

1902

Catalogue of Whitworth College 1902-1903

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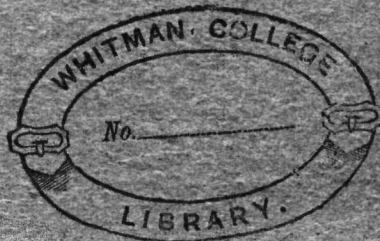
1902

Whitworth
College

1903



TACOMA
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THE RESIDENCE

ANNUAL CATALOGUE
OF
Whitworth College

1902-1903

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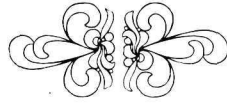
COLLEGE EVENTS

1902

Registration and Examinations	{ Monday, September 15. Tuesday, September 16, 9 a. m.
Fall Term opens	Wednesday, September 17, 9 a. m.
Instruction begins	Thursday, September 18, 8:30 a. m.
Convocation Address	Friday, September 26, 7:30 p. m.
Thanksgiving Day	Thursday, November 27.
Charter Day	Friday, December 12.
Fall Term closes	Thursday, December 18.

1903

Winter Term opens	Friday, January 2, 8:30 a. m.
Day of Prayer for Colleges	Thursday, January 29.
Winter Term closes	Friday, March 27.
Spring Term opens	Tuesday, March 31.
Memorial Day	Saturday, May 30.
Field Day	Friday, June 5.
Annual Meeting Board of Trustees	Tuesday, June 9, 10 a. m.
Baccalaureate Address	Sunday, June 14, 10:30 a. m.
Annual Concert	Tuesday, June 16, 8 p. m.
Convocation Address	Wednesday, June 17, 8 p. m.
Commencement	Thursday, June 18, 10 a. m.
Annual Reception	Thursday, June 18, 8 p. m.
Fall Term opens	Wednesday, September 16.
Fall Term closes	Thursday, December 17.

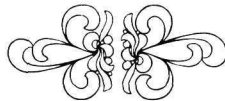


Incorporated as Sumner Academy—1883

Incorporated as Whitworth College—1890

Relocated in Tacoma—1899

Reopened—January 2, 1900



The Christian College

*The Work of the College
and that of the University*

The processes have different aims. The one process should make iron into steel, and the other makes steel into tools. Specialization which is not based upon a liberal culture attempts to put an edge upon pot-iron.

President Stryker, Hamilton College.

But, for the training of men and for the development of character, the American people must change importantly before the denominational college will have lost its place.

President Low, Columbia University.

In taking a college course, the matter of first importance is Character; the second, Culture; the third, Knowledge.

Ex-President Woolsey.

It is well to think well; it is divine to act well.

Horace Mann.

BOARD OF TRUSTEES

Class whose term expires June, 1902:

REV. GEO. WILLIAM GIBONEY, D. D., Pastor First Presbyterian Church, Spokane.

REV. A. L. HUTCHINSON, D. D., Pastor Immanuel Presbyterian Church, Tacoma.

CHARLES POWER, Financial Agent, Boston Block, Seattle.

F. H. WHITWORTH, Civil Engineer, New York Block, Seattle.

D. S. JOHNSTON, Pianos and Organs, Tacoma.

Class whose term expires June, 1903:

REV. CHARLES H. LITTLE, D. D., Vice-President, Pastor First Presbyterian Church, Tacoma.

REV. J. C. WILLERT, A. B., Secretary, Pastor-at-Large Olympia Presbytery, Tacoma.

W. R. BALLARD, Financial Agent, New York Block, Seattle.

U. K. LOOSE, Wholesale Lumber and Shingles, Snohomish.

F. B. GAULT, President Whitworth College, Tacoma.

Class whose term expires June, 1904:

GEO. F. ORCHARD, Broker, New York Block, Seattle.

HENRY LONGSTRETH, Financial Agent, Provident Life and Trust Co., Tacoma.

GEO. H. STONE, Stone, Fisher & Lane, Drygoods, Tacoma.

REV. A. F. KIRKPATRICK, A. M., Pastor First United Presbyterian Church, Tacoma.

EXECUTIVE COMMITTEE

GEORGE H. STONE, Chairman; Rev. A. L. HUTCHINSON, D. D.; HENRY LONGSTRETH; F. B. GAULT.

CHESTER THORNE, Esq., Treasurer, President National Bank of Commerce, Tacoma.

REV. CALVIN W. STEWART, D. D., Financial Secretary, 109 West 84th Street, New York City.

FACULTY

FRANKLIN B. GAULT, President.

Philosophy.

B. S., Cornell College, 1877; M. S. 1880; A. M., 1897; Ph. D., University of Wooster, 1901; Superintendent Schools, Tama, Iowa, 1877-81; Mason City, Iowa, 1881-83; Pueblo, Colo. (District No. 20), 1883-88; Tacoma, Washington, 1888-92; President University of Idaho, 1892-98; President Whitworth College, 1899—

MARK BAILEY, Jr.,

Latin and Greek.

A. B., University of Oregon, 1888; A. B., Harvard, 1890; A. M., Harvard, 1891; Professor Ancient Languages, University of Washington, 1891-98; Whitworth College, 1899—

REV. AMOS T. FOX,

Mathematics.

B. L., Bethany College, 1880; B. D., Yale, 1882; Whitworth College, 1890-98; 1899—

MISS LUCIA M. LAY.

Modern Languages.

A. B., Leland Stanford University, 1895; High School, Southern California, 1895-7; Student in Leipzig and Paris, 1897-99; Whitworth College, 1900—

W. W. P. HOLT,

Science.

A. B., University of Wooster, 1897; Student of Medicine, University of Oregon, 1897-1900; Whitworth College, 1900—

MISS CLARA WHITE COOLEY,

Piano and Harmony.

Smith College School of Music, 1892; A. C. M., American College of Musicians, 1892; Student Heinrich Barth, Berlin, Germany, 1896-7; Goddard Seminary, Barre, Vt., 1892-93; Pacific University, Forest Grove, Oregon, 1893-96; 1897-1900; Whitworth College, 1900—

MISS CAROLYN I. EVANS,

History.

B. L., Carleton College, 1900; Whitworth College, 1900—

G. MAGNUS SCHUTZ,

Voice.

Whitworth College, 1901—

Miss MARGARET BAKER, Preceptress,

English.

Graduate Dickinson Seminary, 1883; National School of Oratory, Philadelphia, 1887; B. S., University of Chicago, 1898; Post Graduate Student, University of Chicago, 1898-1901; Professor of Elocution and English, Iowa State Normal School, 1890-97; Lecturer in English, University of Chicago (Extension Department), 1899-1900; Whitworth College, 1901—

Mrs. AMY P. SEWALL STACY,

Bible.

Graduate Granville, N. Y., Ladies' Seminary, 1858; Teacher in same, 1858-65, marrying the late Mr. Fitch B. Stacy the latter year; Conductor of Interdenominational Normal Bible Classes in Iowa, Minnesota, and Wisconsin, 1877-88; Teacher Bible Class for Young Men, Tacoma, 1888—; Leader Tacoma Bible Study Club, 1898—; Whitworth College, 1901—.

OLOF BULL,

Violin.

Whitworth College, 1901—.

Miss Mary Anna Hickman, A. B.

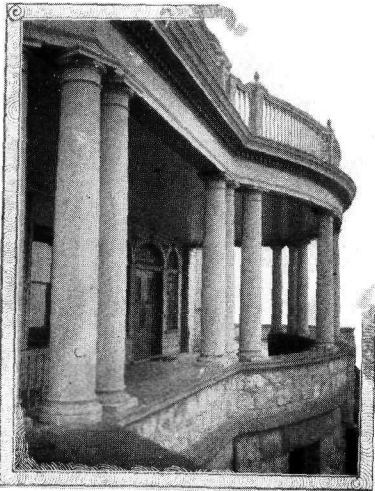
*Assistant in Preparatory School.

*Assistant in Piano.

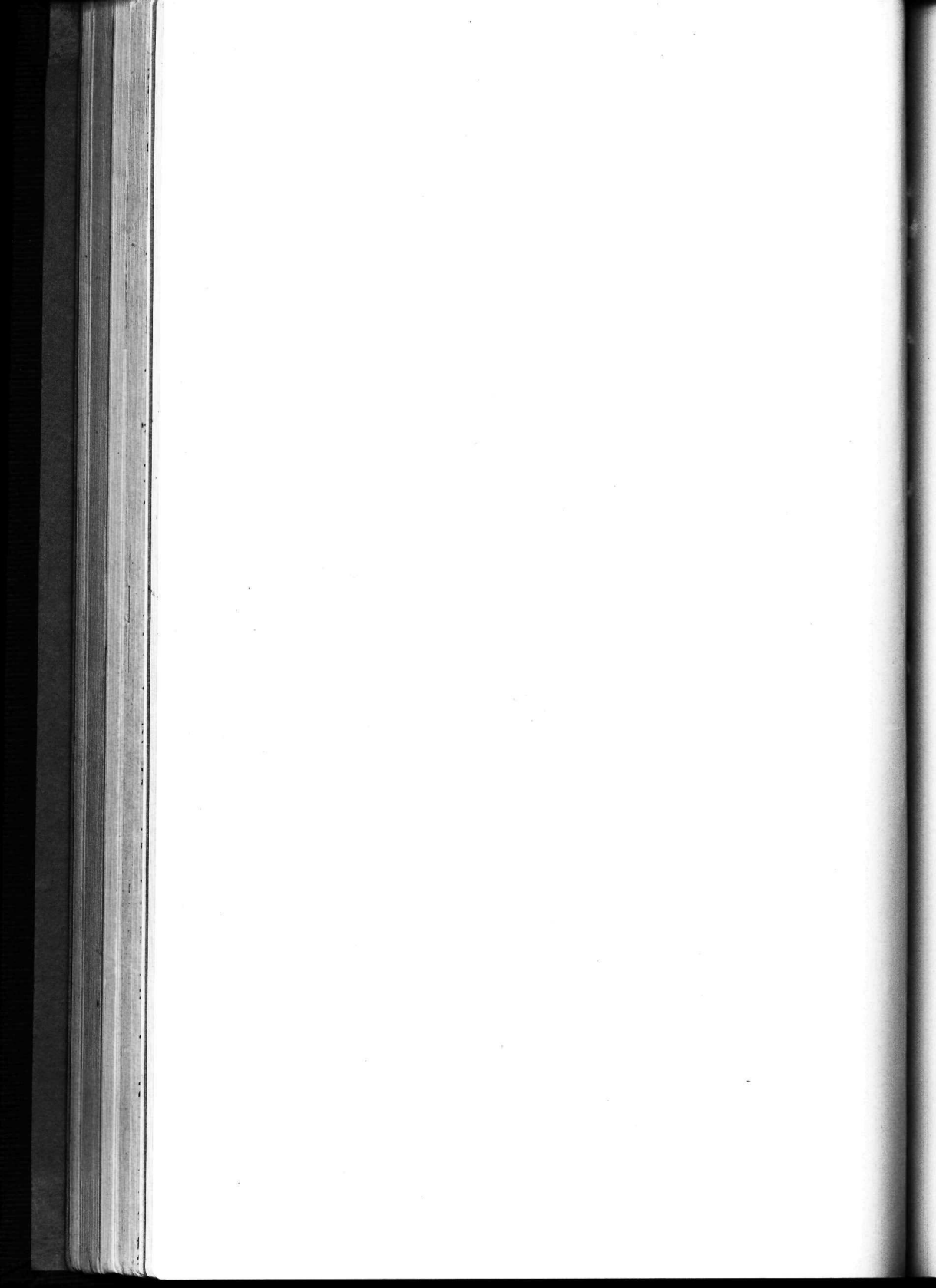
*To be filled by Fall Term.



"THE BEAUTIFUL IS AS USEFUL AS THE USEFUL."



THE COLONNADE



THE POLICY

ADMINISTRATION

The Board of Trustees of the college is a self-perpetuating body incorporated under the laws of the State of Washington. The trustees comprise three classes of five members each, the triennial term of a class expiring in June of each year. The trustees thus selected by the Board are confirmed by the Synod of Washington.

The Board of Trustees is immediately responsible for the property and funds of the college, and for the proper conduct of its affairs, scholastic and financial.

This original jurisdiction of the board as to its membership and policy secures a consistent and aggressive line of action, with enough independence for effective administration, while the ecclesiastical supervision guarantees that the college reflects the moral and religious standards of the Presbyterian Church of the State of Washington. Benefactors are thus assured of responsible business methods and such synodical accountability as fully protects the institution from policies and influences not in accord with the spirit and dignity of the Church.

