

1920

The Quarterly of the Washington State Normal School Ellensburg. Catalog Number [1920]

Central Washington University

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Washington State Normal
School

ELLENSBURG
WASHINGTON

CATALOG 1920

OLYMPIA
FRANK M. LAMBORN  PUBLIC PRINTER
1920

THE QUARTERLY

OF THE

Washington State Normal School

ELLENSBURG



CATALOG NUMBER

**Published Quarterly by the Washington State Normal School at
Ellensburg, Washington**

Entered at Ellensburg, Washington, Postoffice as Second-class Matter

CALENDAR FOR 1920-1921

First Quarter

Registration.....	October 1 and 2
Classes meet.....	October 4
Thanksgiving Vacation.....	November 25-28
Quarter closes.....	December 23
Christmas Vacation.....	December 24-January 2

Second Quarter

Registration.....	January 3
Classes meet.....	January 4
Quarter closes.....	March 18

Third Quarter

Registration.....	March 18 and 19
Classes meet.....	March 21
Commencement.....	June 2

Summer Quarter

Registration.....	June 3 and 4
Classes meet.....	June 6
First term closes.....	July 15
Second term opens.....	July 18
Second term closes.....	August 26

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Ph. B., University of Chicago; Science and Art at Knox College, DePauw University and Art Institute of Chicago.

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EDWARD J. LINDBERG, Assistant in Manual Training Department.

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MABEL LYTTON, Dean for Women.

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* On leave of absence.

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Graduate Stout Institute.

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Graduate Teachers' Training School, Davenport, Iowa; Graduate Chicago Kindergarten Institute; Student University of Chicago; A. B., Teachers' College, Columbia University.

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ZELLA MORRIS, Supervisor Intermediate Grades, Training School.
B. S., Teachers' College, Columbia University.

EDITH J. MORTON, Supervisor of Grammar Grades.
Student Geneva College, Pittsburg; Student Ohio Normal School; Student Rawalpindi College, India.

JOHN P. MUNSON, Head of Department of Biological Sciences.
Ph. B., Yale; M. S., University of Wisconsin; Ph. D., University of Chicago.

FLOY A. ROSSMAN, Head of Department of Music.
Ph. B., Hamline University; M. A., University of Minnesota.

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B. S., Teachers' College, Columbia University; Special Diploma in Supervision of Household Arts.

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Graduate in Kahoka Normal School, Missouri; Student Missouri State University and University of Chicago.

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Ph. B., DePauw University; Fellow in Economics; M. A., Ohio State University; Graduate Student Cornell University.

LOREN D. SPARKS, Assisting Director of Training and Assistant in the Department of Psychology.
Graduate of State Normal School, Stevens Point, Wisconsin; A. B., University of Wisconsin; A. M., University of Wisconsin.

WILLIAM T. STEPHENS, Head of Department of Education.
A. B., A. M., Indiana University; A. M., Harvard; Graduate Student University of Chicago.

JESSIE G. STUART, Supervisor Rural Training Center at Broadway, Yakima County.
Graduate Iowa State Teachers' College, Cedar Falls, Iowa; Student Teachers' College, Columbia University.

RALPH W. SWETMAN, Director of Extension Service.

Ph. B., Hamilton College; A. M., Teachers' College, Columbia University.

ALICE WILMARTH, Head of Department of Physical Education.

Graduate Chicago School of Physical Education and Expression; Student University of Wisconsin and Iowa State University.

HENRY J. WHITNEY, Head of Department of Vocational Education.

B. S., Northwestern University; Graduate Student University of Wisconsin and Teachers' College, Columbia University.

—————, Assistant in Home Economics Department.

—————, Teacher of History, Assistant in Social Science Department.

Training School Staff

LOREN D. SPARKS, Principal.

JESSIE STAUFFER, Observation Teacher, Eighth Grade.

Graduate Washington State Normal School at Ellensburg, Washington; Student Washington State College.

ISABEL BENNETT, Observation Teacher, Seventh Grade.

Graduate Washington State Normal School at Ellensburg, Washington.

—————, Observation Teacher, Sixth Grade.

(To be appointed.)

MARIE PIERSON LOWE, Observation Teacher, Fifth Grade.

Graduate Washington State Normal School at Ellensburg, Washington.

JESSIE SCOTTEN, Observation Teacher, Fourth Grade.

Graduate Washington State Normal School at Ellensburg, Washington.

MABEL ANDERSON, Observation Teacher, Third Grade.

Graduate Washington State Normal School at Ellensburg, Washington.

HELEN F. HILLMAN, Observation Teacher, Second Grade.

Ohio Wesleyan University; Ph. B., University of Chicago.

EFFIE G. PHILLIPS, Observation Teacher, First Grade.

Graduate St. Paul Normal School, St. Paul, Minnesota; Graduate of Washington State Normal School at Ellensburg, Washington.

HELEN B. SMITH, Assistant in Kindergarten Department.

Student New England Conservatory of Music, Boston; Graduate Washington State Normal School at Ellensburg, Washington; Student University of Chicago.

THE WASHINGTON STATE NORMAL SCHOOL

AT ELLENSBURG

GENERAL INFORMATION

FOREWORD

In its constitution our state accepts as its "paramount duty" the task of making "ample provision for the education of all the children residing within its borders." To accomplish this great task the state requires year by year in its schools the services of an increasingly large number of its most capable citizens. Such service can be expected only from persons of high character and ability who have qualified themselves by liberal education and specific training for the work of education. It is this type of preparation of teachers that the Washington State Normal School at Ellensburg accepts as its chief responsibility in serving the State of Washington.

Efficient Normal Schools Necessary

As a part of its "paramount duty" the state recognizes the necessity of maintaining efficient normal schools for the training of its teachers. Men and women of the best type are needed constantly to reinforce the ranks of all vocations, but never has the need been more imperative in the teaching profession than at the present time. All who are willing to undertake this important and much needed service will be welcomed to this school and given every opportunity for thoro preparation for teaching.

LOCATION

Ellensburg is situated in the Kittitas Valley, an extensive basin surrounded by foothills of the Cascade Mountains. The region has an elevation ranging from 1,400 to 3,100 feet. The elevation at the campus of the Normal School is 1,571 feet. The surrounding foothills, as they are called on account of their relation to the Cascade Range, rise to such heights as: Menastash, 3,600 feet, Umtanum, 4,200 feet, towards the south and west; Table Mountain, 6,348 feet, and Mount Baldy, 7,000 feet, toward the north. The summit of Mount Stuart rises above the foothills to the northwest in a rugged crag to the height of 9,470 feet.

The Kittitas Valley is notable as one of the most beautiful in the Pacific Northwest. It is celebrated for its agricultural wealth. The valley possesses the advantage of a healthful climate, good roads and good schools, excellent transportation facilities and a thriving and progressive people. The region has the highest record in the state for the relative number of days of sunshine during the year.

HOW TO REACH ELLENSBURG

Ellensburg, the business center of the Kittitas Valley, is an attractive residence city and an important point on the Northern Pacific Railroad and is the chief city in the state on the Chicago, Milwaukee and St. Paul Railroad between Seattle and Spokane, about one hundred and twenty miles east of Seattle.

Trains on the Northern Pacific at the present time arrive from the east at the following times (train numbers are given):

3:35 A. M. on No. 41
 6:40 A. M. on No. 3
 4:25 P. M. on No. 333
 5:05 P. M. on No. 1

and from the west the trains arrive at Ellensburg at the following times:

5:30 A. M. on No. 334
 1:10 P. M. on No. 4
 9:10 P. M. on No. 42
 10:50 P. M. on No. 2

Trains on the Chicago, Milwaukee & St. Paul, at the present time, arrive from the east at the following times:

7:20 A. M. on No. 17, the Columbian
 4:23 P. M. on No. 15, the Olympian

and from the west the trains arrive at Ellensburg at the following times:

12:02 A. M. on No. 18, the Columbian
 2:15 P. M. on No. 16, the Olympian

A regular daily stage line connection is maintained from Wenatchee and the upper Columbia River points direct to Ellensburg, leaving Wenatchee about 7:00 A. M. and arriving at Ellensburg about 11:35 A. M. Special rates will be made to Normal School students on this stage line. Students should pay the full fare on coming and by application at the Registrar's office of the school a certificate of attendance in the Normal School will be issued which will secure a partial rebate of fare, making a special rate for all students traveling on the stage line.

Highways. Ellensburg is easily accessible by automobile, for it is on the main trunk line of all cross-state highways, including the Sunset Highway, the Inland Empire Highway, the Yellowstone Trail and the Evergreen Highway.

CAMPUS AND BUILDINGS

The campus of the Washington State Normal School is located about four blocks from the main business district of Ellensburg. The present group of buildings includes the Administration Building, the Training School, the Industrial Arts Building, Kamola Hall, Eswin Hall, and the new Women's Building.

The Administration Building

The Administration building contains the offices of the President, the Dean of Women, the Accountant, and the Registrar. These administrative offices are a continuous suite on the main floor. Many of the regular departmental class rooms and offices are in this building, including the laboratories for agriculture, biology, and psychology, the music studio and also the piano practice rooms.

The library also is on the main floor of this building and is a suite of three reading rooms, librarian's office and work room. The library is one of the best professional libraries in the state, complete and up-to-date in all departments. It is open for the free use of students and thus eliminates the need of their buying large numbers of textbooks.

The department of physical education occupies quarters on the ground floor. The gymnasium is equipped for floor work and all gymnastics; in connection with this are shower baths and locker space. A separate room is used for corrective work, equipped with all the necessary apparatus for the correction of physical defects which can be corrected by gymnastic exercises. There is also a separate room and office for physical examinations of the students. The closest care is exercised to give each individual student whatever help is necessary to make for good health.

MANUAL ARTS BUILDING

The Manual Arts Building contains the manual training shops, which include woodworking benches, shops for forge, metal, and cement work and a well-equipped print shop where a large portion of the school printing is done and courses in printing are open to students.

The chemistry and physics laboratories are also in this building.

THE TRAINING SCHOOL

The Training School contains all elementary grades from the Kindergarten to the Eighth grade, inclusive. A selected library is provided in this building for the pupils of all the grades. A large assembly room on the second floor is provided with a motion picture machine.

RURAL TRAINING CENTERS

In addition to the practice facilities of the training school the Normal School maintains three rural training departments, one at the Broadway School in Yakima county, another at Flensted School near Enumclaw, King county, and a third to be designated. Each rural training department is in charge of a regular supervisor and furnishes facilities for six student-teachers at a time for a period of six weeks. At each center is a furnished cottage where the supervisor and the student teachers live. These cottages are built by the district and furnished by the Normal School, and they serve not only as residences for the students but offer facilities for the handling of school lunches and the practice teaching of domestic science in connection with the school; they also furnish a home center for community work. In their work at the rural training departments the students are brought into direct contact with conditions which they will meet when they enter upon their actual duties as teachers and as a result have been notably successful in their later teaching experience.

DORMITORIES

The two dormitories for women, Kamola Hall and Eswin Hall, accommodate about one hundred and twenty-five students.

Kamola Hall is located on the campus near the main building and is a modern building. It is steam-heated and electric lighted thruout, and the rooms are furnished with rugs, tables, chairs, dressers, single beds and bedding. The laundry is equipped with stationary tubs, running water, hot and cold, and electric connections are provided for ironing. An infirmary consisting of a suite of two rooms, bath, hall and kitchenette, all furnished completely, is segregated entirely from the rest of the house.

Eswin Hall is situated about two blocks from the campus and has recently been remodeled and refurnished. The addition of a screened porch on the second floor accommodates about a dozen students who particularly desire the advantage of sleeping outdoors. This hall is also steam-heated and is equipped with laundry for the use of students.

The new **Women's Building**, an addition to Kamola Hall, is one of the most attractive and complete buildings of its kind in this section of the country. It is designed to give the students every facility for comfortable living, an agreeable social life, and an opportunity for training in home-making and social usage. The large halls, spacious living room and dining room are arranged with these objects in view.

This building also houses the regular Home Economics department with its department kitchens and dining room.

Administration. Not only does the Dean for Women control the social life, but she is in executive control of the general administration of the Normal School dormitories. Altho it cannot be said to be a finally adopted rule, yet it is understood that the institution reserves the right to decide whether or not a student must live in the halls. In all cases it is understood that students not in residence must secure the approval of the Dean so far as residence outside of the halls is concerned. This provision is made to protect the personal interests of every student who enters the school. Under these circumstances, parents may rely upon the school to accept full responsibility for young women entrusted to its tutelage.

Student's Outfit. Students residing in the halls are expected to provide the following outfit:

1. Table napkins approximately 22 by 22 inches.
2. A napkin ring.
3. Three pairs of sheets approximately $1\frac{1}{2}$ by $2\frac{1}{2}$ yards.
(Single beds are used.)
4. Three pillow slips 20 by 28 inches.
5. The necessary towels and dresser covers.
6. Muslin curtains for the windows.

All articles should be plainly marked with the name of the owner.

A charge of 50 cents a quarter will be made for the use of electric current for ironing. Students are required to furnish their own electric irons, but one iron may be owned by two or more students jointly.

Students are required to care for their own rooms and keep them in order. Assignment of rooms in the dormitories is made upon order of application accompanied by a deposit of \$5.00, one month's room rent. The supply of single rooms is limited. Applications for rooms should be addressed to the President's office, Washington State Normal School, Ellensburg, Washington.

Rooms in Private Homes. Rooms in private homes in the best residence section in the city surrounding the Normal School are obtainable for students and will be reserved by the school on the same plan as reservations are made in Kamola Hall. The prices range from \$10.00 to \$15.00 a month for a room large enough to accommodate two students and from \$8.00 to \$12.00 for single rooms. The necessary bedding is supplied by the one from whom the room is rented.

Rooms for Light Housekeeping. A limited number of rooms for light housekeeping are available in the town and the list may be obtained from the Dean for Women upon arrival in Ellensburg.

EXPENSES

Registration Fee. A fee of \$10.00 is required to be paid by each student on admission; \$5.00 of this fee is remitted directly to the Library Fund. The remaining \$5.00 is held as indemnity and is returned at the close of the year less any charges for loss or damage to school property in the hands of the student.

Associated Student Body. The Associated Student Body is directly responsible to the school for the conduct of all student activities, and charges an annual fee of \$2.00. This fund is held in trust for use as directed by the Associated Student Body.

