SERVICE

THE HOME AND THE SCHOOL

-1920—1921-
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**SERVICE**

Service implies a need, a genuine, fundamental necessity for additional resources in grappling with a problem. Today the problems confronting the friends of our common schools, both teachers and patrons, are multiple in number and baffling in their complexity.

Consider this one problem alone: In the United States last winter 18,000 schools were closed for lack of teachers and in addition 45,000 other schools were able to keep open only by having "makeshift" teachers—mostly young girls who possessed practically no qualifications beyond eighth grade graduation. In Washington alone over 600 emergency certificates were issued during the year 1919-1920 to applicants unable to meet our minimum requirements for certification.

**Training** is the need of the men and women who have volunteered to fill the vacant ranks of teachers. Continuous preparation is the desire of the leaders in the profession who wish to meet today's problems with today's methods. Our normal schools and colleges of education have been established by the people to provide such training.

**Close Relationship** between the people and their state institutions is an essential in the active use of their powers. The stimulation of such close relationship has given rise to departments of extension service.

**Extension Service** from the Washington State Normal School in Ellensburg aims to make available to the schools and teachers in its extension district the latest and best ideas coming from the educational research laboratories of the country and further to assist as a clearing house where experiences of Washington teachers may be interchanged. It means that service of its faculty and equipment is not limited to the students who live on the Ellensburg campus but that the campus is as wide as the extension district which the institution serves. It means that any teacher ambitious to improve her daily work may call upon Ellensburg for assistance. It means that the educational facilities provided by the Ellensburg State Normal School are made immediately available to every progressive citizen in this section of the State.
DIVISIONS OF THE WORK

I. Free Extension Lectures on topics of general educational interest and of importance to child welfare. (See page 5.)

II. Extension Courses for Credit held at convenient field centers where fifteen or more citizens and teachers may enroll for a course. (See page 8.)

III. Home Study Correspondence Courses for people unable to attend courses in Ellensburg or in Extension Centers. (See page 14.)

IV. Teachers' Institute Unit Courses for experienced teachers in service who desire to study intensively and connectedly certain types of educational practice. (See page 23.)

V. Special Service for Individual Schools with actual classroom demonstrations of modern methods. (See page 32.)

VI. "Know Your State" Service for teachers and the general public interested in a wider knowledge of the resources of Washington. (See page 34.)

VII. Child Welfare Exhibits for securing a greater appreciation of the needs of children. (See page 34.)

VIII. Physical Education Service to help teachers carry out the requirements of the new State Syllabus. (See page 36.)

IX. Library Service including, (1) Bibliographical aid to schools, (2) Suggestions concerning management and equipment of school libraries, (3) Packet Library Service. (See page 36.)

X. Publication of special helps in teaching. (See page 37.)

XI. Assistance to teachers in arranging dramatic programs and entertainments for community gatherings. (See page 38.)

XII. Lyceum Entertainments by Members of Faculty and Students. (See page 38.)

I. FREE EXTENSION LECTURES

Free Extension Lectures are offered by the faculty of the Ellensburg State Normal School every year to County Teachers' Institutes, Educational Associations, Parent-Teachers' Associations, Civic Clubs, Open Forums or any group of citizens interested in education. The general purpose is to bring about a close relationship between the latest methods and discoveries in education and current educational practice. It further serves to bring the faculty in touch with local conditions and educational needs throughout the State.

Advertising matter will be supplied by the Normal School in the form of posters and window cards. It is expected that the local committees will pay the express charges for the same and that it will employ the local press for publicity. Since these lectures are furnished by the State, through the Normal School without charge, it is expected that the local authorities will spread information to all who may be interested.

LIST OF LECTURES

The following is a list of the names of the Extension Lecture arranged in alphabetical order, together with the subjects offered by each:

George H. Black, President.
1. Scales of Living in the Teaching Profession.
2. The Relation of the Classroom Teacher to School Administration.

T. W. Bibb, Head of Department of Physical Sciences.
1. The Rise of the Test Tube.
2. Potentials.

H. C. Fish, Assistant in Department of Social Sciences.
1. Indian Stories and Their Universal Language.

Mary A. Grupe, Director of Training and Head of Department of Psychology.
1. Psychology of Recreation.
2. Psychology of Digestion.
3. Psychology of Emotions.
4. Uses of Intelligence Tests.
5. Mental Efficiency.
Nicholas E. Hinch, Head of Department of English and Modern Languages.
1. Politics in the Community and the Community in Politics.

Zella Morris, Supervisor of Intermediate Grades, Training School.
1. The Related World.

1. The Heart of Asia.
2. We, the People.

John P. Munson, Head of the Department of Biological Sciences.
1. Our Microscopic Friends and Foes in Life and Death.
2. Evolution and Heredity (three lectures in series).
   (a) Evidences of Evolution.
   (b) Factors of Evolution.
   (c) Heredity and Sex.

Floy A. Rossman, Head of Department of Music.
2. The Song: How It Came and Where It Goes.

Myrtle Sholtz, Elementary School Advisor in Extension Service.
1. The Meaning of Play in Education.
2. The Child's Home Library.

Frances B. Skinner, Head of Home Economics Department.
1. The Budget: A Factor in Successful Homemaking.

Selden Smyser, Head of Department of Social Sciences.
2. The Industrial Future of Washington.

William T. Stephens, Head of Department of Education.
1. Who Is Educated?
2. How to Be Happy.
3. The Virtue of Unrest.
4. Philosophy at Work.
5. Americanization.

Jessie G. Stewart, Supervisor Broadway Rural Training Center.
1. Rural Life Problems.

Ralph W. Swetman, Director of Extension Service.
1. The Financial Crisis in Education.
2. Additional Sources of School Revenue.
3. The Present Inequalities of School Taxation.

Alice H. Wilmarth, Head of Department of Physical Education.
1. The Relation of Health to Education.

Henry J. Whitney, Head of Department of Vocational Education.
1. The Quest.
II. EXTENSION COURSES FOR CREDIT

Extension Courses are arranged principally for classes of teachers or the general public who are interested in making a thorough and systematic study of problems related to elementary education, child welfare or pre-school education. When the class is formed and application is made to the Normal School for a certain course an instructor will be sent to meet the group at least once a week for a period of six to twelve weeks. Each lecture will be for two hours.

Courses. A list of tentative courses follows on the next page. The work both in quality and time equals that given in residence. By arrangement special courses may be planned to meet the needs and interests of special groups.

Credits. Students desiring credit toward Normal School diplomas must meet all requirements of the work in regard to the outside assignments and supplementary reading. Such students must also pay the registration fee of ten dollars required of all students enrolling in the Normal School for residence credit work. This fee entitles the student to take Extension Courses, Correspondence Courses, or work in residence for one year from date of registration. To all others taking the work for professional growth or for citizenship interest, the courses are free.

