

## GREEK.

Greek Lessons,	Boise.
Greek Grammar,	Goodwin.
Anabasis,	Goodwin.
Homer,	Boise.
Herodotus,	Goodwin.
Plato,	Goodwin.
Cedipus,	White.

## LATIN.

Latin Lessons,	Jones.
Latin Grammar,	Harkness.
Cæsar,	Chase and Stuart.
Virgil,	Chase and Stuart.
Cicero,	Chase and Stuart.
Ovid,	Harkness.
Horace,	Chase and Stuart.
Livy,	Chase and Stuart.

## MATHEMATICS.

Algebra,	Wentworth.
Geometry,	Wentworth.
Trigonometry,	Wentworth.
Surveying and Navigation,	Wentworth.
Analytic Geometry,	Wentworth.
Calculus,	Hardy.
Mechanics,	Wood.

## NATURAL SCIENCE.

Physiology,	Cutter's Analytic.
Botany,	Gray.
Natural Philosophy,	Avery's Elements.

Biology, . . . . .	Colton's Practical.
Zoölogy, . . . . .	Packard's Briefer.
Chemistry, . . . . .	Avery's Complete.
Mineralogy, . . . . .	Dana's Manual.
Geology, . . . . .	Dana's Text Book.
Astronomy, . . . . .	Snell's Olmstead.

GERMAN.

German—Cumulative Method, . . . . .	Dreyspring.
German Grammar, . . . . .	Cook's Otto.
German Reader, . . . . .	Boisen.
Wilhelm Tell, . . . . .	Buchheim.

FRENCH.

Methode Berlitz, . . . . .	1 <sup>er</sup> Livre.
Methode Berlitz, . . . . .	2 <sup>eme</sup> Livre.
Petite Grammaire Française pour les Ang- lais, . . . . .	L. Sauveur.

PHILOSOPHY.

Political Economy, . . . . .	Andrews.
Ethics, . . . . .	Robinson.
Psychology, . . . . .	Hill.
Logic, . . . . .	Jevon.
Criticism, . . . . .	Kames' Elements.

ENGLISH.

Lessons in English, . . . . .	Lockwood.
Anglo-Saxon Grammar, . . . . .	Sweet.
Anglo-Saxon Reader, . . . . .	Sweet.
Rhetoric, . . . . .	Hill.
English Literature, . . . . .	Kellogg.
Elocution, . . . . .	Kidd.

MISCELLANEOUS.

General History, . . . . .	Myers.
Civil Government, . . . . .	Fiske.

## DEPARTMENTS OF INSTRUCTION.

## I.—PHILOSOPHY.

*Psychology.*—This study presupposes a considerable acquaintance with the structure and functions of the brain and nervous system. Students acquire this knowledge in the laboratory under the direction of the Professor of Natural History. During the past year the class also received valuable instruction by means of lectures delivered by Caspar W. Sharples, M. D., a specialist in this department. The Intellectual Faculties, the Sensibilities and the Will are carefully studied; the various schools of Philosophy are criticised and compared, and theses are often required from members of the class.

*Logic.*—Attention is given to the operations of the mind in simple apprehension, judgment and reasoning. The syllogism receives due attention, and the student is exercised in classifying arguments and in showing whether they are valid or fallacious.

*Civics.*—The student is made acquainted with the various forms of government and the origin of our own government is carefully reviewed. Every clause of the constitution of the United States is made the subject of comment and explanation. The classes are required to memorize the most important sections.

*Ethics.*—We strive to inculcate the principles embodied in the clause of the Ordinance of 1787, which asserts that “religion, morality and knowledge are necessary to good government and the happiness of mankind.” Freedom of inquiry is, however, encouraged.

*Economics.*—During the first term our aim is to familiarize the student with the principles of the science. The last

term is devoted principally to debates, informal discussions and thesis work. Our library is well supplied with reference books in this department. Students are encouraged in original investigation. The labor question, socialism, taxation, money and the tariff receive attention.

Throughout the philosophic studies text-books are used mainly as guides. The student is expected to master the subject under consideration and recite without the formality of questions.

## II.—CLASSICAL DEPARTMENT.

In the first years of the course special study is given to the grammar of the language, involving a thorough drill in forms, constructions and idioms; thereby encouraging the student to aim at accurate scholarship and making easier his subsequent readings. The elementary principles are taught inductively. This is the most natural method and tends to an earlier understanding of the peculiarities of syntax.

In the Sophomore year the grammatical principles are discussed only so far as is necessary to interpret the text. More attention is then paid to antiquities, history, literature and derivation of words. In reading the poets, the arrangement of words, rhythm, poetic forms, literary qualities, and structure of poem are made prominent. In the historians and philosophers, attention is given to the current events and sequence of thought. Supplementary readings are required from leading authors, principally, Grote, Mommsen, Becker and Mahaffey.

The course gives a knowledge of the structure of the Latin and Greek languages, a general historical view of the principal epochs, an acquaintance with the private life of the Romans and Athenians, and an understanding of the philosophical problems.

In Greek, portions of the following authors are read: Xenophon, Homer, Herodotus, Aristophanes, Euripides,

Sophocles, Æschylus and Plato. In Latin, are read: Cæsar, Virgil, Ovid, Cicero, Livy and Horace.

The amount read of each author depends on the ability of the respective classes.

As far as possible different selections will be read each year for the benefit of those wishing to continue their study of the classics.

### III.—NATURAL SCIENCE.

The instruction in this department is designed to cultivate in the student habits of observation and the power of generalization. The instruction is given by daily recitations, familiar lectures, with experiments and laboratory work. Especial attention is also given to the "laboratory method" in the biological studies, the student being required for one year to dissect and demonstrate from real tissues and organs, through a series of plants and animals that gives them a comprehensive view of the unity of plan of life, as well as the differences that have attained by virtue of their instinctive adjustment to constantly changing surroundings. Examinations are required at the end of each semester, to which no student is admitted whose absences from class work exceed 20 per cent.

The University is provided with apparatus suitable for illustrating the physical sciences. The facilities for experimenting in electricity are especially fine, among which may be mentioned a superb electrical machine, working with great force in all kinds of weather; a large forty-cell galvanic battery, with which the beauties and wonders of electricity are illustrated; several very large and powerful magnets for illustrating the earth's magnetism; together with many other valuable pieces for illustrating the recent discoveries in the sciences, the latest addition being six fine compound microscopes, imported expressly for the University.

Professor Johnson has placed in the cabinet of the

Young Naturalists' Society, for the benefit of all pursuing scientific studies, his entire private collection, consisting of over twenty thousand specimens, distributed through the various branches of his department, making a most valuable addition to the already existing facilities for class work in this direction. From the abounding wealth in fauna and flora of the Puget Sound basin, both upon land and water, Professor Johnson is making constant additions of well-prepared specimens to this beautiful and nicely arranged collection. He not unfrequently takes his class with him upon excursions into the woods or along the shores of the Sound, to study nature and to instruct them in the art of making collections and preparing specimens.

#### IV.—MATHEMATICS.

It is the aim in this department to lead the student along the path of original investigation, and to teach him to *think* and *reason* for himself.

For admission the student must pass a satisfactory examination in the following branches of study:

1. *Arithmetic*.—The fundamental operations, Common and Decimal Fractions, Compound Numbers, Multiples and Measures, Percentage, Interest and Discount, and the Metric System of weights and measures.

2. *Algebra*.—Definitions and fundamental operations, Simple Equations, Factors, Common Factors and Multiples, Fractions, Simultaneous Equations of the First Degree, Involution and Evolution.

The following outline exhibits the eight courses in mathematics arranged in order of sequence:

1. Course in the Elements of Algebra.
2. Course in Plane Geometry.
3. Course in Advanced Algebra.
4. Course in Solid Geometry and Conic Sections.
5. Course in Trigonometry.
6. Course in Analytic Geometry.

7. Course in Differential and Integral Calculus.

8. Course in Mechanics.

Each of these courses occupies one semester or half year, and must be completed by the student in the order of arrangement.

The following is a complete description of the work required in the department of mathematics, together with the method of instruction pursued:

The first course includes Quadratic Equations, Simultaneous Quadratic Equations, Simple Indeterminate Equations, Inequalities, Theory of Exponents and Radical Expressions, Logarithms, Ratio, Proportion and Variation, Series, Choice and the Binomial Theorem.

The student is required to demonstrate every principle and illustrate each by original exercises. The method of teaching is based upon arithmetic, algebra being regarded as *universal* arithmetic, and continual exercises are maintained in mental arithmetic and mental algebra. Constant practice and repetition of the elements are kept up during the course.

The second course embraces the first five books of Wentworth's New Geometry. Geometry is taught as a branch of practical logic, and great care is used to lead the student to understand clearly the nature of reasoning or passing from hypothesis to conclusion. Many original propositions are given for solution and demonstration. Experience proves this to be the best method for producing strong, vigorous thinkers.

The course in advanced Algebra embraces the following subjects: Chance, Continued Fractions, Scales of Notation, Theory of Numbers, Variables and Limits, Series, Determinants, General Properties of Equations, Numerical Equations, General Solution of Equations, and Complex Numbers.

The same method of instruction is employed as in the first course, and the same thoroughness required. Great



pains is taken to illustrate variables and the graphical representation of functions as preparatory to the study of Analytic Geometry and Calculus.

The course in Solid Geometry and Conic Sections comprises the last four books of Wentworth's new text. In teaching Solid Geometry it is constantly borne in mind that the teacher should endeavor to produce images of the geometrical figures in the minds of his students, so that both he and they will be looking mentally at the same or similar objects, and that neither will be lost among the abstract words of the demonstrations. Objective illustration is used in presenting the subject, and considerable attention is given to perspective. Thoroughness of application in mensuration is required. Conic Sections, in their synthetic form, are taught preparatory to Analytic Geometry.

The course in Trigonometry is divided into three sections. The first section consists of Plane Trigonometry, with its application to the solution of problems in mensuration and surveying. The student is taught to use the instruments in laying out and measuring the sides and angles of triangles, field measurements, plotting, chaining, leveling and computing.

The second section consists of a course in Analytic Trigonometry or Goniometry, which is made a strong mathematical discipline, and leads directly to the third section, which consists of a course in Spherical Trigonometry with its application to Astronomy and Navigation.

The sixth course consists of general or Analytic Geometry. Here good work done in the third course will manifest itself. At the outset the student is taught by means of illustrations and examples to comprehend clearly the connection between a locus and its equation. In this as in Plane Geometry many exercises for original thought are presented, and the student is thrown more fully upon his own resources and encouraged to investigate for himself. When the student has a clear idea of rectangular coördi-

nates and their application to the commoner properties of conic sections, then he begins the higher generalizations. Several Higher Plane Curves are studied, followed by a brief course in Analytic Solid Geometry.

The seventh course includes the Differential and Integral Calculus. And while the calculus is taught with direct reference to its application to the solution of practical problems in applied mathematics, yet its great importance as a mental discipline is constantly borne in mind.

The calculus is presented according to Newton's Method of Rates or Fluxions. The general aversion for the study of the calculus is caused perhaps by the methods usually employed in developing the fundamental principles of the science. The "Infinitesimal Method" lacks that logical rigor and exactness so essential to the mathematics, while the "Doctrine of Limits" is so difficult to comprehend that few students ever completely master it. The direct Method of Rates, which treats variables in a state of change and develops the rules for differentiation from this point of view, seems to be the most logical method of treatment. Experience has taught that the fundamental principles of the calculus developed by the Method of Rates may be made as clear and comprehensible as those of ordinary algebra.

The work of the eighth course consists of a thorough reading of Wood's Elementary Mechanics, supplemented by lectures.

#### V.—LITERATURE AND HISTORY.

History is taught by outlines. The best texts are consulted and quoted. Discussions are held upon causes of events, laws, locations, climate, famous men, which make or destroy nations. One recitation each week is given to reading and criticising papers prepared upon especial topics. To enable students to form their own judgments of nations; to discover their style of thinking, acting, living;

to inspire a love for thorough historical research, is the main object in the study of history.