The Synod at its annual session in October, 1900, held in Tacoma, the first session subsequent to the removal, incorporation and revivification of the college, visited the institution in a body, inspecting its valuable properties and class room work. The various committee reports evinced the greatest interest and gratification in the college, and the Synod by appropriate action committed itself unreservedly to the extension of its usefulness. The twelfth annual meeting of the Synod, held October 3-6, 1901, reaffirmed its interest in and loyalty to the college. Plans are now being formulated by that body for the permanent

endowment of the college. The Synod is very happy over its college with its material possessions, vigorous life and encouraging prospects; the college is rejoiced over its fortunate synodical relations.

A large proportion of the students are active Christians, indicative of the religious interest of the homes represented.

An earnest and loyal spirit is manifest among the students, with high standards of scholarship and individual responsibility. With all the customs and the traditions of the college properly founded, there is every reason to anticipate a student body unusually conscientious in endeavor, mentally alert and morally sensitive.

SCHOLASTIC

Whitworth College is an earnest advocate of general culture as the best possible all-round preparation a young man or young woman can have for the work of life. This is an age requiring, besides mental power and acuteness of thinking, great versatility and ready adaptation to the exigencies of life. The man or woman with the broadest education, all things considered, is the most independent and socially efficient in the midst of the changes which occur in the industrial, social and commercial worlds with such dramatic suddenness and frequency.

Specialization begins too early, long before the student has discovered his tastes and aptitudes. Such specialization doubtless renders the student expert and capable, but only within narrow limits. It fails to produce broad and vigorous scholarship. Even specialization itself is largely defeated by lack of adequate preparation and inability to grasp properly the work undertaken. "The liberally educated man, it is believed, is the best fitted for success in special work in his subsequent life."

Specialization should follow a completed course in the liberal arts. The function of the college is to supply courses

in general knowledge and to broaden the individual point of view by placing before the student the elements of the world's best knowledge.

The university, with its technical and professional departments, is to specialize along such lines as the mature judgment and the enlarged observations of the candidate may lead him to select.

Many institutions in order to make time for specialization place the entrance requirements very low, practically about the eighth grade, thus securing very indifferent preparation for and success in specialization. No institution of college grade ought to admit students to degrees or other state recognition upon such low requirements. Upon the other hand, the tendency is very pronounced to crowd unduly the preparatory or fitting school to provide extra time for specializing in the undergraduate course. Often five or six years are necessary after completing the eighth grade in the public schools before the student is prepared to enter upon his college course. Whitworth College insists that this is too much time devoted to fitting. The average eighth grade graduate ought, in three years, to enter the Freshman class well prepared for his collegiate work. The Whitworth plan is to take less time for fitting, take a general college course, then specialize in the university or the professional school.

The studies in the preparatory school comprise, essentially, three lines—English, Latin and Mathematics; the work of the entire fitting course, crystallizes around these three centers. Three subjects thus constitute the entire requirement of the preparatory school—the student devoting himself wholly to English, Latin and Mathematics. Thus without distraction, worry or undue strain, given time enough in recitation to acquire each lesson, receiving largely individual instruction through the teacher's personal knowledge of individual mental peculiarities, the candidate for admission to the Freshman class

presents himself with a mastery of the subject and with a conscious feeling of ability to grapple with intelligence and needful appreciation his collegiate subjects.

It must be kept in mind all the time that knowledge is not the highest value sought, but culture, the discipline of the powers, the vitalizing of the faculties and the developing of self-activity. Broad contact, expanded point of view, the ability to look out over enlarged vistas, to make men and women broad without making them shallow—that is our ideal of culture.

But above all this is the dominant principle in education and in the preparation for active life is the supreme importance of character. Christian education means the utilization of the best years of acquisition for founding deep and broad principles of conduct. Expertness, capacity, knowledge, culture, all are valueless without character. There can be no true success, no real honor, no permanent good without nobility of character.

The best results in the care and culture of men and women, in collegiate days, are developed by three conditions:

First—Contact with teachers of high moral convictions, of generous sympathy and exemplary in life and influence.

Second—The recognition of God's word as the only safe moral guide, both by the devout attitude of teachers in and out of the class room, and by suitable opportunities to study that word as the Book of Books.

Third—Character-building involves the exercise of needful authority and wholesome restraint. There can be no vital moral training without appeal to the sanction of God's word, and such restrictions as give steadiness to wavering purpose, admonition to the forgetful, and incentive to the well disposed.

Moral discipline presupposes moral oversight, the assertion of discreet authority, and the stimulation of wise counsel.

The Whitworth College platform, summarized, embraces general courses of instruction, seeking character-building as the prime consideration, broad culture as a secondary result, and,

thirdly, accurate knowledge; a simplified preparatory course; personal attention of teachers and intensive methods of instruction; the study of God's word; and a moral responsibility resting upon the institution for the maintenance of wholesome, helpful discipline.

More briefly, Whitworth College gives the humanities first place among studies, insists upon the supreme value of mental discipline, and seeks to promote the ideals of life.

THE COLLEGE

ADMISSION

Every application for admission must contain definite information as to the age and health of the applicant, the school last attended and the studies pursued.

The applicant must submit satisfactory recommendations and references as to good character, industry and promptness in fulfilling all engagements; also a certificate of honorable dismissal from school last attended.

Blank application forms may be secured of the President.

A student may enter either by certificate or by examination.

A certificate or diploma from a high school, or other fitting school, or a teacher's certificate, will be accepted, provisionally, in lieu of an examination, for all work covered thereby, with the distinct understanding, however, that the student must sustain satisfactorily the advance work. In case of failure in such advance work to which a student has been admitted upon certificate he must review such subjects in the college without extra credit.

Applicants entering by examination will find the requirements outlined under the heading, "Admission to Freshman Class."

ADMISSION TO FRESHMAN CLASS

All candidates for admission to the Freshman Class, not provided with certificates as above, must pass an examination upon the following branches:

*ENGLISH—

- (1) A thorough knowledge of Grammar;
- (2) Elementary Rhetoric and Composition;
- (3) Ability to read with intelligible expression;
- (4) In the study of the masterpieces the college adopts, substantially, the official announcement of the Joint Conference of College and Secondary Schools—

I. READING.—A certain number of books will be set for reading (see the list for each year). The candidate will be required to present evidence of a general knowledge of the subject matter, and to answer simple questions on the lives of the authors. The form of examination will be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with the reading of the book. In preparation for this part of the requirement it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

In 1902: Shakespeare's *The Merchant of Venice*, Pope's *Iliad*, I, VI, XXII, XXIV; *The Sir Roger de Coverley Papers* in *The Spectator*, Goldsmith's *The Vicar of Wakefield*, Coleridge's *The Ancient Mariner*, Scott's *Ivanhoe*, Cooper's *The Last of the Mohicans*, Tennyson's *The Princess*, Lowell's *The Vision of Sir Launfal*, George Eliot's *Silas Marner*.

*Note—No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom or division into paragraphs. The preparatory work in English literature, as given above, should cover at least two years, five recitations a week.

In 1903, 1904 and 1905: Shakespeare's *The Merchant of Venice*, and *Julius Caesar*, *The Sir Roger de Coverley Papers* in *The Spectator*, Goldsmith's *The Vicar of Wakefield*, Coleridge's *The Ancient Mariner*, Scott's *Ivanhoe*, Carlyle's *Essay on Burns*, Tennyson's *The Princess*, Lowell's *The Vision of Sir Launfal*, George Eliot's *Silas Marner*.

II. STUDY AND PRACTICE.—This part of the examination presupposes the thorough study of each of the works named in this division. The examination will be upon subject matter, form and structure. In addition the candidate may be required to answer questions involving the essentials of English grammar, and on the leading facts in those periods of English literary history to which the prescribed books belong.

In 1902: Shakespeare's *Macbeth*, Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*, Macaulay's *Essays on Milton and Addison*.

In 1903, 1904 and 1905: Shakespeare's *Macbeth*, Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*, Macaulay's *Essays on Milton and Addison*.

LATIN—

- (1) Four books of Cæsar's Commentaries;
- (2) Six Orations of Cicero;
- (3) Six books of Vergil's Aeneid;
- (4) Latin prose composition;
- (5) Sight-reading.

* GREEK—

- (1) Greek Beginner's Book;
- (2) Xenophon's Anabasis (two books);
- (3) Greek prose composition;
- (4) Sight-reading.

*Note.—Greek is required of candidate for admission to the classical course; German, to the scientific course.

*** GERMAN—**

- (1) German Grammar;
- (2) Prose translation;
- (3) Sight-reading.

MATHEMATICS—

- (1) Arithmetic, including the Metric System;
- (2) White's School Algebra;
- (3) Plane Geometry, with original problems.

HISTORY—

- (1) American History;
- (2) Roman History, to the death of Augustus, preceded by a cursory outline of Grecian History.

SCIENCE—

- (1) Elementary Physiology;
- (2) Physical Geography.

ADMISSION TO ADVANCED STANDING

Students from other colleges, with certificates of honorable dismissal, applying for classification higher than the Freshman year, must give entirely satisfactory evidence of having thoroughly performed the work of this institution preceding that of the classes they wish to enter, or, else, be examined on the studies that have been pursued by the class they desire to enter.

COLLEGE COURSES

The college work is divided into three groups, designated for convenience as "A," "B" and "C."

Group "A," or the Languages, comprises five divisions, as follows:

- (a) Latin; (b) Greek; (c) French; (d) German; (e) English.

Group "B," or Mathematics and Science, comprises, at present, six divisions:

- (a) Mathematics; (b) Physics; (c) Chemistry; (d) Physiology; (e) Botany; (f) Biology.

*Greek is required of candidates for admission to the classical course; German to scientific course.

Group "C," or Philosophy, comprises, at present, six divisions:

- (a) Psychology; (b) Ethics; (c) Political Economy; (d) Sociology; (e) Political Science; (f) History.

Under each division are as many courses, designated as I, II, III, etc., as the institution now offers in that branch of learning. Thus, as will be seen, fourteen courses are offered in Latin, twelve in Mathematics, nine in English, etc. From these three groups, with the inclusive divisions and courses, the college curriculum is made up.

DEGREES.

The college presents but two degrees—Bachelor of Arts, and Bachelor of Science. Essential courses are divided into major requirements and minor requirements. The courses of instruction proffered embrace those essential to the degree sought, hence required, and those non-essential, or elective.

To attain the degree of Bachelor of Arts, the candidate must make Group "A" the basis of his work, meeting major requirements in Latin, Greek and English, minor requirements in Group "B," besides having some elections taken from Groups "B" and "C."

To attain the degree of Bachelor of Science, the candidate must make Group "B" the basis of his work, with major requirements in Mathematics and Science, minor requirements in Group "A," and elections from Groups "A" and "C."

GROUPING STUDIES.

These three elements—major requirements, minor requirements, and elections, admit of various combinations, having due regard, upon the one hand, to firmness and definiteness, and upon the other, to choice and elasticity.

The college bases its offered work mainly upon the following combinations (see "Courses in Outline"), which are designated as *standard* courses, believed to be peculiarly logical and well balanced.

COURSES IN OUTLINE

The Roman numerals refer to the courses of each division, as shown under "Courses of Instruction," briefly explained. The Arabic numerals refer to the hours per week.

CLASSICAL COURSE—

FRESHMAN YEAR: Greek, I-III, 4; Latin, I-III, 4; Mathematics, I-III, 4; English, I-III, 4; Bible, 1.

Seventeen units for the year.

SOPHOMORE YEAR: Greek, IV-VII, 4; Latin, IV-VII, 4; History, I-III, 4; Science, III-IV, 3; Bible, 1.

Sixteen units for the year.

JUNIOR YEAR: Greek or Latin, VIII-X, 3; English, IV-VI, 2; History, IV-VI, 3; Philosophy, I-III, 4; Science, V, 3; Bible, 1.

Sixteen units for the year.

SENIOR YEAR: Greek or Latin, XI-XIII, 3; English, VII-IX, 4; Philosophy, IV-VI, 4; Elective, 4; Bible, 1.

Fifteen units for the year.

SCIENTIFIC COURSE—

FRESHMAN YEAR: Mathematics, I-III, 4; Science, I-II, 3; English, I-III, 4; German, I-III, 4; Bible, 1.

Sixteen units for the year.

SOPHOMORE YEAR: Mathematics, IV-VI, 4; Science, III-IV, 3; History, I-III, 4; German, IV-VI, 4; Bible, 1.

Sixteen units for the year.

JUNIOR YEAR: Mathematics, VII-IX, 4; Science, V, 3; French, I-III, 4; Philosophy, I-III, 4; Bible, 1.

Sixteen units for the year.

SENIOR YEAR: Mathematics, X-XII, 4; French, IV-VI, 4; English, VII-IX, 4; Elective, 3; Bible, 1.

Sixteen units for the year.

CREDITS.

A unit is one recitation of sixty minutes per week, for one school year of thirty-six weeks.