Places. Extension classes are placed in centers where fifteen or more enroll for a course. The meeting place is generally in the local school.

TENTATIVE LIST OF COURSES

Art. Miss Pearce. Course 1 E. Drawing as a Language. This is a course in those fundamentals of graphic expression which are of constant use in the schoolroom. It aims to aid students in their teaching by enabling them to use drawing freely as a means of illustration, especially in such subjects as geography, history, nature study, arithmetic, construction and literature. It will include drawing from memory, from imagination and from the object, map drawing, diagrammatic sketches; and the representation of three dimensions in terms of two. The blackboard will be the chief medium.

Biological Science. Dr. Munson. Course 1 E. General Biology. Lecture course on general biological sciences, anatomy, histology, ecology, taxonomy, distribution, embryology of plants and animals; genetics; differentiation, specialization, division of labor; the development of plant and animal tissues and organs; the fundamental biological functions of reproduction, nutrition, growth, self-preservation by protective devices and instincts—sensibility, sense organs and movement—animal behavior.

Biological Science. Dr. Munson. Course 10 E. Nature Study. A study of the environment of the school with special needs of teachers in the grades in view. Familiarity with the common things—rocks, soil, streams, hills, rain, sunshine, clouds, fog evaporation, condensation, thunder and lightning, winds, ice, frost, snow, floating bodies, atmosphere, germs, gas, burning coal, temperature, seasons, plants and animals, landscape architecture, tree planting, etc.

Education. President Black. Course 4 E. School Administration. This course is designed to cover the problems of town and city school administration. The course is intended primarily to furnish expert training for those who are looking forward to grade supervision and elementary school administration. Special attention is given to the function, organization and administration of the elementary curriculum. The problems of this course are derived very largely from surveys and first-hand studies of the conditions and needs of the different school systems and localities in the state.

Education. Mr. Stephens. Course 5 E. Public Education in the United States. A survey of the history of elementary education in the United States for the purpose of bringing the teacher into sympathetic touch with such phases of growth and development of our national system as are necessary for the advancement of our present movements in educational organization and administration.

Education. Mr. Swetman. Course 6 E. State and County Educational Reorganization. The aim of this course is to familiarize the student with the outstanding features of the educational system of the State of Washington. It will cover the essential points that should be known by every progressive citizen interested in helping Washington maintain its place of educational leadership. Such topics as the following will be included: Financing the Public Schools: (1) Resources for taxation, (2) sources of revenue, (3) methods of apportionment. Administrative Organization: (1) State, (2) county, (3) districts. Training, Certification, and Tenure of Teachers.
Education. Mr. Stephens. Course 7 E. Newer Conceptions of Schools and Classroom Management and Organization. We have just passed through some very radical reforms in educational practice, to the extent that most people feel that the new education offers no definite policy for the organization and control of child activities.

This misunderstanding of the purposes of present-day education is perfectly natural when we realize that most lecturers and writers on education for the past twenty-five years have put in their time pointing out the defects in the traditional school.

We are now pretty well convinced that many changes should be made in school procedure. What teachers in service, school boards, and people at large want, is a definite statement of scientific facts in school reorganization and control.

The purpose of the course is to set forth practically and constructively the present recommendations regarding the various issues in educational practice.

Education. Mr. Swetman, Miss Grupe. Course 9 E. The Measurement of Educational Products. This course deals with the necessity for knowing the amount of change that takes place in human beings through education. Emphasis is placed on measuring educational products objectively rather than by personal opinion. An acquaintance is made with the standard scales available for present use. The students give several of the tests in their schools, score the papers and interpret the results.

Other quantitative problems in education are included, such as retardation, correlations, graphical representations of educational facts, a rational system for teachers' marks.

Education. Mr. Stephens. Course 11 E. Philosophy. Education at present is very largely a profession without a purpose, viewpoint or philosophy. This is very largely true of life in general.

Irrespective of man's efficiency in any particular field, his general usefulness as a member of society depends upon his larger conception of human purpose, his philosophy.

In our great industrial and scientific achievements of the past quarter of a century, we have broken with most of the traditions of the past. The war and the great present unrest have proved and are proving to us that material success alone is not enough.

The question today everywhere is, What do we need to make life more worth while? The general answer is a philosophy, a comprehensive purpose in life which can unite all people at least in a common belief and understanding.
Education Special Methods. Miss Meisner. Course 39 E. Kindergarten Activities in the Home. This course is designed to help mothers in the home provide the rich environment of "things to do" so necessary to children in the pre-school period.

Education Special Methods. Miss Sholty. Course 40 E. Reading. This course will include a study of the aims of reading, the physiology and hygiene of reading, and in a limited way the psychology of reading. The modern methods in teaching beginning reading will receive special attention. These methods will be compared with the former methods of teaching reading. Special attention will be given to the teaching of silent reading, speed tests and seat work in connection with the teaching of reading.

Education Special Methods. Miss Sholty. Course 41 E. Language. This course aims to explore the interests of children in order that suitable themes for both oral and written expression may be found. Emphasis is placed upon language as habit formation.

English. Mr. Hinch. Course 8 E. Contemporary Literature. A study of contemporary literature especially as it is represented in periodicals. The study will be from the human and sociological viewpoint rather than the strictly literary.

Physical Education. Miss Wilmarth. Course 7 E. Health Problems and Physical Diagnosis. Designed to enable the teacher to detect easily the ordinary defects of the child which bar his progress in school life, to suggest a means for the remedy of defects and for the maintenance of good health.

Physical Science. Mr. Bibb. Course 3 E. Household and Schoolroom Physics. This is a course focused specifically upon the problems of the home and of the school, a course particularly in applied physics.

Psychology. Miss Grupe. Course 6 E. Mental and Vocational Tests. The purpose of the course is to give acquaintance with the psychological, educational and vocational tests and scales now available; to give practice in the statistical treatment of results and in the standardization of new tests.

Psychology. Miss Grupe. Course 12 E. Psychology Applied in Life. A study of the discoveries of modern psychology and their application in the education of children both in the home and in the school.

Social Science. Mr. Smyser. Course 21 E. Changes in Industrial and Business Methods. These discussions will deal with the advance in business methods and ideals, cooperation, management sharing, scientific management, organizations of retailers, eliminating waste, stabilizing the dollar, organizations of retail merchants, the cost of fashions, etc.

Social Science. Mrs. Morton. Course 2 E. Civics. A study of the fundamental principles of our American government, taking up in detail the application of these principles to state, county, and local units.

Social Science. Miss Morris. Course 19 E. Geography. The action of man's physical environment upon his daily life. Climate, production and distribution of necessities, ease of transportation, as factors of living.