Diplomas and Certificate Fees. A fee of \$1.00 is required by law for each certificate, diploma and life diploma issued by authority of the State of Washington. This fee must accompany the application for such certificate or diploma. It is remitted by the school to the respective counties in which the students reside.

Board. Board in the Hall is \$3.50 a week for breakfast and dinner. Lunches will be served at extra cost in the cafeteria.

Due to the unusually low rate no rebate is made for absence from meals.

Room Rent. Rooms in the Halls are \$1.25 a week for each person in a double room. For a single room the rate is \$1.50 a week. Board and room are payable by the month in advance.

To reserve a room in advance a deposit fee should be made of one month's rent for a room, namely: \$5.00 for the reservation of a double room, \$6.00 for the reservation of a single room.

Electricity. A charge of 50 cents a quarter is made for the use of electricity for ironing.

Infirmary. A fee of \$2.00 per quarter is charged all students for the privilege of the infirmary and the services of the school nurse.

The Estimated Average Cost of one year is \$250-\$300.

STUDENT ACTIVITIES

The Associated Student Body is composed of all the students of the school. They elect their own officers, follow their own constitution, and organize committees to take care of the various phases of social and business life concerning the student body as a whole.

Kamola Hall Association is made up of all the students who live at the dormitory and the young women make their own rules, have their own constitution, pronounce their own judgments, and inflict their own penalties for misdemeanor. In a similar way the students direct all the social activities of the household.

Student Postoffice and Book Exchange. These are maintained under the direction of the Associated Student Body. The Postoffice furnishes boxes, free of charge, for each student of the school and is in charge of a Postmistress who is held responsible for the details of its operation.

The students are not asked to buy many textbooks as the library is freely used for most of the professional work. Books may be bought at cost at the Book Exchange and returned at a reasonable discount.

The Treble Clef Club is made up of those students who are interested in music. They give at least one big musical program during the year and furnish songs for other programs.

The Student Opinion is the weekly school paper, published and edited by the Associated Student Body and expressive of the activities and opinion of the students of the school. It is a medium of exchange between the former students in the field and the present student body.

Athletics. Athletic activities center around tennis tournaments, hikes, field days, campus fetes, and various types of athletic contests.

Y. W. C. A. and Y. M. C. A. A students' branch of the Young Women's Christian Association has been an active organization in the school for a number of years. Meetings are held once a week in the Y. W. C. A. rooms in the main building.

Ellensburg has a Young Men's Christian Association, to the privileges of which all men students are invited. Special arrange-

ments have been made so that young men who desire to do so may secure rooms in the Y. M. C. A. building at very reasonable rates. Men students will be given a choice between athletic work in the school and the use of the Y. M. C. A. gymnasium and club rooms. Everything that can be desired for club life may be found at the Ellensburg Y. M. C. A.

ALUMNI

The large alumni organization is a live, active one and extends into all parts of the state and into other states. Alumnus Day comes during Commencement Week and brings back an enthusiastic gathering to the campus.

STUDENT AID

The school desires to aid students in finding opportunities for self-help.

For women the most productive means of self-support is assisting in the care of private homes. The usual compensation for such service is room and board. Other sources of income are caring for children evenings, serving in private homes on social occasions, assisting with plain sewing and clerical work.

A limited number of women students are needed to assist in the Kamola Hall dining room. A maximum of \$2.00 a week may be earned for this service.

Men are given many opportunities to earn part of their expenses in homes, stores, or shops.

An employment bureau under the direction of the Dean for Women will be maintained thruout the year for the purpose of providing students with opportunities for self-help.

RELIGIOUS PRIVILEGES

There are in Ellensburg the following churches: Baptist, Christian, Christian Science, Episcopal, Lutheran, Methodist, Presbyterian and Roman Catholic. These churches are all interested in the students, and the students are made welcome at all regular services and also in all the young people's societies of the churches.

ASSEMBLIES, LECTURES AND ENTERTAINMENTS

One period a day is set aside for possible assemblies—student affairs, assemblies, special lectures, music assemblies and dramatic events. There are two regular assemblies each week which all students are expected to attend. Besides these there are special lectures by distinguished visitors.

The Lyceum Course and the Ellensburg Chatauqua will be open to students at lower cost than to other persons.

NORMAL SCHOOL LOAN FUNDS

Three permanent loan funds are administered thru the school, namely, the Normal Students' Benefit Fund, which is directly under the control of the Board of Trustees, the Dumas Fund, which is controlled by a special board responsible to the donor of the fund, J. L. Dumas, and a Students' Loan Fund, available for the coming year. Information and application blanks can be obtained at the President's office upon request.

PRACTICE TEACHING FACILITIES

The training school represents the distinctive feature of normal school work. It is the maintenance of this department that makes the normal school the best, and in fact the only logical institution, for the preparation of elementary teachers, and that normal school is in a position to be most effective in its work whose training schools most completely typify actual school conditions and procedure.

There are three distinct types of training schools maintained by the normal school, namely: (1) Graded, (2) Rural, (3) Kindergarten.

The Graded Training School

The graded training school at Ellensburg is organized with special reference to the needs and conditions of the local city school system, the classroom teachers being under the cooperative oversight of both the Normal School and city boards of trustees. There are eight grades and each classroom is in charge of a teacher whose responsibility it is to maintain, from the standpoint of the child and the public, the normal conditions of the elementary school. This arrangement serves a double purpose, in that it furnishes proper conditions for the education of the children in the grades and at the same time gives the best training to those preparing to teach.

Rural Training

Because of the wide diversity of conditions in graded town schools and in the country school in which from one to three teachers undertake to do all the work of eight grades, some type of work in actual rural schools is necessary to properly prepare Normal students who expect to teach in such country schools. To supply this need the work is so planned that during the Junior Year practice work in a rural training center is offered to students regis-

tered in this department for an elementary certificate. These training centers are actual rural schools of one or two rooms. A supervising teacher has direct charge of the practice work and professional training of the Normal School students. Each term of six weeks of the year a group of six students is sent from the Normal School to work in each of these training centers. These young people live at the school cottage and spend all of their time observing the activities of the school, teaching in it, assisting with the social activities of it and studying at first hand the problems of organizing and conducting such a school. This training work is all done under the personal supervision and direction of the supervising teacher. In this way the students secure a first-hand, intimate knowledge of a properly conducted rural school, such as they can obtain in no other way.

Credit for this work is given on a basis of eight hours for the term, or a half-quarter's work.

Kindergarten

More and more attention is being given to the Kindergarten as its value is being appreciated in connection with the problem of Americanization.

The Legislature of 1917 enacted a law permitting the establishment of free kindergartens for children over four years of age, with the contingent permission for the districts to receive school money on the basis of the attendance of such children. Since this time many kindergartens are opening in all parts of the state.

The Washington State Normal School at Ellensburg has been officially designated by the State Board of Education to train kindergarten teachers. The department provides for intensive study of the problems of the kindergarten, and opportunity for practice teaching and observation is offered every quarter, including the summer session. The department is a part of the graded training school and is fitted up with all the necessary and most modern equipment.

EXTENSION WORK

In the daily program of every educational worker, whether teacher, principal, or superintendent, there arise problems that tax his resources of training and thought. It is the purpose of the Department of Extension Service to offer to every teacher and school official, direct intensive assistance in the solution of these problems.

Such problems as the following may be taken as the basis of this extension service:

1. Adapting the course of study to meet local conditions.
2. Measuring the progress of pupils thru the grades in reading, arithmetic, spelling, writing or other subjects.
3. Preparing to meet the requirements of the new physical education law.
4. Arousing in the community a greater interest in the activities of the school.
5. Regular courses of instruction on credit basis.
6. Giving mental tests to children of exceptional promise to learn if they deserve double promotion.
7. Use of the new "Project Method" in teaching.
8. Interesting a community in opening a kindergarten.
9. Use of the socialized recitation.
10. How to keep in touch with the best books and magazine articles in education.

The kind of assistance offered by the Normal varies with the type of problem and the accessibility of the school. Personal letters addressed to President George H. Black, or to Ralph W. Swetman, Director of the Extension Department, Washington State Normal School, Ellensburg, will be referred for immediate attention to the specialists best fitted to answer the inquiries. Instructors from the Normal School are available for supervision of progressive educational experiments. Speakers are sent to talk to community gatherings on such subjects as: "Child Welfare"; "Vocational Education"; "Americanization." Entertainments for community center work are furnished by the departments of music and dramatic arts. The regular courses of the Normal School are given to teachers in the field either as correspondence courses or thru extension classes in the larger centers.

Packet Libraries. Under the direction of the librarian, extension libraries for rural schools will be sent out by the Normal School into rural communities. Each library consists of a set of books and bulletins and picture collections, mainly professional reading for the teacher. They will be sent out by parcel post to the remote rural districts upon request and the payment of the nominal fee of 25 cents to cover cost of postage and depreciation. The Normal School prepays the postage on the library sent out, and the person to whom it is sent is expected to prepay postage on the library when he returns it to the Normal School. Each library may be kept four weeks from the date on which it is received.

To secure the use of one of these libraries write to Miss Grace Leaf, Librarian, care of Washington State Normal School, Ellensburg, Washington.

Lyceum Entertainment. Entertaining programs for use in community center work in the form of lectures, musical and dramatic work, will be offered by the Normal School to all schools wishing to avail themselves of such service.

Correspondence Work. For the benefit of the teacher in the remote rural community the Normal School will offer such courses by correspondence as the applicant is prepared to take. Credit will be given on the same basis as for other extension work.

Extension Class Work. Extension classes are conducted in the larger centers by regular members of the Normal School faculty who will attempt to reach the needs of the undergraduate teachers in service, as well as those more progressive teachers who are alert and who wish to keep in touch with the discussion of modern problems in education. Credit will be given for the work done in these classes in compliance with the recent law which provides that "not more than one-fourth of any course leading to graduation shall be taken in extension courses." This construed in credits would mean a maximum of 24 hours out of 96.

Inquiries concerning any extension service should be addressed to George H. Black, President Washington State Normal School, Ellensburg, or to Ralph W. Swetman, Director of Extension Department.

DIVISION OF SCHOOL YEAR AND CREDITS

1. Since October, 1918, the school has been operating on a basis of four quarters of twelve weeks each, with the fourth quarter, or summer school, divided into two terms of six weeks each. Thus it may be seen, if a student wishes for any reason to work steadily he may do the full two years' work in approximately a year and a half by attending two summer sessions. Students may enter at the opening of any quarter and graduate at the close of any quarter.

For dates of opening of quarters see calendar, page 2.

2. Credits under the new system will be reckoned in hours, a minimum of 16 hours a week for each quarter being required and rated as 16 credit hours. Ninety-six credit hours, or six quarters' work, will be required for graduation and will be reckoned equivalent to the former 80 credits in two years required for graduation prior to October, 1918.

3. Those students who are changing from credit units under the old system to hour units under the new system will not be subject to loss of credit, as 80 credits will be rated equivalent to 96 hours pro rata, according to time in attendance.

4. Students asking for advanced standing must furnish credits from institutions formerly attended, together with detailed information as to course and time in attendance.

5. No student may graduate or receive an elementary certificate from the school who has done less than a year (36 weeks) of satisfactory work in residence.

6. Grades will be accepted from approved institutions of higher learning.

7. The Appointment Committee of the school assists students and graduates in securing those positions to which they are by training best adapted.

ADMISSION

1. The minimum requirement for admission to the regular session of the state normal schools of the State of Washington is graduation from a four-year high school or its equivalent.

2. The above requirement for admission is suspended in the case of special students, in short courses, in extension work and in the summer quarter.

3. A candidate twenty-one years of age or older may be admitted to the elementary course without high school preparation.

4. A certificate of honorable dismissal from a state normal school or other institution of equal or higher rank will admit a student to corresponding standing in this institution.

5. Holders of second grade certificates or higher who have had five years' successful experience will be admitted and given provisional classification, which will become permanent automatically after one quarter of satisfactory work in any of the regular courses.

6. **Advanced Standing:** Credit is accepted by this school from all colleges, universities and normal schools accredited by the State Board of Education of Washington. Credit from other institutions may be granted upon special application made to this institution, such application to be accompanied by official transcript of credit from the institution concerned. Upon receipt of credentials and credit from other institutions as referred to above the applicant will be given a statement of advanced standing and required credit to finish the course for graduation from the Normal School. Graduates of approved colleges or universities and undergraduates of

at least full sophomore standing will be admitted to the senior year of the two-year elementary courses or to the second year of a specialized advanced course.

7. In accordance with the ruling of the State Board of Education no credit of junior or senior year standing will be allowed in lieu of teaching experience. Exemption from part of the training school work may be allowed in lieu of such experience, but such exemption will not reduce the total credit required for graduation.

8. High school graduates should bring with them or send in advance a certified statement of their high school record showing subjects, hours of work, and standing.

CERTIFICATES AND DIPLOMAS

The State Normal Schools of Washington may grant the following certificates and diplomas:

Normal School Elementary Certificate, upon the completion of a one-year elementary course of 48 credit hours, including a minimum of 45 actual hours of practice teaching. This certificate is not renewable.

Normal School Elementary Diploma, upon the completion of a two-year elementary course of 96 credit hours, including a minimum of 90 actual hours of practice teaching.

Special Normal School Diploma, upon the completion of a three-year advanced course.

Graduate Normal School Diploma, to college and university graduates upon the completion of a one-year advanced course.

Normal School Life Diploma, to the holder of any of the above diplomas upon evidence of 24 months of successful teaching experience.

A fee of \$1.00 is required by law for each certificate or diploma and must accompany application for the same.

COURSES OF STUDY

All courses are planned in quarter units of 12 weeks to the quarter, based upon 16-hour assignments, rated as 16 credit hours to the quarter.

The courses offered are as follows:

(1) Elementary Certificate Course, one year for high school graduates, leading to the granting of an elementary certificate which is good for two years and not renewable.

(2) A Two-Year Course, leading to the granting of the Normal School Elementary Diploma in the special field of Kindergarten, Primary, Intermediate, Grammar Grades and in Rural School preparation.

(3) A Three-Year Course, leading to a special Normal School Diploma in Elementary School Supervision, in Home Economics, in Manual Training, in Physical Education, in Art and in Music.

(4) One-Year Advanced Course open to graduates of colleges and universities, leading to the Graduate Normal School Diploma.

(5) Normal School Life Diploma granted without additional credit to all holders of the elementary, special or graduate diploma who show "professional growth and who furnish evidence of not less than 24 months of successful teaching."

