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Washington State Normal School Catalog

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THE QUARTERLY
OF THE
Washington State Normal
School
ELLENSBURG, WASHINGTON

CATALOG NUMBER

This Institution is a Member of the American
Association of Teachers' Colleges

Published Quarterly by the Washington State Normal
School, Ellensburg, Washington
Calendar for 1932-1933

AUTUMN QUARTER
Reception of first-year students .................................................. Friday, Sept. 30
Registration of first-year students .............................................. Saturday, Oct. 1
Registration of second and third-year students ............................ Monday, Oct. 3
Classes begin ........................................................................... Tuesday, Oct. 4
Autumn quarter closes ................................................................ Friday, Dec. 23

WINTER QUARTER
Registration of new students ......................................................... Monday, Jan. 2
Classes begin ........................................................................... Tuesday, Jan. 3
Winter quarter closes .................................................................. Friday, March 17

SPRING QUARTER
Registration of new students ......................................................... Monday, March 27
Classes begin ........................................................................... Tuesday, March 28
Baccalaureate services ................................................................. Sunday, June 4
Commencement ......................................................................... Thursday, June 8

SUMMER QUARTER
Registration ................................................................................ Monday, June 12
Classes begin ........................................................................... Tuesday, June 13
First term closes ....................................................................... Friday, July 21
Second term opens ..................................................................... Monday, July 24
Second term closes .................................................................... Friday, August 25

WASHINGTON STATE NORMAL SCHOOL

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O. H. Holmes, M. A .................................................................. Dean of Men
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Emil E. Samuelson, Ph. D ............................................................. Director of Research
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Mrs. Edna Davis ................................................................. Supervisor Sue Lombard Hall
Miss Ora Kennedy .................................................................. Supervisor Kamola Hall
Mrs. Alice Wampler .................................................................. Supervisor Men's Residence

BUILDINGS AND GROUNDS
C. F. Mathews ............................................................................ Foreman
A. L. Baker ............................................................................ Engineer
W. A. Laccoarce .................................................................. Engineer
C. A. Zumwalt ........................................................................ Carpenter
George Montgomery ............................................................... Gardener
E. E. Fields ........................................................................... Gardener
E. B. (Bobby) Burnes ............................................................... Printer
THE FACULTY, 1932-1933

MABEL T. ANDERSON...........TRAINSING SCHOOL, THIRD GRADE
B. A., Washington State College

GENEVIEVE G. BAILE...........ASSISTANT LIBRARIAN
B. A., M. A., University of Washington; B. S., Columbia University

HAROLD BARTO..............HISTORY AND ATHLETICS
B. S., University of Oregon

GEORGE F. BECK..............NATURAL SCIENCE
B. S., Washington State College

LILLIAN M. BLOOMER...........TRAINING SCHOOL, SIXTH GRADE
Ellensburg State Normal School

ELENE C. BUHRSON...........DIRECTOR OF DORMITORIES AND APPLIED ARTS
B. S., Washington State College

MARGARET COFFIN...........ENGLISH AND SOCIAL SCIENCE
B. A., University of Washington; Graduate Diploma, Ellensburg State Normal School

IRENE DAVIES...........TRAINING SCHOOL, SECOND GRADE
Milwaukee Normal; Ellensburg State Normal School

JUANITA DAVIES...........PIANO
Graduate Ripon College; MacPhail School of Music; Bush Conservatory

DOROTHY DEAN...........HEALTH EDUCATION
B. S., Montana State College; M. S., University of Chicago

HERBERT C. FISH...........HISTORY
B. L., University of Wisconsin; M. A., University of Washington

LAURA J. GATES...........NURSE
B. S., Northwest Nazarene College, Idaho; R. N., State of Washington

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B. S., University of Washington

PHYLLIS C. GOVE...........PHYSICAL EDUCATION
B. S., University of Utah; M. S., University of Oregon

AMANDA K. HEBELER...........DIRECTOR OF TRAINING
B. S., M. A., Teachers College, Columbia University

NICHOLAS E. HINCH...........ENGLISH
B. A., M. A., University College, Toronto; Ontario Normal College

HERBERT GLENN HOGUE...........INDUSTRIAL ART
B. A., Washington State College

OTIS HALBERT HOLMES, Jr...........SOCIAL SCIENCE
B. S., Whitman College; M. B. A., M. A., Columbia University

F. WALTER HUFFMAN...........VOICE
B. Mus., B. A., Oberlin College

TENNIE JOHANSON...........TRAINING SCHOOL, FIFTH GRADE
B. S. Ed., University of Idaho

PAULINE JOHANSON...........ART
B. A., University of Washington

PEARL JONES...........TRAINING SCHOOL, FIRST GRADE
Ellensburg State Normal School

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B. A., University of Washington; M. A., Columbia University