In English literature, as in history, the text-book is used as a chronological guide. One or more works from noted authors are read, oral abstracts and quotations are given, and written reviews of the same are required. Chaucer's *Canterbury Tales*, Spencer's *Faerie Queen*, Bacon's *Essays*, Shakespeare's *Plays*, Milton's *Paradise Lost*, Bunyan's *Allegory* and Carlyle's *Essays*, comprise a partial list of the reading in English literature. American literature receives due attention. The books to be read are selected by the instructor.

Anglo-Saxon, the "Blood and Soul" of modern English, is made the basis of the language work of the students pursuing the English Scientific Course.

The student will begin the grammatical study of Old English, and in the first year will be required to do the work represented by Sweet's *Anglo-Saxon Reader*. The grammar will be supplemented by constant reference to the subsequent development of the language in its grammatical forms and syntax.

The second year will be devoted to the study of Middle English, its grammatical forms, syntax and literature as presented in Sweet's *Middle English Primers*.

This work connects Anglo-Saxon on the one side with the language of Chaucer on the other.

#### VI.—GERMAN AND FRENCH.

The "Natural Method" of learning language is used in this department. Dreyspring's *Cumulative Method* furnishes the work in German for the first semester of the Scientific Freshman. This is followed by the *Grammar*, which occupies the second semester. Boisen's *German Reader* is the text for the first semester of the Sophomore year, and Buchheim's *Wilhelm Tell* is read during the sec-

ond semester, supplemented by selections from the great German masterpieces.

The Berlitz Natural Method is used for the study of French. During the first year the student sees what is necessary to learn to speak in every-day conversation, with any elementary study of the Grammar. Special attention is given to conversation; one recitation a week is dedicated to that purpose; pieces of prose and poetry are committed to memory in order to give the student a fluency in his speaking.

In the second year the student sees the Grammar more deeply. "*Petite Grammaire Française pour les Anglais*" of Lambert Sauveur will furnish the work. The readings will be from Mr. Berlitz's second book, second part, and other readings, supplemented by the greatest authors of the nineteenth century, giving the student the French of to-day.

#### VII.—RHETORIC AND ELOCUTION.

In Rhetoric the student's time is about equally divided between the study of the rules of composition and practical work in writing and criticising. The following topics are presented in order, and constitute the theoretical part of the work:

1. Invention.
2. Style.
3. Punctuation and capitals.
4. Criticism.
5. Specific forms of composition.

Elocutionary training is made a prominent feature of all the courses. The object is to produce accomplished and effective readers. In addition to earnest and careful training in articulation, pronunciation, voice, culture, analysis, gesture and calisthenics, special attention will be given to the following important subjects:

1. Conversational Reading, so valuable in the every-day intercourse of life.

2. Expressive Delivery, in which is brought to bear all the potent influences of elocutionary training to the forcible and effective delivery of sentiment and feeling.

3. Artistic Recitation, in which choice selections will be carefully prepared and judiciously criticised by the teacher in the class room.

#### VIII.—DEPARTMENT OF ART.

Instruction is given in the handling of charcoal, crayon, pencil and India ink; copying from the flat; drawing from objects, casts, still-life and landscapes; painting in oils. Frequent excursions are made with the class in sketching. Pupils are required to provide easels and material. The studio is well supplied with casts and studies. Students are charged according to the time devoted to their instruction. They can make up a lesson of three hours at different times, and even on different days.

#### IX.—CONSERVATORY OF MUSIC.

JULIA L. CHAMBERLIN, DIRECTOR.

The branches taught are Piano, Voice Culture, Violin, Harmony and Composition.

##### PIANO.

##### GRADE I.

New England Conservatory Method (Foreign Fingering).  
Kullak's Finger Exercises.

##### GRADE II.

New England Conservatory Method.  
First Lessons in Phrasing. By Mathews.  
Sonatinas from Clementi, Krause, and easy selected pieces.  
Studies in Melody Playing. By Macdougall.

## GRADE III.

New England Conservatory Method.

Lebert & Spark. Part II.

Complete set of Scales, Arpeggios, etc. Turner's Octave Studies.

Art of Phrasing. Book I. Mathews.

Loeschom Studies, Op. 66.

30 Selected Studies. By Heller.

Czemy's School of Velocite, Op. 299.

Mendelssohn's Songs Without Words.

Sonatas from Haydn and Mozart.

Practice in Four and Eight Hand Pieces.

## GRADE IV.

Cramer's 50 Studies.

Clementi's Gradus ad Parnassum.

Mathew's Phrasing. Book II.

Kullak's Octave Studies. Book I.

Bach's Two Part Inventions.

Selections from Mendelssohn, Schumann, Schubert, and Chopin.

Sonatas from Beethoven and others.

## GRADE V.

Moschele's Op. 70.

Kullak's Octave Studies. Book II.

Selected Studies. By Heller & Köhler.

Bach's Preludes and Fugues.

Sonatas, Concert Pieces.

Practice in Concerted Works, etc.

## PIPE ORGAN.

*First Year.*—A knowledge of the piano forte is necessary before attempting the organ. The pupil should, at least, be able to play Heller's Etudes on Phrasing.

Rink's Organ School, Part II; Pedal Exercises, by Jules Schneider; short and easy pieces, by Smart, Stevens, Shelly and others; hymn playing.

*Second Year.*—Study of Registration; the Accompaniment of the Voice; Fugues, by Bach; Mendelssohn's Sonatas.

*Third Year.*—Concert Work; Continuation of Fugues; Mendelssohn's Sonatas; Pieces by Warren, Haupt, Theile and others.

#### VOICE CULTURE.

The practice of singing is calculated to bring about a healthy action and development of muscles which would otherwise be unused. There are three grades in this course, which is under the immediate supervision of Mr. E. D. CRANDALL, late of San Francisco, and a teacher of high merit:

1. Formation of Tone, including study of the different registers, with scales, arpeggios, etc.; Musical Figures, with the vowels "A" and "O" pure and modified; Rules for Breathing, Concones Studies; Vocalises, by Vaccai, Marchesi, and selected English songs.

2. Continuation of the above, with advanced studies for agility; selected English and Italian songs.

3. Vocalises, by Marchesi, Panofka, etc.; Finishing Studies; Arias from standard Operas and Oratorios.

#### HARMONY AND COMPOSITION.

These will have their due place as the grammar and rhetoric of music, and will include a comprehension of notation, the relationship of keys, construction of chords, modulation, harmonics, progression, etc.

Two public recitals will be given during the year, one at the end of each semester, and two private rehearsals each quarter, which will prepare the pupils for public work. Sight-reading classes will be formed by pupils sufficiently advanced, enabling them to take up new music readily. To complete the piano course, four terms of harmony will be required. For voice and violin at least two terms, and for these a diploma will be granted.

## TERMS.

Piano, per lesson, . . . . .	\$1.00
Voice Culture, per lesson, . . . . .	1.00
Harmony (class of four), lessons, . . . . .	.25
Sight Reading (class of four), lessons, . . . . .	.25
Reduction made to classes. No deduction for absences, except for severe illness.	



## GENERAL INFORMATION.

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### ORIGIN OF THE UNIVERSITY.

The University of Washington is the oldest institution of learning north of the Columbia river. July 17, 1854, Congress donated to the Territory two townships of land for the purpose of establishing a University. In order to utilize this gift, the Legislature located the University at Seattle, July 29, 1855. The corner stone was laid on the 20th of May, 1861, and the University opened for students in the autumn of 1862.

### LOCATION.

Seattle is centrally located in the great Puget Sound basin, and is connected with all the leading towns and cities of the Northwest coast by daily lines of steamers and railroads.

### THE BUILDINGS.

There are four buildings situated in the midst of a beautiful campus embracing ten acres of land, adorned with a luxuriant growth of evergreens and other native trees—the gift of Hon. A. A. Denny, to whom a great deal of credit is due for the warm interest always manifested to further the success of the institution. The main building consists of four large and commodious class rooms, a chapel, laboratory, library and art room. There are two dormitory buildings, one for young men and the other for young women. The fourth building is the residence of the President, who exercises a careful supervision over the students residing at the dormitories.

### COURSES OF STUDY.

There are three courses of study in the University, each requiring four years for its completion: The Classical

Course, in which the Greek and Latin languages constitute the basis, and which leads to the degree Bachelor of Arts; the Latin Scientific Course, which is identical with the Classical except that German is substituted for Greek, and leads to the degree Bachelor of Science; and lastly, the English Scientific Course, which differs only from the Latin Scientific in that Anglo-Saxon is taken in place of Latin, and French may be substituted for German, and leads to the same degree.

#### LIBRARY AND READING-ROOM.

The library contains about 3,000 bound volumes and 1,000 pamphlets. By act of the Legislature, \$150 is now annually appropriated for the University library. Several periodicals are kept on file in the reading-room. Students have access to the library free of charge. Thanks are hereby extended to the publishers for copies of papers gratuitously furnished the University library.

#### ADMISSION.

Applicants for admission must present satisfactory testimonials of good character, and students coming from other schools must present certificates of honorable dismissal. For admission to the Freshman Classes they must pass satisfactory examinations in Reading, Orthography, English Grammar including Analysis, Geography, Arithmetic, United States History, and Algebra to Quadratics. For the Latin Scientific, Latin Grammar, Latin Reader, and four Books of Caesar will be required additional; and in the Classical, Greek Grammar will be required in addition to both the other courses. Students holding diplomas from any Public High School of the State of Washington shall be admitted without examination. Students from other institutions of learning, of similar grade to this University, shall receive credit for work done in such schools as shown by their certificate of standing.

#### LITERARY SOCIETIES.

There are two literary societies in the University—the Aletheuonean and the Philomathean—which afford opportunity to the student for improvement in debate, oratory, criticism, correct methods of conducting deliberative bodies, and knowledge of parliamentary usages.

#### UNIVERSITY CADETS.

This is an organization, under the control of the Faculty, for military drill in Upton's Tactics. They have a fine uniform and are equipped with U. S. muskets and belts furnished by the State.

#### DISCIPLINE.

When a student enters the University he is expected to obey its rules and regulations. These are few and simple, based upon the principles of justice, with direct reference to the welfare of all. In government an appeal is made to the student's self-respect and sense of honor. Students are treated as ladies and gentlemen, and are required to deport themselves as such. Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, because of immorality or because of habitual neglect of his duties, his parents, unless the offense is of such nature as to demand a summary action, will be requested to withdraw him, and if not withdrawn within a reasonable time he will be dismissed.

#### DEGREES AND DIPLOMAS.

The degree of Bachelor of Arts will be conferred on all students who complete the Classical course of study, and the degree of Bachelor of Science on all who complete either Scientific course. Any Bachelor of Arts of three years' standing, furnishing satisfactory evidence to the Board of Regents of having been engaged in literary pursuits, and submitting a written thesis on some literary topic, may receive the degree of Master of Arts *in cursu*,

by applying for the same to the Board at least two weeks before commencement. The thesis should accompany the application for the degree. Appropriate diplomas will be granted to all students completing any of the courses of study in the University, on the payment of the required fee.

#### HONORARY DEGREES.

The usual honorary degrees are conferred at the discretion of the Board of Regents.

#### FEES.

For diploma in Classical Course,	\$10.00
For diploma in Scientific Course,	8.00

#### EXPENSES.

The regular price of board and lodging with everything furnished, including lights and fuel, will be the same as heretofore, to wit: \$4.00 or \$5.00 per week, according to the furnishing of the room.

Students who are disposed to do their own cooking can club together and board themselves at from \$2.00 to \$3.00 per week.