I. FIRST YEAR ELEMENTARY CERTIFICATE COURSE

Junior Year

<i>First Quarter:</i>	<i>Credit Hours</i>
Psychology 1, Child Psychology.....	3
English 1, Literature for Elementary Grades.....	3
Art 7, Art for Rural Schools.....	3
Home Economics 15, Housekeeping or Home Economics 1, Elementary Cookery.....	3
Chemistry 1, General Chemistry or Physics 1, General Physics.....	3
Writing	1

<i>Second Quarter:</i>	16
Psychology 7, Psychology of Elementary School Subjects and Education 9, Tests and Measurements.....	3
Agriculture, General Agriculture.....	3
Social Science 10, Rural Sociology.....	3
Biology 8, Advanced Physiology.....	2
Physical Education 13, General Physical Education.....	3
Manual Training 10, Rural Manual Training or Manual Training 6, Beginning Bench Work.....	2

Third Quarter:

Education 29, School Management.....	2
Music 2, Public School Music.....	2
History and Civics.....	2
Grammar and Composition.....	2
Education 28, General Elementary School Methods.....	2
Geography	1
Arithmetic	1
Education 14, Practice Teaching.....	4

 16

Substitutions may be made from related junior courses in the same department. The above one-year course may be followed by any second year outlined in the regular two-year courses and the two years thus constitute the regular rural course leading to the Normal School Diploma in the rural department.

KINDERGARTEN-PRIMARY**Junior Year***First Quarter:**Credit Hours*

Psychology 1, Child Psychology.....	3
Physical Education 7, Health Problems and Physical Diagnosis	3
Biology 3, Organic Evolution and Heredity.....	3
Art 12, Kindergarten-Primary Handwork.....	3
History 1, American History.....	2
English 24, Grammar and Composition.....	2

 16
Second Quarter:

Education 1, Principles of Education.....	3
English 1, Literature for Elementary Schools.....	3
Music 7, Kindergarten-Primary Rhythm Work.....	3
Art 3, Art for Primary Grades.....	2
Social Science 4, Northwest History.....	2
Physical Education 1, Plays and Games for Elementary Schools	3

 16
Third Quarter:

Education 28, General Elementary School Methods and Psychology 7, Special Subjects.....	4
Music 2, Public School Music.....	3
Manual Training 17, Elementary School Manual Training	2
Home Economics 21, Nutrition.....	2
Education 22 or 27, Practice Teaching.....	4
Writing	1

 16

INTERMEDIATE

Junior Year

<i>First Quarter:</i>	<i>Credit Hours</i>
Psychology 1, Child Psychology.....	3
English 1, Literature for Elementary Schools.....	2
Biology 3, Organic Evolution and Heredity.....	3
History 1, American History and Civics.....	2
English 24, English Grammar and Composition.....	2
Manual Training 6, Beginning Bench Work.....	3
Writing	1

16

Second Quarter:

Education 1, Principles of Education.....	3
Physical Education 7, Health Problems and Physical Diagnosis	3
Art 1, Drawing as a Language.....	3
Home Economics 15, Housekeeping.....	2
Social Science 3, Current History.....	3
Mathematics 1, General Arithmetic.....	2

16

Third Quarter:

Education 28, General Methods and Education 9, Educational Tests and Measurements.....	4
Education 19, Practice Teaching.....	4
Art 2, General Design.....	3
Music 2, Public School Music.....	3
Geography 1, General Geography.....	2

16

GRAMMAR

Junior Year

<i>First Quarter:</i>	<i>Credit Hours</i>
Psychology 1, Child Psychology.....	3
Social Science 3, Current History.....	3
Biology 3, Organic Evolution and Heredity.....	3
History 1, American History and Civics.....	2
English 24, Grammar and Composition.....	2
Art 1, Drawing as a Language.....	3

Second Quarter:

Education 1, Principles of Education.....	3
Physical Education 7, Health Problems and Physical Diagnosis	3
Music 2, Public School Music.....	3
Home Economics 7a, Clothing Problems.....	2
English 1, Literature for Elementary Schools.....	2
Mathematics 16, General Arithmetic.....	2
Writing	1

16

Third Quarter:

Education 28, General Methods and Education 9,	
Educational Tests and Measurements.....	4
Education 16, Practice Teaching.....	4
Social Science 6, Introduction to Economics.....	3
Geography 1, General Geography.....	2
Art 2, General Design.....	3
	16

II. IN THE SENIOR YEAR

the work of the departments outside of the professional field is combined into three groups as follows:

A—Liberal Arts	B—Arts and Sciences	C—Education and Philosophy
English	Agriculture	Education
Foreign Languages	Biology	Economics
French	Chemistry	Sociology
Spanish	Physics	Political Science
Latin	Art	Philosophy
Mathematics	Music	Psychology
History	Physical Education	
	Manual Training	
	Home Economics	
	Applied Mathematics	

Senior Year

First Quarter:

	<i>Credit Hours</i>
Practice Teaching	4
Library Science	2
Major Group	6
Elective	4
	16

Second Quarter:

Education 3, Social Aspects of Education.....	3
Major Group	9
Elective	4
	16

Third Quarter:

Education 6, School Administration.....	3
Major Group	9
Elective	4
	16

For graduation a student must have completed (a) the work as outlined in any junior year, (b) twelve designated professional hours in the senior year, (c) twenty-four hours in one of the three major groups, A, B or C in the senior year, (d) twelve hours free electives from any field outside the major.

III. THREE-YEAR SPECIAL COURSES

in Elementary School Supervision, Home Economics, Manual Training, Physical Education, Art and Music.

ELEMENTARY SCHOOL SUPERVISION**Special Three-Year Course***First Year:*

Any Junior year as outlined above.

Second Year:

The regular second year as outlined above, providing the twenty-four hours' required major work be taken in the Education and Philosophy Group.

*Third Year:**Credit Hours*

Education 4, Elementary School Organization and Administration	3
Special Methods 16, 19, 22.....	12
Education 13, Unit Courses.....	4
Education 5, History of Education.....	3
Education 26, Criticism and Supervision of Instruction, Practice in Supervision.....	8
Electives	18

 48
HOME ECONOMICS**Special Three-Year Course***First Year:*

Any Junior year as outlined above.

Second Year:

The regular second year as outlined above, providing the twenty-four hours' required major work be taken from the Arts and Science Group in the Home Economics and Science Departments.

*Third Year:**Credit Hours*

Home Economics 3, School Lunch Management.....	3
Home Economics 5, Food Problems.....	3
Home Economics 8, Textiles.....	2
Home Economics 9, Costume Design.....	3
Home Economics 10, Millinery.....	3
Home Economics 11, Methods and Practice in Teaching Cooking	4
Home Economics 12, Methods and Practice in Teaching Sewing	4
Home Economics 15, Housekeeping.....	2
Home Economics 16, Home Nursing.....	2
Home Economics 17, Laundering.....	2
Home Economics 23, Advanced Nutrition.....	2

 30

Preferred Electives:

Manual Training 6, Beginning Bench Work.....	3
Social Science 12, Scientific Management.....	2
Social Science 13, Social Agencies for Health.....	3
Manual Training 4, Furniture Design and Appreciation	3
Art 4, Applied Design and Industrial Art.....	3
Elective	4

48

MANUAL TRAINING**Special Three-Year Course***First Year:*

Any Junior year as outlined above.

Second Year:

The regular second year as outlined above, providing the twenty-four hours' required major work be taken from the Arts and Science Group and in the Manual Training and Science Departments.

*Third Year:**Credit Hours*

Manual Training 2, Beginning Mechanical Drawing.....	2
Manual Training 3, Advanced Mechanical Drawing.....	2
Manual Training 4, Furniture Design and Appreciation..	2
Manual Training 6, Beginning Bench Work.....	2
Manual Training 7, Advanced Bench Work.....	2
Manual Training 8, Cabinet Making.....	2
Manual Training 10, Rural Manual Training.....	2
Manual Training 11, Forge Work.....	2
Manual Training 12, Printing.....	2
Manual Training 13, Administration and Supervision of Manual Training.....	4
Manual Training 14, Teaching Manual Training.....	4
Manual Training 15, Studies in Vocational Education....	2
Manual Training 16, History and Methods.....	2

30

Preferred Electives:

Art 4, Applied Design and Industrial Art.....	3
Social Science 7, Types of Industry and Occupation..	3
Social Science 12, Scientific Management.....	3
Social Science 13, Social Agencies for Health.....	3
Electives	6

48

PHYSICAL EDUCATION**Special Three-Year Course***First Year:*

Any Junior year as outlined above.

Second Year:

The regular second year as outlined above, providing the twenty-four hours' required major work be taken in the Arts and Science Group from the Department of Physical Education and Biological Sciences.

Third Year:

Work for the third year should cover any of the following requirements not previously met and such electives as desired:

	<i>Credit Hours</i>
Physical Education 4a, Practice Supervision of Physical Activities	12
Physical Education 8, First Aid	2
Physical Education 9, Scouting	2
Physical Education 10, Playground Management	2
Physical Education 11, Mechanics of Exercise	3
Physical Education 14, School Room Gymnastics	3
Preferred Electives:	24
Biology 3, Organic Evolution and Heredity, or Neurology	3
Education 3, Social Aspects of Education	3
Psychology 5, Social Psychology	3
Social Science 13, Agencies for Health	3
English 11, Dramatization in the Grades and Special Programs	2
Music 5, Appreciation	3
Music 7, Rhythm Work	3
Manual Arts, Related Courses	4

48

MUSIC**Special Three-Year Course***First Year:*

Any Junior year as outlined above.

Second Year:

The regular second year as outlined above, providing the required twenty-four hours' major work be taken in the Arts and Science Group.

Third Year:

	<i>Credit Hours</i>
Music 3, Chorus	6
Music 4, Advanced Notation	2
Music 5a, History of Music	2
Music 5b, Music Appreciation	2
Music 10, Voice Class	2
Music 11, Community Singing	2
Music 12, Beginning Harmony	2
Music 13, Advanced Harmony	2
Music 14, Methods and Practice Teaching	6
Music 15, Musical Education and Supervision	4

30

Preferred Electives:

History	3
Physical Training	2
English 3, Voice Culture.....	3
English 11, Dramatization and Programs.....	2
English 4, Types of Poetry.....	3
Art	2
Electives	3

48

NOTE.—All candidates for graduation in this course must have sufficient piano training to be able to play at least fourth grade music.

ART

A Special Three-Year Course

First Year:

Any Junior year as outlined above.

Second Year:

The regular second year as outlined above, providing the twenty-four hours' major work be taken from the Arts and Sciences Group.

*Third Year:**Credit Hours*

Art 9, Advanced Drawing.....	2
Art 10, Advanced Design.....	2
Art 16, Color.....	3
Art 18, The Art of the Book.....	3
Art 11, Survey of Art.....	4
Art 17, Design in Pictorial Art.....	3
Art 20, Landscape.....	2
Art 21, Figure Drawing.....	3
Art 22, Social Aspects of Art.....	2
Art 23, Practice Teaching and Supervision.....	6

30

Preferred Electives:

Manual Training 4, Furniture Design and Construction	2
Home Economics 14, House Construction and Decoration	3
Biology 10, Nature Study.....	2
English 1, Elementary School Literature.....	3
English 11, Dramatization and Program in Grades...	2
Electives	6

48

OUTLINE OF COURSES BY DEPARTMENTS**AGRICULTURE AND GEOGRAPHY****Agriculture**

1. General Agriculture. This course will deal with important fundamental principles in the field of agriculture and the general practice of crop production, tillage, plant propagation, orcharding, poultry-raising, dairying, meat production, etc. The aim of this course is to teach underlying principles and to show the relation of agriculture to rural life and community welfare. Junior.

2. Handling and Marketing of Crops. This course will take up the matter of handling the crop from the time it is harvested until it is put into the hand of the purchaser. The crops to be studied will depend, largely, on the students in the course, since we want to make it just as practical as possible for the teacher in each locality. It will include such things as the packing and shipping of fruit, handling of tuber crops and preparing them for market, shipping of poultry, produce, etc. This course will also take up work in farm budgeting and accounting. Senior.

3. Farm Projects. A course for teachers who wish to go out into the country and organize the project work among the boys and girls. The course may be taken by teachers who are now doing work in the country schools as well as those who are preparing for such work. The work will include frequent visits to localities where certain projects are being handled. Students may take up the projects in which they are especially interested, making it possible for several kinds of projects to be handled at the same time. Pig, canning, sewing, corn, rabbit, poultry, garden, sheep and other projects that may be called for will be given. The work will be handled in such a way that the one taking it can make immediate application in his or her community. This will necessitate keeping in touch with the actual workers on the farm and in the home, school and factory. Senior.

Geography

1. General Geography. A thorough course in geography. Junior.

2. Commercial Geography. This study is concerned with international cooperation in production and exchange of products and the physical and geographical condition underlying world trade as well as some of the problems that grow out of the competition of commerce between peoples. Senior.

ART

1. 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. Junior.

2. General Design. General principles of design and color as applied to clothing, furniture, bulletin boards, school papers and booklets, announcements, decoration of schoolrooms and other problems in design which every teacher must solve. The course includes the development of a fair degree of skill in freehand lettering, in the use and recognition of color and in the selection and arrangement of simple forms and materials. Junior.

3. Art for Primary Grades. Subject-matter and methods of teaching drawing and design in the primary grades. Technical practice and discussion of methods, aims and standards of attainment in free illustration, elements of a graphic vocabulary, visualization color recognition, rhythmic repetition, etc. Junior-Senior.

4. Applied Design and Industrial Art. General principles of design as applied to interior and exterior decoration. The principles of harmony in line and color as applied to painting, wall paper, tinting, carpets, rugs, hangings and other decorations. The physical and psychological effect of color, with suitable schemes for floor, wall and ceiling. Studies of rooms in elevation, plan and perspective. Different types of dwellings with advantages or objections with reference to location.

This is a unit of a composite course to be taken in connection with and complementary to Manual Training 3, and Home Economics 14. Senior.

5. Art for Intermediate Grades. Subject-matter and methods of teaching drawing and design in intermediate grades. Technical practice and discussion of aims, methods and standards of attainment. Development of illustration, design motives, lettering, dimensions, matching color, etc. Junior.

6. Art for Grammar Grades. Subject-matter and methods of drawing and design for grammar grades or junior high schools. Technical practice and discussion of aims and interests, methods and

standards of attainment. Problem-solving in illustration, community projects, art for use, lettering, drawing as a method of planning construction, color, harmony, etc. Junior-Senior.