To attain the degree of Bachelor of Arts the work is apportioned as follows:

Greek and Latin (A), major requirements	22	units.
English (A), " "	10	" "
Mathematics (B), minor " "	4	" "
Science (B), " "	6	" "
Philosophy (C), " "	8	" "
Elections	10	" "
Bible Study	4	" "
—		
Total units	64	

Thirty-two units must be from Group "A," ten from Group "B," and eight from Group "C."

To attain the degree of Bachelor of Science the work is apportioned as follows:

Mathematics (B), major requirements	16	units.
Science (B), " "	9	" "
English (A), minor " "	8	" "
Modern Languages (A), " "	8	" "
Philosophy (C), " "	9	" "
Elections	10	" "
Bible Study	4	" "
—		
Total units	64	

Twenty-five units must be from Group "B," seventeen from Group "A," and nine from Group "C."

Combinations adapted to manifestly peculiar aptitudes and necessities may be made, upon petition, at the discretion of the Faculty, but under no circumstances may a student select a course of instruction requiring less effort, or affording less disciplinary or culture value, than a *standard* course.

All elections, save as to a few advanced courses, must be made from the subjects regularly offered in the standard courses, as outlined above, and must be approved by the Faculty.

Two hours of laboratory work, counting as one hour of recitation, constitute a unit.

GRADUATION.

To graduate requires, inclusive of Bible study, 64 units.

To graduate *cum laude* requires, inclusive of Bible study, 66 units, with scholarship of uniformly high rank.

To graduate *magna cum laude* requires, inclusive of Bible study, 68 units, with scholarship of uniformly high rank.







PARLOR

RECEPTION HALL

OFFICE

COURSES OF INSTRUCTION

PHILOSOPHY

PRESIDENT GAULT.

- I.—Political Economy. Walker's Political Economy (advanced course). Text book; readings; discussions.
Fall Term. *Four hours weekly.*
- II.—Sociology. Small and Vincent's Introduction to the Study of Society.
Winter Term. *Four hours weekly.*
- III.—Psychology. Halleck's Psychology and Psychic Culture; Education of the Central Nervous System.
Spring Term. *Four hours weekly.*
- IV.—Logic: Deductive and Inductive. The work is based upon a text-book affording a clear exposition of and abundant practice in sound reasoning.
Fall Term. *Four hours weekly.*
- V.—Ethics. Man's obligations as a morally responsible being will be presented by means of a suitable text-book, readings and practical discussions.
Winter Term. *Four hours weekly.*
- VI.—Political Science. Willoughby's Nature of the State.
Spring Term. *Four hours weekly.*
- VII.—Pedagogy. Rosenkranz's Philosophy of Education. *Elective.*
- VIII.—Pedagogy. School management. *Elective.*
- IX.—Pedagogy. School supervision. *Elective.*

Courses VII, VIII, and IX will be given those preparing to teach, and will be developed as required. The pre-requisites to these courses are Courses II, III, and V. Text books, lectures, and practical discussions indicate the lines of instruction followed.

ANCIENT LANGUAGES

PROFESSOR BAILEY.

GREEK.

The college instruction in Greek aims to secure an exact and extensive knowledge of the language; to familiarize the

student with the greatest Greek authors in philosophy, history, poetry and oratory; and to arouse an appreciation of Greek life and thought as potent factors in the world's history and culture. Much sight-reading is done.

The Freshman Greek work is a systematic review and study of the grammar, with constant exercise in composition.

In the Sophomore year, exact grammatical work continues, but the attention is given more to the literary form and subject matter of the authors.

The Junior Greek courses aim to secure a general insight in the more prominent and influential features of Greek life, as revealed to us through their dramatic literature.

The Senior Work in Greek investigates the political influences that swayed that nation; also, Greek philosophy is made an object of study.

I.—Xenophon's *Anabasis* (Books II-IV). A thorough, accurate review and drill in the syntax. A grammar course. Composition.

Fall Term. *Four hours weekly.*

II.—Plato's *Apology* and *Crito*. A study of the complicated points in syntax and of the principles of grammar. Composition. Sight-reading.

Winter Term. *Four hours weekly.*

III.—Greek Oratory. Lysias. An analysis of the historical setting of the orations, and of Greek forensic oratory. Xenophon's *Hellenica* is collateral reading. Composition.

Spring Term. *Four hours weekly.*

IV.—Dramatic poetry. Euripides' *Medea*. A study of Greek choral and dramatic poetry, and of the Greek theatre. Aristophanes' *Plutus* is collateral reading. Sight-reading.

Fall Term. *Three hours weekly.*

V.—Herodotus. Historical study, especially Greek influence in the far Orient. Collateral reading and topic papers. Sight-reading.

Winter Term. *Three hours weekly.*

VI.—Epic poetry. Homer's Iliad. The Trojan war, and its causes and effects upon the Greeks and their literature, with special study of the Homeric Question. Collateral reading and topic papers.

Spring Term. *Three hours weekly.*

VII.—Greek literature, its history and development. A lecture course, with papers by the students. Supplementary to Courses IV, V, and VI.

One hour weekly throughout the year.

VIII.—Greek Tragedy. Aeschylus and Sophocles. Mythology and its bearing upon Greek religion and life, as seen through tragedy.

Fall Term. *Three hours weekly.*

IX.—Greek Tragedy. Sophocles and Euripides. History of Greek drama and its influence on the national life. Collateral readings on assigned topics.

Winter Term. *Three hours weekly.*

X.—Greek Comedy. Aristophanes. History of Greek drama continued, with a study of private antiquities.

Spring Term. *Three hours weekly.*

XI.—Greek Oratory. Demosthenes (Olynthiacs and Philippics). Greek oratory and its influence in Greek history. Sight-reading.

Fall Term. *Three hours weekly.*

XII.—Lyric Poetry. Pindaric Odes. A study of the political institutions having the broadest influence in Hellenic development.

Winter Term. *Three hours weekly.*

XIII.—Greek Philosophy. Plato and Aristotle. The influence of Greek philosophy on political life. A history of Greek philosophy in lectures, with papers by the students.

Spring Term. *Three hours weekly.*

XIV.—New Testament Greek. Various portions of the Greek New Testament are studied in successive years .

One hour weekly throughout the year.

LATIN.

The object of the college courses in Latin is to secure a knowledge of the syntax that is thorough, accurate and intelligent; to introduce the student to those customs and thoughts

of the Romans that have moulded our modern civilization; to acquaint the student with that Roman literary art, in its different phases, that forms the fountain-head for all our later literature and culture; and to study those Roman legal and political institutions that have shaped the world's history.

In the Freshman work, special attention is given to rounding-out the grammatical knowledge from the standpoint of principles, not only to learn the facts, but also to understand the reasons.

The aim of the Sophomore courses is to secure comprehensive information relative to the private antiquities and life of the Romans. Lectures are given upon the subject-matter of the authors, and reference work is required.

The work of the Junior year deals with the history of the Roman drama in its literary aspect, and its influence upon public life. A course of lectures is given, also, upon the history of Latin literature from its earliest to its latest eras.

During the Senior year, the study is devoted to the political institutions of Rome, with special reference to the period of the Empire. Also, a critical and analytical study of the Latin language is made philologically.

I.—Augustan Poetry. Horace (*Odes, Epistles, Ars Poetica*). A study in the metrical systems of Horace, and in lyric poetry. Sight-translation. Latin composition.

Fall Term. *Four hours weekly.*

II.—Augustan Prose. Livy (Books XXI, XXII). The Punic Wars and their effect on Rome. Collateral reading. Sight-translation. Latin composition.

Winter Term. *Four hours weekly.*

III.—Tacitus (*Agricola and Germania*). A critical analysis of the literary style and methods of Livy and Tacitus. Sight-translation. Latin composition.

Spring Term. *Four hours weekly.*

IV.—Pliny (selected letters). A study of the subjects referred to in these letters which bear upon the Roman private life and customs. These by the students upon assigned topics.

Fall Term. *Three hours weekly.*

V.—Epigrammatic and Lyric Poetry. Martial and Catullus. A comparison of the style and contents of these two poetical lines. Continuation of the study of Roman life and customs.

Winter Term. *Three hours weekly.*

VI.—Roman Satire. Horace, Juvenal, and Persius. History of Roman satire, with special reference to the periods of these authors. Topic papers by the students.

Spring Term. *Three hours weekly.*

VII.—History of Latin Literature. This course is supplementary to Courses IV, V, and VI, and is given by lectures.

One hour weekly throughout the year.

VIII.—Roman Comedy. Plautus (three plays). Study of dramatic prosody and topics of interest in the plays. Lectures upon the Roman drama.

Fall Term. *Three hours weekly.*

IX.—Roman Comedy. Terence (two plays). Continuation of the work of Course VIII. Lectures upon Roman drama.

Winter Term. *Three hours weekly.*

X.—Roman Tragedy. Seneca (two plays). The relation of tragedy to Roman life. The period of Seneca. Lectures upon Roman drama.

Spring Term. *Three hours weekly.*

XI.—The Early Empire. Tacitus (Annals). A study of the causes that led to the establishment of the Roman Empire, and its political institutions.

Fall Term. *Three hours weekly.*

XII.—Roman Philosophy. Lucretius (De Rerum Natura). The general development of Roman philosophy, and its influence on Roman religion and customs.

Winter Term. *Three hours weekly.*

XIII.—Allen's Fragments. A study of the early inscriptions and laws, using them in a philological study of the Latin language.

Spring Term. *Three hours weekly.*

XIV.—Biblical Latin. In different years, various portions of the Latin Bible are read, to study it from a Latin student's point of view.

One hour weekly throughout the year.

The department of Ancient Languages is prepared to give instruction in Hebrew and Sanskrit as soon as students who are qualified for this work request it.

MODERN LANGUAGES

MISS LAY.

GERMAN.

I.—Lessing; Dramatist and Critic. Lessing's life and his influence upon literature, both as a dramatist and critic, made the basis of discussion. This course also includes reading, translation, and memorizing. Works read and discussed—Minna von Barnhelm, and Nathan der Weise.

Fall Term. *Four hours weekly.*

II.—Goethe: His Life and Works. Lectures, short papers, discussions of Sturm and Drang period. Works read and discussed. Poems (selected) — Hermann and Dorothea, and Egmont.

Winter Term. *Four hours weekly.*

III.—Schiller: Dramatist and Poet. Readings, essays, discussions. Works studied and discussed—Wilhelm Tell, Marie Stuart, and Das Lied von der Glocke.

Spring Term. *Four hours weekly.*

IV.—History of German Literature. General survey of German literature from early beginning to 18th century, as associated with the political and social history of Germany. Papers and discussions.

Fall Term. *Three hours weekly.*

V.—Goethe's Faust. History of the Faust legend. Dramatic representation in 17th and 18th centuries. Critical study of Part I, Faust.

Winter Term. *Four hours weekly.*

VI.—Scientific and Historical German. The object of this course is to give the student, through the medium of rapid translation, a knowledge of German used in the study of natural science and economics. Discussions based upon *Deutsche Rundschau* and other German journals. Translations from monographs by leading scientists, as, Mueller and Cohn. Elective.

Fall Term. *Three hours weekly.*

VII.—Studies in Current German Literature. The aim of this course is to acquaint the student with modern German prose, poetical and dramatic writers, as found in Sudermann, Hauptmann, Ibsen, Freytag, Von Scheffel, Dahn, Ebers, and Wolff.

Spring Term. *Three hours weekly.*

VIII.—Advanced Course in German Composition and Conversation. Subjects for discussion and papers found in current German journals and periodicals. This course is supplementary to Courses IV and VII.

Winter and Spring Terms. *One hour weekly.*

GERMAN CLUB.—No student is eligible to membership who has not had at least six months' previous preparation in German. The object of the club will be to develop the practical side of the language by means of reading, conversation, singing German college songs, and giving German plays.

FRENCH.

I.—Elementary Course. The work in this course will comprise the rudiments of grammar, and easy exercises designed to fix in memory, forms and principles of grammar; to cultivate ease in reproducing abstracts; attention given to dictation and careful memorizing.

Fall Term. *Four hours weekly.*

II.—Elementary Course Continued. Books used in this course for French beginners—L'Abbe Constantin, Halevy; La Tache du petit Pierre, Maïret; Poudre aux Yeux, Labiche et Martin; Lettres de mon Moulin, Daudet. The books read, vary from year to year, advantage being taken of the constant additions that are being made to text-books available for modern language study.

Winter Term. *Four hours weekly.*

III.—Elementary Course Concluded. During these three courses, the student's entire energy is concentrated upon correct pronunciation, and accurate reading knowledge of the language in connection with written exercises, dictation, translation and composition.

Spring Term. *Four hours weekly.*

IV.—Modern French. The oral reproduction of stories by French writers, so selected as to bring out the national aspects of French life. Biographical sketches of leading writers, illustrated by typical selections from their works. Morceaux Choisis, Daudet; Pecheur d'Islande, Loti; Le Violon de Faïence, Champfleury; La Debacle, Zola.