Social Science. Mr. Fish. Course 15 E. History of the United States Since 1789. A study of the industrial, commercial and political development to the period following the Civil War.
III. HOME STUDY CORRESPONDENCE COURSES

For Teachers who have not completed the requirements for a diploma or for teachers desiring to work upon some special problems in their schools and use the resources of the Normal, Home Study Courses are offered thru correspondence. In order to make these courses of the greatest practical value they are built around the problems arising most often in the actual school room.

To help teachers prepare for the state examinations for second and first grade certificates, both the new and old series, courses are offered in the Washington State Manual, nature study, drawing, juvenile and general literature, agriculture, civics, physical geography, music, psychology, physics and botany.

For Citizens who wish to study some of the current problems in education and keep in touch with educational trends, special courses are offered. These courses emphasize particularly cooperation between teachers and parents.

Time Required. It is highly desirable that students take a careful survey of the time they can spend on study before enrolling for a course. As a minimum it is suggested that worthwhile results cannot be obtained without spending at least four hours per week.

Texts may be purchased by the students either direct from the publishers or thru the John W. Graham Company, Spokane. Thru a special arrangement with the Graham Company all texts required in the course will be kept on hand in Spokane. This will mean that all mail orders may be taken care of immediately, thus facilitating work on the course quickly after registration.

Registration and Procedure. First fill out the registration sheet on page 43 of this bulletin and then send it with the registration fee to Extension Secretary, Washington State Normal School, Ellensburg. The first three lessons with the list of materials required for the course will then be sent to the student. When lesson one is finished mail it to the Extension Secretary and work on lesson two while lesson one is being corrected. Full information and directions will be sent the student on receipt of fee and application blank.

Group Study. Whenever it is possible it is urgently advised that students taking home study courses meet in groups perhaps once a week to clear up in discussions, difficulties that may have been encountered in working out the lesson.

Courses and Credits. Each course is divided into 6, 12, 18, 24, or 30 assignments. An assignment includes descriptive material, references to texts and supplementary matter, and a list of questions to be answered. About four hours should be spent in preparing each lesson. With the first assignment will be sent a list of materials necessary for the course and a set of general directions how to study.

Credits are reckoned on the same basis as for residence courses. Twenty-four hours of work are required for one credit. In residence this is interpreted to mean twelve one-hour recitations and twelve hours of preparation. In home study the twenty-four hours will be divided into six lessons of four hours each.

Registration Fee. A fee of $10 is required to be paid by each student on registration; $5 is remitted directly to the library fund. The other $5 is held as an indemnity and is returned at the close of the year, or sooner if special request is made by the student, less any charge for loss or damage to school material in the hands of the student.

This fee entitles the student to take Correspondence Courses, Extension Courses or work in residence for one year from date of registration. In each lesson sent to Ellensburg the student is expected to enclose sufficient stamps for return postage.

LIST OF COURSES

Art. Miss Pearce. Course 1 C. Drawing as a Language. This is a course to help teachers in the field. No doubt you have often wished to make a point in geography, history, nature study, arithmetic, construction, or literature more clear and realized it could be done just right by an apt illustration. Then you wished you were an artist so that you might do it. But it is not necessary to be an artist. You can learn to do it yourself. Take course Art 1 C, which aims to teach this very thing. It includes drawing from memory, from imagination, and from the object; map drawing; diagrammatical sketches; and the representation of three dimensions in terms of two. No previous training in art is necessary for this course. 18 assignments, 3 hours' credit.

Art. Miss Pearce. Course 2 C. General Design. The home and the schoolroom may always be beautiful, however simple, if the homemaker or teacher but understands the principles of design and color. Course Art 2 C will show you how you can accomplish this. It deals with the general principles of design and color as applied to furniture, clothing, bulletin boards, booklets, decoration of rooms,
and other problems of teacher or housekeeper. This course includes the development of a fair degree of skill in freehand lettering, in the use of simple forms and materials. 12 assignments, 2 hours' credit.

Courses Art 1 C and Art 2 C are preparatory to the teachers' examinations in Drawing.

**Art.** Miss Meisner. Course 12 C. Kindergarten and Primary Handwork. This is a course which little children would like their teachers and mothers to take because it shows how paper, clay, sand, cloth, yarn, wood, cardboard and all sorts of odds and ends can be used in making interesting projects in cutting, tearing, weaving, construction, modelling, etc. 18 assignments, 3 hours' credit.

**Biological Science.** Dr. Munson. Course 5 C. Human Evolution. This is a study of man from the biological point of view — heredity and evolution, ethnology, anthropology, mythology, history; origin and distribution of races; the beginnings of science, arts and culture as shown in the family, tribe, state, and the development of institutions. 12 assignments, 2 hours' credit.

This course is preparatory to the teachers' examination in Botany.

**Biological Science.** Dr. Munson. Course 9 C. Botany. Botany treats of plants. They may be one-celled or many celled. They may be flowering plants or such as have no flowers as ferns, mosses, lichens, algae and fungi. These are all to be considered from the morphological and physiological points of view. Hence plant morphology, plant embryology, plant histology, plant ecology, and economic botany. 12 assignments, 2 hours' credit.

This course is preparatory to the teachers' examination in Botany.

**Biological Science.** Dr. Munson. Course 10 C. Nature Study. Do your children ever ask you questions about nature that put you to your wit's end to answer? Do they want to know what makes the rain come, what thunder is, why the wind blows, if rocks grow, and what becomes of coal when it burns? Do you want to be able to answer their questions in a scientific yet simple way? This course will enable you to do so. It will give you familiarity with the common things, rocks, soil, streams, hills, rain, sunshine, clouds, fog, condensation, evaporation, thunder and lightning, winds, ice, frost, snow, floating bodies, atmosphere, germs, gas, burning coal, temperature, seasons, plants and animals, landscape architecture, tree planting, etc. 12 assignments, 2 hours' credit.

This course is preparatory to the teachers' examination in Nature Study.
Education. Miss Sholty. Course 29 C. The Project Method. The meaning of the project method and its difference from present-day methods will be discussed. The following topics will receive special attention: The subjects that may be taught, equipment needed in carrying on the work, changing our present school program to permit project teaching, achievements to be expected. Concrete projects suitable for the various grades will be worked out and their educational value discussed. 12 assignments, 2 hours' credit.

Education. Miss Meisner. Course 36 C. History of Kindergarten Education. Review of educational principles and practice evolved before Froebel's time. Froebel's special contribution. Historical development of the kindergarten. Present status in America and abroad. Various other experiments of the past and present in pre-school education. 12 assignments, 2 hours' credit.

English. Mr. Hinch. Course 8 C. Contemporary Drama. The present is a wonderfully prolific period for the drama. In spite of the popularity of the silent drama, the spoken drama continues to claim the interest it deserves. This course offers an outlook upon the field of modern drama and purposes to provide the means of estimating the worth of the products of the present-day dramatists. It is a course in the reading of Dickens's "Chief Contemporary Dramatists," which includes the works of English, Irish, American, French, German, Belgian, Norwegian, Swedish and Russian writers. 24 assignments, 4 hours' credit.