7. Art for Rural Schools. Special subject-matter and methods of teaching drawing, design, and handicrafts in rural schools. How to adapt the same problems to different ages, how to select groups of problems. Junior.

8. Practice Teaching. Prerequisite, courses 1 and 2 or their equivalent, and the methods course for the grade. Observation, planning and teaching under supervision. Senior.

9. Advanced Drawing. A course in drawing and painting for the development of greater skill in the use of drawing as a language. Various mediums and their particular excellence. Composition, and decorative treatments. Prerequisite, course 1. Senior.

10. Advanced Design. A course in design and color leading to finer discriminations in constructed objects in regard to form, color, decoration and suitability. The influence of tools, materials, forms of construction and the play spirit upon designs. Lettering and poster design. Individual variations of problems to fit personal desires in constructive work. Prerequisite, course 2. Senior.

11. Survey of Art. A course in the history and appreciation of art which reveals the arts of different peoples as the mirror of their ideals, religion, habits of life and manner of thought. Some of the most beautiful and significant buildings, sculpture and painting are studied. The so-called minor arts receive especial attention. Art in America, and America's need for art and artists present living issues. Senior.

12. Kindergarten and Primary Handwork. Construction and applied design for primary and kindergarten grades. Play as an education, the sand table, building blocks, clay, paper, and other simple materials will be used. Junior.

13. Handicrafts for Schools. Construction and applied design, weaving, basketry, booklet making, dyeing. Junior.

14. Modeling. A course in the expression of form in the round, and in relief. Composition and design in sculpture. Making plaster casts, and the use of sculpture in interior decoration and in architecture. Advanced.

15. Pottery. A course to give experience in the typical processes of pottery manufacture, and to develop appreciation of

fine form and the fitting of decoration to form. Students will make, glaze and fire several pieces. Advanced.

16. Color. This course consists of lectures, readings and experiments in the discrimination and appreciation of color qualities and harmonies. Color theories and their application in fine and industrial art. No special technical ability is required. Course 2 or its equivalent is prerequisite. Elective, required for special diploma. Advanced.

17. Design in Pictorial Art. A study of the science underlying graphic representation. The emotional effects of various types of line, form and tone relations. Lectures and experiments. Prerequisite, courses 1, 2, and 9 or 10.

18. The Art of the Book. A course in design with especial emphasis upon the art problems of typography. Writing, lettering and illuminating, illustrating, simple bookbinding. Prerequisite, course 2. Advanced.

19. Theory of Perspective. A brief exposition of the laws of linear perspective, reflection and shadows. Twelve lectures and assigned problems. Advanced.

20. Landscape and Out-of-Door Sketching. A laboratory course consisting of field trips with indoor criticisms and experiments in applying material secured to various decorative uses. Prerequisite, courses 1, 2, or their equivalents.

21. Figure Drawing. A study of the construction and representation of the human figure. Work from life. Comparative anatomy of familiar animals. For advanced students only. Advanced.

22. Social Aspects of Art. A study of community expression in art, city planning, mural decoration, etc., especially as these affect American life. Group problems and special projects in decoration will be undertaken by the class. For advanced students only. Advanced.

23. Field Work in Art. A course in the practical organization and administration of fine and applied arts in the extension field. Advanced.

24. Principles of Education in Art. Lectures, readings and reports upon the special function of art in general education; the philosophy underlying various methods of teaching. How to judge progress and results. Legitimate aims and special problems. Advanced.

BIOLOGICAL SCIENCES

1. 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—sensitivity, sense organs and movement—animal behavior. Junior.

2. Cell Biology. Morphology and physiology; unicellular organisms; plant and animal tissue cells; sources and manifestations of energy in the cell; structure and composition of protoplasm; irritability, contractility, motion, respiration, nutrition, metabolism, foods, absorption, circulation, assimilation, growth, secretion, excretion and reproduction, fermentation, photosynthesis, regeneration and decay. Junior.

3. Organic Evolution and Heredity. A general lecture course designed to familiarize the student with the laws of development, the factors of organic evolution and the theories of heredity; artificial and natural selection, adaptation, preformation, epigenesis, use, mutations, Mendelism and the transmission of acquired characteristics, based on the theory of the continuity of the germ plasm; oogenesis, fertilization, segmentation, artificial parthenogenesis and experimental embryology. Junior.

4. Cosmic Evolution. A general lecture course treating of the development of modern notions in regard to the nature of matter and energy, the atom, molecule, the earth and the heavenly bodies, and the historical development of the theory of evolution from the Greeks to Darwin. Senior.

5. Human Evolution. Lectures treating of the development of man intellectually, physically and socially as revealed by paleontology, anthropology, ethnology and mythology. The evolution of science, and the evolution idea. Senior.

6. Bacteriology, Parasitology and Advanced Sanitation. A practical course in the preparation of bacterial cultures and mounting permanent slides for microscopic study of bacteria. Lectures on disease.

This is a unit of a composite course offered with Physical Education 7. Senior.

7. Neurology. A study of the structure and physiology of the nervous system; the evolution of the nervous system in the animal kingdom; anatomy and histology of the nervous system of the frog,

used as a basis for a general survey of the nervous system of man; the origin of the nervous system, involving the study of abnormal functions, together with the consideration of the experiments that have been performed and the effects of disease. Senior.

8. Advanced Physiology. A lecture course on comparative physiology and its bearings on advanced human physiology; physiology of nerve and muscle; sense organs; the function of irritability and contractility; work and fatigue, motion, respiration, nutrition, secretion, digestion, absorption, circulation, assimilation, growth, excretion, decay, old age, regeneration, and the struggle for existence. Junior-Senior.

9. Botany. Lectures, laboratory work and frequent recitations on:

(a) Cryptogamic botany—a study of protophytes, algae, fungi, lichens, liverworts, mosses, ferns—plant morphology, physiology and reproduction—gamogenesis, alternation of generations, symbiosis, etc.

(b) Spermatophytes—Structure, function and adaptation of roots, stem, leaf, flower, fruit, seeds, seedling, germination, distribution and classification of gymnosperms and angiosperms; plant societies and ecology. Junior-Senior.

10. 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. Junior.

11. Vertebrate Anatomy and Histology. A study of the organs of the frog and their relations; their adaptation to the various functions; preparation, examination and interpretation of the tissues; and a study of their origin in the embryo. Microscopic technique and laboratory methods. Necessary for teaching seventh and eighth grade physiology. Junior.

12. Invertebrate Zoology. A study of types of animal life below the mammals; their structure, habits, ecology, distribution and classification. Beginning with protozoa, representatives of higher classes and orders are studied in the order of their complexity. Lectures and laboratory work. Junior-Senior.

13. Philosophy of Scientific Education. A lecture course on the essential methods of science; formal training for scientific study and

investigation; the achievements of modern science; its contributions to modern civilization, to modern thought, and to modern education. Senior.

EDUCATION AND PHILOSOPHY

1. Principles of Education. The aim of this course is to lay the foundation for the practice of teaching. (1) A general introduction to the profession, with special reference to, (a) the duties and privileges of the teacher, (b) the opportunities and rights of the child, (c) the problems and demands of the community. (2) An attempt is made to formulate a body of educational principles applicable to the problems of the elementary school. These principles are derived from the present facts of, (a) psychology, (b) original nature of the child, (c) classroom practice. Junior.

2. School and Class Management. This is a junior course designed especially for those preparing to teach at the end of the first year. It covers in a practical way such topics as organization, program making, methods of study, assignments, recitation, order and discipline, incentives and punishments, together with emphasis upon the importance of the human factors of parents and teacher in schoolroom procedure. Junior.

3. Social Aspects of Education. In this course an attempt is made to emphasize the school system as a social institution, both from the standpoint of origin and function. Special attention is given to the following topics: Social meaning of education, social function of the school, educational values, social motivation of the curriculum, social recitation, socialization of pupil activities, organization and utilization of the educational resources of the community, democratization of school organization, method and administration. Senior.

4. Problems of Elementary School Administration and Supervision. 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 of the state. Senior.

5. History of Education. This course is presented strictly from a vocational point of view. (1) A survey of such institutional move-

ments, theories and practices of other nations, past and present, as are calculated to throw light upon our problems of education. (2) 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. Senior.

6. State and County Organization. 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) district. Training, certification, and tenure of teachers.

7. Newer Concepts in Schoolroom Control. This course covers the problems and methods of ordinary school discipline from the standpoint of modern school organization and administration. Senior.

8. Psychology Applied in the Classroom. An advanced course dealing with the general question how to teach. Present and proposed methods in the classroom will be examined in the light of known principles of psychology. In the discussions it will be assumed that social efficiency is the most important aim of education. Text: "How to Teach," Strayer and Norsworthy. Senior.

9. The Measurement of Educational Products. This course deals with the necessity for knowing the amount of change that takes place in human beings thru 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. During the last weeks of the course the students give several of the tests in nearby schools, score the papers and interpret the results.

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

10. Education of Women. The development of co-education and the present-day specialized training for women in industry and the professions. Senior.

11. Introduction to Philosophy. An elementary study of the problems of philosophy. Senior.

12. Elements of Ethics. Study and application of ethical principles to the problems of professional and economic life, government and religion. Senior.

13. Unit Courses. These courses will be designed to meet the needs of those who desire to do research work along special selected lines—such as gradation, retardation, consolidation, departmental teaching, junior high schools, curricula making, school organization, school surveys, tests and measurements, school architecture, etc. The work will be conducted by the seminar method. Senior.

SPECIAL EDUCATIONAL THEORY IN ELEMENTARY GRADES

14. Special Methods and Observation in Rural Schools. This course will be offered in connection with actual observation and teaching in rural school training centers. (b) Practice teaching in rural schools. Junior.

16. Special Methods, Observation and Practice Teaching for Grammar Grades. This course is required of all students in the Senior year who are specializing as Grammar Grade teachers and who are candidates for the Elementary diploma. It will consist of observation, conferences and practice teaching in all branches of the curriculum of the sixth, seventh and eighth grades. Junior-Senior.

19. Special Methods, Observation and Practice Teaching in Intermediate Grades. This course is required of all students in the Senior year who are specializing as Intermediate Grade teachers and who are candidates for the Elementary diploma. It will consist of observation, conferences, and practice teaching in all branches of the curriculum of fourth and fifth grades. Junior-Senior.

22. Special Methods, Observation and Practice Teaching in Primary Grades. This course is required of all students in the Senior year who are specializing as Primary Grade teachers, and who are candidates for the Elementary diploma. It will consist of observation, conferences and practice teaching in all branches of the curriculum in the first, second and third grades. Junior-Senior.

24. Current Problems in Industrial Arts. This course discusses the problems entering into the teaching of courses in practical arts in the elementary schools. Extension course. Senior.

25. Current Problems in Domestic Arts. This course discusses the problems of teaching and administering courses in domestic arts in the elementary schools. Extension course. Senior.

26. Criticism and Supervision of Instruction. Practice in the supervision of teaching in the elementary grades. Senior.

28. Methods in Elementary School Subjects. This course will be an intensified study of the principles and procedures used in the teaching of common school subjects in rural schools.

KINDERGARTEN TRAINING COURSES

31. Introductory and Kindergarten Course. Physical and mental development from birth thru early childhood. Special study of development of control of the body from fundamental to accessory movements; language development; meaning of play; imitation, etc.; ways of responding to the child's needs.

32. Kindergarten Play Materials. Study of toys, good and bad. Brief survey of Frobellian educational toys to form some conclusion of their value in the light of modern educational theory. Study of Montessori devices and play materials found in the stores and homes. Senior.

36. 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. Senior.

37. Kindergarten Curricula. Summary: Function of the kindergarten in the educational system of today; suitable subject-matter; lesson plans; yearly outlines; supplies and furnishings for new kindergartens; yearly supplies; plans for kindergarten rooms and buildings. Senior.

38. Kindergarten Methods. This course is required of all students in the Senior year who are specializing as Kindergarten teachers and who are candidates for the Elementary diploma. It will consist of observation, conferences and practice teaching in all branches of the curriculum in the Kindergarten. Junior-Senior.

ENGLISH

1. Elementary School Literature. Material and method for teaching literature in all grades of the elementary school from the kindergarten to the eighth grade inclusive. Junior.

3. Reading and Voice Culture. This course aims to fit students to place their voices so that they may use them most effectively, whether reading or speaking. Principles properly understood, con-

stant practice, and abundant opportunity to change wrong habits for better ones, using material suitable for grade work, ought to make this a popular course as well as a very beneficial one. Junior.

4. Types of Poetry. This course offers a careful, intensive investigation of the various types or forms of poetry, narrative poetry (epic, ballad, tale, romance), lyric poetry (sonnet, ode, elegy, song, etc.) Appreciation of the message rather than scientific investigation, except as that may help in the appreciation, is the real aim here. Junior.

5. British Poets of the Nineteenth Century. Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Mrs. Browning, Arnold, Morris, Rossetti, Swinburne are used as the basis to win an appreciation for the poetry of the greatest period of English literature. It is a study of poetry itself, not of the men who produced it. Senior.

6. Types of Prose. This is a parallel course to 5, but deals with prose forms. The essay, the novel, and the short story are used to win an appreciation of our great prose literature. Senior.

7. The English Drama. The Miracle Play, the Morality, the Interlude will be examined to show the rise and progress of the English drama with the people. The secular drama of the university, the university wits, Lyly, Greene, Peele, Kyd, Marlowe, culminating in Shakespeare to the closing of the theaters in 1640 will form the core of the work, with the stress upon the genius of Shakespeare. Senior.

8. Contemporary Literature. The contemporary field of poetry, prose, and the drama will alternate from quarter to quarter to offer to the student an outlook and an estimate upon our wonderfully prolific period. Senior.

9. Remedial English. This is a required course for students in general and those who meet the standard tests will be exempted. The object of the course is to awaken a strong desire in all to use correct English. No prudery or over-preciseness is sought, but just a genuine desire to practice the better forms of our mother tongue and rid ourselves of the wrong habits of childhood. It is thru this course that all departments of the school will cooperate in an effort to obtain better habits of speech. **The Century Handbook of Writing** will be the text, and Cunliffe and Lomer's **Writing of Today** will be used as the chief reference book. Junior.

11. Dramatization in the Grades and Special Programs. This course solves the problem of school entertainments. The work con-

sists of preparation and presentation of suitable material for all occasions in the primary, intermediate and grammar grades. Junior.