#### RATES OF TUITION.

Tuition in all courses, per quarter,	\$6.00
Painting, per lesson of three hours,	.75
Drawing—pencil, crayon or charcoal,	.50

Tuition is required in advance, the first and middle of each semester.

*Students whose tuition remains unpaid longer than one week will not be permitted to recite.*

In case of protracted sickness, three weeks or more, credit will be given on a following quarter. Tuition will not be refunded in any case.

Actual traveling expenses of all students from outside King county are deducted from regular tuition charges. Expenses incurred in coming from home are deducted from

the first bill. If such students remain till the school year closes, allowance is made for expense of returning home.

**HOLIDAYS.**

Thanksgiving Day, Washington's Birthday and Memorial Day, and at the Christmas-tide from December 22 to January 6, inclusive.

## ORGANIZATIONS CONNECTED WITH THE UNIVERSITY.

### ALUMNI.

James F. McElroy, '86,	President.
Hettie L. Greene, '85,	Secretary.
George Coleman, '82,	Treasurer.

### ALETHEUONEAN.

Ralph Andrews,	President.
Abbie Drew,	Secretary.
O. G. Heaton,	Treasurer.

### PHILOMATHEAN.

Belle McDiarmid,	President.
W. G. McCarty,	Secretary and Treasurer.

### COLLEGE BRANCH Y. M. C. A.

R. P. Ballard,	President.
O. G. Heaton,	Recording Secretary and Treasurer.
Otto Augustine,	Corresponding Secretary.

### YOUNG LADIES' BRANCH OF Y. M. C. A.

Bea. Karr,	President.
Marguerite Baldwin,	Vice President.
Katie Hilton,	Secretary.
Isabel McDiarmid,	Treasurer.

### YOUNG NATURALIST'S SOCIETY.

C. V. Piper,	President.
B. A. Starkey,	Secretary.
O. B. Johnson,	Treasurer.

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ATHLETIC ASSOCIATION.

Edward Nickels, . . . . . President.  
Frank Atkins, . . . . . Secretary and Treasurer.

CADETS.

John A. C. Kellogg, . . . . . Captain.  
D. Ellis Douty, . . . . . First Lieutenant.  
F. Otto Collings, . . . . . Second Lieutenant.

*Sergeants.*

A. Lee Willard,  
Calvin B. Welbon,  
W. S. Thompson,  
Roderick Sprague,  
Frank Atkins.

*Corporals.*

John Porter,  
Joseph Miller,  
W. A. Thompson,  
R. P. Ballard,  
A. E. Pierce.

## ALUMNI.

1876.

Clara McCarty *Wilt*, B. S., . . . . Tacoma.

1881.

Helen I. Hall *Wayland*, B. S., . . . . Seattle.

Edith Sanderson, B. S., . . . . Seattle.

1882.

Louis F. Anderson, A. B., A. M., Professor

Languages Whitman College, . . . . Walla Walla.

George A. Coleman, B. S., Machinist, . . . . Seattle.

George H. Judson, B. S., Surveyor, . . . . Lynden.

Lelia A. Shorey *Kilbourne*, B. S., . . . . Seattle.

1883.

H. O. Chipman, B. S. (Died March 14, 1886.).

Carrie V. Palmer *Denny*, B. S., . . . . Seattle.

1884.

Anna F. Sparling, B. S., . . . . Seattle.

1885.

Agnes M. Green, B. S., . . . . Seattle.

Louise M. Root *Dement*, B. S., . . . . Astoria, Oregon.

Hettie L. Green, B. S., Teacher City Schools, . . . . Seattle.

Charles V. Piper, B. S., Business, . . . . Seattle.

Edmond S. Meany, B. S., Member Legislative

Assembly, . . . . Seattle.





ANNUAL CATALOGUE  
1891-1892

OF THE

STATE UNIVERSITY OF WASHINGTON.

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SEATTLE, WASHINGTON.

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Announcements for  
1892. - 1893

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OLYMPIA, WASH.:  
O. C. WHITE, STATE PRINTER.  
1892.

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# CALENDAR.

1892.	Sunday.....	Monday.....	Tuesday.....	Wednesday.....	Thursday.....	Friday.....	Saturday.....	1893.	Sunday.....	Monday.....	Tuesday.....	Wednesday.....	Thursday.....	Friday.....	Saturday.....
<b>July</b> .....	3	4	5	6	7	8	9	<b>January</b> .....	1	2	3	4	5	6	7
	10	11	12	13	14	15	16		8	9	10	11	12	13	14
	17	18	19	20	21	22	23		15	16	17	18	19	20	21
	24	25	26	27	28	29	30		22	23	24	25	26	27	28
	31								29	30	31				
<b>August</b> .....		1	2	3	4	5	6	<b>February</b> .....				1	2	3	4
	7	8	9	10	11	12	13		5	6	7	8	9	10	11
	14	15	16	17	18	19	20		12	13	14	15	16	17	18
	21	22	23	24	25	26	27		19	20	21	22	23	24	25
	28	29	30	31					26	27	28				
<b>September</b> .....					1	2	3	<b>March</b> .....				1	2	3	4
	4	5	6	7	8	9	10		5	6	7	8	9	10	11
	11	12	13	14	15	16	17		12	13	14	15	16	17	18
	18	19	20	21	22	23	24		19	20	21	22	23	24	25
	25	26	27	28	29	30			26	27	28	29	30	31	
<b>October</b> .....							1	<b>April</b> .....							1
	2	3	4	5	6	7	8		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		16	17	18	19	20	21	22
	23	24	25	26	27	28	29		23	24	25	26	27	28	29
	30	31							30						
<b>November</b> .....			1	2	3	4	5	<b>May</b> .....		1	2	3	4	5	6
	6	7	8	9	10	11	12		7	8	9	10	11	12	13
	13	14	15	16	17	18	19		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		21	22	23	24	25	26	27
	27	28	29	30					28	29	30	31			
<b>December</b> .....					1	2	3	<b>June</b> .....					1	2	3
	4	5	6	7	8	9	10		4	5	6	7	8	9	10
	11	12	13	14	15	16	17		11	12	13	14	15	16	17
	18	19	20	21	22	23	24		18	19	20	21	22	23	24
	25	26	27	28	29	30	31		25	26	27	28	29	30	

## ANNOUNCEMENTS FOR 1892-93.

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First semester begins,	. . .	Monday, August 15, 1892.
First quarter ends,	. . .	Friday, October 14, 1892.
Second quarter begins,	. . .	Monday, October, 17, 1892.
First semester ends,	. . .	Friday, December 16, 1892.
Second semester begins,	. . .	Tuesday, January 3, 1893.
Third quarter ends,	. . .	Friday, March 10, 1893.
Fourth quarter begins,	. . .	Monday, March, 13, 1893.
Baccalaureate sermon,	. . .	Sunday, May 14, 1893.
Address to literary societies,	. . .	Monday, May 15, 1893.
Alumni day,	. . . . .	Tuesday, May 16, 1893.
Exercises of the Conservatory of		
Music,	. . . . .	Wednesday, May 17, 1893.
Commencement,	. . . . .	Thursday, May 18, 1893.

## BOARD OF REGENTS.

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GEN. J. W. SPRAGUE, <i>Chancellor</i> ,	TACOMA.
JUDGE RICHARD OSBORN, <i>Secretary</i> ,	SEATTLE.
HON. P. B. JOHNSON,	WALLA WALLA.
HON. J. J. BROWNE,	SPOKANE.
HON. J. R. HAYDEN,	SEATTLE.
HON. J. P. JUDSON,	TACOMA.
HON. A. A. PHILLIPS,	OLYMPIA.
HON. R. B. BRYAN, <i>ex-officio</i> ,	OLYMPIA.

## FACULTY.

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**T. M. GATCH, A. M., PH. D., PRESIDENT,**  
Mental and Moral Science.

**O. B. JOHNSON, LL. B.,**  
Natural History and Science.

**J. M. TAYLOR, M. S.,**  
Mathematics and Astronomy.

**MISS E. J. CHAMBERLIN, PRECEPTRESS,**  
German, English Literature and History.

**MARK BAILEY, JR., A. B.,**  
Greek and Latin.

**MISS LOUISE FRAZYER, PH. B.,**  
English, Rhetoric and Elocution.

**MISS CLAIRE GATCH,**  
Teacher of Art, and Librarian.

**Mlle. MARIE CAMENEN,**  
Teacher of French.

**MISS ESTELLE WYCKOFF,**  
Teacher of German.

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## CONSERVATORY OF MUSIC.

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**MISS J. L. CHAMBERLIN, DIRECTOR,**  
Piano and Harmony.

**P. C. ALLEN,**  
Violin, Guitar and Mandolin.

**E. D. CRANDALL,**  
Voice Culture.

**MRS. C. S. PATTERSON,**  
Piano and Pipe Organ.

## GENERAL INFORMATION.

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### ORIGIN OF THE UNIVERSITY.

The University of Washington is the oldest institution of learning north of the Columbia river. July 17, 1854, Congress donated to the Territory of Washington two townships of land for the purpose of establishing a university. The legislature located the University at Seattle, July 29, 1855. The corner stone was laid on the 20th of May, 1861, and the University was opened for students in the autumn of 1862.

### LOCATION.

Seattle is centrally located in the great Puget Sound basin, and is connected with all the principal towns and cities of the northwest coast by daily lines of steamers and railways.

### THE BUILDINGS.

There are five buildings, situated in the midst of a beautiful campus, embracing ten acres of land, adorned with a luxuriant growth of evergreens and other native trees. The land was given to the university by Mr. A. A. Denny, who has always manifested great interest in the success of the institution. The main building consists of five large and commodious class rooms, a chapel, laboratory, library and an art room. There are two dormitory buildings, with boarding hall, for the accommodation of students. The fourth building is the residence of the President of the University, who exercises a careful supervision over the students residing at the dormitories. The fifth building is the University astronomical observatory.

### COURSES OF STUDY.

There are three courses of study, each requiring four years for its completion: The Classical course, in which the Greek and Latin languages constitute the basis, and which leads to the degree Bachelor of Arts; the Latin Scientific course, which differs from the Classical course in the substitution of German for Greek; the English Scientific course, in which Anglo-Saxon takes the place of Latin, and French may be substituted for German. Both the Scientific courses lead to the degree Bachelor of Science.

### ADMISSION.

Applicants for admission must present satisfactory testimonials of good moral character, and students coming from other schools must present certificates of honorable dismissal. For admission to the Sub-Freshman class the applicant must pass satisfactory examination in reading, orthography, English grammar, geography, arithmetic, United States history, and algebra to quadratics. For admission to the Freshman class, Latin Scientific course, Latin grammar, Latin reader, four books of Caesar, civics, natural philosophy, elocution and five books of plane geometry will be required, in addition to the above named studies. For admission to the Freshmen class, English Scientific course, the same studies are required as for the Latin Scientific, except that Sweet's Anglo-Saxon Primer, Sweet's Homilies of Ælfric and Sweet's Alfred's Orosius are substituted for the Latin. For admission to the Freshman class, Classical course, Greek grammar will be required in addition to the studies named for admission to the Latin Scientific course.

Students holding diplomas as graduates of any public high school of the State of Washington shall be admitted without examination. Students from other institutions of learning of similar grade to this University shall receive



credit for work done in such schools, as shown by their certificate of standing.

#### ENTRANCE EXAMINATIONS.

An entrance examination will be held in Seattle Thursday, August 11, and Friday, August 12, 1892. Other examinations for admission will be held in Spokane, Tacoma, Walla Walla, Olympia, Ellensburg, Vancouver, Port Townsend, Whatcom and Montesano, announcements of which will be made in the local newspapers of these places.

#### DISCIPLINE.

When a student enters the University he is expected to obey its rules and regulations. These are few and simple, based upon the principles of justice, with direct reference to the welfare of all. In government an appeal is made to the student's self-respect and sense of honor. Students are treated as ladies and gentlemen, and are required to deport themselves as such. Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, because of immorality or because of habitual neglect of his duties, his parents, unless the offense is of such nature to demand a summary action, will be requested to withdraw him, and if not withdrawn within a reasonable time he will be dismissed.