English. Miss Davidson. Course 11 C. Dramatization in the Grades and Special Programs. This course covers the problem of school entertainments. The work consists of preparation and presentation of suitable material for all occasions in the primary, intermediate and grammar grades. 12 assignments, 2 hours' credit.

Home Economics. Miss Skinner. Course 25 C. Teaching Home Economics. This course is planned to meet the needs of the teacher of Home Economics who wishes to broaden her view of the field and to reach a more thorough understanding of the method of presenting the subject to both the Elementary and High Schools. 18 assignments, 3 hours' credit. Main text—Teaching Home Economics, Cooley, Winchell, Spohr, Marshall.

Education. Mr. Lindberg. Course 40 C. Washington State Manual. This course will be based upon the problems of elementary school in general and especially rural schools. The basal out-

line of the course will be the State Manual of Washington. Included will be a study of the specific provisions of the school laws in Washington in so far as they directly affect teachers. 12 assignments, 2 hours' credit.

This course is preparatory to the teachers' examination in the Washington State Manual.

English. Mr. Hinch. Course 1 C. Elementary School Literature. Material and method for teaching literature in all grades of the elementary school from the kindergarten to the eighth grade inclusive. 12 assignments, 2 hours' credit.

This course is preparatory to the teachers' examination in Juvenile and General Literature.

English. Mr. Hinch. Course 6 C. Types of Prose. Do you wish to take a reading course that will bring you enjoyment, will give you an acquaintance with a wide range of authors and with a variety of literature, and will lead you to judge and appreciate the best in prose? Then take the course here offered in "Types of Prose." It deals with the essay, the novel, and the short story. Appreciation of the message rather than the scientific investigation, except as that may help in the appreciation, is the aim. 18 assignments, 3 hours' credit.

Library Methods. Miss Leaf. Course 1 C. Library Methods for Teachers. Did you ever enter a school library where everything was "hit and miss" and long to put it in order but not know how to go about it? It is possible for you to learn how to do this by correspondence, if you have access to a good public library equipped with a children's department. This course in Library Methods aims, (1) to familiarize the student with the arrangement of libraries and with a key to the intelligent use of them; (2) to prepare him to organize and administer a school library, and to teach pupils how to use it intelligently. 12 assignments, 2 hours' credit.

Manual Training. Mr. Whitney. Course 1 C. Mechanical Drawing. A series of lessons (24 plates), teaching the use of the instruments and the principles of working drawing. Work will be based on Mechanical Drawing Problems by Berg and Konquist. 12 assignments, 2 hours' credit.

Manual Training. Mr. Whitney. Course 2 C. Mechanical Drawing. Manual Training 1 C or its equivalent will be a prerequisite. A series of lessons (24 plates), teaching Orthographic Projection and its application. 12 assignments, 2 hours' credit.
Manual Training. Mr. Whitney. Course 3 C. Mechanical Drawing. Manual Training 1 C and 2 C or their equivalent will be prerequisite. A series of lessons (24 plates), teaching intersections and developments. 12 assignments, 2 hours' credit.

Music. Miss Rossman. Course 1 C. Notation. This course in Notation is purely technical. It covers the study of the major and minor keys, and the simple chords, sight reading in the treble and base clef, and the writing of simple melodies. “Primary Elements of Music” by Damon, will be furnished as a text book, supplemented by a music writing book in which the lessons will be written and corrected. 12 assignments, 2 hours' credit.

This course is preparatory to the teachers' examination in music.

Physical Education. Miss Wilmarth. Course 7 C. Health Problems and Physical Diagnosis. The health of school children is now realized to be a matter of vital importance. A slight defect detected and treated now may enable a boy or girl to make better progress in school, and cause him to be better fitted for his work in life. But many schools have no facilities for physical examination. In that case, the teachers should be able to discover the ordinary physical defects and to suggest a means for their remedy and maintenance of good health. A course in “Health Problems and Physical Diagnosis” will enable the teacher to do this. The course also deals with the health of the teacher. 18 assignments, 3 hours' credit.

Physical Science and Agriculture. Mr. Bibb. Course 1 C. General Physics. This course is designed, first, to fill the needs of those desiring to pass the state requirements for certification; second, to help the teacher meet the everyday problems arising from the modern mechanical surroundings into which she is thrown. Mechanics of solids, liquids, and gases, and their application; heat, with special attention to atmospheric conditions, calories, and internal combustion engines; current electricity, Ohm's law, electrical instruments, storage batteries, electric lights, telephones, wireless telegraphy; music tones, light, optical instruments, colors, spectra. 18 assignments, 3 hours' credit.

This course is preparatory to the teachers' examination in Physics.

Physical Science and Agriculture. Mr. Bibb. Course 10 C. General Agriculture. The aim of this course is, (1) to aid in teaching the subject of Agriculture, (2) to help the teacher to a better understanding of the problems of the farm so she may fit more successfully into the community life. The chemistry of the soil and fertilizers; irrigation; crop production; dairying; poultry raising; bacteria, etc. Special attention will be given to sanitation, and the rural home. 12 assignments, 2 hours' credit.

This course is preparatory to the teachers' examination in Agriculture.

Physical Science and Agriculture. Dr. Munson. Course 14 C. Physical Geography. A study of the earth as the abode of man; (1) its history and its relation to other heavenly bodies; (2) its external condition and its external features, with an explanation of the changes brought about by physical forces and living agents. Hence the following divisions: The land, the waters, the atmosphere, minerals, plant and animal life. 12 assignments, 2 hours' credit.

This course is preparatory to the teachers' examination in Physical Geography.

Psychology. Miss Grupe. Course 1 C. Educational Psychology. A survey of the topics of psychology of educational significance with application to teaching. The “functional” or “conduct” point of view is maintained. Analysis of behavior of man and of lower animals, laboratory experiment. Development of the neuromuscular system. Original tendencies and their use in education of the child. Consideration of well-marked periods of child development and their bearing on education. 18 assignments, 3 hours' credit.

This course is preparatory to the teachers' examination in Psychology.

Psychology. Miss Grupe. Course 7 C. Psychology of Elementary School Subjects and Educational Measurements. (a) A study of the results of experimentation in a number of elementary school subjects for the purpose of obtaining a scientific background for the formulation of method of teaching these subjects. Each will be analyzed from the standpoint of mental processes involved. The child mind will be analyzed in regard to when he has the maturity to grasp, and how he can most economically learn the particular subject. Special abilities and disabilities which affect the learning of the specific subject will be considered. (b) A study of the literature and technique of educational measurements will also be made. The students will give tests for various subjects in the school room and learn how to interpret ability, method, etc., in the light of the
results, and how to make readjustments in grading and teaching. Huey, Freeman, Hollingworth, Bronner, Seashore, Ayer, Monroe, Devoss and Kelley are authors most frequently used. 18 assignments, 3 hours' credit.