12. The Bible as World Literature. This is simply a reading course to offer opportunity for becoming acquainted with the world's greatest storehouse of first-rate literature. Senior.

13. Dramatics. The work consists of technique of play production and presentation of plays under student management with special reference to rural social center work. Junior-Senior.

14. Practical Public Speaking. Entirely practical course will be offered in preparing and presenting short original talks. The aim of the course is to train students to think and express themselves on their feet before an audience. The subject-matter will be selected by students from current literature and present-day problems. Senior.

15. English Composition. This will be a practical course in writing the various forms of prose composition: Description, Narration, Exposition, and Argument. The work will not be theoretical. Cunliffe and Lomer's *Writing of Today* is used as a source book for models. Senior.

16. Newswriting. This course will be a general introduction to newspaper work and practice in collecting and reporting news. Junior-Senior.

18. Chaucer. This course is a reading course for appreciation of our first modern English poet and story-teller. Senior.

19. Shakespeare. This course will use some still unread comedies and tragedies of Shakespeare as a means of winning appreciation of the greatest poetry of all time. Senior.

20. American Literature. This course will deal with the literature of the United States, with particular attention towards our national life and characteristics as expressed in the poetry, prose, and drama of our best writers. Junior.

21. Milton. This course will offer as complete a study as the time will permit of Milton's entire work as a poet, with the emphasis on *Paradise Lost*. Senior.

22. Tennyson. This course will be a study in appreciation of Tennyson's poetry as the great poetic expression of English life and ideals in the nineteenth century. Senior.

23. Browning. This course will not attempt to do more than win an appreciation of Browning's poetry as it expresses wonderful

optimism, Christian faith and trust, and extraordinary study of character. Senior.

24. Grammar and Composition. A thorough course in English grammar and composition. Senior.

HOME ECONOMICS AND HOUSEHOLD ADMINISTRATION

1. Elementary Cookery. Lecture and laboratory work. Production, manufacture and chemical composition of foods. The effect of heat, cold and fermentation upon foods and their use in the body. Fundamental principles governing their selection and preparation. Junior.

2. Advanced Cookery. Lecture and laboratory work. Intensive study and manipulation in preparation of foods. Serving meals, refreshments and packing lunches. Junior.

3. School Lunch Room Cookery and Management. Lecture and laboratory. Planning of menus. Preparation of food in large quantities. Marketing. Study of plans and equipment for lunch rooms, cafeterias and tea rooms. Expert service, catering, banquets, care of equipment. Lunch room accounting. Junior.

4. Invalid Cookery. Planning, cooking and serving of meals adapted to the needs of sick and convalescent. Arrangement and decoration of trays. Senior.

5. Food Problems. Background work in specific food problems, preservation of foods, the place of demonstration in practice teaching with methods of demonstration and practice. Senior.

6. Elementary Sewing. Notebooks containing models to be used as reference in teaching. Use of the sewing machine. Straight line draft and commercial patterns. Making of simple garments. Junior.

7. Dressmaking. The alteration and adaptation of commercial patterns in the making of dresses. Stress is laid on correct cutting and fitting, appropriateness of materials and style of garments. Washable silk and mixed woolen materials used. As great a variety of garments as possible will be made. Junior.

7a. Clothing Problems. A course in the planning and construction of made-over garments. Includes renovating, cleaning, dyeing and care of clothing. Junior.

8. Textiles. Lecture and laboratory work. Evolution of spinning and weaving. Study of all the textile fibers from the raw product to the finished material. Physical, chemical and micro-

scopical tests in the identification of fabrics. Development of judgment in the selection and care of textile fabrics for use in the home. Hygiene of clothing. Senior.

9. Costume Design. Historic types of dresses and their adaptation to modern usage. Proportion, line, color, harmony in relation to the human figure and coloring as they affect good taste in dress. Designing on form, fitting and finishing. Senior.

10. Millinery. Making, trimming and renovating of hats. Stress laid on fundamental principles of hat-making, shape, appropriateness of materials. Senior.

11. Methods and Practice of Teaching Cooking. A study of general and special methods of teaching cooking and practice in teaching.

12. Methods and Practice of Teaching Sewing. A study of general and special methods of teaching sewing and practice in teaching.

13. Field Work in Domestic Arts. A course in the practical organization and administration of domestic arts courses in the extension field. Senior.

14. House Construction and Decoration. Lecture and laboratory work. A study of house planning and methods of construction. Study of color, space and line, and their application to house decoration. Economic and artistic problems in furnishing. This is one of a composite series of courses and should be taken in connection with Manual Training 4. Junior-Senior.

15. Housekeeping. Education for homemaking. Standards of living. Household accounts, budgeting, housekeeping and homemaking as an organized business. Practical and economic management. Surroundings of the house, selection of site, ventilation, lighting, warming, water supply, plumbing, disposal of sewage and inspection. Junior.

16. Home Nursing. Emergencies, first aid, study of communicable diseases. Home care of the patient and sick room. Senior.

17. Laundering. Prerequisite, Chemistry and Textiles. Lecture and laboratory. A study of the different cleaning agents, the effect upon different materials. Removal of stains. Study of modern appliances. Junior-Senior.

18. See courses 1 and 2 under Chemistry.

19. See course 3 under Physics.

20. See courses 3 and 4 under Chemistry.

21. Nutrition. Principles of nutrition as applied to the needs of groups of various ages under normal conditions in practical everyday living and underlying the principles of health.

A composite course to be given in connection with Health 7, Social Science 13, and Biology 6. Junior.

22. Physiological Chemistry. Lecture and laboratory. A study of the chemical composition of foods and their changes during digestion, the tissues, secretions and excretions, their physiological and pathological changes. A study of composition and analysis of the blood, urine, etc. Prerequisite, Cookery, Chemistry, Food Chemistry. Senior.

23. Advanced Nutrition. Principles of nutrition as applied to dietary deficiencies. A study of specific problems of individuals and groups due to changed living conditions. Senior.

LANGUAGES

French

1, 2, 3. Elementary French will be offered five times a week for three quarters. French will be used as much as possible in the class while at the same time the students will learn the grammar and vocabulary to enable them to begin reading as soon as possible. Junior.

4, 5, 6. Reading of Modern French Texts. Three hours per quarter for three quarters. Prerequisite for these courses will be one year of elementary French or its equivalent. The texts will be selected from the following: *Carnet de Campagne*, by Nicolas; *Sous Les Armes*, by Moraud; *Colomba*; *Voyage de Monsieur Perichon*; *Moi*, and *La Poudre aux Yeux*, by Labiche and Martin; *Maupassant's Huit Contes Choisis*; *Daudet's Trois Contes Choisis* and *La Belle Nivernaise*; *About's La Mere de la Marquise*; *Sand's La Mare au Diable*; *Dumas's La Tulipe Noire*. Senior.

Spanish

1, 2, 3. Elementary Spanish. It will be offered five times a week for three quarters. The text used will be Haenssler and Parmeter's *Beginning Spanish*. The method will be partly the grammatical and partly the direct. A reader, probably *De Vibis*, will be used during the second and third quarters. Junior.

4, 5, 6. Reading of Modern Spanish Texts. Three hours a week for three quarters. Reading of some of the best Spanish literature of the nineteenth century from South America as well as from Spain. Senior.

Latin

- 1, 2. Cicero.** The Orations against Catiline.
3, 4. Vergil. The Aeneid.

LIBRARY METHODS FOR TEACHERS

This course aims: (1) To familiarize the student with the arrangement of libraries and with the key to an intelligent use of them. (2) To acquaint him with the best books for supplementary reading in the grades, and aids for selecting books for an elementary school library. (3) To prepare him to organize and administer a school library, and to teach pupils how to use it intelligently. The course includes twelve lessons on the reference use of a library, six lessons on children's literature, and six lessons on the selection, purchase and management of a school library. Lectures and laboratory work.

MANUAL TRAINING

2. Beginning Mechanical Drawing. Use of drawing instruments; working drawings, freehand and mechanical; geometrical construction; tracing and blueprinting. No prerequisite. Junior.

3. Advanced Mechanical Drawing. Isometric and cabinet projections; theory of orthographic projection; development of surfaces and intersections. Course 2 required. Senior.

4. Furniture Design and Appreciation. This is a course planned to develop appreciation for and ability to select good furniture, in taste, and suitable for the purpose designed. It will deal with the principles of design as applied to furniture construction, a study of period furniture, of the present trend in furniture design, of furniture suitable in design for the different rooms of the house, for different conditions, etc. It will deal with the selection of good substantial details of house furnishings and how to make inexpensive furniture artistic.

Open to all Normal students without prerequisite. Course will consist of readings, class discussions, visits to homes and furniture stores, study of catalogs, etc.

This is one unit of a composite course for rural teachers given in connection with and supplementary to Art 4 and Home Economics 14. Junior-Senior.

5. Machine Design. This course includes the drawing of standard machine parts, making working drawings from machines, and assembly drawings from working drawings. Courses 2 and 3 required. Senior.

6. Beginning Bench Work. The use of the common wood-working tools will be taught by demonstration and practice. The practice in their use will be had by making small pieces of furniture. Enough drawing will be given to enable students to draw the things they make. Emphasis will be placed on problems suitable for elementary grades. No prerequisite. Junior.

7. Advanced Bench Work. This is a comprehensive course for prospective teachers of manual training. Emphasis will be placed on technique. Students will prepare and give demonstrations before the class. A study of nails, screws, glue, woods, etc. Some time will be given to working out class and individual problems. Course 6 required. Junior-Senior.

8. Cabinet Making. A course for those who desire to take up the more difficult problems in connection with woodwork, such as panelling, drawer construction, etc. Instruction will be given in the use of woodworking machinery. Courses 6 and 7 required. Senior.

9. Wood Turning. This course is planned to give familiarity with both turner's and pattern maker's work. After getting a brief acquaintance with the problems of elementary wood turning by the use of exercises, students are given advanced work and master some of the difficulties of more advanced wood turning. Courses 2 and 3 or their equivalent required. Senior.

10. Rural Manual Training. A course planned for teachers who are going into rural communities to teach in one or two-room schools. The type of work suitable for the rural community; equipment and plans for organization where both room and equipment is limited, will be taken up in lectures and discussions. Laboratory work will consist in working out typical problems.

This is one unit of a composite course for rural teachers given in connection with and supplementary to Art 2 and Home Economics 14. Junior.

11. Forge Work. Building and care of fire, position of anvil and forge, proper handling of tools, care of equipment and room. Problems will be taken up that are typical. Each problem will be taken up under the following heads: Sketch, amount and kind of material, tool processes, steps in construction. No prerequisite. Senior.

12. Beginning Printing. No prerequisite. Junior-Senior.

13. Administration and Supervision of Manual Training. In this course problems in connection with the administration and

supervision of manual training will be considered. Third year only. Senior.

14. Teaching Manual Training. In connection with the work in this department there will be given opportunity for practice teaching. This will be done under the supervision of the head of the department and every effort will be made to make the work as nearly like regular school work as possible. Required of all manual training students. Senior.

15. Studies in Vocational Education. An analysis of the conditions underlying the social demand for vocational education. Studies of current experiments and proposals for improving the scope and quality of the subject in such a way that Normal students may use in a practical way the material presented. No prerequisite. Senior.

16. Methods, History, Development, Present Status, Aims in Manual Arts. Lectures and assigned readings. Emphasis will be placed on present status, aims and methods. A study of some current experiments in industrial arts will be made. Elective and required of special manual training students. Senior.

17. Elementary Manual Training. A course planned to meet the needs of primary and intermediate grade teachers. The psychological and educational problems underlying hand work, type of work suitable for the different grades, problems of equipment and organization will be taken up in readings, lectures and class discussions. Laboratory work will consist in working out toys and other typical problems. Junior-Senior.

18. Field Work in Industrial Arts Education. A course in the practical organization and administration of industrial art courses in the extension field. Senior.

19. Art Metal Work. A course designed for students interested in making useful articles of copper and brass, also simple jewelry, such as trays, bowls, picture frames, stickpins, fobs, rings, pendants, brooches, etc. The principles of design and color as applied to metal will be taken up, and students will design their own pieces and work them out in the shop. Junior-Senior.

MATHEMATICS AND BUSINESS EDUCATION

1. General Arithmetic. A course whose purpose is a thorough review of subject material. Limited to two credits. Junior.

2. Elementary Business Education. This course includes an elementary course in double entry bookkeeping, special study of

business forms such as invoices, statements, checks, drafts, promissory notes and business arithmetic pertaining thereto. Junior-Senior.

3. Higher Arithmetic. The aim of this course is to develop skill in computation and power to see and interpret the quantitative relations that arise in modern everyday life, and give a knowledge of the solution of mathematical problems associated with industrial practices. Senior.

4. Professional Arithmetic. This course aims to prepare students to meet the citizenship standards demanded in the social and business use of arithmetic and to meet the professional standards required of all teachers in interpreting the state course of study in arithmetic. Junior-Senior.

7. Typewriting. This course is offered for a limited number of students in any one quarter. The purpose is not the training of expert typists, but simply the training of young people in the use of a typewriter for the ordinary correspondence of daily life. Credit may or may not be given for this course, according to the results attained. Junior-Senior.

8. Stenography. An elective course in beginning shorthand. Junior-Senior.

10. Handwriting. A course in muscular movement writing. Special emphasis is laid on blackboard writing and penmanship methods. Junior-Senior.

11 and 12. Advanced Algebra. A two-quarter course.

13 and 14. Solid Geometry. A two-quarter course.

15 and 16. Plane Trigonometry. A two-quarter course.

MUSIC

1. Sight Reading. A course in the elements of music dealing with tone and its representation upon the staff, scales—major and minor—chromatics and intervals. This course leads to sight singing in one part. Ear training. Junior.

2. Public School Music. A course dealing with the problems of the kindergarten and work of the various grades, choice and use of material, voices and interpretations, work in practice teaching. Subject-matter and methods for ungraded and small schools in third class districts. Junior.

3. Chorus Singing. Junior thruout the year. For the study of cantatas, oratorios and part songs. Open to all students of the school who have some knowledge of music. Junior-Senior.

4. Advanced Notation. Continuation of elementary sight singing which leads to singing in two or three parts, ear training and harmony. Senior.

7. Primary and Kindergarten Rhythm Work. To supplement the work in the general music courses by special emphasis on work with the youngest children. Teaching of songs. Best songs, instrumental music and records for kindergarten purposes. Other means of cultivating the child's feelings for music thro rhythm work, inventing simple melodies, etc. Junior.