#### MILITARY DRILL.

All students of the University are required to drill one hour a week in the revised military tactics of the United States army. Captain E. S. Ingraham, commander of Company E of the First Regiment of the National Guard of Washington, has had charge during the year.

#### LIBRARY AND READING ROOM.

The library contains 3,139 bound volumes and 1,500 pamphlets. Students have free access to the use of the

library and the reading room. The following periodicals are kept on file in the reading room:

*Forum, Popular Science Monthly, Public Opinion, Century, Harper's Magazine, Current Literature, Scribner, North American Review, Review of Reviews, Cosmopolitan, Harper's Weekly, Frank Leslie's Illustrated Newspaper, Youth's Companion, Atlantic, Scientific American and Supplement, Puck, Judge, St. Nicholas, New York World, New York Tribune, The Christian Herald, The Independent, The Golden Rule, The Occident, The Young Men's Era, The Zion's Watchman, The Epworth Herald, Record of Christian Work, Y. W. C. A. Evangel, Walla Walla Union-Journal.*

#### LITERARY SOCIETIES.

There are two literary societies in the University—the Aletheuonean and the Philomathean—which afford opportunity to the student for improvement in debate, oratory, criticism, correct methods of conducting deliberative bodies, and knowledge of parliamentary usages.

#### DEGREES AND DIPLOMAS.

The degree of Bachelor of Arts will be conferred on all students who complete the Classical course, and the degree of Bachelor of Science on all who complete either Scientific course. Any Bachelor of Arts or Bachelor of Science of three years' standing, furnishing satisfactory evidence to the Board of Regents of having been engaged in literary or scientific pursuits, and submitting a written thesis on some literary or scientific topic, may receive the corresponding Master's degree *in cursu*, by applying for the same to the Board at least two weeks before commencement, and having been recommended for the degree by the Faculty of the University. The thesis should accompany the application for the degree. Appropriate diplomas will be granted to all students completing any of the courses of

study in the University, on the payment of the required fee.

#### HONORARY DEGREES.

The degrees of Master of Arts, Master of Science, Doctor of Divinity, Doctor of Philosophy and Doctor of Laws are conferred *honoris causa*, at the discretion of the Board of Regents, on persons recommended by the Faculty.

#### FEES.

For diploma in Classical course.....	\$10 00
For diploma in Scientific course.....	8 00

#### EXPENSES.

The expenses of students residing at the University dormitories for board and lodging is about \$3 per week. This includes light and fuel. From this it will be seen that a student disposed to practice economy may complete the entire scholastic year at an expense not to exceed \$175.

#### TRAVELING EXPENSES.

The actual traveling expenses of all students residents of the State of Washington, whose home is outside King county, are deducted from regular tuition charges. Expenses incurred in coming from home are deducted from the first bill. If such students remain till the school year closes, allowance is made for expenses of returning home. Hence, *it costs the student no more to attend the State University, no matter in what part of the state he may reside.*

#### RATES OF TUITION.

Tuition in all courses, per quarter.....	\$6 00
Painting, per lesson of three hours.....	75
Drawing—pencil, crayon or charcoal.....	50

*Tuition is required in advance, and must be paid at the time of registration.*

**MATRICULATION.**

Every student entering the University must, before he can be registered as a member of any class, pay the tuition fee and sign a certificate of admission whereby he promises cheerful obedience to all the rules and regulations of the University, and prompt attendance at all its exercises.

## COURSES OF STUDY.

### CLASSICAL COURSE.

	FIRST SEMESTER.	SECOND SEMESTER.
SUB-FRESHMAN.	Latin Lessons, Latin Civics. [Reader. Elocution. Algebra.	Latin Reader, Cæsar. Natural Philosophy. Elocution. Geometry.
FRESHMAN.	Cæsar, Ovid. Greek Lessons. Physiology. Algebra.	Cicero. Greek Lessons, Anabasis. Botany. Geometry.
SOPHOMORE.	Virgil. Anabasis, Homer. Zoölogy. Trigonometry, Surveying.	Livy, Horace. Homer, Plutus. Biology. [ Geometry. Graphic Algebra, Analytic
JUNIOR.	Œdipus, Plato. Chemistry. Calculus. General Astronomy.	Prometheus, Herodotus. Mineralogy. Economics. Mechanics, Astronomy.
SENIOR.	Rhetoric. English Literature. Psychology. Geology.	General History. English Literature. Logic, Ethics. Æsthetics, Orations.

## LATIN SCIENTIFIC COURSE.

	FIRST SEMESTER.	SECOND SEMESTER.
SUB-FRESHMAN.	Latin Lessons, Latin Civics. [Reader. Elocution. Algebra.	Latin Reader, Cæsar. Natural Philosophy. Elocution. Geometry.
FRESHMAN.	Cæsar, Ovid. Elocution. Physiology. Algebra.	Cicero. Elocution. Botany. Geometry.
SOPHOMORE.	Virgil. German Lessons. Zoölogy. Trigonometry, Surveying.	Livy, Horace. German Grammar. Biology. [Geometry. Graphic Algebra, Analytic
JUNIOR.	German Reader. Chemistry. Calculus. General Astronomy.	Wilhelm Tell. Mineralogy. Economics. Mechanics, Astronomy.
SENIOR.	Rhetoric. English Literature. Psychology. Geology.	General History. English Literature. Logic, Ethics. Æsthetics, Orations.

ENGLISH SCIENTIFIC COURSE.

	FIRST SEMESTER.	SECOND SEMESTER.
SUB-FRESHMAN.	Anglo-Saxon. Civics. Elocution. Algebra.	Anglo-Saxon. Natural Philosophy. Elocution. Geometry.
FRESHMAN.	Anglo-Saxon Reader. Elocution. Physiology. Algebra.	Middle English. Elocution. Botany. Geometry.
SOPHOMORE.	Modern English. German Lessons or French. Zoölogy. Trigonometry, Surveying.	Modern English. [French. German Grammar or Biology. [Geometry. Graphic Algebra, Analytic
JUNIOR.	German Reader or French. Chemistry. Calculus. General Astronomy.	Wilhelm Tell or French. Mineralogy. Economics. Mechanics, Astronomy.
SENIOR.	Rhetoric. English Literature. Psychology. Geology.	General History. English Literature. Logic, Ethics. Æsthetics, Orations.

## OUTLINES OF DEPARTMENTS.

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### PHILOSOPHY.

- I. **Civics.** Five hours a week during the first semester of the Sub-Freshman year; 86 hours.
- > II. **Economics.** Andrew's Institutes of Economics. Five hours a week during the second semester of the Junior year; 96 hours.
- III. **Psychology.** D.J. Hill's Elements. Five hours a week during the first semester of the Senior year; 86 hours.
- > IV. **Logic.** Hill's Jevon. Five hours a week during the first ten weeks of the second semester of the Senior year; 48 hours.
- > V. **Ethics.** Robinson. Five hours a week during the last ten weeks of the second semester of the Senior year; 48 hours.
- VI. **Aesthetics.** Brown's Fine Arts. Five hours a week during the first ten weeks of the second semester of the Junior year; 48 hours.

### PHYSICAL SCIENCE.

- I. **Natural Philosophy.** Avery's Elements. Five hours a week during the second semester of the Sub-Freshman year; 96 hours.
- II. **Chemistry.** Avery's Complete. Five hours a week during the first semester of the Junior year; 86 hours.

### NATURAL HISTORY.

- I. **Physiology.** Cutter's Analytic. Five hours a week during the first semester of the Freshman year; 86 hours.
- II. **Botany.** Gray's School and Field Book. Five hours a week during the second semester of the Freshman year; 96 hours.
- III. **Zoology.** Packard's Briefer. Five hours a week during the first semester of the Sophomore year; 86 hours.
- IV. **Biology.** Colton's Practical. Five hours a week during the second semester of the Sophomore year; 96 hours.
- V. **Mineralogy.** Dana's Manual. Five hours a week during the second semester of the Junior year; 96 hours.
- VI. **Geology.** Dana's Text-Book. Five hours a week during the first semester of the Senior year; 86 hours.

### MATHEMATICS AND ASTRONOMY.

- ✓ I. **Algebra.** Wentworth's School Algebra. An elementary course in review of the principles of algebra. Five hours a week during the first semester of the Sub-Freshman year; 86 hours.



✓ **II. Geometry.** Wentworth's Plane Geometry. Five books. Five hours a week during the second semester of the Sub-Freshman year; 96 hours.

✓ **III. Algebra.** Wentworth's College Algebra. Five hours a week during the first semester of the Freshman year; 86 hours.

✓ **IV. Geometry.** Halsted's Geometry. (a) An advanced course in review of Plane Geometry embracing the first six books of Halsted's Elements of Geometry. Five hours a week during the first ten weeks of the second semester of the Freshman year; 48 hours. (b) A course in Geometry of Three Dimensions. The last five books of Halsted's Geometry. Five hours a week during the last ten weeks of the second semester of the Freshman year; 48 hours.

✓ **V. Trigonometry and Surveying.** Wentworth's Trigonometry and Surveying, with Tables. (a) Plane Trigonometry. Five hours a week during the first six weeks of the first semester of the Sophomore year; 29 hours. (b) Spherical Trigonometry. Five hours a week during the middle six weeks of the first semester of the Sophomore year; 29 hours. (c) Surveying (elective). Five hours a week during the last six weeks of the first semester of the Sophomore year; 28 hours. Twenty-one hours in the class room and seven hours in the field with the instruments.

✓ **VI. Graphic Algebra.** Phillips & Beebe's. Five hours a week during the first eight weeks of the second semester of the Sophomore year; 38 hours.

✓ **VII. Analytic Geometry.** Wentworth's. Five hours a week during the last twelve weeks of the second semester of the Sophomore year; 58 hours.

✓ **VIII. Calculus.** Hardy's Calculus. (a) Differential Calculus. Five hours a week during the first ten weeks of the first semester of the Junior year; 48 hours. (b) Integral Calculus. Five hours a week during the last eight weeks of the first semester of the Junior year; 38 hours.

✓ **IX. Mechanics.** Wood's Elementary Mechanics. Five hours a week during the first fourteen weeks of the second semester of the Junior year; 68 hours.

✓ **X. General Astronomy.** Young's General Astronomy. Five hours a week during the first semester of the Junior year; 86 hours. Sixty-eight hours in the class room and eighteen hours in the observatory.

✓ **XI. Observational Astronomy.** (Elective) Webb's Celestial Objects for Common Telescopes. Two hours a week in the observatory during the second semester; 36 hours.

## GREEK.

✓ I. **Greek.** Boise & Pattengill's Greek lessons are taught during eighteen weeks of the first semester in the Freshman year. Goodwin's Greek Grammar is studied in connection with the lessons, according to the inductive method; 88 hours.

✓ II. **Greek Reader.** Selected passages of easy Greek are read during the first six weeks of the second semester in the Freshman year. The object is to gradually accustom the student to read a connected series of thoughts, but not of such complication as is found in the ordinary authors. The Greek syntax is constantly impressed on the minds; 30 hours.

✓ III. **Anabasis.** (a) The first book of Goodwin's Anabasis is read during the last fourteen weeks of the second semester in the Freshman year; 68 hours. (b) The second and third books of Goodwin's Anabasis are read during the first nine weeks of the first semester in the Sophomore year; 45 hours.

✓ IV. **Homer.** (a) The first book of Homer's Iliad, by Seymour, is read during the last nine weeks of the first semester in the Sophomore year; 44 hours. (b) The second and third books of Homer's Iliad are read during the first ten weeks of the second semester in the Sophomore year; 49 hours.

✓ V. **Plutus.** Aristophanes' Plutus, by Green, is read during the last ten weeks of the second semester in the Sophomore year; 50 hours.