**Social Sciences.** Mrs. Morton. Course 1 C. Civics. A course prepared with a purpose—imparting such practical knowledge of American civic life, its ideals, and present conditions, as shall prepare the student for loyal and efficient citizenship. 12 assignments, 2 hours' credit.

This course is preparatory to the teachers' examination in Civics.

**Social Sciences.** Mr. Smyser. Course 3 C. Current History. This course is intended to help the student to discover some of the social tendencies of our time, to help him to value rightly the various sources of information and to form the habit of studying continuously, just because it is interesting, the developments which take place in our national ideals, institutions and methods. 18 assignments, 3 hours' credit.

**Social Sciences.** Mr. Fish. Course 4 C. Pacific Northwest. This course will include the physical resources and the history of the Pacific Northwest and especially of Washington. It will include the more important stories of the state history and such descriptive facts as should lead to a genuine appreciation of the accomplishment and opportunities of the people of the state. 12 assignments, 2 hours' credit.

**Social Sciences.** Miss Morris. Course 19 C. Geography. Subject-matter and how to teach it. (1) The approach to the subject. (2) the related world, (3) concrete teaching helps. 12 assignments, 2 hours' credit.
For the Championship
IV. TEACHERS’ INSTITUTE UNIT COURSES

The County Teachers Institute of three days’ duration is required by law. It is a council of teachers in the heat of action in order that improvement of results may be obtained thru mental suggestion, and assistance from outside educational officials and teachers. To enliven and vitalize these institutes is the great problem of educational officials in general and county superintendents in particular.

To do its share in helping in these three-day associations the extension department has sent questionaires to the State Education Department, to several county superintendents and to classroom teachers, asking for the fundamentals of a successful institute. These concrete experiences and suggestions, summarized as follows, are submitted for consideration of all those interested in the problem:

Factors in a Successful Institute.

1. The institute program should include the particular educational activities to be stressed by the State and County Superintendents of Education for the ensuing year. Such a program would insure the substitution of real educational issues for “subjects” and “talks.”

2. At least two periods of each half-day session should be devoted to discussion by teachers and institute instructors of methods of carrying out the program outlined for the year. The remaining period of each half-day session may well be given to an inspiring address bringing to teachers a vision of some cultural or professional ideal to be gained.

3. After the institute, teachers should receive printed or mimeographed copies of the plans developed in the discussion groups.

4. In each institute, it is better to undertake thoroughly a few issues rather than to attempt to skim the whole field.

Using these four conclusions as bases, the Normal School is offering the following unit courses to serve as nuclei for discussions of certain present issues:

The Revision of the Washington School Code. President Black.

1. The State Department of Education.
2. The Natural Unit for Local Administration.
5. Preparation and Certification of Teachers.
6. Teachers’ Salaries, Tenure and Pensions.
The Financial Crisis in Education. Mr. Swetman.

Pioneer methods of raising money for school support are breaking down under the stress of present-day demands. Reorganization of school finance will be an issue at the 1921 legislative session.

1. Increasing Costs of Education.
2. Additional Sources of Revenue.
3. Inequalities of District Taxation.

Education and the Social Order. Mr. Stephens.

Perhaps there is no phase of human life about which there has been more said and less done than about the part that education is to play in community service. That education is a social function is generally conceded. What we are in need of is a practical scheme of social educational practice.

1. The Great Obstacle in Modern Education.
2. The Light from Modern Science.
3. The Practical Demands of Modern Society.
4. The School at Work.

Philosophy. Mr. Stephens.

A noted innkeeper once said that she would rather know the philosophy of her boarders than to have a statement of their bank accounts. Why? Have you a philosophy? What is it? What is it worth to you?

Ordinarily the difference between success and failure is a difference in philosophy. Why? The following topics will explain:

1. Philosophy's Place in Civilization.
2. Philosophy and Philosophers.
3. The Old School or Absolutism.
4. The New School or Pragmatism.
5. Peace and Pragmatism.
6. Philosophy the Basis of the New Order.

Psychology and the Larger Life. Miss Grupe, Mr. Stephens.

Are you making the most of your opportunities? The chances are that you are not. You are likely burning the candle at both ends. This course may be just what you need.

1. The Wise and Otherwise in Psychology, or the Faculty and the Functional Viewpoint.
3. Relation of Doing to Thinking.
4. Wiring the Brain, or Mental Engineering.
5. The Psychology of the Mysterious.

Intelligence Testing and Its Uses. Miss Grupe.

1. How much can you read of character from pictures, photographs and interviews?
2. To what extent are examinations, teacher's marks, and estimates a good basis for judging intelligence and vocational fitness?
3. How to give mental tests.
4. Some uses of the results of mental tests.
5. How much musical ability have you? How can you find out?
6. Some vocational uses of mental tests and some vocational tests.

The Art of Efficient Living. Miss Wilmarth.

A series of demonstrations to be held either out-of-doors or in the gymnasium, illustrating the work recommended in the new Washington Physical Education Syllabus.

2. Remaking the Unfit.
3. If You Want to Live Longer.
5. Out of the Bleachers and Into the Game.

The Biological Basis of Human Success. Mr. Stephens.

There is perhaps no one thing that has so permanently influenced modern civilization as has biology, and no other subject is so uniformly misunderstood by the general public.

1. Present Theory of Human and Social Evolution.
3. Conscious Evolution and the Social Order.
4. Evolution and Modern Democracy.
5. Competition vs. Co-operation.
6. Evolution and Education.
Wanted—A Method of Teaching. Miss Sholty.
  A discussion of teaching through projects.
  1. Puzzle—What Educates?
  2. What Is the Matter?
  3. No Myths in Method.
  5. Alice Is Being Educated.
  6. What Good Is Your Schooling?

Reading for Thought. Miss Sholty.
  1. Vanquishing the Reading Bogey.
  2. Reading With Eyes That See Not.
  3. Principles and Methods of Teaching.
  4. Potent Factors in Silent Reading.
  5. Emily Learns to Read.
  6. Field Notes in Reading.

Primary Reading. Miss Meisner.
  1. The First Lessons.
  2. Incidental Reading or Creating a Need for Reading.
  3. First Book Work.
  4. Silent Reading.
  5. Removing Oral Handicaps.

Stories. Miss Meisner.
  1. Stories in the Primary School.
  4. Story Sources for the Teacher.
  5. Reproduction and Dramatization.

Handwork. Miss Meisner.
  1. Handwork Is Brainwork.
  2. Use of Paper (Waste and Other).
  4. Possibilities in Weaving and Sewing.
  5. Handwork Projects.