8. Voice and Piano. Several competent private teachers of both voice and piano have studios in Ellensburg and the school will undertake to make arrangements for private lessons for all students who desire such courses. Opportunity for piano practice will be afforded students at a nominal charge, at the rate of \$1.00 per month (four weeks). Junior-Senior.

9. Piano Class Lessons. (2 credits.) A course in accompaniment of school songs. Its purpose is to develop rhythm, the harmonizing of simple melodies on the piano, and the playing of the songs of various grades, marches and folk dances. (Arrangements for piano practice must be made at the business office; the cost is \$1.00 a month.) Senior.

10. Voice Training Class. (2 credits.) A course in fundamentals of voice training, to secure ease in singing, naturalness in enunciation and intelligent expression. Its purpose is chiefly to develop confidence thru the establishment of a proper level in tone production. Senior.

11. Community Singing and Conducting. An advanced course based upon previous working knowledge of sight-reading, voice work, and an ability to supervise teaching of public school music in grades and high schools. It offers acquaintance with musical and other material adapted to various forms of community work. Senior.

12. Elementary Harmony. Four-part writing, depending on harmony; including use of primary and secondary triads and their inversions, dominant and diminished chords and their inversions in Major and Minor keys. Simple modulations. Advanced.

13. Advanced Harmony. Four-part writing, harmony depending upon melody. Harmonizing original melodies. Further use of chords, passing tones, suspensions. A thorough study of modulations. Advanced.

14. Methods and Practice Teaching. An advanced method course with course 2 as a prerequisite, giving practice teaching in all grades and general methods for high school music.

15. Music Education and Supervision Course. This includes a study of the folk lore and literature contributory to music. The use of music records (Victrola) in public schools and the correlation of songs and records with other school subjects.

PHYSICAL EDUCATION

1. Plays and Games for the Elementary School. Including games suited to the school room and playground; folk dances and singing games. The meaning of play in the life of the growing child—the play periods of childhood—the social and educational possibilities of play and the development of play in the individual and in society. Junior.

4. Athletics. Including baseball, field hockey, volley ball, basket ball, captain ball, tennis and hiking, selected according to the physical condition of the student. Junior-Senior.

4a. Practice in Coaching. Methods of teaching and coaching girls' athletics, combined with actual practice. Senior.

5. Folk Games and Dances of the various nations. Rhythmics. Junior-Senior.

6. Corrective Gymnastics. Special corrective exercises designed to give personal instruction and individual training to those students whose physical condition requires special treatment. Junior-Senior.

7. 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. The health of the teacher.

This is a unit of a composite course to be taken in connection with Biology 6, Social Science 13 and Home Economics 21. Junior.

8. First Aid. The cause, nature and treatment of wounds, bruises, sprains, fractures, faints, shock, etc., poisons, antidotes, stimulants, bandaging, dressings, antiseptics, disinfectants, etc. Junior-Senior.

9. Scouting. The Scout movement. The value of Scouting; practice in all of the principal scouting activities and requirements; methods of establishing and maintaining scouting as a community enterprise. Junior-Senior.

10. Playground. Management, equipment, administration, use of apparatus, track and field events, festivals, etc. Senior.

11. Mechanics of Exercise. Including a study of the most important muscles and their function in definite gymnastic exercise; the general and special effects of such exercise upon posture as well as upon organic functions. Prescription of exercise, diagnosis, selection and arrangement to meet the needs of the individual. Senior.

12. Applied Physiology. The application of physiological principles to the problem of hygiene and physical education. Special study of the effects of different kinds of activity upon various physiological functions and upon the human body as a whole at different stages of development. Senior.

13. General Health and Physical Education. Rural. Junior. A thorough general course based on the State Manual and Syllabus for the teaching of Physical Education.

14. School Room Gymnastics. Consideration of the aim of educational, corrective gymnastics; choice of exercise, factors determining the duration and amount of exercise desirable; mode of progression from exercise to exercise in the same lesson and from lesson to lesson. The use of the voice as expressive of speed and duration of movements. Junior-Senior.

PHYSICAL SCIENCES

Chemistry

1 and 2. General Chemistry. A general course in chemistry for students who have not had chemistry in high school. Courses will continue thru two successive quarters. Credit, 10 hours. Junior.

3 and 4. Advanced Chemistry. This course is designed especially for students in the department of Home Economics. Senior.

5, 6 and 7. Advanced General Chemistry. This is a continuation course in General Chemistry of college grade for students who have finished the high school course in Chemistry or who have taken courses 1 and 2 above. Five hours' credit each quarter. Senior.

Physics

1 and 2. General Physics. A general course in physics for students who have not finished physics in the high school. Courses will be continuous thruout two quarters. Total credit, 10 hours. Junior.

3. 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. Credit, 5 hours. Senior.

4, 5, and 6. Advanced General Physics. This course is a continuation course of college grade open to students who have finished high school physics or who have taken courses 1 and 2 above. Total credit, 15 hours. Senior.

PSYCHOLOGY

1. Child Psychology. The literature of child psychology such as is outlined in Norsworthy and Whitley "Psychology of Childhood." How to diagnose a child mentally. Some literature on mental diagnosis read and some practice given. Native ability and disability, individual differences, maturity of abilities. Use to be made of tests in classifying, promoting, instructing, etc., are some of the types studied. Junior.

2. The Psychology of Learning and Thinking. (a) An intensive study of formation of habit, acquisition of skill, practice, memory, transfer of learning with reference to economy in the learning process. (b) An analysis of the higher thought processes of thinking and reasoning and conditions most favorable to efficient thinking. Freeman: "How Children Learn"; Miller: "Psychology of Thinking"; and Dewey: "How They Think." Senior.

3. Advanced Courses. Courses designed to meet individual needs either thro more extensive reading of psychological literature or thro experimentation will be provided upon consultation with the head of the department. Senior.

5. Social Psychology. A course designed to meet needs of the students themselves for the formation of viewpoints of regulated social life. Topics such as customs, traditions, prestige, fashion, recreations, vocations of men and women, war, antisocial individuals, and others that may arise are analyzed from the standpoint of causes for existing conditions and effects upon the psychoses of individuals concerned and are followed by a consideration of whether new action patterns should be formed. Senior.

6. 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. Senior.

7. 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. Junior.

8. A General Course in Descriptive and Experimental Psychology. This course is offered for those who have decided to specialize in the psychological field. Senior.

11. Elective Psychology. An appreciation or cultural course conducted in an informal manner which will attempt to satisfy the questions of a psychological nature which students always bring with them, and to clear up false but widespread ideas and doctrines which students also bring with them. A few of the topics which will inevitably be considered are inheritance, recapitulation, phrenology, formal discipline, so-called mind reading, dreams, nature of mind, etc. Students will be given access to the best scientific data on all topics under discussion and will be held responsible for substituting for their own opinions and traditions the findings of scientific experimentation. Junior-Senior.

SOCIAL SCIENCES

History

1. American History. This course presupposes a high school course in American History and is an advanced course rather than a review course. Junior.

3. Current History. A study of the more important tendencies of the times as indicated by the events and the thought of the day as reflected in periodicals and new books. It is intended to form better habits in the process of continuous self-education thru daily reading, by helping to an appreciation of the service and limitations of such periodicals as *The Independent*, *The Nation*, *The North American Review*, *The Outlook*, the yellow journals, etc. Junior-Senior.

4. 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 accomplishments and opportunities of the people of the state. Junior.

14. English History. A study of the political, social, intellectual and economic development of the English nation from Saxon times to the present. (Corresponding to University of Washington, History 5-6.) Senior.

15. History of Europe Since 1814. A study of political, industrial and commercial development having reference to international problems following the Great War. (Corresponding to University of Washington, History 130.) Senior.

19a. Grecian Civilization. An institutional and cultural survey of the Grecian world.

19b. Roman Civilization. A general survey of Roman literature, art and family life and religious and political institutions.

Economics and Sociology

2. Development of Political Institutions. A study of the development of the state, the theory of the state, and of methods of administration. Senior.

6. Introduction to Economics. This course is introduction to the science of processes by which the peoples of the world are getting a living by conscious and unconscious cooperation. It deals with the fundamental laws of economics, the technical terms, the men who have contributed most to our present thought, the processes of industry, the human and psychological factors in supplying people with the necessities of life. Junior-Senior.

7. Types of Industries and Occupations. This course includes a study of the general principles of business and industrial organization, a study of the chief industries of the Northwest and the vocations and occupations connected with them. Junior-Senior.

8. Descriptive Sociology. This course includes a very brief outline of sociology based upon Hayes: "Introduction to Sociology," followed by a comparative study of the social institutions, organization and legislation of two or three countries. The countries selected will vary in different quarters but will include some of the following: England, Germany, Japan, France, China, Denmark, Australia. The main purposes of the course are to furnish a study of sociology,

and appreciation of the accomplishments of peoples different from ourselves and to provide more abundant and more human material for teachers of geography. Senior.

9. Social Surveys and Elementary Statistics. A study of surveys of different types, the methods of making the survey and of exhibiting and utilizing results—industrial surveys, religious surveys, school surveys, etc. Senior.

10. Rural Sociology. A study of the social conditions of rural communities and of the factors which contribute to rural life, the problems of rural society, the remedies and the changes that are taking place in it. Junior.

12. Scientific Management. A study of the general principles of scientific management as applied in modern industry with reference to their application to education, school management, instruction, personal culture and efficiency. Senior.

13. Social Agencies for Health. A study of the governmental, civic, semi-public and private agencies for the conservation of health. This study of the organizations, laws, official and other means of protection from disease and for the development of positive health habits and ideas is intended to enable the teacher as a social worker to know what means she has at hand to use in promoting health. Junior-Senior.

16. Economics. Continuing course 6, which is a prerequisite.

17. Social Problems and Programs. A study of the causes and remedies for the major social problems, poverty, crime, etc. Senior.

18. Commercial Geography. This study is concerned with international cooperation in production and exchange of products and the physical and geographical condition underlying world trade as well as some of the problems that grow out of the competition of commerce between peoples. Junior.

20a, 20b, 20c. Introduction to Contemporary Civilization. This is a continuous course running thru three quarters and having as its purpose the preparation of students intellectually for appreciation of and participation in social progress thro various methods. It deals with the various fundamental social problems of our time, their historical background and the contributions which various groups of scientific and practical workers are making toward the solution of those problems.

STUDENTS, 1919-1920

LIFE DIPLOMAS

December 19, 1919

Beauchamp, Lena E.....	Winlock
Boone, Esther Due.....	Bremerton
Colbert, Cathrine Ruby.....	Ilwaco
Ferguson, Dorothy.....	Ellensburg
Getsch, Lena A.....	Yakima
Hards, Ruth Evelyn.....	Tacoma
Hord, Harriet.....	Missoula, Montana
Munson, Rose A.....	Mabton
Pink, Hazel.....	Everett
Renier, Iverna.....	Bremerton
Thue, Harriet.....	Sedro Woolley

March 26, 1920

Bratcher, Estey.....	Ellensburg
Callihan, Margaret R.....	Union, Oregon
Cline, Dorothy D.....	Anacortes
Due, Evelyn.....	Tacoma
Dunning, Vestine Bledsoe.....	Ellensburg
Fredrickson, Edith E.....	Tacoma
Hansen, Nellie P.....	Palo Alto, California
Martin, Laura Taylor.....	Tenino
Parsell, Edna D.....	Menlo
Roseburg, Clara M.....	Cle Elum
Stearns, Zelia M.....	Raymond
Smith, Agnes Katherine.....	Tacoma

June 7, 1920.

Anderson, Grace M.....	Selah
Barquist, Eva M.....	Seattle
Behnke, Clara.....	Sunnyside
Bower, Ada Mildred.....	Puyallup
Bowman, Edna.....	Puyallup
Chambers, Retta E.....	Roy
Connahan, Dorothy.....	Auburn
Connahan, Frances.....	Auburn
Coy, Katharine.....	Yakima
Curry, Margaret C.....	Chimacum
Dixon, Pearl.....	Ellensburg
D'Spain, Grace.....	Morton
Gregory, Edna.....	Puyallup
Hardie, Jessie Mary.....	Condon, Oregon
Hayton, Gladys M.....	Puyallup
Hawkes, Sylvia.....	Buckley
Hendricks, Ethel Lorena.....	Cosmopolis
Hickok, Mina B.....	McMinnville, Oregon

Heintington, Mirriel Watkins.....	Sumner
Lee, Jean Elizabeth.....	Enumclaw
Light, Naomi	Steilacoom
MacDonald, Rosemary	Kent
Meyer, Louise H.....	Tacoma
Morrison, Ruth L.....	Frankfort, Indiana
Moore, Emma L.....	Prosser
Neff, Dorothy M.....	Yakima
Newton, Jessie Lida.....	Oakville
O'Connor, Frances M.....	Quilcene
Pebbles, Helen E.....	Fall City
Phillips, Eloise Boalch.....	Seattle
Rawson, Temple	Centralia
Sticklin, Marie	Chehalis
Wiggin, Catherine Cowan.....	Dash Point

DIPLOMAS

December 19, 1919

Boone, Esther Due.....	Bremerton
Colbert, Cathrine Ruby.....	Ilwaco
Eschbach, Olivia	Yakima
Egan, Marie	Tacoma
Ferguson, Dorothy	Ellensburg
Getsch, Lena M.....	Yakima
Hards, Ruth Evelyn.....	Tacoma
Hord, Harriet.....	Missoula, Montana
Munson, Rose A.....	Mabton
Owens, Viva F.....	Raymond
Prickman, Robert J.....	Olympia
Pink, Hazel	Everett
Pape, Pearl L.....	Toppenish
Renier, Iverna	Bremerton
Thue, Harriet	Sedro Woolley

March 26, 1920

Apple, Alberta Dickey.....	Ellensburg
Arland, Effie Isaacs.....	Houlton, Oregon
Bratcher, Estey	Ellensburg
Bowman, Edna Olive.....	Puyallup
Crewdson, Frank R.....	Ellensburg
Meyer, Edith Louise.....	Centralia
Parsell, Edna D.....	Menlo
Stearns, Zelia M.....	Raymond
Wing, Ada R.....	Toledo