Fall Term. *Three hours weekly.*

V.—Life and Works of Victor Hugo. Works read and discussed—Hernani selections from Les Miserables, Les Travailleurs de la Mer, Quatre-Vingt-treize. This work supplemented by discussions, memorizing and essays.

Winter Term. *Three hours weekly.*

VI.—French Tragedy. The French Academy, national and institutional theatres in Paris. Rise of French drama, form and spirit compared with that of England, discussed in this course. Following books will be read—Le Misanthrope, Moliere; Les Precieuses Ridicules, Moliere; Le Cid, Corneille; Andromaque, Racine.

Spring Term. *Three hours weekly.*

VII.—Rapid Reading and Prose Composition. The object of this course is to acquaint the student with the more advanced points of grammar, and in literature, particular attention will be directed to characteristics of style. Works read and discussed will comprise selections from George Sand, Zola, Balzac, Maupassant, Rostand, Dumas. A one-hour course continued throughout Courses IV, V, and VI.

ENGLISH.

MISS BAKER.

I.—Composition. The main purpose of this course is the development of clear, forcible, and elegant oral and written expression. Daily and weekly themes will be required, including description, narration, exposition, argument, and persuasion. English essayists will be studied as models in literary form and style, and to furnish illustrations for the principles of rhetoric and composition. Students will receive, both in class and in private conference, individual criticism and guidance.

Fall Term. *Four hours weekly.*

II.—American Literature. A brief survey of American literature, its general trend and the forces shaping it. Critical study of and assigned readings from leading poets, novelists, and essayists. Weekly themes required on subjects assigned from the literature studied. Criticism based on principles developed in Course I.

Winter Term. *Four hours weekly.*

III.—Shakespeare. Critical study of a few plays, comedies and tragedies. Rapid reading of and reports on others. Weekly themes.

Spring Term. *Four hours weekly.*

IV-VI.—Masterpiece course running through the year. English masterpieces studied with a special view to distinguishing the characteristics of the great literary types—epic, drama, lyric, prose romance, novel, and essay. Intensive study will be given to at least one classic of each type. The history of the development of each type in English literature, and the elements of literary criticism, will receive careful attention.

Two hours weekly.

VII.—A historical study of English literature, supplemented by typical masterpieces from each period. Social, political, and religious influences moulding the thought and literature of each age, will receive considerable emphasis. Some authors will be read rapidly, others carefully and critically. A rapid survey of early English literature through the Elizabethan period, with careful reading of Chaucer's "Prologue" and "Knights' Tale," selections from Spenser and Bacon, and one or two of Shakespeare's plays.

Fall Term. *Four hours weekly.*

VIII.—A rapid survey of the literature from close of Elizabethan period to the romantic movement culminating in Wordsworth, Keats, and Byron. Intensive study of selections from the great romantic poets.

Winter Term. *Four hours weekly.*

IX.—Victorian prose and poetry, together with a few American writers. The lyric and essay will receive the main consideration; the novel and drama, secondary consideration. Tennyson, Browning, Ruskin, Matthew Arnold, Lowell and Emerson, will each be studied in the classroom.

Spring Term. *Four hours weekly.*

X.—The Drama of the Renaissance. A brief history of the origin and growth of the English drama and a rapid reading of the leading dramatists of the Renaissance. Lectures, class reports, critical papers.

XI.—Browning and Tennyson. In this course Browning's method will be considered, and selected poems will be studied, setting forth his attitude towards life, art, and religion. Tennyson will be considered as an artist and as an interpreter of his age; the development both of his art and his thought will be carefully traced.

XII.—Advanced Composition and Rhetoric. This course is designed for those who have mastered the technique of writing and desire to cultivate a literary style. The work will consist of both theory and practice. Weekly themes will be required; also a thesis embodying the results of individual research.

NOTE.—Courses X, XI, and XII are electives, any one of which may be substituted at the discretion of the faculty for a required course.

RHETORICAL WORK.—Throughout the preparatory and college courses, rhetorical work will be required of all regular students. This work will be under the direction of the English department, and will consist of essays, literary criticism, debates, orations, and declamations, to be delivered before the school or in the literary societies.

HISTORY

MISS EVANS.

I.—Ancient History. Text-book, theses, topical reports.

Fall Term. *Four hours weekly.*

II.—Mediæval History. Text-book, theses, topical reports.

Winter Term. *Four hours weekly.*

III.—Mediæval History of England. Text-book, collateral reading, theses.

Spring Term. *Four hours weekly.*

IV.—Modern History of England.

Fall Term. *Four hours weekly.*

V.—French Revolution and Napoleonic Era. Text-books, theses, topical reports.

Winter Term. *Three hours weekly.*

VI.—Political History of Europe since 1815, beginning with the Congress of Vienna. Text-books, theses, collateral reading.

Spring Term. *Three hours weekly.*

VII.—The Reformation. Open to students who have taken Course II.

Fall Term. *Three hours weekly.*

VIII.—Constitutional History of the United States. Hart's "Formation of the Union," as a basis. Channing and Hart's Topical Outlines for theses work and oral reports.

Winter Term. *Three hours weekly.*

IX.—Wilson's "Division and Reunion" as a basis. Channing and Hart's Topical Outlines.

Spring Term. *Three hours weekly.***MATHEMATICS**

PROFESSOR FOX.

I.—College Algebra from Quadratics.

II.—Geometry, Volumetric and Spherical. Davies' Legendre (Books VI-IX).

Winter Term. *Four hours weekly.*

III.—Trigonometry, Plane and Analytical.

Spring Term. *Four hours weekly.*

IV.—(a) Spherical Trigonometry, with a complete analysis of trigonometrical functions and their application in the solution of problems.

(b) Mensuration.

Fall Term. *Four hours weekly.*

V-VI.—Surveying. Measurements of level and horizontal lines; leveling; determination of direction and measurement of angles; stadia measurements; land survey computations; topographical surveying; hydrographic and mine surveying. Gillespie.

Winter and Spring Terms. *Four hours weekly.*

VII-VIII.—Analytical Geometry. Points and lines in a plane; transformation of co-ordinates; polar co-ordinates; circle; ellipse; ellipse referred to conjugate diameters; parabola; hyperbola and algebraic curves; space—point and line—plane; surfaces of the second order.

Fall and Winter Terms. *Four hours weekly.*

IX.—Calculus, continuous quantity. Consecutive differences and limits; differentials of algebraic functions; integrations and applications; surface differentials and transcendental functions; transcendental curves; curvatures.

Spring Term. *Four hours weekly.*

I.—Calculus, Integral.

Fall Term. *Four hours weekly.*

XI-XII.—Mechanics. Loney's Elements of Statics and Dynamics.

Winter and Spring Terms. *Four hours weekly.*

EQUIPMENT.—The department has a transit with all the modern attachments. Other necessary provisions will be made as the demands require.

SCIENCE

PROFESSOR HOLT.

I.—Physiology. A course given for the purpose of acquainting students with the structure, functions and hygiene of the human body. Demonstrations and experiments accompany the text-book work. Required of Freshman in Scientific Course. Text-book, Martin's "Human Body—Advanced Course."

First half-year. *Three hours weekly.*

II.—(a) Botany. A study of flowering-plants. The first part of the course will be text-book work, including study of nomenclature, definitions, plant-structure, etc.; the second part will consist of analysis of plants and study of structure. Required of Freshmen in Scientific course. Laboratory fee for Courses I and II, \$2.50.

Second half-year. *Three hours weekly.*

II.—(b) Geology. If the class gives evidence of sufficient preparation in Botany, Geology may be substituted. Text-book, Le Conte's "Compend of Geology."

Three hours weekly.

III.—Chemistry. A course in elementary chemistry, being a study of theory as well as the usual study of the more important elements and their compounds. Each student will be required to perform and report upon all the specified experiments. Required of all Sophomores. Text-book, Remsen's "Chemistry—Briefer Course." Laboratory fee, \$5.00, \$3.00 returnable minus breakage charges.

First half-year. *Three days weekly, two hours per day.*

IV.—Biology. A course in the study of typical animal and plant organisms from the lowest to the highest forms, including microscopic work and dissection. Required of all Sophomores. Text-book, T. Jeffrey Parker's "Elementary Biology." Laboratory fee, \$2.50.

Second half-year. *Three days weekly, two hours per day.*

V.—Physics. A course in the study of light, heat, sound, electricity, etc., with a consideration of physical laws. The students will be required to perform the specified experiments and record results. Required of all Juniors. Text-book, Gage's "Principles of Physics." Laboratory fee, \$5.00. Throughout the year. *Three days weekly, two hours per day.*

VI.—Histology. A course in the study of animal tissues, involving practice in staining, sectioning, use of the microscope, etc. Prerequisites, Courses III and IV. Text-book, Sterling's "Histology."

Fall Term. *Three days weekly, two hours per day.*

VII.—Comparative Anatomy. A course of study involving dissections and demonstrations. A mammal is dissected carefully and then examples of other types, in order to compare their structure. Prerequisites, Courses I and II.

Winter Term. *Three days weekly, two hours per day.*

VIII.—Advanced Physiology. A course of lectures and experiments. Attention will be paid to foods, the value of various kinds and their method of digestion, and food tests will be demonstrated. Prerequisite, Course I.

Spring Term. *Three days weekly, two hours per day.*

Laboratory fee for Courses VI, VII and VIII, \$7.50.

IX.—Qualitative Chemical Analysis. A course in basic and acid analysis. Prerequisite, Course III. Text-book, Sharwood's "Qualitative Analysis."

First half-year. *Three days weekly, two hours per day.*

X.—Water Analysis. A course including a study of water supply, methods of purification, etc. It will be supplemented by a study of foodstuffs. Prerequisites, Courses III and IX. Laboratory fee for Courses IX and X, \$7.50.

Second half-year. *Three days weekly, two hours per day.*

Courses VI, VII, VIII, IX and X are elective, open to students who have completed the prerequisite courses or their equivalents.

SPECIAL CLASSES.—Students preparing to take teachers' examinations will have the privilege of forming classes for review of Physical Geography and other science. Classes in more advanced sciences, such as Geology and Astronomy, will be formed if a sufficient number so desire.

EQUIPMENT.—The Laboratory for the present occupies two well-arranged rooms in the Men's Hall. The light is very favorable to microscopic work. Tables, cases, hot and cold water, sinks and other accessories are provided. A gas cupboard communicating with the large smoke-stack of the heating plant affords perfect immunity from all disagreeable and noxious gases incident to chemical reaction. The apparatus, ample for present necessities, will be increased as required.

The college already possesses sufficient microscopic material for effective work in Biology. Recently an embryonic set was acquired, showing the development of a salmon from the egg up to the independent organism, which has been found a valuable aid to the work in different lines of Biology.

All the science classes recite in the laboratory, so that at any moment recourse may be had to experimentation in order to demonstrate a difficult point, an advantage that is apparent.

BIBLE

MRS. STACY

The outlines of Bible History having been mastered in the preparatory grades, it is proposed, in the College course, to gain a general knowledge of the entire contents of Scripture. While no discussion of sectarian issues is permitted in class-room, and puzzling, critical and theological questions are silently deferred to years when judgment shall have matured, the revealed character of God and His Will concerning daily life are carefully studied. The Bible itself is used as text-book. As guides during first three years of study, "Bible Questions and Topics," prepared by C. M. Lowe, Ph. D., of Heidelberg University, are used. The College library includes valuable reference books, to which students have access. Note-book work is required and written examinations are made. The course as outlined is as follows:

I.—From the Creation through King Solomon's Reign.

Freshman Year. *One hour weekly.*

II.—Kings and Prophets of Judah and Israel. From the Disruption to close of Old Testament Canon.

Sophomore Year. *One hour weekly.*

III.—The Life of Christ. The Acts and the Epistles.

Junior Year. *One hour weekly.*

IV.—The Bible as Literature. Text books, "The Modern Reader's Bible," "The Literary Study of the Bible," by Richard G. Moulton, M. A., Ph. D.

Senior Year. *One hour weekly.*

Prerequisites to Senior Year's study are the three preceding courses.