Plays and Games and Rhym Work. Miss Meisner.
  1. Active Indoor Games.
  2. Games of Skill—Muscular and Mental.
  3. Outdoor Games.
  4. Simple Rhythms.
  5. Folk Dances.
  6. Original Dances.

The Live Rural Teacher. Miss Stuart.
  1. Teaching Reading in the Upper Grades and Where to Get Material.
  2. What Place Has Story Telling in the Rural School?
  4. Wide Awake Geography.
  5. How May the School Serve the Community?
  6. The Teacher’s Preparation for the Day’s Work.

Teachers as Producers of Food, Shelter, Clothing, and the Other Necessities of Life. Mr. Smyser.
  1. Educators as Producers.
  2. Producers as Educators.
  3. Team Work for Educators and Producers.
  5. The New View of Wages, Salaries, Profits, etc.
  6. The Special Opportunities of Washington Teachers.

Science the New Element of Our Industrial Life. Mr. Bibb.
  1. Research and the Advance of Civilization.
  2. Natural Forces at Our Command.
  3. The Chemistry of Commerce.
  4. The Dawn of an Industrial War.
  5. The Function of the Teacher in Awakening Scientific Thought.
  6. The Place of Science in Education.

The Teaching of History. Mr. Fish.
  1. The Socializing of History.
  3. Lewis and Clark Party.
  4. The Days of Isaac I. Stevens.
  5. Indian Life and Stories (Sign Language).
Evolution and Heredity. Dr. Munson.
4. Evolution and Revelation.
5. Evolution of the Mind.
6. Evolution by Natural Selection in Education.

Scientific Education. Dr. Munson.
1. Origin of Life.
2. Laws of Growth and Development.
4. Ideals in Education.
6. Teachers and Teachers; Preachers and Preachers.

1. Civics As It Should Be.
2. Possible Correlations.
3. Through the Lens of History.
4. Civics Oriented.
5. Who's Who?

Home Economics. Miss Skinner.
1. Home Economics in the Schools of Today.
2. The Responsibility of the Home Economics Teacher to the Community.
3. Ideals and Appreciation in Establishing the Home.
4. The Budget—How to Divide the Income.

"Where Do We Go From Here, Boys?" Mr. Whitney.
1. The Problem of Vocational Education.
2. The Industrial Arts Movement in Public Education.
4. Laboratory Work—Elementary Grade Problems.
5. Laboratory Work—Intermediate Grade Problems.

English in the Primary Grades. Mr. Hinch.
1. Oral English.
2. Forming Correct Speech Habits.
3. Discovery of Common Verb Errors.
4. Easy Road to Spelling.
5. Written Work a Delight.

Master Builders. Miss Morris.
Language in Intermediate Grades.
1. Laying the Foundation (Oral English).
2. Forestalling a Strike (getting the children ready to write).
3. Paying the Men (valuation).
4. Putting on the Paint (developing skill in expression).
5. Giving a Party (corrective games).
6. For Sale (looking at the selling value of children's expressions).

English in the Upper Grades. Mr. Hinch.
2. Correcting Bad English Habits.
3. Learning to Spell the Demons.
4. Interesting Themes.
5. Grammar That Functions.

High School English. Mr. Hinch.
1. Freshman Minimal Essentials.
2. Sophomore Minimal Essentials.
5. What Literature Can Do for You and Me.
6. What We May Expect From High School Graduates.

Self-Improvement in Writing. Mr. Hinch.
1. Suggestions From Great Writers.
2. Short-Cuts.
4. Interests to Express.
5. Clear Writing a Possible Ideal for All.
6. "A Paragraph a Day."
Does Your Voice Do You Justice? Miss Davidson.
1. What Does Your Voice Express?
2. Defects and Minor Defects of Speech?
3. Correction of Speech Defects.
6. Personality.

Dramatization and Special Programs. Miss Davidson.
1. What Is Educational Dramatization?
2. Development in the Lower Grades.
3. Development in the Upper Grades.
4. Major and Minor Programs.
5. Sources of Material.
6. How to Direct and Stage a Program.

The Production of School Plays. Miss Davidson.
1. Organization.
2. Artistic Staging.
3. Make-up.
4. Details of Coaching.
5. Reacting to the Thought.

Music and Music Lovers. Miss Rossman, Miss Mohr.
1. Tones and Tunes.
2. Aids to the Tuneless.
4. Rhythms and Song Creation.
5. What to Use in Music.
6. Correlative Music and Programs.

Do You Enjoy Music? Miss Rossman, Miss Mohr.
1. Music and Life.
2. Just Songs, Good and Bad.
3. Records, Human and Otherwise.
5. What to Use for Use and for Show.
6. How to Listen and What to Hear.

School Libraries. Miss Leaf.
3. Systematizing the Libraryette.
5. Book hospitals.
6. Information.

Commercial Law. Mr. Lindberg.
1. Contracts.
2. Principal and Agent.
3. Sales.
5. Partnerships.
V. SPECIAL SERVICE TO INDIVIDUAL SCHOOLS

Direct co-operation with teachers and superintendents by the Normal is offered in working upon special problems in their individual schools. This brings about the closest relationship between schoolroom practice and the latest discoveries in educational theory. The assistance is brought to bear in an intensive practical way upon the particular school problem in which the community, the children, the superintendent and teacher are interested at that time.

This service is offered for the general purpose of increasing school efficiency and for the special purpose of stimulating initiative on the part of teachers who wish to raise the quality of their work beyond that of average routine.

The following headings are suggestive only. The Normal will attempt to meet whatever call for service may come.

Surveys. Such investigations are made at the request of superintendents and school boards. They seek in a thorough, scientific, and sympathetic manner to place before school officials data helpful in the formation of school policies.

Measurement of School Achievements. The last few years have witnessed the rise of a movement to measure definitely and objectively the achievements of children in school. This is done thru tests that have become standardized by being given to thousands of children in different parts of the United States. Every year several tests are added to those already in use.

The education and psychology departments of the Normal keep in touch with all the different tests in order that the information gained may be available for teachers in the field.

Today many school officials are using group intelligence tests similar to those used in the army for assistance in grading pupils more nearly according to their mental ability.

Instructors from the Normal will be able to meet groups of teachers to explain the technique of giving the tests and scoring the results. It will be expected that in every case the local school will furnish whatever material is necessary.

Classroom Advisory Assistance. During the ensuing year the time of Miss Myrtle Sholty, formerly supervisor in the Training School, will be devoted to the extension field. Part of her time will be reserved for conference with teachers to discuss with them their individual problems, after a visit in their classrooms. Such visits will be made only upon request of the teacher or superintend-
VI. "KNOW YOUR STATE" SERVICE

During the past year thru the co-operation of the State Normal School and the Chamber of Commerce there arose in Ellensburg a "Know Your State" movement which has gained considerable prominence in civic and commercial organizations and has received much favorable comment from the press.