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B. S., M. A., Columbia University

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Ellensburg State Normal School

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B. A., Macalester College; University of California Library Certificate

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LL. B., University of Washington

EILEEN O'LEARY...........SPEECH
B. A., University of Washington

FRANCIS J. PYLE...........VIOLIN
B. A., Oberlin College; M. A., University of Washington

HAROLD W. QUIGLEY...........BIOLOGICAL SCIENCE
B. A., University of Oregon

EMIL E. SAMUELSON...........EDUCATION
B. A., Milton College; M. A., Ph. D., University of Wisconsin

MARY I. SIMPSON...........PRIMARY SUPERVISOR
B. A., Colorado State Teachers College

HELEN B. SMITH...........TRAINING SCHOOL, KINDERGARTEN
Supervisor's Diploma, University of Chicago

Selden F. Smyser...........SOCIAL SCIENCE
Ph. B., DePauw University; M. A., Ohio State University

LORON D. SPARKS...........EDUCATION
Ph. B., Ph. M., University of Wisconsin

WILLIAM T. STEPHENS...........EDUCATION
B. A., M. A., Indiana University; M. A., Ed. M., Harvard University

DONALD H. THOMPSON...........EDUCATION
B. A., Whitman College; M. A., Stanford University

OLIVE U. TJOSSEM...........ART
B. A., State University of Iowa

JOSEPH C. TRAINOR...........PSYCHOLOGY
B. S., University of Oregon

FRANCIS CAROLINE WHITE.SUPERVISOR, WASHINGTON SCHOOL
B. A., University of Washington; M. A., Stanford University

HENRY J. WHITNEY...........MATHEMATICS
B. S., Northwestern University
WASHINGTON STATE NORMAL SCHOOL

STUDENT HOUSING

Few normal schools are as well equipped for housing their students as is the Normal School at Ellensburg. Ellensburg is one of the older cities of the state and until recently few rooms in modern houses were available for students. This led to the erection of modern residence halls with baths, steam heat, social rooms, and other conveniences. The normal school has for a number of years paid special attention to the living conditions of its students. Students not living in Ellensburg or vicinity, who attend the Normal School, are expected to live in the residence halls unless there are special reasons for doing otherwise—such as the financial need of the student to work for room and board, the desirability of living with relatives, etc.

Several years of experience and study have shown clearly that students who live in the residence halls suffer from fewer ailments, due to improper and inadequate food, and from self neglect; and that fewer disciplinary problems arise with those students living in the residence halls. Living in the student halls is a part of the social and general education of the student that should not be missed without good reason.

It is desirable that parents who can do so visit the school and the residence halls.

CHARGES FOR BOARD AND ROOM

1. All double rooms without bath, including board.......................... $5.00 per week
2. All double rooms with bath, including board .......................... $7.50 per week
3. All single rooms without bath, including board ......................... $6.00 per week
4. All single rooms with bath, including board ......................... $8.00 per week
5. Board only ........................................................................ $6.00 per week

All requests for room reservations should be sent to the president's office, accompanied by a $5.00 deposit.

EXPENSES

Library Fee. The library fee for the regular school year, including fall, winter, and spring quarters, is $5.00. The library fee for the summer session is $3.00.

Damage Deposit Fee. A damage deposit fee of $5.00 will be collected from each student and held as indemnity against loss or damage to school property in the hands of the student. This fee will be refunded upon withdrawal from the school when proper dismissal slips are presented at the Business Office. From those students living in the school residences an additional $5.00 deposit is required. This is returned when the room is surrendered, less such amount as may be assessed for unusual damage to the room and its furnishings.

Associated Student Body Fee. An Associated Student Body fee of $7.50 per quarter is payable by all students upon registration for the first, second, or third quarters of the regular school year. The Associated Student Body fee for the Summer Quarter is $5.00.

This fee is administered by the student association for the support of social, literary, recreational, and athletic activities open to all students.

LITERARY AND SOCIAL ACTIVITIES

During the first two quarters of their first year, beginning students will have a program of activities consisting of freshmen assemblies and group-social activities. The assembly programs will give students the opportunity to hear various faculty members and representative upper-classmen discuss collegiate activities, problems, standards, and traditions. Through the group-social activities the new students may become better acquainted with their fellow classmen and with the faculty members.

After a student has been in residence two quarters he may be chosen for membership in one of the following departmental or study clubs:

- Art Club
- Debate and Public Speaking
- Dramatic Art
- History Club
- Psychology Club
- Recreational Reading

- Women's Athletic Association
- Home Economics Club
- Kindergarten—Primary Club
- Music Club
- Newwriting
- Orchestra

Membership in these clubs is by invitation and an effort is made to enroll all students in one of these clubs or activities.