PHYSICAL TRAINING

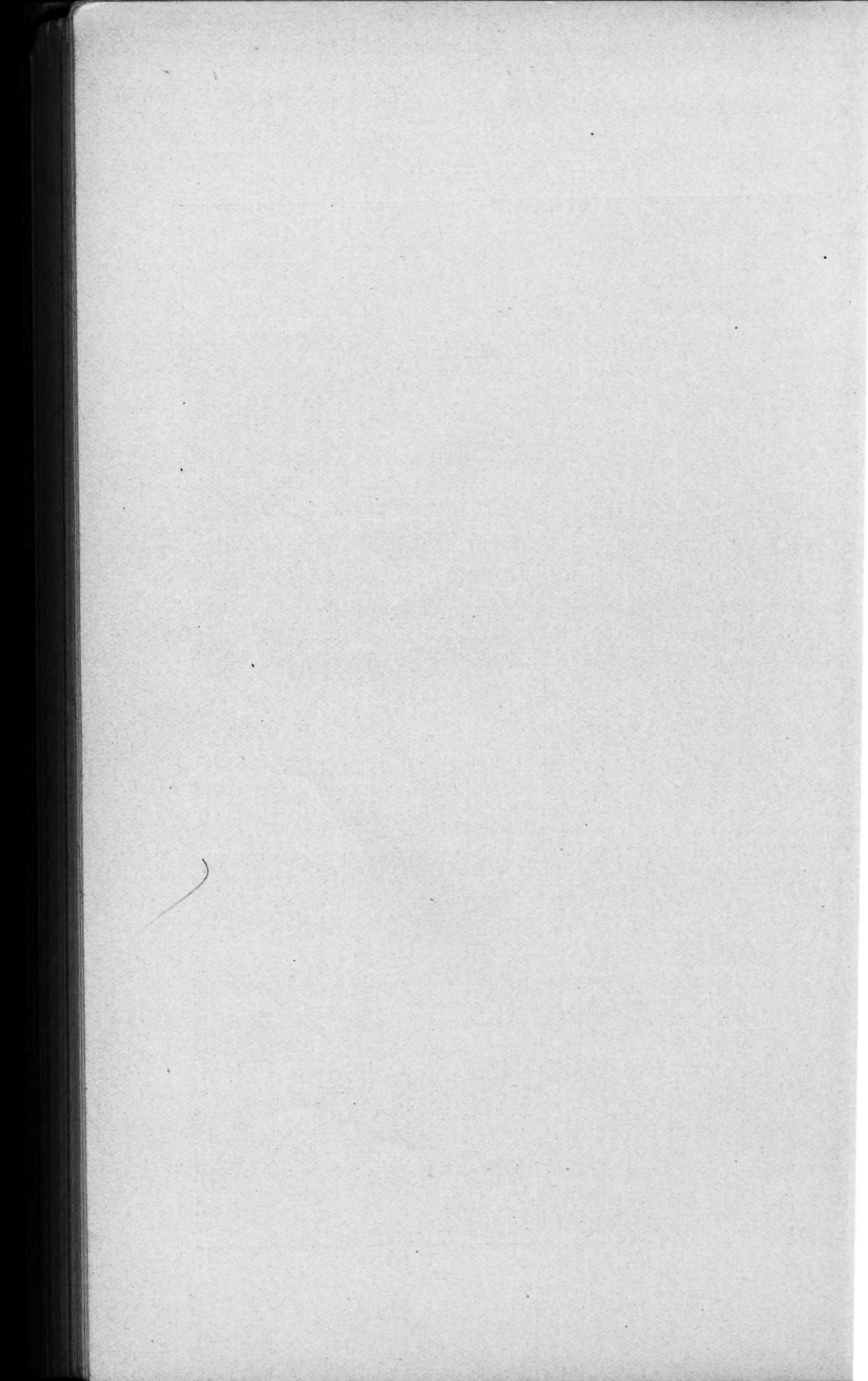
MISS BAKER and MR. HOLT.

The commodious and well-lighted gymnasium, located in the basement of the Men's Hall, affords a good place for the indoor physical work, which occupies the whole of the winter term and a part of the fall and spring terms. It is the policy of the college to encourage as far as possible outdoor exercise, because the students are necessarily kept in a large part of the time. With this purpose in view, an athletic field has been put in good condition, which furnishes ample space for all outdoor sports. Beside this, on The Residence grounds, there are two tennis courts and a croquet and basket ball grounds, so that the college is well equipped for giving the students all the outdoor exercise needed.

The gymnasium work is conducted in classes which meet four times a week—two days for the young women and two for the young men. In these classes apparatus-work and body-building exercises are taught, and various indoor games—basket-ball, hand-ball, etc.—are played. A gratifying interest has been manifested by the students, and we consider the physical training a helpful and pleasurable feature of the college life.

There are two student athletic organizations—the Athletic Association and the Tennis Club—which have a general oversight of the college athletics.







PIANO STUDIO



A YOUNG LADY'S ROOM

SCHOOL OF MUSIC

Music is a profound modern interest, ennobling the individual, community and national life. In home and school, in social and artistic circles, the elevating influence of music is now recognized as never before. From a practical point of view, as a means of gaining a livelihood, music offers the teacher or performer a field limited only by his merits. To be a musician is to possess coveted gifts. In an educational sense the musician must be broader than his art. The true musician possesses culture and refinement, and is able in point of intelligence to maintain a position of dignity and respect among men. In a moral sense the musician is greater than his art, using his talents for the good of mankind. In an artistic sense the musician is not made by pretensions, hours of tuition and embellished diplomas.

To be a true musician one must be educated liberally and in an atmosphere of culture and refinement, under the inspiration of scholarly surroundings and expectations, in direct contact with influences and efforts consecrated to the well-being of society.

The ministry of the Christian College is especially helpful to musical excellence. The great musical compositions of the world are dedicated to moral and religious themes. Accordingly, a School of Music finds itself in a logical and congenial sphere when a part of a Christian College which is devoted to elevating moral sentiment and developing moral character.

The Whitworth College School of Music is based upon the following broad and manifest platform: Music requires scholastic ability for effective work; music is a means of culture, aside from the purely artistic elements; true musical education

leads to a generous and helpful use of attainments; earnest, conscientious work and high artistic ideals must ever incite the musical ambitions of the successful student.

Three courses of study are now offered: Voice Culture, Pianoforte, and Violin. These courses are briefly outlined herewith.

VOICE

G. MAGNUS SCHUTZ.

- I.—Formation of the Voice. Deep breathing exercises. Developing breath sustaining capacity without the use of the voice. Application of breath to tone (tone colored breath). Use of the Mezza de Voce. Absolute freedom of muscular action and contraction of throat. Proper poise and focus of tone. Resonators.
- II.—Study of pure Vowel Sounds. Character of each vowel. Complete study of consonants as applied in speech and song. Study of combining simple words clearly enunciated with a pure production of tone.
- III.—Franz Abts, Practical singing Tutor, Part I. Study of sustained tones, Crescendo and Diminuendo. Simple intervals—application of power to voice gained by proper breath control. Key relationship.
- IV.—Franz Abts exercises for fluency, Part II. Major and Minor scales, rhythm, extending the compass in the use of voice. Equalization of resonant power in the different vowels and in the entire range of the voice.
- V.—Franz Abts studies, Part III. Solfeggi—Legato style, smoothness and precision of attack, simple songs of modern composers. Neidlinger, Buck, Hawley, Bartlett, Beach, Foote, etc.
- VI.—The art of expression, phrasing and interpretation, aesthetics of singing, soul quality, emotion. Delivery of the recitative, studies of classic song. Schubert, Schumann. Study of oratorio and grand opera.

THE PIANOFORTE

MISS COOLEY.

PREPARATORY COURSE.

The principles of technique. Foundation studies, scales and arpeggios.

Etudes—Loeschhorn, op. 66; Czerny, op. 299.

Compositions—Schumann, op. 68., Sonatas and sonatinas by Clementi, Kuhlau, Reinecke, Haydn, and Mozart. Mendelssohn, Songs without Words.

COLLEGIATE COURSE.

I.—Etudes—Hasert, op. 50; Cramer, Jensen, op. 32.

Compositions—Bach, inventions; Beethoven, easier sonatas.

The smaller works of Schumann, Chopin, Mendelssohn, Schubert and Grieg.

II.—Etudes—Czerny, op. 740; Moscheles, op 70.

Compositions—Bach, suites; Beethoven, sonatas; Mendelssohn, caprices; Chopin, nocturnes. Compositions of modern authors.

III.—Etudes—Chopin, op. 10; Blodgett, op. 20.

Compositions—Beethoven, sonatas; Chopin, polonaises; Schumann, novelettes. Larger works of modern writers.

IV.—Etudes—Chopin, op. 25; Koehler, op. 130.

Compositions—Bach, preludes and fugues. Concertos of Mendelssohn and Beethoven. Concert works of Chopin, Schumann, Liszt, and others.

THEORY OF MUSIC

V.—Harmony. This course covers notation, the study of intervals and scales, the formation and connection of chords, principles of four-part composition, and modulation. Exercises in harmonizing given basses and melodies.

VI.—Harmony. Further study of modulation. Harmonic accompaniment to selected and original melodies. The writing of chants, hymns and chorales. Analysis of harmony in standard works.

VII.—Counterpoint. The five orders of counterpoint. Exercises in adding one, two, or three parts in simple counterpoint to an original cantus firmus.

VIII.—The study of the simple musical sentence and its development in to the various forms of vocal and instrumental music. Supplementary to Course VII.

HISTORY OF MUSIC

IX.—The historical development of music; history of opera and oratorio; development of instrumental music.

X.—Classical and romantic schools; development of the pianoforte; biographical study of the great composers.

The regular collegiate course of study in piano covers four years, upon a satisfactory completion of which diplomas are awarded by the Trustees of the College.

Students sufficiently advanced to pass examination in the work of the first two years may begin in the course with the third year (Course III).

All candidates for graduation must pursue in the school the courses of the third and fourth years (Courses III and IV).

Regular music students are required to take the courses in Harmony, Counterpoint, and History of Music, whether their special line of music be piano, voice or violin.

Candidates for graduation must have completed a course of academic study equivalent to the Preparatory Course of this institution, and are also required to take a selected course of college studies, including one year each of Latin, Mathematics, English Literature, and Modern Language.

College students may elect Music, provided they practice not less than six hours weekly, and elect Theory as a part of their music work for at least one year.

Piano—Two lessons weekly, with two hours daily practice, count as four units.

Theory.—Two exercises weekly count as two units.

Public recitals by the students are given frequently throughout the year.

Private class recitals, in which all pupils take part, occur as often as practicable.

TERMS

Piano, or Voice, one half-hour lesson per week for a term of twelve weeks	\$10.00
Piano, or Voice, two half-hour lessons per week for a term of twelve weeks	18.00
Harmony, in a class of four, for a term of twelve weeks.....	5.00
Harmony, private lessons, same as Voice and Piano.	
Analysis, per term	2.00
Rent of Piano for practice, one hour daily, per term of twelve weeks	2.50
Rent of Piano, two hours daily, per term.....	5.00

EQUIPMENT.—The Piano Department has a large and artistic instruction room, and well-arranged practice rooms. The teacher's piano is a Chickering, of superior tone and action. A sufficient number of practice pianos is provided.

The Vocal Department has ample facilities for effective work, including a fine studio and practice rooms.

The Violin Department has a convenient studio.

THE VIOLIN

The affiliated department of violin instruction is under the direction of Prof. Olof Bull, so well and so favorably known to the lovers of music as a master of the "king of instruments."

The course of instruction includes, among others, the following recognized studies:

Hohmann, Method (Vol. I);
Wohlfahrt, op. 45 (Nos. I and II);
Kayser, op. 20 (No. III);
Alard, Violin School;
Dont Studies, op. 37;
Kreutzer, Etudes;
Schradieck, Exercises;
Caprices, Fiorillo and Rode.

Progress in the studies assigned will depend upon the talent and industry of the student.

Advanced violin pupils will use concertos by Viotti, Rode, Kreutzer, De Beriot, Beethoven, Mendelssohn, etc.

TERMS.—\$1.00 per lesson, payable, for the term of twelve weeks, in advance.

SCHOOL METHODS

The advantages of a musical education received in a school of music over individual or private instruction are apparent. The musical atmosphere of an institution, the competition growing out of contact with others engaged in similar studies, the personal supervision of teachers during practice, and the class and public recitals, with their unexcelled preparation for confidence and ease in public performance, and the many possibilities in ensemble or concerted playing and singing, are some of the more noticeable points of superiority of school or class methods over private instruction. The home life, the scholastic opportunities, the large library, and the helpful institutional interests, afford greater incentives than local or isolated conditions can possibly supply. In addition to these and other advantages, the rates of tuition on account of class or conservatory methods, are much less than such artistic talent would necessarily have to charge for private lessons.

The city offers many opportunities to hear excellent local talent. Eminent professional musicians, in visiting the Pacific Northwest, always include Tacoma in their tours. Meritorious programs may be attended by music pupils, in company with departmental teachers, thus extending and liberalizing their knowledge of music.

GENERAL INFORMATION

No student of the department will be permitted to take a musical part upon any public program without the permission of the teacher in charge.

Pupils may enter any time, paying a proportionate rate for the unexpired part of the term.

Music students are subject to the same regulations as the students of other departments. Tuition for the term must be paid in advance. No reduction will be made for absence from lessons.

A music pupil, to get the benefit of the school or conservatory rates, must be a regularly enrolled student of the College, doing full work in the School of Music, or in the scholastic branches, or in music and scholastic studies combined.