## ELECTIVE STUDIES FOR THE JUNIOR YEAR.

✓ VI. **Plato.** (a) Plato's Republic is read during the first nine weeks of the first semester in the Junior year; 44 hours. (b) Plato's Phædo is read during the last nine weeks of the first semester in the Junior year; 45 hours.

✓ VII. **Aristotle.** The first four books of Aristotle's Ethics are read during the first ten weeks of the second semester in the Junior year; 49 hours.

VIII. **Lucian.** Selections from Lucian are read during the last ten weeks of the second semester in the Junior year; 50 hours.

✓ IX. **Lysias.** Selections from Lysias are read during the first nine weeks of the first semester in the Junior year; 44 hours.

✓ X. **Demosthenes.** Demosthenes' De Corona, by Drake, is read during the last nine weeks of the first semester in the Junior year; 45 hours.

✓ XI. **Æschines.** Æschines' Against Ctesiphon is read during the first ten weeks of the second semester in the Junior year; 49 hours.

XII. **Lycurgus.** Lycurgus' *Against Leocrates* is read during the last ten weeks of the second semester in the Junior year; 50 hours.

XIII. **Sophocles.** Sophocles' *Oedipus Tyrannos* is read during the first nine weeks of the first semester in the Junior year; 44 hours.

XIV. **Euripides.** Euripides' *Medea* is read during the last nine weeks of the first semester in the Junior year; 45 hours.

XV. **Aristophanes.** Aristophanes' *Birds* is read during the first ten weeks of the second semester in the Junior year; 49 hours.

XVI. **Æschylus.** Æschylus' *Prometheus Bound* is read during the last ten weeks of the second semester in the Junior year; 50 hours.

XVII. **Herodotus.** (a) In course 4, Herodotus is read during the entire first semester in the Junior year; 88 hours. (b) In course 5, Herodotus is read during the first ten weeks of the second semester in the Junior year; 49 hours.

XVIII. **Thucydides.** Thucydides is read during the entire second semester in the Junior year; 99 hours.

#### LATIN.

I. **Latin Lessons.** Collar & Daniell's Latin lessons are studied during eighteen weeks of the first semester in the Sub-Freshman year. Allen & Greenough's Latin Grammar is studied in connection with the lessons; 89 hours.

II. **Latin Reader.** Collar's Latin Reader is studied during the first six weeks of the second semester in the Sub-Freshman year; 30 hours.

III. **Composition.** Collar's Latin Composition is studied once a week during the entire Freshman year; 38 hours.

IV. **Cæsar.** (a) Chase & Stuart's Cæsar is read during the last fourteen weeks of the second semester in the Sub-Freshman year; 69 hours. (b) The second, third and fourth books of Cæsar are read during the first nine weeks of the first semester in the Freshman year; 45 hours.

V. **Ovid.** Lincoln's Ovid is read during the last nine weeks of the first semester in the Freshman year; 43 hours.

VI. **Cicero.** Chase & Stuart's Cicero is read during the twenty weeks of the second semester in the Freshman year; 99 hours.

VII. **Virgil.** Chase & Stuart's Virgil is read during eighteen weeks of the first semester in the Sophomore year; 88 hours.

VIII. **Livy.** Lincoln's Livy is read during the first ten weeks of the second semester in the Sophomore year; 49 hours.

✓ IX. **Horace.** Chase & Stuart's Horace is read during the last ten weeks of the second semester in the Sophomore year; 50 hours.

✓ X. **Juvenal.** Leverett's Juvenal is read during the first nine weeks of the first semester in the Junior year; 45 hours.

✓ XI. **Martial.** Paley & Stone's Martial is read during the last nine weeks of the first semester in the Junior year; 48 hours.

#### GERMAN.

✓ I. **Introductory Course.** Dreyspring's Cumulative Method. Five hours a week during the first semester of the Sophomore year; 86 hours.

✓ II. **German Grammar.** Cook's Otto. Five hours a week during the second semester of the Sophomore year; 96 hours.

III. **German Reader.** Boisen. Five hours a week during the first semester of the Junior year; 86 hours.

IV. **Wilhelm Tell.** Buchheim. Four hours a week during the second semester of the Junior year; 76 hours.

V. **German Literature.** One hour a week during the second semester of the Junior year; 20 hours.

#### FRENCH.

I. **Introductory Course.** Méthode Berlitz, 1<sup>re</sup> Livre. Five hours a week during the first semester of the Sophomore year; 86 hours.

✓ II. **Intermediate Course.** Méthode Berlitz, 2<sup>me</sup> Livre. Five hours a week during the second semester of the Sophomore year; 96 hours.

III. **French Grammar.** Petite Grammaire Française pour les Anglais, L. Sauveur. Five hours a week during the first semester of the Junior year; 86 hours.

IV. **French Grammar and Literature.** Litterature Française. P. Rogez et M. D. Berlitz. Five hours a week during the second semester of the Junior year; 96 hours.

#### ANGLO-SAXON.

I. **Introductory Course.** Sweet's Anglo-Saxon Primer. Five hours a week during the first semester of the Sub-Freshman year; 86 hours.

II. **Homilies of Ælfric.** Sweet. Five hours a week during the first ten weeks of the second semester of the Sub-Freshman year; 48 hours.

III. **Alfred's Orosius.** Sweet. Five hours a week during the last ten weeks of the second semester of the Sub-Freshman year; 48 hours.

IV. **Anglo-Saxon Reader.** Sweet. Five hours a week during the first semester of the Freshman year; 86 hours.

**ENGLISH LANGUAGE AND LITERATURE.**

I. **Middle English.** (a) Sweet's First Middle English Primer. Five hours a week during the first ten weeks of the second semester of the Freshman year; 48 hours. (b) Sweet's Second Middle English Primer. Five hours a week during the last ten weeks of the second semester of the Freshman year; 48 hours.

II. **Early Modern English.** Spencer's Faery Queene (Kitchin's edition). Five hours a week during the first semester of the Sophomore year; 86 hours.

III. **Modern English.** Five hours a week during the second semester of the Sophomore year.

1. Milton's Paradise Lost (two books)—Samson Agonistes, Comus. Text-books, Samson Agonistes, by H. W. Percival; Comus, by William Bell (Shakespeare-Rolfe edition); 40 hours.

2. American Poets. Richardson's American Poetry and Fiction; 24 hours.

3. Later Poets. Scott. Wordsworth (Rolfe edition). Tennyson (Rolfe edition). Ward's English Poets; 32 hours.

**HISTORY.**

I. **Mediæval History.** Five hours a week during the first ten weeks of the second semester of the Senior year; 50 hours. Text-book, Andrew's Institutes.

II. **History of Civilization and Modern History.** Five hours a week during the last ten weeks of the second semester of the Senior year; 50 hours. Text-book, Guizot's History of Civilization.

**ELOCUTION.**

I. **Rhetoric and Vocal Expression.** 70 hours. Text-book, Chamberlain's Rhetoric of Vocal Expression.

II. **Plastic Chart Drill.** Pantomimic Expression, Voice Culture; 50 hours. Dramatic reading and recitation, reading of poetry, humorous reading and recitation, Shakespeare and other classic authors; 50 hours.

**RHETORIC.**

I. **Science of Rhetoric.** 1. Genung's Science of Rhetoric. 2. Study of English prose style; prose masterpieces; classic series. 3. Study of oratory and poetics, subject assigned; 86 hours.

## DESCRIPTION OF DEPARTMENTS.

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PHILOSOPHY.

*Civics.*—The student is made acquainted with the various forms of government, and the origin of our own government is carefully reviewed. Every clause of the constitution of the United States is made the subject of comment and explanation. The classes are required to memorize the most important sections.

*Economics.*—During the first term our aim is to familiarize the student with the principles of the science. The last term is devoted principally to debates, informal discussions and thesis work. Our library is well supplied with reference books in this department. Students are encouraged in original investigation. The labor question, socialism, taxation, money and the tariff receive attention.

*Psychology.*—This study presupposes a considerable acquaintance with the structure and functions of the brain and nervous system. Students acquire this knowledge in the laboratory under the direction of the Professor of Natural History. During the past year the class also received valuable instruction by means of lectures delivered by Caspar W. Sharples, M.D., a specialist in this department. The intellectual faculties, the sensibilities and the will are carefully studied; the various schools of philosophy are criticised and compared, and theses are often required from members of the class.

*Logic.*—Attention is given to the operations of the mind in simple apprehension, judgment and reasoning. The syllogism receives due attention, and the student is exercised in classifying arguments and in showing whether they are valid or fallacious.

*Ethics.*—We strive to inculcate the principles embodied in the clause of the ordinance of 1787, which asserts that “religion, morality and knowledge are necessary to good government and the happiness of mankind.” Freedom of inquiry is, however, encouraged.

Throughout the philosophic studies text-books are used mainly as guides. The student is expected to master the subject under consideration and recite without the formality of questions.

#### NATURAL SCIENCE.

The instruction in this department is designed to cultivate in the student habits of observation and the power of generalization. The instruction is given by daily recitations, familiar lectures, with experiments and laboratory work. Especial attention is also given to the “laboratory method” in the biological studies, the student being required for one year to dissect and demonstrate from real tissues and organs, through a series of plants and animals that gives them a comprehensive view of the unity of plan of life, as well as the differences that have attained by virtue of their instinctive adjustment to constantly changing surroundings. Examinations are required at the end of each semester, to which no student is admitted whose absences from class work exceed 20 per cent.

The University is provided with apparatus suitable for illustrating the physical sciences. The facilities for experimenting in electricity are especially fine, among which may be mentioned a superb electrical machine, working with great force in all kinds of weather; a large forty-cell galvanic battery, with which the beauties and wonders of electricity are illustrated; several very large and powerful magnets for illustrating the earth’s magnetism; together with many other valuable pieces for illustrating the recent discoveries in the sciences, the latest addition being six

fine compound microscopes, imported expressly for the University.

Professor Johnson has placed in the cabinet of the Young Naturalists' Society, for the benefit of all pursuing scientific studies, his entire private collection, consisting of over twenty thousand specimens, distributed through the various branches of his department, making a most valuable addition to the already existing facilities for class work in this direction. From the abounding wealth in fauna and flora of the Puget Sound basin, both upon land and water, Professor Johnson is making constant additions of well prepared specimens to this beautiful and nicely arranged collection. He not unfrequently takes his class with him upon excursions into the woods or along the shores of the Sound, to study nature and to instruct them in the art of making collections and preparing specimens.

#### MATHEMATICS AND ASTRONOMY.

It is the aim in this department to lead the student along the path of original investigation, and to teach him to *think* and *reason* for himself.

*Thoroughness* is the most important consideration in teaching mathematics. The successful pursuit of the higher mathematics depends in a great measure upon the *thoroughness* of the teaching of algebra and geometry. Accordingly three courses in algebra and two in geometry are presented. Algebra in its earlier stages is taught as *Arithmetica Universalis* in the strictest sense. The courses in algebra are so arranged that by thorough reviews the student becomes well acquainted with the fundamental laws of algebra, and learns to use them readily in *formula*, and is thereby thoroughly prepared for the practical work of the transcendental analysis and its applications.

Graphic algebra is designed to give the student a thorough knowledge of the theory of equations, and serves as



an excellent preparation for analytic geometry, the most beautiful of all algebraic applications. Moreover, graphical methods are now used with great profit in many departments of science.

Geometry is taught as a branch of practical logic, and great care is used to lead the student to understand clearly the nature of reasoning or passing from hypothesis to conclusion. Many original propositions are given for solution and demonstration. Experience proves this to be the best method for producing strong, vigorous thinkers.