Participation in one or more of the above listed activities is for the purpose of personal development as well as a means of service to fellow students and the school. The ability to enter into this group activity in

Students matriculating in the fall and winter quarters shall pay a fee of $3.50, which shall entitle them to receive a copy of the Hyakem for that year.

Infirmary Fee. All students whose permanent homes are not in Ellensburg pay an infirmary fee of $2.00 each quarter, which entitles them to the services of the school nurse and the use of the infirmary.

Lockers. There is no charge for the use of lockers, but a deposit of 50 cents for each key is required to insure its return. Upon return of key the deposit will be refunded.

Laboratory and Equipment Fees. Certain laboratory fees are assessed in courses such as Chemistry, Physics, Biology, Cookery, Clothing and Textiles, and Industrial Arts, to cover cost of materials used. Pianos are available for student use at a quarterly rental of $5.00; orchestral or band instrument rental, $5.00; private music lessons at $15.00 per quarter.

Transcript Fee. One transcript of record is furnished the student without charge; a fee of $1.00 is charged for each additional transcript.

Diploma Fees. A fee of $1.00 is required by law for each diploma issued by authority of the State of Washington. The fee must accompany the application for such diploma. It is forwarded by the school to the respective county in which the student teaches.

Appointment Fee. All students pay the appointment fee of $1.00 when making application for the first diploma issued. This fee pays a part of the clerical expense incidental to the securing of information about students and the sending out of recommendations.

Refunds. No refunds except those for damage deposits will be given on the above fees. Fees indicated will be charged for a full quarter's work or any fraction of a quarter. No half prices on fees for half quarters.

Student Loan Fund Fee. All students pay a fee of $1.00 at the time of making application for an elementary diploma. This fee goes to augment the Student Loan Fund. (See page 9.)
a creative way will be a large factor in a student’s enjoyment of school life and will determine, to a considerable degree, the individual’s success in community life after graduation.

THE ASSOCIATED STUDENT BODY

The Associated Student Body is composed of all the students enrolled in the school. The membership fee of $7.50 per quarter is paid at the time of registration. The executive board is composed of the president, vice president, secretary, and student representatives, elected by the A. S. B., and faculty advisers appointed by the President of the Normal School. This board manages all the activities of the A. S. B.

HONOR AWARDS

The following awards are made yearly at the time of the June commencement:

Mary A. Grupe Memorial Medal. An alumnus of the school offers this medal for outstanding leadership, character, and service to the school.

J. H. Moser Cup. This cup is awarded to the individual football player who maintains the highest scholarship record during the football season.

Rotary Club Medal. This medal is awarded to the individual football player who has been of greatest inspiration to his teammates.

W. A. A. Sportsmanship Cup. This cup is awarded each year to the girl who best typifies the ideals of W. A. A. To qualify a girl must have been an active member of the club for at least two years and the choice is made by a vote of the club members taking into consideration scholarship, attitude, contribution to the club and to the school, and sportsmanship (in its broadest sense).

Womens League Scholarship. Two scholarships of twenty-five dollars are offered each year to the two members of the Women’s League, one an off-campus girl and one a dormitory girl, who, though almost wholly self-supporting, have at the same time maintained a high average scholarship and whose leadership ability, character, and personality have been outstanding.

APPOINTMENT SERVICE

The Ellensburg Normal School maintains a well organized appointment bureau. This bureau renders valuable service to graduating students and alumni who are seeking teaching positions. A record is kept of all graduates and accurate and complete information is furnished employing school officers. An effort is made to become personally acquainted with all registrants and to make all recommendations in line with the best interests of the school and the special requirements of the vacancy reported.

STUDENT AID

The school will aid students in finding opportunities for self-help. Inquiries regarding employment should be addressed to the Dean of Women, or Dean of Men, Ellensburg State Normal School. Work in private homes for board and room constitutes the largest field of employment for women. Clerical work in offices and stores is available to those who have real ability in typing and stenography. A limited number of women are employed in the kitchen and dining room service.

Means of self-support for men are part-time janitor service, clerical work in offices and stores, garden and lawn work, caring for furnaces, garage work, hotel work, tending stock, assisting in laboratories, and odd jobs by the hour.

All students attempting to earn the entire amount of their school expenses should reduce their quarterly assignments proportionately and plan to take at least one extra quarter in order to equalize the work and classroom load.

No student, even though expecting to earn most or all of his school expenses, should come with less than enough money to provide for the expenses of one quarter.

STUDENT LOAN FUND

The student loan fund is a revolving fund administered by the school. Each year the fund is augmented by the $1.00 fee which is paid by each applicant for a diploma. Application for loans may be made at the office of the Dean. All applicants must have had a residence at the school of at least one quarter and attained an acceptable scholastic record before asking for financial assistance.