Those not thus registered in the College are regarded as private pupils and are subject to the rates usually charged by first-class private studios.

The modern musician must be liberally educated. If a college course cannot be taken, the languages and literature should be studied in connection with music.

Music students are permitted to study any language or literature, adapted to their attainments, five hours per week, without extra charge, provided, they take two music lessons per week, in one branch, and take also Harmony, Counterpoint, and History of Music.

Music pupils from a distance, except those taking Harmony, are required to take at least one scholastic study.



THE PREPARATORY SCHOOL

The Preparatory School is maintained for a two-fold purpose—first, to offer a logically arranged elementary course under the peculiarly advantageous conditions afforded by the college; second, to offer a logically arranged fitting course for college, taking less time than usual plans provide.

The course starts with the eighth grade as the foundation, and in three years' time places the student of ordinary aptitude and industry in the Freshman Class, with a good, strong preparation, thus saving at least one full year of school life.

This is accomplished in the following manner:

First.—Heads of departments teach the beginning classes—in Latin, Greek, French, German, English, Mathematics, and Science.

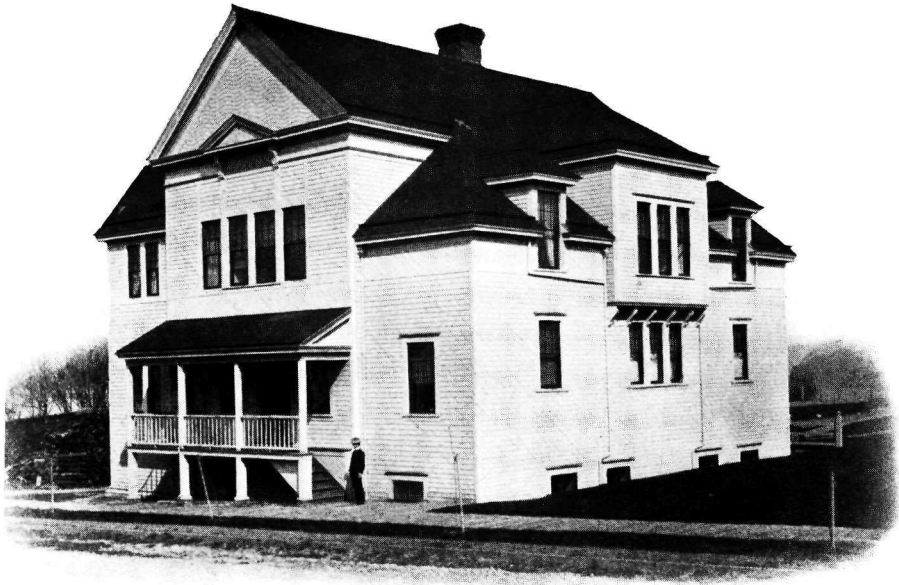
Second.—Small classes, permitting the personal attention of teachers and the daily recitation of each member of the class, thus admitting of individual instruction.

Third.—Personal interest of teachers in the progress of each student.

Fourth.—Non-essentials are omitted. The pupil studies only what is fundamental in preparatory or college fitting course. There are three principal groups of studies for the Preparatory Course—English, Latin and Mathematics. Those are the subjects that give the best qualification for college work, and are easily within the power of every student.

Fifth.—A compact, yet simple, course of study. *Three subjects* only at a time—English, Latin and Mathematics. Energies are not wasted carrying too many subjects—no overwork, worry, or discouragement.

It is understood that the studies covered by the eight grades in our public schools must be thoroughly mastered before a pu-



THE LODGE



OLMSTED HALL



pil is admitted to the regular preparatory classes. When a sufficient number of day pupils desire it, classes will be formed for the study of complete Arithmetic, Physiology, U. S. History, Physical Geography and Elementary Latin, for the benefit of such pupils as may be deficient in one or more of these branches, but are fitted by age and general qualifications to enter upon the regular work of the Preparatory School.

In general, no student below regular eighth grade will be accepted as a boarder.

Parents at a distance desiring these exceptional advantages offered day students will be aided, upon request, in securing suitable homes for their children. In all such cases parents must sign the application blank for boarding students, with all the home arrangements fully explained.

The students of the Preparatory School, in addition to the schedule recitation periods, are required to spend regular study hours in a large and comfortable study hall, under the immediate supervision of some member of the Faculty, who will direct their application and studies.

REQUIREMENTS FOR ADMISSION

GENERAL.

First.—Recommendations or references as to good moral character.

Second.—Certificate of honorable dismissal from last school attended.

Third.—Report cards, teacher's certificate, eighth grade examination diploma, or statement of proficiency in the several branches given by last teacher, will receive due consideration, or

Fourth.—Satisfactory evidence of fitness, by examination or otherwise, for the work desired.

In short, (1) good character, (2) a clean school record, and (3) willingness to work.

SPECIAL.

The work necessarily preliminary to the classification desired, *i. e.*, to enter First Year preparatory, requires ability to do that work; to enter Third Year requires the work of the First and Second years.

COURSES OF STUDY OUTLINED

FIRST YEAR.

LATIN — FIRST HALF YEAR: Beginner's course. *Bellum Helveticum* is completed.

SECOND HALF YEAR: Two books of Cæsar's Gallic War, or the equivalent, are read. Prose composition.

Five hours weekly.

ENGLISH—(1) Rhetoric and composition;

(2) English masterpieces—Whittier's *Snow Bound*, Tennyson's *Enoch Arden*, Scott's *Lady of the Lake*, and *Ivanhoe*.

Supplemental class. *Five hours weekly.*

MATHEMATICS—

Algebra. White's School Algebra.

Five hours weekly.

BIBLE STUDY—

Scripture History. Course to be outlined.

One hour weekly.
Eighteen units for the year.

SECOND YEAR.

LATIN -- (1) Cæsar (Books III and IV);

(2) Cicero: Six Orations;

(3) Prose composition;

(4) Sight-reading.

Five hours weekly.

ENGLISH—(1) English Classics. Lowell's Vision of Sir Launfal, The Roger de Coverly Papers, Eliot's Silas Marner, Shakespeare's Merchant of Venice, Tennyson's The Princess.

(2) Compositions based upon content of classic masterpieces.

Fall Term. *Two hours weekly.*

Winter and Spring Terms. *Five hours weekly.*

MATHEMATICS—

(1) Algebra completed;

(2) Critical course in advanced or higher Arithmetic.

Five hours weekly.

BIBLE STUDY—

Course to be outlined.

One hour weekly.

HISTORY—

Outlines of Roman History.

Fall Term. *Three hours weekly.*

Sixteen units for the year.

THIRD YEAR.

LATIN — (1) Vergil, six books;

(2) Prose composition;

(3) Sight-reading.

Four hours weekly.

ENGLISH—(1) Masterpieces—Macaulay's Essays on Milton and Addison, Milton's shorter poems, Tennyson's Idylls of the King, Shakespeare's Macbeth;

(2) Mythology.

Three hours weekly.

MATHEMATICS—

Plane Geometry.

Five hours weekly.

BIBLE STUDY—

Course to be arranged.

One hour weekly.

HISTORY—

- (1) Mythology.

Fail term. *Two hours.*Winter term. *Two hours.*

- (2) Greek History.

Spring term. *Two hours.***GERMAN—**

If the student is to take the Scientific Course—

- (1) Grammar;
- (2) Translation;
- (3) Composition;
- (4) Conversation.

*Four hours weekly.***GREEK —** If the student is to take the Classical Course—

- (1) Beginner's book;
- (2) Xenophon's Anabasis (Book I);
- (3) Greek composition.

Four hours weekly.

Seventeen units for the year.

A *unit* is one recitation period of sixty minutes, each week, for an entire scholastic year—sixteen units means that the student recites sixteen hours each week, for a year. Total units required for completion of the Preparatory Course is 51. Accordingly a student must, in the three years, receive credits for 51 units, or a total of 1836 hours of class-room attendance. Of the 51 units, Latin requires 14; Greek or German, 4; Mathematics, 15; English, 15; Bible, 3; History, 3; two units of History being identical with two units of English, as will be seen in "Course of Study Briefly Explained."

COURSE OF STUDY BRIEFLY EXPLAINED

GREEK AND LATIN.—The preparatory courses in Greek and Latin aim to give a thorough drill in the inflections and syntax. In order that this may be permanent, accurate and intelligent, the inflections are taught upon the synthetic principles of these two languages. This method renders the student independent

in the mastery and application of these elements; it trains the reasoning faculties as well as the memory, and prevents the student from blindly following any set paradigms.

The preparatory work in Greek and Latin syntax is along the lines that analyze the principles of grammar, which are involved in the various cases and moods; this is the method particularly of the second and third years. Upon this critical analysis is based the study and application of the various rules, so that the student learns them not only accurately, but also intelligently, knowing the reason as well as the fact.

ENGLISH.—Eighth grade graduates are supposed to have a fair knowledge of English grammar and composition, and to possess, in some degree, an appreciation of good literature. The instruction in the preparatory school aims to secure a thorough study of the English language, to train the student in the accurate use of our tongue, and to acquaint him with the treasures to be found in our own rich and masterful literature.

The course includes grammar, composition, the elements of rhetoric, orthography, reading and expression, rhetorical, the forms of discourse, and English classics.

GERMAN.—The preparatory course in German keeps practical ends in view. The aim is to give the student a knowledge of elementary German grammar, ability to understand spoken German, and to converse upon simple subjects, facility in translating easy German, practice in writing and giving paraphrases, and reproductions from memory. Importance is attached to correct and expressive reading aloud, and to writing of German script. Books used in above course—Lehrbuch der Deutschen Sprache, Spanhoofd; Aus Meinem Koenigreich, Carmen Sylva; Der Zebrochene Krug, Zschokke; novelletten (selected).

MATHEMATICS.—Algebra is begun in the first year, and is reviewed and finished the fall term of the second year. Special attention is given to factoring.

Higher Arithmetic is taken during the winter and spring terms of the second year. This is a careful study of fundamental principles in their application to the solution of difficult problems, and also to practical affairs in life. Analysis, logical solution, and accurate computation, are vital issues. The metric system is studied.

Plane Geometry is the course for the third year. A large amount of original work is required.

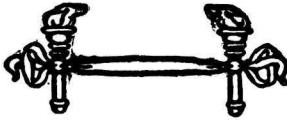
HISTORY.—In the fall term of the second year a brief course of three hours per week is given in Roman history, to acquaint students with a sufficient knowledge to pursue their classical studies with an intelligent appreciation of what is implied.

BIBLE.—The exclusion of the Bible from the public schools and the brevity and desultory methods of ordinary Sabbath school teaching, send to college preparatory grades many pupils very ignorant of Holy Scripture. Not only so, but, to some of them, the Bible seems a dry and obsolete book. Manifestly the teacher's first effort must be to awaken interest and fix attention.

The Preparatory Course is therefore arranged to include consecutive study of Bible history, so far as possible in the light of present archaeological research, character studies, and geography and topography of Bible lands. The Bible itself is the text-book. As a guide to the students, McConaughy's Beginner's Course in Bible Study is used. The ground to be covered in a given term is not pre-determined, as it must vary with the capacity of different classes. Intelligent mastery of assigned topics is required, and the substance of each lesson is written from memory in each student's note-book. One hour a week is allowed to recitation, and at least two written examinations are made each year.

In the third year, two hours per week in the English course are devoted to Mythology, thus correlating the English and History.

During the Spring term a course of two hours per week is devoted to outlines of Grecian History.



GENERAL INFORMATION

THE COLLEGE SEAT

Tacoma is centrally located and easily accessible by train, the various branches of the Northern Pacific reaching out into the most important sections of the state. Boat lines connect Tacoma with San Francisco, Victoria, and Vancouver, B. C., with the Alaskan ports, and with the many points upon the Sound. Ocean liners for Yokohama, Hong Kong, and Honolulu afford regular and convenient service to distant ports.

Tacoma is noted as a city of beauty and beautiful homes. Its regularly laid out streets, well kept public parks, the scenic attractions, and the culture and taste of its people make it a desirable residential city.

The many well sustained churches, the Public Library, the Ferry Museum, and the Y. M. C. A., are some of the indications of generous refinement and a correct public opinion.

The various art, musical and literary organizations, attest the intellectual status of the inhabitants where the college has found its new home. Tacoma has also an enviable distinction as an educational centre, so that the college finds genial conditions securely established.

THE SITE

The home of the college is in a suburban addition to the City of Tacoma. It is a favorite residence section, familiarly known as the "North End." The college buildings stand upon a high bluff, or promontory, known as Inspiration Point, commanding a view with a wonderful variety of attractive features. The site overlooks the City of Tacoma and Commencement Bay, looks down Admiralty Inlet half way to Seattle, and

stands opposite Quartermaster Harbor, which is flanked upon either side by Vashon and Maury Islands. Along the eastern horizon stretches the Cascade range of mountains, visible from Mt. Baker on the north to Mt. St. Helens upon the south, a distance that spans nearly the entire width of the state; along the western horizon arises the rugged outlines of the beautiful Olympics.