The course in trigonometry and surveying is divided into three sections. Section (*a*) consists of plane trigonometry with its application to the solution of problems in mensuration, and analytic trigonometry or goniometry, which is made a strong mathematical discipline. Section (*b*) consists of a brief course in spherical trigonometry and is taught with direct reference to its application to the problems of practical astronomy. Section (*c*) is an *elective* course in surveying. One-seventh of the time is spent in the field. The student is taught to use the instruments in laying out and measuring the sides and angles of triangles, field measurements, chaining and leveling. The remainder of the time is devoted to plotting, computing and other class room exercises.

In analytic geometry the aim is to lead the student by means of illustrations and examples to comprehend clearly the connection between a *locus* and its equation. Many exercises for original thought are presented, and the student is encouraged to investigate for himself.

The calculus is presented according to Newton's Method of Rates or Fluxions. The general aversion for the study of the calculus is caused perhaps by the methods usually employed in developing the fundamental principles of the science. The "Infinitesimal Method" lacks that logical rigor and exactness so essential to the mathematics, while

the "Doctrine of Limits" is so difficult to comprehend that few students ever completely master it. The direct method of rates, which treats variables in a state of change and develops the rules for differentiation from this point of view, seems to be the most logical method of treatment. Experience has taught that the fundamental principles of the calculus developed by the method of rates may be made as clear and comprehensible as those of ordinary algebra.

In mechanics the practical problems constantly used by the mechanist and civil engineer are carefully solved and discussed. The subject is at first presented in an elementary way, requiring on the part of the student a knowledge of the elementary branches of pure mathematics only. Afterward analytic methods are employed and the calculus freely used. Considerable attention is given to the strength of materials. The work of the text-book is supplemented by lectures.

The work in general astronomy will consist of the facts and principles of the science of astronomy, physical and spherical, with the solution of many problems pertaining to the determination of latitude, longitude, time, etc. Particular attention will be given to the use of astronomical instruments, and the student will be required to spend a great deal of time in the observatory making observations and computing. The course in general astronomy will be required of all students in any of the regular courses of the University. Besides this, there is an *elective* course offered to all who wish to make astronomy a specialty, and to such every assistance within the power of the department will be cheerfully rendered.

The University astronomical observatory will be completed in May, 1892, and will contain a 6-inch equatorial refracting telescope, placed on a solid pier of masonry. The objective was made by Brashear, Allegheny City, Pa.,

and mounting by Warner & Swasey, Cleveland, Ohio. The telescope will be equipped with all the necessary appurtenances for practical observations, including a position-filar micrometer, with eye pieces, giving powers of 100, 200, 300 and 400, five negative eye pieces, one terrestrial eye piece, one Brashear compound solar eye piece, and a driving clock.

The observatory also contains an astronomical stereopticon with slides for illustrating the principles of general astronomy. During the year a set of self-registering meteorological instruments consisting of a barograph and thermograph and an anemograph will be added which will give the University of Washington the most complete astronomical and meteorological observatory north of California, and the equal of any on the Pacific coast excepting Lick.

#### GREEK.

The work in this department is intended to give to the members opportunity for a special study of the Greek language, with its grammatical forms, constructions and idioms.

It will also include investigations into the Hellenic civilization and polemics.

It is designed to provide the student who completes its courses with a knowledge of (1) the structure and laws of the language, (2) the relations of the factors in Hellenic life, and (3) special study in selected courses.

In the Freshman year, special attention is given to a thorough drill in the essential fundamentals of accidence and syntax, directed toward cultivating the ability of reading easily and literally. This encourages the student to aim at accurate scholarship, and facilitates his subsequent readings. The elementary principles are taught inductively. This is the most natural method, and tends to an earlier understanding of the peculiarities of syntax.

The work of the Sophomore year treats of the grammatical principles only in so far as is necessary to interpret the texts. The aim is to give to the student some acquaintance with the scope and force of Greek antiquities, history and literature, together with a study of the derivation of words. Supplementary readings are required from leading authors, principally Grote, Becker, Mahaffey and Gow.

The Junior year couples with the masterpieces of Greek literature a course of lectures extending over the greater portion of the year. These treat of different phases of Hellenic life and progress. In this year the members of the Greek department are permitted to choose one of the following courses. This opportunity is given in order to allow the students to study those Greek authors and subjects which best accord with the natural bent of their varied minds.

1. *Philosophy.* Plato's Republic and Phædo; Aristotle's Ethics, books I-IV; Lucian, selections. This course is devoted to the study of the important principles and theories discussed in Greek philosophy, and distinct reference is given to the lucid interpretation of the authors.

2. *Oratory.* Lysias, selections; Demosthenes' De Corona; Æschines' Against Ctesiphon; Lycurgus' Against Leocrates. This course studies the language as an instrument of thought and as the key to the various phases of Greek public life. The authors represent the most highly developed and perfect form of prose literature.

3. *Drama.* Æschylus' Prometheus Bound; Sophocles' Œdipus Tyrannos; Euripides' Medea; Aristophanes' Birds. This course investigates the Greek theater and the manner in which plays were produced. Both tragedy and comedy are studied. Special attention is directed to the setting of the plays and to the parts which these authors had in the development of the drama.

4. *History.* Herodotus; Thucydides. This course purposes to study the progress of the political and social

institutions of Greece, as constituting the basis of Hellenic civilization. Constant reference is made to Plutarch's Lives, which must be read in the work of this course.

5. *General Course.* Sophocles' *Cædipus Tyrannos*; Plato's *Phædo*; Herodotus; *Æschylus' Prometheus Bound*. This course is designed for those students who may not wish to study any special subject in Greek, but prefer to obtain a general knowledge of Greek literature. The work combines select authors in history, drama and philosophy.

In each of these five courses, students are required to write theses in connection with their work. The subjects, assigned by the instructor, aim to cultivate in students sufficient attention to the authors read as will enable them to treat of the subject-matter in their own language.

#### LATIN.

The instruction in this department is intended to enable those students who complete this course to understand and appreciate the distinctive characteristics of the ancient Roman civilization.

It is desired to give the student a thorough knowledge of the grammatical form and idioms of the Latin literature. In addition to this fundamental work, the aim is to help the students in studying the derivation of words, and to acquaint them with the scope and importance of the Latin literature, as also with the Roman political history and social life. The work in the Sub-Freshman year is given to a thorough drill in the grammatical forms and syntax.

The beginner in Latin is taught by the inductive method. In the reading, during the latter part of the year, practical application is made of the principles of syntax, and constant regard is had for literal translations.

In the Freshman year, the student is encouraged to make a more critical analysis of the language of the authors, with a view to their application in writing Latin. Besides

translating the Latin into English, students are required to devote one hour in each week throughout the year to Latin composition, which consists of writing English into classical Latin. Special attention is directed toward qualifying the student to read Latin with facility and fluency, coupled with accuracy.

The work of the Sophomore year deals with the grammatical principles no more than is essential for the proper interpretation of the texts. Attention is directed to style and to the treatment of the various subjects by the authors. Opportunity is given to the student for the study of the poetry of the Latin literature.

In the Junior year, a Latin course is offered to classical students, which is optional with calculus. The work in this course uses the Latin only as a means to an end. The aim is to closely study the political and social development of the Roman people. A series of lectures is delivered by the instructor, which serve to aid the student in investigating the customs of the people. The students are encouraged to think and investigate on their own responsibility, and, to this end, theses are required to be written, treating of some subject of Roman antiquity.

#### GERMAN.

The "Natural Method of Learning Languages" is used in teaching German. This gives the student the ability to speak German fluently, a result not obtained by the old method of translation. By this method the student is taught to think in German, and thus secure an accurate knowledge of the forms, constructions and idioms of the language, which he could not attain by rendering German into English.

The primary object of the study of a modern language is to acquire a practical use of the language as a medium of thought. This is satisfactorily accomplished by using the "Natural Method."

After the student has acquired considerable power in speaking and writing German, he reads Wilhelm Tell and other great German masterpieces in a critical way, thinking the author's thoughts over after him in the original German. Then he is permitted to translate the text into English. Great attention is given to German History and German Literature throughout the courses.

Miss E. J. Chamberlin, in charge of the department of German, has been during the year in Berlin, Prussia, making a special study of German literature and German methods of teaching. This added to her acknowledged ability as a teacher of German assures for this department great success in the future. During Miss Chamberlin's absence the German classes have been under the charge of Miss Estelle Wyckoff, who has done very efficient work in the department.

#### FRENCH.

The Berlitz Natural Method is used for the study of French. During the first year the student sees what is necessary to learn to speak in every-day conversation, with an elementary study of the grammar. Special attention is given to conversation; one recitation a week is dedicated to that purpose; pieces of prose and poetry are committed to memory in order to give the student a fluency in his speaking.

In the second year the student sees the grammar more deeply. "*Petite Grammaire Francaise pour les Anglais*" of Lambert Sauveur will furnish the work.

To that is added for the first semester easy and short stories and comedies, as *Le Voyageur d'Octave Feuillet*, *Nicette*, *Contes de Feis*, etc., giving to the pupils the French of to-day. For the second semester a French literature, with a detailed study of the authors of the seventeenth century with readings of the selections of the principal works, and most noted quotations committed to memory.

## ANGLO-SAXON.

The study of Anglo-Saxon to the student of English is of prime importance; for the English language has grown out of the Anglo-Saxon just as the Romance tongues have from the Latin. Anglo-Saxon may be appropriately called Old English. The English reader of to-day could hardly recognize English in Beowulf, Ælfric's *Homilies* or Caedmon, yet the transition of the language from king Alfred's time to the present has never been so abrupt but that the grandson could understand the language of the grandfather. The entire grammar of English and 60 per cent. of its words are Anglo-Saxon. Anglo-Saxon is the "blood and soul" of modern English, and therefor it is made the basis of the language work in the English Scientific course. The student will begin the grammatical study of Old English as given in Sweet's Anglo-Saxon Primer, followed by Ælfric's *Homilies* and Alfred's *Orosius*. This will require one year. The grammar will be supplemented by constant reference to the subsequent development of the language in its grammatical forms and syntax. Sweet's Anglo-Saxon Reader will furnish work for the second year. Comparative grammar and the study of Saxon literature will be prominent features of the year's work. This work, together with Sweet's Middle English Primers (described under English literature), connects Anglo-Saxon on the one side with the language of Chaucer on the other.

## ENGLISH LANGUAGE AND LITERATURE.

"Progress is man's distinctive mark alone, not God's and not the beasts'; God is, they are; man partly is and wholly hopes to be."

This course will include a systematic study of the history of the English language and literature. The thought as well as the peculiar style of each author will be studied. The growth of literature from Chaucer to Browning, the leading influences of each period, and the relation of era



to era, will receive especial attention. Practical work in original composition accompanies this study. The development of the drama will be made a prominent feature of the work. Study of the comedies and tragedies of Shakespeare; comparative study of various poets and authors, Wordsworth to Rossetti. (2) Study of Browning (Corbin's edition); 40 hours.

### HISTORY.

"Man can give nothing to his fellow-men but himself."—*Schlegel*.

The object of this course is to acquaint the student with the rise and development of nations, the formation of governments. Mediæval history embraces the period from the fall of the Roman Empire to the fall of Constantinople. Modern history embraces the period from the fall of Constantinople to the present time. Especial attention is given to the influence, development and unification of the German Empire. Throughout the course individual work upon assigned topics is required.

### ELOCUTION.

"Eloquence must be attractive or it is none."—*Ralph Waldo Emerson*.

The individuality of the student is of the first importance. The orator is educated by quickening and developing all the intellectual faculties, cultivating the imagination, deepening and guiding the feelings, and by making the will sovereign. This can be accomplished only by the method that cultivates the individual in his three-fold nature of mind, soul and life, through impression and expression.

#### I. *Rhetoric of Vocal Expression:*

1. Gesture as figurative language, showing relation of gesture to thought, subjective and objective properties of action, classes of gestures, and pantomimic paraphrase, or interpretation of thought by action.