This movement is primarily to awaken the citizens of our own State to a better understanding of the vast resources and possibilities of Washington. It is to help the men and women in every section of the State become better acquainted with the men and women in the other sections of the State. It is to promote thru the mutual knowledge thus gained a better feeling of fellowship and co-operative citizenship.

To assist teachers in putting on "Know Your State" programs in their communities, the Department of Extension Service will furnish material that has already been assembled and when possible furnish speakers.

VII. CHILD WELFARE EXHIBITS

State Fair. At the Washington State Fair in Yakima the Ellensburg Normal School holds annually an exhibit devoted to child welfare. The exhibit is mainly to illustrate the best methods for taking care of the growth of children during the pre-school and school periods.

Provisions will be made for a physical examination by a school nurse of all children whose parents desire it. Measurement, weight and general condition will be compared point by point with the standards for normal children.

Tools and materials suitable for children at different ages will be on exhibition as well as toys and various playthings actually made by children. Samples of books that children like will be shown to aid parents in choosing home libraries.

If you wish to have a Child Welfare institute in your community, the Normal School will be glad to cooperate with schools or clubs in such an undertaking. Speakers will be provided, exhibits arranged, and mental and physical tests will be made if requested. This would make an interesting one-day institute.

Following is a list of posters suitable for child welfare or school exhibits. These may be borrowed for the payment of the transportation.

Rural Welfare. A series of five posters published by the National Child Welfare Association, printed on pale blue tagboard, 17 by 28 inches.

The Child and Tuberculosis. Ten posters published by the National Child Welfare Association co-operating with the National Association for the Study and Prevention of Tuberculosis. They are printed on heavy tagboard of various colors, 17 by 28 inches.

1. Open Air Schools and Tuberculosis.
2. Value of Sleep.
3. Fighting Tuberculosis in the School.
4. Outdoor Play and Tuberculosis.
5. Tuberculosis and Childhood.
6. Tuberculosis Is a House Disease.
7. A Clean Mouth and Throat.
8. Food and Tuberculosis.
9. The Tubercular Family.

Posture and Foot Charts. These are published by the Bureau of Social Education of the Y. W. C. A. They consist of nine posters 21 by 28 inches, printed on white paper.

1. Which Feet Are Yours?
2. Can We Criticize China?
3. Do Your Shoes and Stockings Fit Your Feet?
4. Which Shoes Do You Wear?
5. Ask Your Dealer for Shoes Like These.
6. Which Shoe Will Make Your Walk in Life Happy and Successful?
7. How Do You Walk?
9. Do You Walk Correctly?

The Nostrum Evil. An educational exhibit by the American Medical Association. It consists of 30 posters, 22 by 28 inches, on white paper, showing the dangers of patent medicines and fake cures, and exposing methods and devices of quacks.

Care of the Baby. Eight posters published by the Educational Exhibition Company, Providence, R. I., mounted on heavy cardboard 20 by 36¼ inches, dealing with all phases of baby care.

Health Charts. Fifty-five charts, prepared by Dr. Thomas A. Wood and published by the National Education Association. They deal with every phase of child health and include height and weight charts. They are printed on thin, durable, white paper of good quality, 22 by 28 inches.
VIII. PHYSICAL EDUCATION SERVICE

As a recognition of its concern for the physical well-being of the children within its educational institutions, the legislature of this State in 1919 passed a bill making Physical Education compulsory in its public school system, interpreting physical education as the conservation of health, the development of a health conscience, correction of physical defects and the effective training of muscles and nerves.

The American people are awakening to an appreciation of a clean bill of health, to the fact that children must be allowed physical progress as uniform as academic, that a certificate or diploma from our public school system should have as a prerequisite not only certain recognized academic proficiency but a normal physical efficiency as well. No longer can an accumulation of physiological facts be considered successful health teaching and the end towards which we must work is not knowing but doing, not an accumulation of facts but of healthful, positive habits of living.

Thru extension service the Department of Health and Physical Education offers assistance in solving local problems of prevention, correction, efficient physical education programs; suggestions in regard to methods of interesting children in right habits of living; to render all possible assistance in the field of health and physical education.

IX. LIBRARY EXTENSION SERVICE

1. Bibliographical Aid to Individuals.
The library is prepared to give suggestions concerning the best books on any subject of interest, and will compile lists of references on subjects when there is an urgent demand.

The library has many aids in the way of bulletins and books for those having charge of school libraries, and is glad to give suggestions concerning all phases of school library organization, and book selection.

Package libraries are made up on request from available material on any subject asked for, and suggestions are given as to where additional material may be obtained. The packets contain books, pamphlets, clippings, etc. They are sent to teachers or other responsible persons for a period of two to four weeks, the borrower paying transportation charges both ways.

Books in use, reference books, magazines, children's books, or books likely to be in constant demand naturally cannot be loaned.

All requests for material for women's clubs and other organizations, traveling libraries, and popular books should go to the State Library at Olympia.

Books, Magazines, etc., for Rural Schools.
The library has many duplicates which it will give to rural schools having no libraries. The teacher asking for the material is asked to pay the postage.

X. PUBLICATIONS

Often teachers are desirous of getting some specific information that is difficult to obtain. Pamphlets and leaflets, containing such information, will be issued by this department from time to time.

These are available at present:

- The Teaching of Beginning Reading.
- A Suggestive List of Books for First and Second Grade Reading.
- A Suggestive List of Books for Third and Fourth Grade Reading.
- A Suggestive List of Books for Fifth and Sixth Grade Reading.
- A Suggestive List of Books for Seventh and Eighth Grade Reading.

Sources of Free Materials Useful as Supplementary Reading.
- Books Which Suggest Reading Material and Their Sources.
- Suggestions for Increasing Comprehension in Reading.
- Suggestions for Increasing Speed in Silent Reading.
- * List of Music Books for Primary and Intermediate Grades.
- Ellensburg, a Home and School Center.
- Plays for Children (Library Bulletin).
- Covenant of League of Nations (Current History Bulletin).
- * Stories and Corrective English in the Primary Grades.
- * The Drill Lesson.
- * Successful Projects.
- Project Teaching in Intermediate Grades.
- * Equipment for a Primary Room.
- * Reference Books in Teaching History and Geography.
- * Songs of Kittitas History.

* In preparation.
XI. DRAMATIC ART SERVICE

The Dramatic Art Department receives so many hurry calls for plays with very little information as to type of play desired as well as age and general ability of children that this year it is establishing a Play Service Bureau thru the extension service and is ready to assist high school principals and teachers, and elementary school teachers in securing good plays quickly, and without too much expense. This Bureau endeavors to secure the best plays available for school and community center work.

The Play Service Bureau's list of plays will be published before this fall term. Plays are sent as a three days' loan and are renewable on request.