June 7, 1920

Anderson, Lucile E.....	Ellensburg
Anderson, Mabel J.....	Ellensburg
Bank, Elizabeth	Yakima
Boyes, Mildred Bethelane.....	Carbonado
Boss, Alberta.....	Moxee City
Browning, Agnes M.....	Chehalis

Burpee, Margaret	Wapato
Cavaletto, Dusalina	Renton
Champie, Mary Elizabeth.....	Ellensburg
Coy, Katharine	Yakima
Eltzroth, Ruth	Buena
Farnsworth, Mrs. G. W.....	Ellensburg
Foster, Margery	Buckley
Gibson, Ethyl.....	The Dalles, Oregon
Gregory, Edna	Puyallup
Hall, Marjorie	Fairfax
Hall, Mary Louise.....	Kent
Hampton, Alma	Randle
Hardie, Jessie Mary.....	Condon, Oregon
Hendricks, Ethel Lorena.....	Cosmopolis
Hofstad, Cora	Gertrude
Humphrey, Elska Viola.....	Ellensburg
Kuett, Isabel	Tacoma
Kerrick, Gladys	Walla Walla
MacDonald, Rosemary	Kent
McKeeman, Madge	Ellensburg
McQueen, Lois Ayleen.....	Ellensburg
Mohr, Lillian Rita.....	Dryad
Moore, Emma L.....	Prosser
Moore, Wilma Alleyene.....	Othello
Morrison, Ruth L.....	Frankfort, Indiana
Ownbey, Jessie	Ellensburg
Quocheck, Teresa A.....	Enumclaw
Sticklin, Marie	Chehalis
Sorenson, Amelia	Ellensburg
Walsh, Pearl E.....	Puyallup

CERTIFICATES

December 19, 1919

Hale, Gladys.....	White Swan
McIver, Jean	Naches

March 26, 1920

Charlton, Ferne	Ellensburg
Jones, Stella	Enumclaw
Terry, Alto L.....	Ephrata

June 7, 1920

Abraham, Matilda	Roslyn
Adams, Dorothy J.....	Yakima
Angst, Mary Jane.....	Chehalis
Blessing, Winnie Kathleen.....	Buckley
Blessing, Willie Kathryn.....	Buckley
Borden, Esther	Buckley
Boyd, Agnes M.....	Wapato
Brockhouse, Lillian	Roslyn
Buchweitz, Hertha.....	Dresden, North Dakota
Buckley, Ruie M.....	Selah
Channer, Alice J.....	Clear Lake
Christenson, Olive	Grandview

Cochran, Bertha	Sunnyside
Dickson, Alethe	Moxee City
Donald, Helen	Ellensburg
Espy, Margaret	White Swan
Franks, Ruth	Seattle
Galloway, Jane	Cle Elum
Grahan, Audrey Marie	Kennewick
Hampton, Erma	Randle
Hardison, Edna	Wapato
Hedrick, Elinor E.	Willapa
Hellberg, Ada F.	Lowden
Hill, Mayme E.	Sumner
Jacobs, Mary	Puyallup
Kinkaid, Mary Carolyn	Kennewick
Keithahn, Edward	Tenino
Knott, Dorothea	Monroe
Kropp, Nancy K.	Milton
Krussow, Anna Lydia	Hood River, Oregon
La Chance, Antoinette	Nisqually
Levin, Florence E.	Harwood
Liddicoat, Gertrude H.	Auburn
Loomis, Bernice	Seattle
Ludgate, Kathryn	Spokane
Long, Helen K.	Cle Elum
Mattox, Clifford J.	Ellensburg
MacDougall, Frances	Yakima
Martin, Esther Eileen	Mabton
Mason, Luella	Olympia
McIver, Helen	Naches
Montague, Lilly	Roosevelt
Nelson, Clara Beata	Centralia
Osborne, Ethel	Enumclaw
Ostling, Edith	Vega
Pettigrew, Annie T.	Roslyn
Rehbock, Doris	Sunnyside
Rutt, Frances	Selah
Stetson, Minadell	Walla Walla
Sturgis, Gladys H.	Puyallup
Sturgis, Myra M.	Puyallup
Thompson, Helen	Ellensburg
Thompson, Zelma	Cowiche
Uebelacker, Geneva	Ellensburg
Van Arendonk, Henrietta	Yakima
Wade, Isabel	Ellensburg
Wade, Janet	Ellensburg
Wallace, Lenore	Outlook
Yarnell, Guy A.	Vancouver
Young, Myrtle A.	Wapato

SENIORS

Alverson, Florence	Everett
Anderson, Phyllida	Plainview, Minnesota
Anderson, Lillian	Seattle
Anderson, Jessie	Randle

Anderson, Mabel	Ellensburg
Anderson, Lucile	Ellensburg
Apple, Alberta	Ellensburg
Arland, Effie	Houlton, Oregon
Banks, Elizabeth	Yakima
Barkley, Lillian	Ellensburg
Boone, Esther Due	Bremerton
Bond, Lewis P.	Toppenish
Boyes, Mildred	Carbonado
Bratcher, Estey	Ellensburg
Browning, Agnes M.	Chehalis
Browning, Elizabeth	Ellensburg
Burpee, Margaret	Wapato
Boss, Alberta	Moxee City
Busch, Ruth	Yakima
Cavaletto, Dusalina	Renton
Champie, Mary	Ellensburg
Channer, Alice	Clear Lake
Cochran, Bertha	Sunnyside
Coy, Katharine	Yakima
Crewdson, Frank	Ellensburg
Colbert, Catherine	Ilwaco
Collings, Ida	Dubuque, Iowa
Derr, Elva	Seattle
Dills, Neva	Wheeler
Edwards, Mrs. Erie	Kent
Egan, Marie	Tacoma
Eltzroth, Ruth	Buena
Eschbach, Olivia	Yakima
Farnsworth, Mrs. G. W.	Ellensburg
Fortner, Mrs. L.	Ellensburg
Foster, Margery	Buckley
Funk, Lydia	Chehalis
Getsch, Lena	Yakima
Gibson, Ethyl	The Dalles, Oregon
Gregory, Edna	Puyallup
Hall, Marjorie	Fairfax
Hall, Mary Louise	Kent
Hampton, Alma	Randle
Hardie, Jessie	Condon, Oregon
Hendricks, Ethel	Cosmopolis
Hofstad, Cora	Gertrude
Hord, Harriet	Missoula, Montana
Johanson, Tennie	Toppenish
Jones, Stella	Enumclaw
Kunkel, Blanche	Kent
Kerrick, Gladys	Walla Walla
Kuett, Isabel	Tacoma
Lee, Mrs. Dora	Ellensburg
Leach, Frances	Olympia
MacDonald, Rosemary	Kent
Main, Elsie	Sequim
Martin, Madeline	Wilkeson
Mathis, Edith	Puyallup

McIver, Helen	Naches
McKeeman, Madge	Ellensburg
McQueen, Ayleen	Ellensburg
Moore, Emma	Prosser
Moore, Fawn	Lafayette, Indiana
Moore, Florence	Ellensburg
Moore, Wilma	Othello
Morrison, Ruth	Frankfort, Indiana
Mohr, Lillian	Dryad
Meyer, Edith	Centralia
Maryott, Ruth	Everson
McClanhan, Ruth	Quilcene
Munson, Rose	Mabton
Myers, Ethel	Sheridan, Oregon
Ownbey, Jessie	Ellensburg
Owens, Viva	Raymond
Pape, Pearl	Toppenish
Parsell, Edna	Menlo
Pink, Hazel	Everett
Price, Pearl	Yelm
Prickman, Robert	Olympia
Quocheck, Teresa	Enumclaw
Renier, Iverna	Bremerton
Rutherford, Esther	Yakima
Russell, Minnie	Ellensburg
Sorenson, Amelia	Ellensburg
Stearns, Zelia	Raymond
Sticklin, Marie	Chehalis
Stroud, Kate	Ellensburg
Thue, Harriet	Sedro Woolley
Walsh, Pearl	Puyallup
Wilson, Claire	Wilkeson
Wing, Ada	Toledo
West, Helen	Puyallup
Young, Lorene	Sumner

JUNIORS

Abraham, Matilda	Roslyn
Adams, Dorothy	Yakima
Angst, Jane	Chehalis
Artz, Nellie	Mabton
Bailey, Margaret	Mabton
Bailey, Veneta	Mabton
Beckman, Mary	Battleground
Berry, Ramona	Puyallup
Black, Elizabeth	Ellensburg
Blessing, Katherine	Buckley
Blessing, Kathleen	Buckley
Borden, Esther	Buckley
Boyd, Agnes	Wapato
Breece, Ruth	Wapato
Brockhouse, Lillian	Roslyn
Brown, Frances	Enumclaw
Buck, Joy	Zillah

Buckley, Ruie	Selah
Buchweitz, Hertha	Dresden, North Dakota
Bush, Martha	Issaquah
Butler, Florence	Wapato
Cable, Ruth	Outlook
Caster, Lulu Mae	South Cle Elum
Carstairs, Margaret	Elma
Carstairs, Ellen	Elma
Chapin, Minnie	Sumner
Chapin, Winnifred	Sumner
Charlton, Ferne	Ellensburg
Christenson, Olive	Grandview
Churchill, Eunice	Ellensburg
Clemmer, Lenore	Yakima
Clemmer, Ruth	Yakima
Collins, Florence	Underwood
Cox, Edith	Appleton
Deut, Angeline	Roslyn
Dickson, Alethe	Moxee City
Donald, Helen	Ellensburg
Duncan, Zilpha	Klamber
Espy, Margaret	White Swan
Fay, Eleanor	Chehalis
Flynn, Rebecca	Cle Elum
Franks, Ruth	Seattle
French, Esther	Yakima
Galloway, Jane	Cle Elum
Gallanar, Myra	Ellensburg
Gant, Olive	Pomona
Gans, May	Yakima
Giron, Gabrielle	Issaquah
Graham, Audrey	Kennewick
Haaland, Julia	Iverness, Montana
Hale, Gladys	White Swan
Hampton, Erma	Randle
Hardison, Edna	Wapato
Hardwick, Lillie	Ellensburg
Hart, Vera	Sumner
Hedrick, Elinor	Willapa
Hellberg, Ada	Lowden
Hicks, Helen	Ellensburg
Hiser, Gladys	Wapato
Helm, Norma	Ellensburg
Heminger, Cleo	Wenatchee
Hill, Mayme	Sumner
Hovey, Anne	Ellensburg
Humphrey, Kathryn	Ellensburg
Humphrey, Viola	Ellensburg
Johnson, Mrs. Stella	Seattle
Johnson, Lourene	Walla Walla
Jones, Marjorie	Ellensburg
Jacobs, Mary	Puyallup
Keithahn, Edward	Tenino
Knott, Dorothea	Monroe

Kinkaid, Mary	Kennewick
Krussow, Anna	Hood River, Oregon
Kropp, Nancy	DeSmet, South Dakota
LaChance, Antoinette	Nisqually
LaBelle, Marie	Tacoma
Larrabee, Myrtle	Chelan
Levin, Florence	Harwood
Liddicoat, Gertrude	Auburn
Lochridge, Grace	Enumclaw
Loomis, Bernice	Seattle
Leslie, Eleanor	Seattle
Lee, Alfhild	Linnton, Oregon
Long, Helen	Cle Elum
Long, Sylvester	Renton
Ludgate, Kathryn	Tekoa
MacDougall, Frances	Yakima
McDougall, Margaret	Waitsburg
Main, Mabel	Sequim
Marlin, Margaret	Enumclaw
Martin, Esther	Mabton
Mattox, Clifford	Ellensburg
Mason, Luella	Olympia
McCrary, Loretta	Newcastle
McFadden, Alpha	Forest
McGilley, Veronica	Cle Elum
McIver, Jean	Naches
McLean, Zela	Kennewick
McQueen, Grace	Ellensburg
Media, Nellie	Enumclaw
Meehan, Mae	Butte, Montana
Montague, Lilly	Roosevelt
Morisette, Alice	Ellensburg
Myers, Bernice	Vashon
Melsnes, Edna	Tacoma
Nelson, Clara	Centralia
Neifing, Florence	Puyallup
Nicholson, Bernice	Chehalis
Osborne, Ethel	Enumclaw
Ostling, Edith	Vega
Pattee, Cecil M.	Chehalis
Pearce, Mabel	Jerome, Idaho
Pettigrew, Annie	Roslyn
Reasoner, Eva	Pasco
Rector, Viola	Tono
Reed, Kathryn	Walla Walla
Rehbock, Doris	Sunnyside
Rothrock, Mabel	Trinidad
Rutt, Frances	Selah
Sanders, Gladys	Tukwila
Schuster, Laura	Chehalis
Shank, Mrs. Kathryn	Ellensburg
Shermer, Anna	Chehalis
Simsen, Adeline	Kennewick
Smith, Ruth	Ellensburg

Smith, Mae	Ellensburg
Short, Katharine	Ellensburg
Spears, Ruby	Roslyn
Stetson, Minadell	Walla Walla
Sturgis, Myra	Puyallup
Sturgis, Gladys	Puyallup
Sutton, Bessie	Seattle
Suver, Mrs. Blanche H.	Ellensburg
Taft, Lucille	Sumner
Taylor, Margaret	Enumclaw
Terry, Alto	Ephrata
Thompson, Helen	Ellensburg
Thompson, Zelma	Cowiche
Uebelacker, Geneva	Ellensburg
Uebelacker, Alvena	Ellensburg
Van Arendonk, Henrietta	Yakima
Van Bergh, Grace	Tacoma
Wade, Janet	Ellensburg
Wade, Isabel	Ellensburg
Walling, Harold	Mabton
Wallace, Lenore	Outlook
Walters, Selma	Wilkeson
Waters, Dorothy	Ellensburg
Wenzelburger, Helena	Chehalis
Willey, Rosalie	Yakima
Wilson, Ella	Lakeside
Wilson, Mary	Harwood
Wolner, Elida	Tacoma
Wyman, Clara	Granger
Yarnell, Guy	Vancouver
Young, Myrtle	Wapato
Young, Gladys	Sumner

UNCLASSIFIED

DeShazer, Mrs A. M.	Uniontown
Ice, Beulah D.	Ellensburg
Thayer, Neva	Scio, Oregon
Wilson, Mary	Harwood
Young, Gladys	Sumner