2. Vocal technique; a condensed but scientific and practical treatise on the use of the voice in speaking.

3. Criticism, showing how to bring all theory, method and analysis to a practical test in actual delivery.

II. *Plastic*: Principles of physical training. Training of the body as the instrument of expression. Development of plasticity, poise, ease, precision and harmony. Unity and coöperation in the agents of the body. Grace, strength and responsiveness of the whole organism. The object is to secure the development and refinement of the entire physical person through cultivating it to express the purposes and emotions of the soul. Æsthetically and oratorically the object sought is reposeful and dignified bearing, grace and ease of manner, the overcoming of all appearance of self-consciousness, and the attainment of the power to express in gesture that with which the soul has been impressed.

III. *Pantomimic Expression*: Relation of the various parts of the body to the different forms of being. Descriptive pantomime.

IV. *Voice Culture*: "The first, greatest and most difficult thing is the direction of tone; that is, focus, or right placing of tones." Fundamental characteristics of naturalness. Development of rhythm, melody and harmony in speech. Agility in speech. Resonance and tone color.

V. *Dramatic*: Reading and recitation. "A drama is a poem, or composition, representing a picture of human life. The reader, not less than the writer, must study the laws of human nature; he must also know and make his own by practice, all the fundamental signs of character."

1. Study of the comedies of Shakespeare. Presentation of selected scenes and dialogues for the education of the powers of conception.

2. Study of the tragedies of Shakespeare. Criticism of histrionic art. Acting of selected scenes.

VI. *Reading of Poetry:* The reading of poetry requires the action of the same powers that created it.

1. Method of receiving impressions of what is read.
2. Method of reproducing the impression in expression.

VII. *Humorous Reading and Recitation:* Fine discrimination and a highly cultivated taste is required. Study in sight reading.

#### RHETORIC.

"It is not only necessary to have something to say; it is also necessary to know how to say it."—*Aristotle*.

Fluency and potency of expression are essential to the speaker and teacher. Especial attention is given to the consideration of the laws of form and thought which underlie effective expression.

Practical work in original composition accompanies this study of principles. The aim is to give the student a command of correct, elegant and forcible language. Familiarity with classic literature is necessary to the orator, teacher and reader.

Study of English prose style includes work in paraphrasing and invention. Criticism of prose masters: Addison, Bacon, Macaulay, DeQuincey, Spenser, Carlyle, Ruskin, Matthew Arnold, Irving.

Critical study with reviews of the chief orators of England and America.

General requisites of oratory.

Subjects assigned for orations.

#### DEPARTMENT OF ART.

Instruction is given in the handling of charcoal, crayon, pencils and India ink; copying from the flat; drawing from objects, casts, still-life and landscapes; painting in oils. Frequent excursions are made with the class in sketching. Pupils are required to provide easels and material. The studio is well supplied with casts and studies. Students

are charged according to the time devoted to their instruction. They can make up a lesson of three hours at different times, and even on different days.

#### CONSERVATORY OF MUSIC.

JULIA L. CHAMBERLIN, DIRECTOR.

The branches taught are Piano, Voice Culture, Violin, Organ, Harmony, Composition and Orchestration.

##### PIANO.

This is under the immediate care of the director, and great pains are taken to secure most rapid and thorough progress in manual position, finger, hand and arm touch, and all that is essential to the rendering of difficult compositions. There are five grades in this course.

##### GRADE I.

New England Conservatory Method (Foreign Fingering).  
Kullak's Finger Exercises. Mason's Technic.

##### GRADE II.

New England Conservatory Method.  
First Lessons in Phrasing. By Mathews.  
Sonatinas from Clementi, Krause, and easy selected pieces.  
Studies in Melody Playing. By Macdougall.

##### GRADE III.

New England Conservatory Method.  
Lebert & Stark. Part II.  
Complete set of Scales, Arpeggios, etc. Turner's Octave Studies.  
Art of Phrasing. Book I. Mathews.  
Loeschorn Studies, Op. 66.  
30 Selected Studies. By Heller.  
Czerny's School of Velocite, Op. 299.  
Mendelssohn's Songs Without Words.  
Sonatas from Haydn and Mozart.  
Practice in Four and Eight Hand Pieces.

GRADE IV.

- Cramer's 50 Studies.
- Clementi's Gradus ad Parnassum.
- Mathew's Phrasing. Book II.
- Kullak's Octave Studies. Book I.
- Bach's Two Part Inventions.
- Selections from Mendelssohn, Schumann, Schubert and Chopin.
- Sonatas from Beethoven and others.

GRADE V.

- Moscheles' Book I. Op. 70.
- Kullak's Octave Studies. Book II.
- Selected Studies. By Heller & Köhler.
- Bach's Preludes and Fugues.
- Sonatas, Concert Pieces.
- Practice in Concerted Works, etc.

PIPE ORGAN.

*First Year.*—A knowledge of the pianoforte is necessary before attempting the organ. The pupil should, at least, be able to play Heller's Etudes on Phrasing.

Rink's Organ School, Part II; Pedal Exercises, by Jules Schneider; short and easy pieces, by Smart, Stevens, Shelly and others; hymn playing.

*Second Year.*—Study of Registration; the Accompaniment of the Voice; Fugues, by Bach; Mendelssohn's Sonatas.

*Third Year.*—Concert Work; Continuation of Fugues; Mendelssohn's Sonatas; pieces by Warren, Haupt, Theile and others.

VIOLIN.

This, the "king of instruments," is in charge of Mr. P. C. Allen, and the most careful instructions are given in all kinds of bowing, tone-shading and finger technique. Pupils when sufficiently advanced can join the conservatory

orchestra. This is very essential to practical violin playing and sight reading. There are five grades in this course:

1. David's, Maza's or DeBriot's Violin School, Part I; Langhan's Twenty Etudes, op. 5; Kayser, Part I.

2. David's or DeBriot's Violin School, Part II; Feigerrts' Twenty-four Etudes; Meilhan's School of Velocity; Kayser, Part II.

3. Kayser, Part III; Dancela's Dous Concertants; Scale and staccato bows studies; Dont's Twenty-four Studies.

4. Schradieck's Tonleiter Studien; Libon's Thirty Caprices; solos by different masters; octave study and double stopping.

5. Kreutzer's Forty Studies; higher development of octaves, tenths, chords and double stopping; Fiorillos and Rodes Caprices; sonata and bravura playing.

#### ORCHESTRATION.

This will also be in charge of Mr. Allen, and receive the same careful attention.

Mr. Allen, who during the last two years has been a student in the Royal Conservatory of Music at Leipsic, will take his place again in the University at the beginning of next year. As a violinist he has few equals, and is an excellent teacher of the violin.

#### VOICE CULTURE.

Nothing is so unpleasant as to hear an untrained vocalist straining for high or low notes, singing "off the pitch," mumbling the words until not half a dozen in an entire song can be understood, or laboring through a composition which can only be properly rendered by an artist. A very common mistake is to suppose that a good voice is all that is required of a singer. The art of singing requires months and months of hard work and patient study; but, given a fair voice and correct ear, with an inclination to study, al-

most anyone may become a pleasing singer. The aim of the "old Italian system," as taught by Mr. Crandall, is to make the voice, first of all, mellow and pleasing to the ear; "telling" in its quality; to give the greatest power with the least exertion; to make the vocal chords flexible, that execution may be easy and effective; and, a very important but oft neglected matter, that enunciation may be as distinct as in declamation or conversation. Care is taken not to injure voices by continued practice in the extreme high or low ranges, the promise that voices may be manufactured to order or the compass materially extended never being given by good teachers. The great body of work is done in the middle registers, where there is the least strain and the least likelihood of harm coming to a voice through overwork or other causes. Practice usually begins on sustained tones, slow scales and arpeggios, without the use of books. When the voice has been properly "placed," exercises by Panofka, Vaccai, Abt and Marchesi are taken up, together with practice in sight reading and phrasing, and the pupil is taken in easy grades into songs, church music, oratorio and operatic selections.

#### HARMONY AND COMPOSITION.

These will have their due place as the grammar and rhetoric of music, and will include a comprehension of notation, the relationship of keys, construction of chords, modulation, harmonic progression, etc.

Two public recitals will be given during the year, one at the end of each semester, and two private rehearsals each quarter, which will prepare the pupils for public work. Sight-reading classes will be formed by pupils sufficiently advanced, enabling them to take up new music readily. To complete the piano course, four terms of harmony will be required. For voice and violin at least two terms, and for these a diploma will be granted.

**TERMS.**

Piano, per lesson.....	\$1 00
Voice Culture, per lesson.....	1 00
Violin .....	1 00
Organ .....	1 50
Harmony (class of four) lessons.....	25
Sight Reading (class of four) lessons.....	25

Reduction made to classes. No deduction for absences,  
except for severe illness.



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## REGISTER OF STUDENTS.

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### SENIORS.

Maud L. Parker, .	Seattle, . . .	Classical.
D. Ellis Douty, .	Seattle, . . .	Latin Scientific.
John A. Kellogg, .	Fairhaven, . .	Latin Scientific.
Adelaide G. Nickels,	Seattle, . . .	Latin Scientific.
Minnie J. Pelton, .	Seattle, . . .	Latin Scientific.
J. Herman Schirmer,	Vancouver, . .	Latin Scientific.

### JUNIORS.

Winifred Ewing, .	Kent, . . .	Classical.
Grace Gatch, . .	Seattle, . . .	Classical.
Beatrice A. Carr, .	Hoquiam, . . .	Classical.
Adella M. Parker,	Seattle, . . .	Classical.
Albert E. Pierce, .	Fairhaven, . .	Classical.
F. Otto Collings, .	Vancouver, . .	Latin Scientific.
A. Lee Willard, .	Seattle, . . .	Latin Scientific.

### SOPHOMORES.

Roger S. Green, .	Seattle, . . .	Classical.
Anne Parsons, . .	Seattle, . . .	Classical.
Roderick Sprague,	Tumwater, . .	Classical.
Abbie A. Drew, .	Port Gamble, .	Latin Scientific.
Oscar Heaton, . .	Pomeroy, . . .	Latin Scientific.
Mettie Heaton, .	Pomeroy, . . .	Latin Scientific.
John E. Porter, .	Seattle, . . .	Latin Scientific.
Horace A. Turner,	Seattle, . . .	Latin Scientific.
Merit E. Durham,	Ballard, . . .	English Scientific.
Bartie R. McElreath,	Skagit City, .	English Scientific.
Helen M. Anthony,	Seattle, . . .	English Scientific.

**FRESHMEN.**

Roy P. Ballard, .	Seattle, . . .	Classical.
William H. Beatty, .	Ferndale, . . .	Classical.
Myra B. Clarke, .	Seattle, . . .	Classical.
Phillips Dearborn, .	Seattle, . . .	Classical.
Nellie B. Hubbard, .	Seattle, . . .	Classical.
Earle R. Jenner, .	Seattle, . . .	Classical.
Ruth Carr, . . .	Hoquiam, . . .	Classical.
Phillips Morrison, .	West Seattle, .	Classical.
Curtis D. Stratton, .	Seattle, . . .	Classical.
Dora Clymer, . . .	Seattle, . . .	Latin Scientific.
Fannie E. Cox, . . .	Tacoma, . . .	Latin Scientific.
Fred O. Crockett, .	Seattle, . . .	Latin Scientific.
Delbert A. Ford, .	Snohomish, . .	Latin Scientific.
John N. Graff, . . .	Seattle, . . .	Latin Scientific.
Oliver H. Kerns, . .	Portland, Or., .	Latin Scientific.
Anna J. Pelton, . .	Seattle, . . .	Latin Scientific.
Minnie Reeves, . .	Menlo Park, Cal.,	Latin Scientific.
Walter S. Wheeler, .	Seattle, . . .	Latin Scientific.
Myrta Bagley, . . .	Seattle, . . .	Latin Scientific.
Odell V. Bryson, . .	Colfax, . . .	English Scientific.
Calvin B. Welbon, .	Fairhaven, . . .	English Scientific.