It has been repeatedly stated by world-wide travelers that the view afforded from the portico of The Residence is surpassed only by the Bay of Naples.

But scenery is not the only consideration in selecting a site for a college. The elevation and position insure pure and bracing air, free from all contamination. It is the sunniest spot upon the Sound. The buildings are supplied with an abundance of pure spring water. The drainage cannot be surpassed. The sewer system in all its appointments and the heating and ventilation are in strict accord with the latest knowledge of sanitary science.

THE BUILDINGS

The college occupies three commodious and well adapted buildings:

1. The first of those is The Residence, the largest and finest structure of its kind in the state, containing sixty well finished rooms. It is in every way suitable to the character of the school being developed. It is used as the Women's Dormitory, and temporarily as the administration building.

It is a liberal education itself to spend the years of tuition in this elegant mansion. The exercises and appointments of the school are maintained in keeping with the æsthetic surroundings. The large reception hall, the drawing rooms, the dining hall, and the spacious living rooms, are as attractive as refined taste can devise or skilled workmanship can create. The home life of the resident student is always a matter of prime

importance. The ethical, social, and æsthetic aspects of school life are marked features in this institution, and to these vital considerations this building and its appropriate surroundings lend ready inspiration and enduring support.

Large verandas extending along the front and one end of The Residence afford unusual opportunities for young ladies to promenade during rainy weather. This feature is not only enjoyable, but it is one of very great practical value. The large lawns and the bowling alley also afford attractive forms of recreation.

2. The Men's Hall is a model of comfort and convenience, and is strictly modern in all its accessories.

3. The Mason Library is the scholastic building. It possesses a fine chapel, which is also used as an assembly or study hall; five well appointed recitation rooms, a reading room, and the library proper. These three buildings have excellent drainage, steam heat, electric light, and every provision for comfort and health.

THE LIBRARY

The foundation of the college library proper was laid by Mr. Carlo W. Shane, of Vancouver, Washington, who made the first donation, consisting of a large number of valuable books. In 1893, Mrs. Bertha P. Thompson gave 297 volumes to the college, to be known as the "James Prentice Thompson Library." Two years later Mrs. Hannah S. Spangler, wife of Rev. Joseph M. Spangler, a member of the Presbytery of Puget Sound, gave almost the entire library of her husband (300 volumes), to be known as the "Spangler Library," Mrs. Scott, widow of the late Judge Scott, gave a number of volumes to the library. Many of these books and pamphlets are old and rare, rendering these library additions of unusual value.

The college has come into possession of what is widely known as the Allen C. Mason library, consisting of over six thousand well selected volumes. This is an excellent work-

ing library, consisting largely of general literature, art, history, and philosophy, besides the reference books usually found in a well selected library of that size. A great amount of time and means were expended in making this collection, and the results attest the scholarship and refined taste of the founder.

Among prominent features of this collection may be noted complete sets of Blackwood, Edinburgh Review, The Century, and Harpers' Magazine.

The library room is commodious, the cases are well lighted, and the conveniences for library work can hardly be excelled.

A large reading room, supplied with the leading magazines and daily papers, is also available.

The library urgently needs a few hundred dollars to bring the literature, history, and philosophy fully up to date. It is suggested that alcoves, or departments of classical languages, history, economics, music, and literature, are particularly desired to increase the efficiency of the library.

The Tacoma Free Public Library, of over 20,000 volumes, both in its circulation and reference departments, is also available for student use.

MUSEUM

The college has at present no museum, although it has a number of valuable contributions, mainly the gift of Rev. John McMillan, Ph. D., now of Garber, Oklahoma, consisting of curios gathered in South Africa.

The institution is particularly fortunate in having free access to the celebrated Ferry Museum, which occupies comfortable quarters in the Court House. The benefits of this large and valuable collection of coins, curios, historical relics, old books, and other interesting specimens, are free to this institution, thus making the museum, with all its treasures, as available for educational purposes as though owned by the college itself.

The State Horticultural Society has its rooms in the City Hall, where a large collection of historical material pertaining to the state has been arranged for public study and investigation.

THE RELIGIOUS LIFE

The object of the Presbyterian Church in founding Whitworth College is to extend the benign influence of Christian education. In no sense is the institution sectarian. The administration of the college is in full accord with this lofty purpose: while magnifying the reasonableness of the religious life as man's truest and best life, it imparts no sectarian instruction and makes no sectarian requirements.

Each day a brief chapel service is held, which each student is required to attend.

All students are expected to attend divine service on Sabbath mornings, being free to attend the church of their choice.

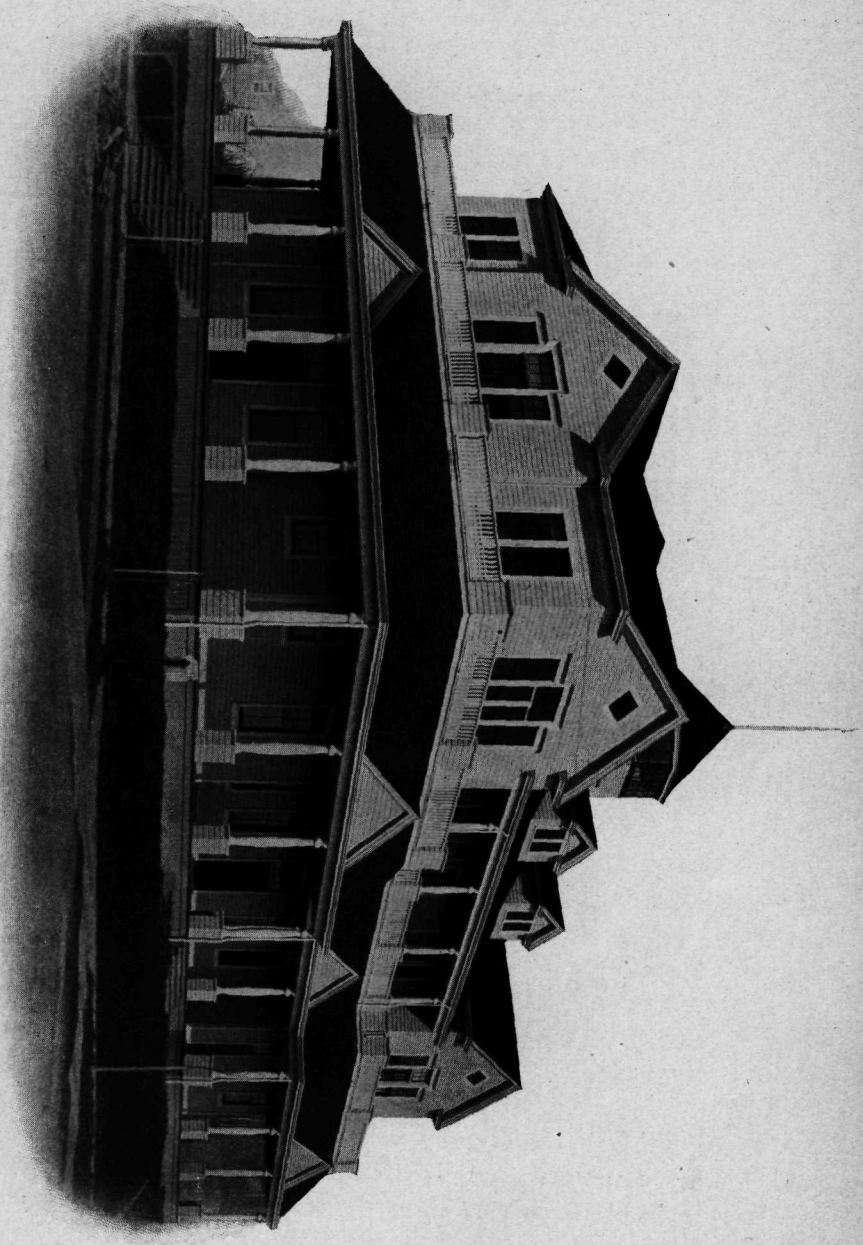
The Y. M. C. A. and the Y. W. C. A. organizations are well established, and are doing a fine work among the students, maintaining numerous religious services of their own.

The Y. P. S. C. E. of the neighborhood, well sustained by the various shades of religious belief commonly found in any community, holds Sunday evening service in the Tracy Mission Chapel, two blocks from the college.

DISCIPLINE

The college has but one rule, and that is a very simple one—TO DO RIGHT. Good moral conduct, the proprieties observed everywhere in good society, studious habits, promptness and regularity in all engagements, cover, in a general way, all the requirements.

Each student, upon entering Whitworth College, agrees for himself or herself, and, if a minor, the parent or guardian guarantees, the careful observance of all requirements made for the welfare of the college and the highest interest of the student.



THE ALLEN C. MASON LIBRARY



EXPENSES

TUITION in the College is \$16.00 per term of twelve weeks, or \$48.00 per annum, payable, each term, in advance.

Tuition in the Preparatory School is \$14.00 per term of twelve weeks, or \$42.00 per annum, payable, each term, in advance.

Room rent varies from \$5.00 to \$10.00 per month, depending upon size, location, and accommodations, payable monthly in advance.

Table board is \$3.50 per week, payable monthly in advance.

Tuition covers all charges for instruction in the department in which enrolled, there being no extra charge for special branches of study, either in the college or preparatory school. It is the aim of the College not to make extra charges in its regular work.

From \$225.00 to \$240.00 is a fair average annual charge made by the institution for tuition, room, and board. Personal expenses should be very light, as social demands are not in the least extravagant, probably less than at home.

Students are expected to dress neatly, but a large and expensive wardrobe is not only not required, but is not desired.

DEDUCTIONS.—No deduction is made from the tuition, except in case of prolonged sickness. A student entering during the first month of any term will pay the tuition fee for the entire term; a student leaving during the last month of any term will not be entitled to any rebate.

DISCOUNTS.—To sons and daughters of clergymen, of any denomination, a discount of 50 per centum is made in scholastic tuition and room rent.

REPORTS

The grade of a student is determined by combining the daily work in class with the examination results.

The marking system adopted records results in five distinct groups, known as A, B, C, D, and E, no attempt being made to bring any record to a definite percentage basis.

A student perfect in every reasonable scholarship demand is marked "AA," which may signify 100 per cent. An "A" student ranks from 95 per cent to anything less than perfect; "B" signifies from 90 to 95; "C," 85 to 90; "D," 80 to 85; "E," 75 to 80; "F" means failure.

THE PRECEPTRESS

The young women, both day students and boarders, are under the immediate personal supervision of the Preceptress. She is their friend, counsellor, and director.

HOME DEPARTMENT

THE SOCIAL LIFE.—The Whitworth College home life is a distinctive feature. That every phase of social contact shall be salutary and helpful, it is imperative that no one be admitted to the college family circle who is unworthy of confidence and respect. For this reason no applicant is received as a boarder who is not well recommended by persons known to the college authorities as entirely responsible. The sole condition is moral worth, not birth, position, or wealth.

It makes no difference how humble the social sphere or inept in social usage, the applicant is welcome to Whitworth, and is assured in advance of congenial associations if he or she is morally worthy and anxious to improve. Upon the other hand, no amount of social pretensions will induce the authorities to accept the applicant if believed to be undesirable, or to retain a student found to be morally injurious to the college circle.

The college home is, in fact, a large and agreeable family, where kindness, thoughtfulness, courtesy, order, right, and goodwill dominate all the relationships involved. Being emphatically a *home* school, all must contribute to the home life in order to participate in its benefits.

THE SABBATH.—The college, aside from attendance upon morning worship, has no set rules for Sabbath observance. The physical, moral, and intellectual well-being of the student necessitates a Sunday of quiet and rest, devoted to reading and reflection.

The tranquil suburban location of the college, the wonderfully inspiring scenic surroundings, the privileges of the library and reading room, the companionship of teachers, and the quiet of one's own room, ought to make Sunday at the college one of the best influences the institution affords. Any sort of engagement or amusement incompatible with the peace, quiet, and restfulness of the Sabbath day, certainly unfits the student for the occupations of the week, and should be scrupulously avoided.

HOME REGULATIONS.—Non-resident students must board and room with the college family, under the immediate supervision of the President and Faculty.

In exceptional cases non-resident students may be permitted to board with friends or relatives in the city, or, possibly, to room and board themselves, upon written application to the President so to do, setting forth clearly the proposed plan, accompanied by the written consent of the parents or guardians, if the applicant is a minor, to the arrangement, it being agreed that the regulations governing students, so far as practicable, will be studiously and scrupulously observed.

Business engagements are made only with parents or guardians of applicant, if a minor. All arrangements are for the school year unless otherwise expressly stipulated, but in no case for less than one term of twelve weeks or the unexpired portion of the term after entering the institution.