In writing for advice or for plays the following information should be given to obtain the best service:
1. Number of characters—boys, girls.
2. Character of play desired.
3. Length of play.
4. Occasion—high school program, elementary program, Christmas program, etc.

The Dramatic Art Department will be glad to advise you on all matters pertaining to coaching and production of plays.

XII. LYCEUM ENTERTAINMENTS

In response to repeated calls for Lyceum Entertainments during the past year, a special program was arranged by Miss Margaret Adair Davidson, Head of the Department of Dramatic Art. The final schedule included twenty-two performances. The itinerary totaled 700 miles, covering southwestern and southern Washington.

The following is a sample program:

LYCEUM COURSE FEATURE PROGRAM
Washington State Normal School
Ellensburg

1. Vocal Solos—
   (a) "Alone"
   (b) "Dear Old Pal"
   (c) "Twilight"
   Mr. Frank Crewdson

2. Readings—
   (a) "The House by the Side of the Road"
   (b) "The Spell of the Yukon"
   (c) "The Pettison Twins"
   Miss Margaret Adair Davidson

3. Vocal Solos—
   (a) "Little Grey Home in the West"
   (b) "Dear Little Woman of Mine"
   (c) "Mother Machree"
   Miss Lillian Mohr

4. Play—
   "Food"
   A Tragedy of the Future
   In One Act
   Cast—Miss Egan, Mr. Mattox, Mr. Crewdson

5. Vocal Solos—
   (a) "Sylvelin"
   (b) "Spring Song"
   (c) "Irish Song"
   Miss Lillian Mohr

6. Reading—From "The Littlest Rebel"
   Miss Margaret Adair Davidson

7. Two Planologues—
   Miss Mohr and Mr. Crewdson

8. Play—
   "When Greek Meets Greek"
   A Comedy in Two Acts
   Cast—Miss Egan, Miss Mohr, Mr. Mattox, Mr. Crewdson

1920-1921. During the coming year the Dramatic Art Department will offer a program similar in interest and variety to the one printed above.

Expense. No charge is made for these Lyceum Entertainments except the actual traveling expenses of the members of the company. These expenses are averaged equally over all the communities where the program is scheduled. Last year the average was $45 per community. This year, due to the increase in railway fares, the average expense will possibly be $55.
MISCELLANEOUS INFORMATION

Credits. Students wishing to obtain academic credit for work in extension courses should note the following rulings of the State Board of Education.

"Voted: That Normal School students shall be required to do one full year of residence study before they shall be granted any certificate or diploma and that not more than one quarter of any course leading to graduation shall be taken in extension courses." June 18, 1917.

"Voted: That students complying with the one year's residence requirement must complete an assignment of not less than thirty-six credit hours of work, no part of which may be earned through correspondence extension courses." January, 1919.

Expense. For all students taking work for credit toward a diploma the regular registration fee is $10. Five dollars of the fee is remitted direct to the Library Fund. The remaining $5 is held as an indemnity to be returned at the close of the year less any charge for loss or damage to school property in the hands of the student.

This fee entitles the student to take either extension or residence work for a year provided he does not remove his refund. All other extension service except the Lyceum Entertainments is provided free of charge to teachers and other citizens. This is based on the principle that people who maintain and support a state institution are entitled to receive without additional expense. service from the institution. In the administration of this service, the Normal School attempts to make all schedules as compact as possible in order that economy may be effected both in the expenditure of the time of the faculty and the resources of the State.

CALENDAR
1920-1921
First Quarter. .......... October 4-December 23
Second Quarter .......... January 3-March 18
Third Quarter ........... March 21-June 2
Summer Quarter .......... June 6-August 26

BOARD OF TRUSTEES
GIDEON P. SHORT, President .................. Ellensburg
MRS. FRANK HORSLEY ......................... Yakima
RALPH B. WILLIAMSON ...................... Yakima

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RALPH W. SWETMAN, A. M., Director of Extension Service.
SOPHIA R. FOWLER, Extension Secretary.
T. W. BISH, A. B., Physical Science.
JEAN BYERS, Supervisor of Rural Training Center at Foster.
MARGARET ADAMS DAVIDSON, Assistant in English.
EDA DENSMORE, Supervisor of Rural Training Center at Toppenish.
MARY A. GRUPE, Ph. B., Teacher Training, Psychology and Child Study.
NICHOLAS E. HINCH, A. B., English and Modern Languages.
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EDWARD J. LINDBERG, Assistant in Manual Training.
MARY LUTZ, B. S., Assistant in Physical Education.
MABEL LYTTON, A. M., Dean for Women.
RUTH MACLIN, Assistant in Home Economics.
CLAARA MEISNER, A. B., Supervisor Kindergarten and Primary Grades.
LILLIAN MOTT, Assistant in Art and Music.
ZELLA MORRIS, B. S., Supervisor Intermediate Grades, Training School.
EDITH J. MORTON, Supervisor Grammar Grades, Training School.
JOHN P. MUNSON, Ph. D., Biological Sciences.
FLORENCE M. PEARCE, Fine and Applied Arts.
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MYRTLE SHOLTZ, Ph. B., Elementary School Advisor.
FRANCES B. SKINNER, B. S., Home Economics.
ANGELINE SMITH, Coordinator in Teacher Training.
SELDEN SMYSER, Ph. B., Social Sciences.
LOREN D. SPARKS, A. M., Assistant in Teacher Training and Psychology.
WILLIAM T. STEPHENS, A. M., Education.
JESSIE G. STUART, Supervisor of Rural Training Center at Broadway.
HENRY J. WHITNEY, B. S., Vocational Education.
### APPLICATION FOR CORRESPONDENCE STUDY

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<tr>
<th>Name</th>
<th>Address</th>
<th>County</th>
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<tr>
<td>Age: Years. Place of Birth</td>
<td>Occupation: Teaching Experience: Years. Grades</td>
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<tr>
<td>Present Teaching Position</td>
<td>High School Attended: No. Years. Graduate?</td>
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<td>Higher Schools Attended:</td>
<td>No. Years. Graduate?</td>
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<td>Certificates held in the past</td>
<td>Certificates now held.</td>
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<td>Were you ever registered in this school?</td>
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<td>What course do you wish to take?</td>
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<td>What is your object in taking this course?</td>
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<td>Do you wish Normal School credit for this course?</td>
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<td>What books and facilities have you for study of this course?</td>
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<td>Have you ever studied this subject before? If so, how long?</td>
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<td>How much time per week can you devote to this work?</td>
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<td>Money enclosed</td>
<td>Remarks</td>
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<tr>
<td>Names and addresses of persons who might be interested in correspondence work</td>
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Make checks payable to the Washington State Normal School, Ellensburg.

Date: 192...
Send Application to—
Extension Secretary, State Normal School, Ellensburg, Washington.