STUDENTS IN SUMMER SCHOOL, 1919

GRADUATE STUDENTS

Booker, Winnifred	Los Angeles, California
Byers, Jean	Portland, Oregon
Cornwall, Mabel	Ellensburg
Danielson, Anna L.	Waitsburg
Dixon, Pearl	Ellensburg
Gordon, Bertha	Ellensburg
Hubbard, Harriet	Auburn
Hicks, Bessie	Ellensburg
Hiekenapp, Hortense	Cle Elum
Shultz, Celia	Portland, Oregon

Thompson, J. L.....	Kittitas
Turple, Georgia	Redmond
Welty, Ruth	Ellensburg
Whitcomb, Alice	Burlingame, Kansas

UNDERGRADUATES

Adams, Ada A.....	Redmond
Arland, Effie	Vancouver
Artz, Nellie	Mabton
Apple, Alberta	Ellensburg
Baisinger, Heber J.....	LaVerne, California
Barkley, Lillian	Ellensburg
Batchelor, Wilda	Cashmere
Baxter, Allegra	Kennewick
Beach, Carol	Toppenish
Beck, Ida	Alpha
Billington, Donna	Ellensburg
Black, Elizabeth	Ellensburg
Boedcher, Florence	Ellensburg
Boss, Alberta	Moxee City
Bowers, Esther	Ellensburg
Bowman, Edna	Puyallup
Brallier, Ida	Mabton
Brazil, Angeline	Seattle
Breece, Ruth	Wapato
Brooks, Benieta	Chehalis
Browning, Jeannette	Chehalis
Buchanan, Cora	Richland
Burke, May E.....	Seattle
Bushnell, Blanche	Kennewick
Butcher, Huber J.....	Ellensburg
Carter, Faye	Sumner
Caster, Lulu Mae.....	Cle Elum
Castle, Evelyn	Elma
Chace, LaReta	Ellensburg
Chambers, Mae	Roy
Chambers, Retta	Roy
Chample, Eula	Ellensburg
Channer, Alice	Clear Lake
Charlton, Ferne	Ellensburg
Churchill, Dorris	Ellensburg
Churches, Evelyn	Everett
Clark, Abigail	Ellensburg
Claypool, Ethel	Ephrata
Cochran, Forrest	Mabton
Colbert, Catherine	Ilwaco
Collier, Marian	Tacoma
Collings, Ida	Dubuque, Iowa
Cox, Dora	Toppenish
Coy, Katherine	Yakima
Crowdson, Clara	Ellensburg
Culmsee, Corinne	Nada, Utah
Culp, Grace	Ellensburg
Cunningham, Marvel	Ellensburg

Davies, Olga	Great Falls, Montana
d'Ablaing, Donald	Ellensburg
d'Ablaing, Caroline	Ellensburg
Deeringhoff, Gertrude	Moxee City
DeTienne, Effie	Washtucna
Deut, Angeline	Ronald
Dimmick, Hallie	Yakima
Donohue, Alice	Ellensburg
Dreyer, Gladys	Ellensburg
Dysart, Fern	Addie, Idaho
Eaton, Luella	Enumclaw
Egan, Marie	Tacoma
England, Ruth	Ellensburg
Erb, Odell	Roslyn
Eschbauch, Olivia	Yakima
Farnsworth, Mrs. Cordelia	Ellensburg
Faust, Marian	Ellensburg
Ferguson, Dorothy	Ellensburg
Ferguson, Zella	Ellensburg
Fertig, Mrs. Emma	Ellensburg
Fetter, Dorothy	Ellensburg
Fischer, Myrtle	Tacoma
Fladebo, Martha	Clear Lake
Flynn, Margaret	Ellensburg
Flynn, Rebecca	Ellensburg
Fuerst, Nettie	Grandview
Galloway, Jane	Cle Elum
Gehlen, Marie	Ellensburg
German, Neva	Ellensburg
Gessell, Lena	Forest
Gleason, Maude	Fairfax
Glesener, Magdalene	Toppenish
Gray, Myrtle	Richland
Greenwalt, Charlotte	Yakima
Griggs, Clara	Yakima
Haase, Madge	Buckley
Hanna, Bonnie	Ellensburg
Hale, Helen	Ellensburg
Hamilton, Janet	Ellensburg
Haney, Anna	Benton City
Hartman, Charlotte	Ellensburg
Hazen, Zela	Yakima
Heath, Mrs. Sara	Wenatchee
Herzog, Helen	Tacoma
Hicks, Mary	Ellensburg
Hicks, Frankie	Ellensburg
Holden, Blanche	Lebam
Holmes, Florence	Ellensburg
Hoopgarnier, Hazel	Plainsville, Indiana
Hord, Harriet	Missoula, Montana
Hughes, Mrs. Lucy M.	Seattle
Humphrey, Katheryn	Ellensburg
Humphrey, Viola	Ellensburg
Hurley, Kathleen	Pasco

Hutter, Mary	Cle Elum
Jackel, Arvilda	Centerville
Jacobsen, Harriet	Ellensburg
Johnson, Alice E.	Puyallup
Johnson, Ella Pearl	Kent
Johnstone, Vesta	Ellensburg
Karstens, Ruth	Glenco, Minnesota
Kazee, Eula	Ephrata
Kerslake, Eliza	Yakima
King, Helen	North Bend
Killmore, Marguerite	Ellensburg
Killmore, Marie	Ellensburg
Kinkaid, Mary	Kennewick
Knadle, Elizabeth	Maple Valley
LaBissoniere, Celestine	Yakima
La Prarie, Vivian	Yakima
Leenhouts, Sadie	Yakima
Lee, Minnie	Ritzville
Leonard, Della	Seattle
Levin, Florence	Hatwood
Lichter, Anne	Ellensburg
Long, Helen K.	Cle Elum
Lothrop, Helen	Ellensburg
Lynch, Zora	Ellensburg
Magill, Marian	Tacoma
Macaulay, Gladys	Tacoma
Main, Elsie	Sequim
Manlow, Elizabeth	Holcomb
Masuda, Thomas	Ellensburg
McCay, Ruth	Olympia
McCoy, Helen	Outlook
McCullough, Hazel	Roslyn
McEwen, Cora	Ellensburg
McDaniels, Mary	Ellensburg
McGilley, Veronica	Cle Elum
McIver, Jean	Naches
Meek, Della	Mabton
Melvin, Thelma	Ellensburg
Meyer, Louise	Tacoma
Moe, Rachel	Ellensburg
Montgomery, Gladys	Enumclaw
Morisette, Alice	Ellensburg
Morisette, Helen	Ellensburg
Munson, Ellen	Mabton
Munson, Rose	Mabton
Neifing, Florence	Puyallup
Nelson, Minnie	Seattle
Nicholson, Bernice	Chehalis
Nordine, Olena	Ellensburg
Odell, Ethel	Ellensburg
O'Connor, Frances	Hillsboro, Oregon
Olson, Anna V.	Brush Prairie
O'Neil, Kathleen	Ellensburg
Ortman, Ruth	Ellensburg

Owen, Elizabeth	Kennewick
Owen, Lilah	Eugene, Oregon
Owens, Vira	Raymond
Pape, Pearl	Toppenish
Page, Bessie	Sumner
Paschall, Patience	Chico
Pearson, Gwendolyn	Ellensburg
Pederson, Edna	Ellensburg
Pink, Hazel	Port Townsend
Prickman, Robert	Olympia
Printz, Gladys	Buckley
Remelin, Edith	Ellensburg
Renier, Iverna	Bremerton
Ridell, Vera	Sumner
Robinson, Belle	Ellensburg
Rowland, Laura	Chelan
Russell, Minnie	Ellensburg
Russell, Anna M.	Ellensburg
Saliger, Louise	Chehalis
Shaw, Helen Grace	Selah
Shaw, Mae	Ellensburg
Shoemaker, Gladys	Ellensburg
Simsen, Adeline	Kennewick
Smith, Mae	Ellensburg
Smith, Margaret	Ellensburg
Smith, Elsa	Tacoma
Soule, Nyda	Winchester
Spaulding, Mrs. Alice Baxter	Seattle
Stackhouse, Austa	Sunnyside
Stalley, Elsie	Chehalis
Stewart, Jessie	Bremerton
Stewart, Mrs. Emma	Ellensburg
Stoner, Bertha	Chehalis
Straight, Ruth	Tieton
Taylor, Eva	Monitor
Terry, Alto	Ephrata
Thompson, Mrs. Virginia	Kittitas
Thue, Harriet	Sedro Woolley
Tope, Mrs. Eva	Olympia
Van Arendonk, Henrietta	Yakima
Vinsonhaler, Louise	Seattle
Wangeman, Mrs. Minnie	Ellensburg
Warner, Cynthia Lucile	Mabton
Warren, Mrs. Lulu	Raymond
Wells, Ethel	Toppenish
West, Helen	Puyallup
Whitcomb, Alice	Burlingame, Kansas
White, Mrs. Ruth	Montesano
Whiteaker, Mrs. Sophie	Winlock
Whiteaker, Bernice	Puyallup
Wilkins, Bertha	Bandon, Oregon
Wilson, Anne	Bellingham
Wilson, Ella	Lakeside
Williams, Vern	Granger

Wise, Mrs. Edith.....	Bremerton
Witte, Frances	Zillah
Wolff, Wanda	Ellensburg
Workman, Mrs. Ruth.....	St. Johns, Oregon
Young, Dollie Alice.....	Mossyrock
Young, Myrtle Agnes.....	Wapato
Zwicker, Clara	Ellensburg
Zwicker, Anna	Ellensburg

DIPLOMAS

July 25, 1919

Balsinger, Heber.....	LaVerne, California
Brazil, Angeline	Seattle
Burke, May	Seattle
Erb, Odell	Roslyn
Gleason, Maude	Fairfax
Herzog, Helen	Tacoma
Hoopingarner, Hazel.....	Plainsville, Indiana
Hutter, Mary	Cle Elum
Johnson, Ella Pearl.....	Kent
Lee, Minnie	Ritzville
Lynn, Gladys	Tacoma
Manlow, Elizabeth	Holcomb
Nelson, Minnie	Seattle
Riddell, Vera	Sumner
Scotten, Jessie	Battleground
Spaulding, Alice Baxter.....	Seattle
Stackhouse, Austa	Sunnyside
Tope, Mrs. Eva.....	Olympia

CERTIFICATES

Anderson, Margaret	Ellensburg
Beck, Ida	Alpha
Brallier, Ida	Mabton
Castle, Evelyn	Elma
Chambers, Mae	Roy
Dimmick, Hallie	Yakima
Dysart, Fern	Addie, Idaho
Eaton, Luella	Enumclaw
Fischer, Myrtle	Tacoma
German, Neva	Ellensburg
Gessell, Lena	Forest
Greenwalt, Charlotte	Yakima
Macauley, Gladys	Tacoma
McCay, Ruth	Olympia
Webster, Vera	Yakima
Williams, Vern	Granger

DIPLOMAS

August 29, 1919

Chambers, Retta	Roy
Clark, Abigail	Ellensburg
Culmsee, Corine	Yakima

Davies, Olga	Great Falls, Montana
Fertig, Mrs. Emma	Ellensburg
Fladebo, Martha	Clear Lake
Leonard, Della	Seattle
Magill, Marian	Tacoma
McEwen, Cora	Ellensburg
Meyer, Louise	Tacoma
Morton, Edith J.	Ellensburg
O'Connor, Frances	Hillsboro
Owen, Elizabeth	Kennewick
Paschall, Patience	Chico
Smith, Elsa	Tacoma
Stalley, Elsie	Chehalis
Stewart, Mrs. Emma	Ellensburg
Vinsonsaler, Louise	Seattle
Warren, Lulu May	Raymond
White, Ruth M.	Montesano
Young, Dollie Alice	Mossyrock

CERTIFICATES

Beach, Carol	Toppenish
Browning, Jeannette	Chehalis
Cox, Dora E.	Toppenish
Crewdson, Clara	Ellensburg
King, Helen	North Bend
Meek, Della	Mabton
Simsen, Adeline	Kennewick

SUMMARY OF ATTENDANCE

Enrollment 1919-1920	254
Enrollment Ellensburg Summer School, 1919	235
Summer School Training Department in Tacoma	101
Students Attending Extension Classes 1919-1920	835
	<hr/>
Total	1,425
Less those counted twice	177
	<hr/>
Total	1,248

DIPLOMAS AND CERTIFICATES, 1919-1920

Number of life diplomas issued	56
Number of diplomas issued	60
Number of elementary certificates issued	65
	<hr/>
Total number of diplomas and certificates issued, 1919-20	181

(The above summary does not include summer session.)

INDEX

	<i>Page</i>
Accommodations for Students.....	10-11
Admission	19
Agriculture	29
Art	30-31-32
Biological Sciences	33-34
Board and Room.....	12
Board of Trustees.....	3
Buildings, Campus and Equipment.....	9
Business Education	46
Calendar	2
Certificates and Diplomas.....	20
Chemistry	50
Courses of Study.....	21-28
Diplomas	20
Dormitories	10
Division of School Year and Credits.....	18
Education and Philosophy.....	35-38
Economics	53
English	38-41
Eswin Hall	10
Expenses	12
Extension Work	16
Faculty for 1920-1921.....	4-6
Fees	12
French	43
General Information	7
Grammar Grade Teachers' Course.....	23
History	52
Home Economics	41-43
Home Economics, Special Course.....	25
How to Reach Ellensburg.....	3
Intermediate Grade Teachers' Course.....	25
Junior Year Course.....	21
Kamola Hall	10
Kindergarten	16
Kindergarten Teachers' Course.....	22
Kindergarten Training Course.....	38
Languages	43
Lectures and Entertainments.....	14
Library Methods for Teachers.....	44
Loan Funds	15

	<i>Page</i>
Manual Arts Building.....	9
Manual Training Courses.....	44-46
Manual Training, Special Course.....	26
Music	47-48
Outline of Courses by Departments.....	29-54
Physical Education	49-50
Physical Education, Special Course.....	26-27
Physics	50
Practice Teaching Facilities.....	15
Primary Grade Teachers' Course.....	22
Psychology	51-52
Religious Privileges	14
Rural Training	15
Rural Training Centers.....	10
Sociology	53
Social Sciences	52-54
Spanish	43
Special Educational Theory.....	37
State Board of Education.....	3
Student Aid	14
Student Activities	13
Students 1919-1920	56-69
Summary of Attendance.....	69
Three-Year Home Economics Course.....	25
Three-Year Manual Training Course.....	26
Three-Year Supervisors' Course.....	25
Training School	10
Training School, Graded.....	15
Y. M. C. A. and Y. W. C. A.....	13