When a room has been selected, a deposit of one full month's rent must be paid to reserve the room. This deposit will be credited to the rent account of applicant, but will be forfeited if the room is not occupied.

The rent of a school year is for nine full months; for a term, is for three full months.

Strict observance of study hours and punctual attendance upon all prescribed exercises, including meals, are exacted.

The weekly period of recreation is from the close of recitations on Friday to the beginning of study hours, Saturday evening, except 9 to 11 Saturday a. m. All visiting and calls by students or upon students, must be done during the recreation interval. Friends from a distance who can make no other arrangement may call at other hours.

Friday evening is a social evening, the home circle usually providing some form of entertainment in which all are expected to join.

No boarding student may spend an evening at any place of amusement, or the night away from the college, without proper excuse previously granted. Visits at home or out of town over Sunday, and all engagements that interfere with the usual hours of work, rest and regularity in living, will seldom be permitted.

Each boarder furnishes his or her napkins (six), napkin ring, mattress and bedding, including pillows, pillow cases and bed-spread, hand and bath towels, laundry bag, toilet articles, and carpet or rug for the floor.

Every article, if practicable, must be plainly marked in indelible ink, with the owner's name.

The rooms are of good size, each having a large closet. The college furnishes steam heat and electric lights; also bed, with woven wire spring, a dressing case, study table, chair, rocker, washstand, and window shades. The bed makes up in the day time as a lounge or couch, with spread, pillows, and cushions, giving the room the appearance of a cozy sitting room instead of a sleeping apartment.

The laundry is taken by a laundry wagon, under special arrangement with the college whereby superior service is given

students at reduced rates. No laundry work is permitted in The Residence, or Hall. A pressing and ironing room, open at definite periods, is provided for the young ladies for the pressing of dresses and other apparel.

The use of the office telephone by students is by permission only, and, when granted, is for communicating with those only whose names are given when the request or call is made.

All mail must be directed in care of Whitworth College.

Students should be advised by their parents as to their correspondence. Much valuable time is often wasted in correspondence that in many instances is positively hurtful. The authorities reserve the right to require lists of the persons with whom correspondence is carried on, showing the parental approbation.

Each student makes a deposit as an indemnity for breakage not due to ordinary usage. The fee, less breakage, if any, will be returned at final settlement.

A deposit is also required for each key, which is returned upon the surrender of the key.

No meal will be served in a student's room except in case of sickness, and then only for an extra charge.

↳ Guests at meals are charged twenty-five cents per meal.

Students may board at the college during the Christmas vacation at the regular rate, under the usual home regulations.

↳ An abundance of milk and cream is furnished by the college herd of Jersey cows, each of which is tuberculin-tested by the State Veterinary Department, thus assuring a pure and wholesome supply.

Medical science has shown that a fruitful source of disease is through milk from infected cows. The wholesomeness of milk is greatly enhanced by proper treatment of cows and careful attention to the milk itself, all of which is safeguarded by the trusted employees of the institution.

HOME BILLS.—No deduction is made from the home bills of the term of twelve weeks remaining, on account of suspension or dismissal; in case of protracted absence, owing to illness, covering a period of four consecutive weeks or more, the loss on board will be shared equally with the parent. This concession does not include room rent.

THE DAILY ROUTINE.—Breakfast is served at 7:00, luncheon at 12:30, and dinner at 6:00. Sundays, breakfast is served at 8:00, dinner at 1:15, and luncheon at 6:00.

Study hours are from 2 to 5 and from 7:30 to 9:30 p. m. Sunday afternoon and evening, and Saturday afternoon, are free from college duties.

Study hours on Saturday morning are from 9 to 11.

TO REACH THE COLLEGE

By boat. The wharves are all near the Pacific Avenue trolley line.

By train. The Pacific Avenue car line passes in front of the Northern Pacific depot. When car fare is paid ask for a transfer check to the Point Defiance line. At Ninth Street and Pacific Avenue, walk two blocks up the hill to Ninth and C Streets, where the Point Defiance cars leave regularly every twenty minutes. Ride to North 43rd Street, and walk two blocks to the college.

BAGGAGE.—The college has a special arrangement, at favorable rates, with the Tacoma Carriage and Baggage Transfer Co. for the delivery of baggage.

The agents of the company, in uniform, with badge, meet every train and boat.

Immediate needs should be provided for by carrying hand baggage, as the transfer company, on account of the distance and consequent expense to students, makes but one trip per day to the college.

THE WHITWORTH COLLEGE BULLETIN is a quarterly newsletter to friends of the college. Sent to all who desire it.

ACKNOWLEDGMENTS

To Senator Foster, for valuable public documents.

To the publishers of the Montana Daily Record, Helena, Mont.: the Tacoma Daily News; the Spokane Daily Chronicle; West Coast Trade; the Tacoma New Herald, and the Vancouver Columbian, for their publications.

To A. M. Stewart, LL. D., New York, for the Scottish American.

To the Commissioner of Education, for Bureau of Education Reports.

To the publishers of the North and West, Minneapolis, for that excellent religious journal.

To the regents of the University of the State of New York, for valuable reports of the State Library and College Department.

To E. R. Roberts, superintendent of Point Defiance Park, for shade trees and shrubbery.

To the United States Civil Service Commission for annual reports.

To the Department of Agriculture, Washington, D. C., for valuable reports.

To Rev. Geo. F. Whitworth, D. D., for an almost unbroken file of minutes of the General Assembly; for valuable files of magazines and reviews, many of which are old and rare; for a complete file of the annals of the American Academy of Political and Social Sciences.

To Mrs. L. F. Thompson, for Bancroft's History of the Pacific Coast.

To Rev. Charles Wood, D. D., Germantown, Pa., through Rev. W. B. Williams, Tacoma, "Beginning Life."

To Hon. Francis W. Cushman, M. C., for federal publications.

To E. N. Fuller, Secretary State Historical Society, for the Washington Historian.

The Whitworth College Bulletin is a quarterly news-letter to friends of the College. Sent to all who desire it.

24 College

STUDENTS

COLLEGE

SENIOR CLASS

Hickman, Mary Anna, Cl. Tacoma

SOPHOMORE CLASS

Berry, Grace May, Cl.,	Tacoma.
Calhoun, Kathryn Mae, Sc.,	Hillhurst
Clark, Dorcas Lemira, Cl.,	Everett
Kirkpatrick, Ethel Mary, Cl.,	Tacoma
Miner, Edith Maude, Cl.,	Tacoma
Phillips, Zilfa Eugenie, Cl.,	Tacoma
White, Abigail E., Cl.,	Creston

FRESHMAN CLASS

Clark, Josephine, Sc.,	Tacoma
De Lano, Virginia, Sc.,	Tacoma
Dunbar, Ruth, Sc.,	Olympia
Doseff, Dosu, Sc.,	Tacoma
Evans, Curtis, Sc.,	Tacoma
Ferriss, Henry Rogers, Sc.,	Tacoma
Gaches, Harry Wilfred, Sc.,	La Conner
Gaches, Hilda	La Conner
Hickman, Carrie Lillian, Sc.,	Tacoma
Hardy, Norman Gladding, Cl.,	Tacoma
Kennedy, Charles O., Sc.,	Tacoma
Lane, Minnie Frances, Sc.,	Olympia
McReavy, Helen Gove, Sc.,	Union City
Stevenson, Lillian Gurine, Cl.,	Ellensburg
Taber, Retha, Sc.,	Tacoma

PREPARATORY SCHOOL

THIRD YEAR

Cassels, Myrtle May,	South Bend
Shaffer, Liela Frances,	Tacoma
Thompson, Alex M.,	Tacoma
Tripple, John Hustand,	Tacoma

SECOND YEAR

Battersby, Myra Celesta Emma,	Enumclaw
Bucey, Gerald Henry,	Stone's Landing
Crandall, John W.,	Tacoma

Davies, Grace,
 Dennis, Horton,
 Garretson, Susie Emily,
 Gault, Perrett Franklin,
 Guyles, George B.,
 Jackson, Liberty Gertrude
 Johnson, Shirley Ida,
 Johnson, Winifred Emma,
 MacSween, Edna Margaret,
 Metzger, Frederic Dan,
 Mitchell, Alice Mildred,
 Mojean, Louise W.,
 Nelson, George W.,
 Nims, Mary Van Santvoord
 Olin, La Vera Hazel,
 Parker, George,
 Prentice, Paul T.,
 Sampson, William Harkness,
 Snyder, Evelyn Beryl,
 Willert, Orno Luke
 Young, John Barrie

Carbonado
 Tacoma
 Tacoma
 Tacoma
 Tacoma
 Tacoma
 Tacoma
 Tacoma
 Tacoma
 Steilacoom
 Tacoma
 Tacoma
 Tacoma
 Lakeside
 Tacoma
 Tacoma
 Tacoma
 Tacoma
 Tacoma
 Tacoma
 Tacoma

FIRST YEAR

Bergman, George Edwin,
 Brown, Elwin,
 Ceperley, Arthur Tracy,
 Davenport, Nina Harris
 Deming, Fred Allen,
 Ebert, Blanche Tilda,
 Foss, Lottie Louise,
 Fraser, Audsley MacLain,
 Hardy, Philip Shailer,
 Hutchison, Z. Clio,
 Judson, Thomas M.,
 Lawrence, Mabel Cornelia,
 Leverich, Pearl
 Libbey, Earle
 Millett, Maude,
 Millican, James,
 Murdock, Clare,
 McCully, Merritt L.,
 McKinnon, Harold W.,
 Paré, Alphonse Arthur
 Parks, Maude Lillian,

Snohomish
 Tacoma
 Vancouver, B. C.
 Lebanon, Ore.
 Olympia
 Tacoma
 Anacortes
 Tacoma
 Tacoma
 Tacoma
 Tacoma
 Tacoma
 Ellensburg
 Tacoma
 Mt. Vernon
 Tacoma
 South Bend
 Olympia
 Gig Harbor
 Vancouver, B. C.
 Centralia

Sale, Lena Pearl,
 Sampson, John T.,
 Shields, Bessie,
 Stocking, Grace Hudson,
 Swalwell, Herbert George
 Tussinger, Beatrice,
 Cara Roberta Mackall,

South Bend
 Tacoma
 Tacoma
 Tacoma
 Everett
 Tacoma
 Erie, Pa.

SCHOOL OF MUSIC

VOICE

✓ Berry, Grace,
 ✓ Clark, Josephine,
 ✓ Deming, Fred Allen,
 Fifield, Mary,
 ✓ Gaches, Harry Wilfred,
 Kirkpatrick, Ethel Mary.
 ✓ MacSween, Edna Margaret,
 Phillips, Zilfa Eugenie,

Tacoma
 Tacoma
 Olympia
 Tacoma
 La Conner
 Tacoma
 Tacoma
 Tacoma

PIANO

✓ Battersby, Myra Celesta Emma,
 ✓ Berry, Grace,
 Cassels, Myrtle May,
 Clark, Josephine,
 De Lano, Virginia,
 Fifield, Mary,
 Fox, Sarah,
 ✓ Gaches, Harry Wilfred,
 ✓ Gaches, Hilda,
 ✓ Hickman, Carrie Lillian,
 ✓ MacSween, Edna Margaret,
 ✓ Millett, Maude,
 ✓ McKee, Belle,
 ✓ McReavy, Helen Gove,
 Rolleston, Gertrude,
 ✓ Sale, Lena Pearl,
 Stevenson, Otto Everts,
 Stewart, John,
 Stewart, Cora,
 Stocking, Grace Hudson

Enumclaw
 Tacoma —
 South Bend
 Tacoma —
 Tacoma
 Tacoma —
 Tacoma
 La Conner —
 La Conner
 Tacoma
 Tacoma
 Mt. Vernon
 Tacoma
 Union City
 Tacoma
 South Bend
 Ellensburg
 Tacoma
 Tacoma
 Tacoma

Taber, Retha,
Winkleman, Rose,
Winkleman, Minnie,

Tacoma
Tacoma
Tacoma

VIOLIN

Murdock, Clare,
Shields, Bessie,

South Bend
Tacoma

ALUMNI

CLASS OF 1896

F. G. Blackburn, A. B. Dental Student, Baltimore, Md.
A. C. Stewart, A. B., Bellevue Medical College, New York City.
Calvin W. Stewart, A. B., Assistant Head Worker, University Settlement, 184 Eldridge Street, New York City.
Sarah C. Stewart, A. B., New York City.
Fred W. Whitworth, A. B., Law Student, San Francisco.
Robert Montgomery, B. S., Editor and Proprietor, Sumner Herald, Sumner, Washington.

CLASS OF 1898

William Davies, A. B., formerly Pastor, Welch Presbyterian Church, Seattle, Washington, Deceased.
Harold R. Gould, B. S., Mining, Jackson, Alaska.
Ward B. Van Vechton, B. S., Student, Medical Department, University of Oregon.



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