**SUB-FRESHMEN.**

Thomas M. Alderson, . . . . .	Goldendale.
Frank R. Atkins, . . . . .	Seattle.
Otto Augustine, . . . . .	Seattle.
Amelia V. Bond, . . . . .	Oso.
William A. Borst, . . . . .	Fall City.
Selden A. Burrows, . . . . .	Bellevue.
Maud M. Burrows, . . . . .	Bellevue.
J. Howard Darlington, . . . . .	Seattle.
Clarence Edwards, . . . . .	Seattle.
Addison Ezelle, . . . . .	Pullman.
Henry C. Ewings, . . . . .	Kent.

Ida M. Farrow, . . . . .	Mount Vernon.
Frank A. Frederick, . . . . .	Seattle.
Sophie C. Garton, . . . . .	Seattle.
Amy George, . . . . .	Seattle.
Mark George, . . . . .	Seattle.
Paul T. Gilbert, . . . . .	Cleveland, Ohio.
Christian F. Graff, . . . . .	Seattle.
✓ Zema Hall, . . . . .	Seattle.
Reuben C. Hill, . . . . .	Seattle.
Margaret Hill, . . . . .	Seattle.
• Jennie M. Houghton, . . . . .	Ellensburg.
Adele Joerndt, . . . . .	Seattle.
Rose Karr, . . . . .	Hoquiam.
✓ Charles E. Kile, . . . . .	Seattle.
George B. Lamping, . . . . .	Seattle.
Lydia E. Lovering, . . . . .	Seattle.
Julia A. Mathieson, . . . . .	Columbia.
Charles A. McDermoth, . . . . .	Anacortes.
James F. Medearis, . . . . .	Chehalis.
Adda M. Morie, . . . . .	Milton, Or.
George M. Neighbor, . . . . .	Fall City.
Stella B. Palmer, . . . . .	Brooklyn.
Bettie Parsons, . . . . .	Seattle.
William L. Polson, . . . . .	La Connor.
Ina I. Pratt, . . . . .	Custer.
Jesse B. Ryckman, . . . . .	Seattle.
Alfred M. Schillestad, . . . . .	Ballard.
Louis H. Simon, . . . . .	Seattle.
Elizabeth L. Slauson, . . . . .	Racine, Wis.
Richard A. Smiley, . . . . .	Mount Vernon.
Lucy M. Smith, . . . . .	Orillia.
Mertie Stephens, . . . . .	Seattle.
✓ Walter R. Taylor, . . . . .	Port Gamble.
Mary Taylor, . . . . .	Fall City.
Mary C. Taylor, . . . . .	Seattle.

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Estelle M. Thompson, . . . . .	Seattle.
Agnes Ward, . . . . .	Seattle.
John F. Weedon, . . . . .	Fremont.
Fred. Smith, . . . . .	Seattle.

## SPECIAL STUDENTS.

Marguerite A. Baldwin, . . . . .	Seattle.
Vesta M. Baldwin, . . . . .	Seattle.
Charles F. Beach, . . . . .	Ellensburg.
Kate D. Brace, . . . . .	Spokane.
Eva M. Campbell, . . . . .	Seattle.
Bella M. Cass, . . . . .	Seattle.
May Clohecy, . . . . .	Seattle.
Mary E. Cook, . . . . .	Seattle.
✓ Margaret C. Eck, . . . . .	Seattle.
Viola M. Farnsworth, . . . . .	Pomeroy.
Lida A. Frankland, . . . . .	Seattle.
Walter S. Fulton, . . . . .	Seattle.
Helen Gillette, . . . . .	Seattle.
Harriet P. Griswold, . . . . .	Seattle.
Katie Hilton, . . . . .	Los Angeles, Cal.
Lillian A. Keen, . . . . .	Skagit City.
Hamilton A. Kerns, . . . . .	Portland, Or.
Hugh E. Langston, . . . . .	Seattle.
✓ Gustave Lopp, . . . . .	New York City.
William C. McCarthy, . . . . .	Faribault, Minn.
Edgar A. McClellan, . . . . .	Seattle.
Maud A. McClellan, . . . . .	Seattle.
Mable B. Parke, . . . . .	Seattle.
Blanche L. Robinson, . . . . .	Port Gamble.
Rella R. Ruff, . . . . .	Seattle.
Charles M. Sheafe, . . . . .	Seattle.
Ida M. Smith, . . . . .	Pialschie.
✓ Helen E. Taylor, . . . . .	Maple Valley.
Owen Taylor, . . . . .	Fall City.
Charles D. Wilson, . . . . .	Seattle.

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DEPARTMENT OF MUSIC.

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PIANO.

Helen Anthony,	Isabella Hopkins,
Roy Ballard,	Mabel James,
Estella Barnes,	Lutie James,
Effie Bennett,	Lilian A. Keen,
Lucy Brown,	Annie McDiarmid,
Georgia Brown,	Gertrude Moore,
Maud Burrows,	Llewellyn Morrison,
May Clohecy,	Adelaide Nickels,
Dora Clymer,	Carrie Noble,
Bertha A. Crockett,	Mrs. J. Petrich,
Abbie A. Drew,	Mrs. F. H. Renick,
Louise Eddingfield,	Mrs. W. V. Rinehart,
Lulu Gardner,	David Rinehart,
Carrie Goodell,	Mamie Ruff,
Nellie Hewitt,	Edna Rugg,
Mrs. Hines,	Alice Savings,
Margaret Hill,	Sophie E. Schillestad,
Marguerite Harford,	Edith V. Simon,
Jennie Holbrook,	Fannie Sylvester,
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Abbie A. Drew,	Gertrude Moore,
Jennie Holbrook,	Carrie Noble,
Mabel James,	Blanche L. Robinson,
	Edith V. Simon.

ORGAN.

Mrs. Cramer,	Blanche L. Robinson.
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## SIGHT READING.

Helen Anthony,	Lillian A. Keen,
Lucy Brown,	Gertrude Moore,
Lulu Gardner,	Anne Parsons,
Lida Frankland,	Mrs. F. H. Renick,
Jennie Holbrook,	Mamie Ruff,
Sophia E. Schillestad.	

## VOICE.

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C. K. Hammond,	Elizabeth Slauson,
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Jessie Hilton,	C. W. Stark,
Jennie Houghton,	Horace A. Turner,
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Beatrice Karr,	Selah Wyckoff,
Rose Karr,	C. K. Zilly.

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OIL PAINTING.

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Mrs. Mark Bailey, jr.,	Mary E. Loveland,
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## ALUMNI.

1876.

Clara McCarty *Wilt*, B. S., . . . Tacoma.

1881.

Helen I. Hall *Wayland*, B. S., . . . Seattle.

Edith Sanderson, B. S., . . . Seattle.

1882.

Louis F. Anderson, A. B., A. M., Professor

Languages Whitman College, . . . Walla Walla.

George A. Coleman, B. S., Machinist, . . . Seattle.

George H. Judson, B. S. (Died May 19, 1891.)

Lelia A. Shorey *Kilbourne*, B. S., . . . Seattle.

1883.

H. O. Chipman, B. S. (Died March 14, 1887.)

Carrie V. Palmer *Denny*, B. S. (Died Dec. 17, 1891.)

1884.

Anna F. Sparling, B. S., . . . Seattle.

1885.

Agnes M. Green, B. S., . . . Seattle

Louise M. Root *Dement*, B. S. . . . Astoria, Oregon.

Hettie L. Green, B. S., Teacher City Schools, . . . Seattle.

Charles V. Piper, B. S., Business, . . . Seattle.

Edmond S. Meany, B. S., Member Legislative

Assembly, . . . Seattle.

John Huntington, B. S., Physician, . . . Monticello.

1886.

E. A. Alvord, A. B., Real Estate Broker, . . . Seattle.

E. Emma Clark *Pratt*, A. B., A. M., . . . Seattle.

James F. McElroy, B. S., Attorney at Law, . . . Seattle.

Matt. S. Gormley, B. S., Deputy Sheriff, . . . Seattle.

1887.

E. V. Bigelow, A. B., Student in Harvard

Theological Seminary, . . . Cambridge, Mass.

Nellie E. Powell *Drumheller*, A. B., . . . Spokane.

Florence M. Adams, A. B., . . . Seattle.

James W. Porter. (Died March 3, 1888.)

Edward T. Powell, B. S., . . . Portland, Or.

Anna McDiarmid, B. S., Teacher, . . . Seattle.

1888.

Morris E. Adams, B. S. (Died June 8, 1890.)

Charles A. Kinnear, B. S., Attorney at Law, . . . Seattle.

Ida Soulé *Howes*, B. S., . . . Hoquiam.

Depalmer G. Wakefield, B. S., Cashier National

Bank, . . . Elma.

Annie E. Willard *Hines*, B. S., . . . Seattle.

1889.

Ruth Gatch, A. B. (Died Nov. 4, 1889.)

Royal T. Hawley, A. B., . . . Seattle.

C. Clarence Ward, A. B., . . . Seattle.

Fanny L. Churchill, B. S., . . . Snohomish.

1891.

Francis A. Noble, B. S., Student in the Law Department of Michigan University, . . . Ann Arbor, Mich.

## NORMAL GRADUATES.

1880.

Adda L. George, . . . Albany, Oregon.

Clara E. Lombard *Colkett*, . . . Seattle.Luella J. Wittenmeyer *Hurd*, . . . Seattle.

1881.

Flora A. Phelps *Judson*, . . . Lynden.Mattie S. Wade *Kyes*, . . . Kent.

1882.  
Lizzie S. Anderson *Davis*, . . . . . Tacoma.  
Addie J. Plummer *Mathiewson*, . . . . . Lodi, Cal.

1884.  
Louis M. Root *Dement*, . . . . . Astoria, Oregon.

1885.  
Fannie E. Emery, . . . . . Seattle.  
Iva J. Jones *Kendrick*, . . . . . Hadlock.  
Hessie E. Cox *Hastings*, . . . . . Port Townsend.  
Lizzie Ward *Meany*, . . . . . Seattle.

1886.  
Hattie M. Kellogg, Conservatory of Arts, . . . Chicago.  
Colinta Cabanski, . . . . . Seattle.

1887.  
Anna Christopher, . . . . . Oregon.  
Florence A. Ledger *Whitford*, . . . . . Seattle.  
Gladys Austin, . . . . . Whatcom.  
Thomas Hayton, Superintendent of Public  
Schools for Skagit county, . . . . . Fir.  
Albert W. Buddress, Attorney at Law, . . . Port Townsend.

1888.  
Nellie Clayton *Sands*, . . . . . Tacoma.  
Jay D. Dean, Postmaster, . . . . . Hoquiam.  
Rebecca Gaines *James*, . . . . . Sonoma, Cal.  
Josie Jackling, Teacher, . . . . . Seattle.  
Alice A. Parker *Carter*, . . . . . Seattle.

1889.  
Louise H. Munroe, Teacher, . . . . . North Yakima.  
Agnes M. Goddard, . . . . . Seattle.

1890.  
Beatrice A. Karr, Student University, . . . . . Seattle.  
Lulu J. Thompson, Teacher City Schools, . . . Seattle.

1891.  
Isabel R. Dikeman, . . . . . Sprague.  
Isabel McDiarmid, . . . . . Seattle.  
Helen E. Taylor, . . . . . Seattle.

**BUSINESS GRADUATES.**

1880.

**W. J. Colkett, Assistant Postmaster, . . . . . Seattle.**

1881.

**David E. Biglow, Mechanic, . . . . . Seattle.**

1883.

**John Huntington, Physician, . . . . . Monticello.**

1887.

**Malinda A. Watson *Williams*, . . . . . Spokane Falls.****MUSICAL ALUMNI.**

1891.

**Blanche L. Robinson.**