The Kiwanis Club of Ellensburg established a Loan Fund of $100.00 October 3, 1931. The Club maintains ownership of the Fund but turns the power of distribution over to the Board of Deans both as to amount to be loaned per student and purpose of the loan. The Kiwanis Club desires to keep this Loan Fund an active and revolving fund indefinitely.

The Ellensburg Rotary Club, in November, 1931, created a fund of $500.00. Loans are made available for short periods to students of proven ability who give promise of becoming successful teachers. Requests for loans from this fund should be made to the Board of Deans of the Normal School.

The Kappa Pi, an organization of those interested in primary and kindergarten teaching, contributes each year to the Student Loan Fund.

The P. E. O. Loan Fund is a permanent fund, administered by a committee from the local P. E. O. organization, and is constantly being added to by the efforts of the group. There is also a national P. E. O. Loan Fund, application for which may be made through the local chapter.

RELIGIOUS LIFE

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 the young people’s societies of the churches.

LECTURES, ENTERTAINMENTS, AND ASSEMBLIES

Associated Student Body assemblies are held at the call of and under the direction of student officers.

Regular all-school assemblies are held each week. Programs are planned to include entertainment features, lectures by members of the faculty, and by visitors of note brought to the school especially for this purpose.

Under the auspices of both the school and the Associated Student Body a broad program of entertainment and instruction is planned...
each year as a type of supplementary education. Nationally and internationally known lecturers and entertainers are selected for this course.

APPLICATION FOR ADMISSION

Students who plan to enter at the beginning of the fall, winter, spring, or summer quarters should file their credentials well in advance of the beginning of the quarter. High school graduates should write for the Application for Admission form. Students who have attended another higher institution should ask the registrar of that institution to forward a transcript of record. All correspondence relative to admission should be sent to H. J. Whitney, Dean.

STANDARDS OF SCHOLARSHIP

Candidates for any diploma must receive grades of A, B, or C in three-fourths of the credits required for such diploma before that paper can be granted.

D is the passing grade and students may be assigned to the training school who pass in their preliminary courses, but such students cannot expect to receive a recommendation to a position if the quality of the training school work is less than a C grade.

Students who apply for admission on credentials representing work of a quality lower than the scholarship standard of the school will be given conditional entrance for one quarter. Classification of conditional entrants will be determined after the condition has been removed. The number of advanced credits allowed for work taken elsewhere will be determined by their quality. Not more than one-fourth of the total number of credits allowed can be of D quality.

TYPES OF POSITIONS FOR WHICH PREPARATION IS OFFERED

The holder of the NORMAL SCHOOL ELEMENTARY DIPLOMA may teach in any of the grades of the elementary school, but the professional courses offered give opportunity for one to specialize for teaching in kindergarten-primary, intermediate, or upper grades. One may prepare for departmental and platoon system teaching. Students may prepare for teaching Music, Art, or Physical and Health Education. Experienced teachers may take courses leading to preparation for supervisory or administrative positions. The SPECIAL NORMAL SCHOOL DIPLOMA is valid for teaching in the ninth grade.

SPECIAL PREPARATION FOR KINDERGARTENERS

The Kindergarten-Primary Department offers two courses, a primary training course and a combined kindergarten-primary course.

The latter serves two purposes. It gives the primary teacher additional courses which will broaden her understanding of child nature and of the skills needed in teaching young children, so greatly strengthening her preparation.

It trains students for work in both the kindergarten and primary grades. The demand for kindergarten teachers is increasing. Young women interested in this field will do well to take the combined course which will prepare them for teaching in the kindergarten and also in the primary grades.

JUNIOR HIGH SCHOOL TRAINING

The junior high school, the newest unit of our common school system, offers unusual opportunities to prospective teachers specially trained for this work. The junior high school development in this state has only started; 26.6 per cent of the 91,929 pupils enrolled in grades seven, eight and nine in the State of Washington are being cared for in junior high schools. The normal school offers a desirable place to secure training for junior high school teaching. Here one may view the educational processes from the kindergarten through the ninth grade. Graduates of the three-year junior high school course of the normal schools are granted certificates to teach in the junior high schools of this state. Junior High School teacher training adequately prepares one to teach in the upper grades of the traditional and departmentalized schools as well as in the intermediate school.

The Ellensburg State Normal School offers excellent opportunities for junior high school training. Observations and directed teaching are carried on in the Ellensburg Junior High School. The school was constructed in 1930 at a cost of $157,000 for junior high school education, is thoroughly modern. Its curriculum follows the best practices in the junior high school field and it is staffed with a corps of teachers trained in both teacher colleges and universities and carefully selected for teacher training work.

DIPLOMAS

The following diplomas are offered:

1. Normal School Elementary Diploma.

Those who apply for this diploma between September 1, 1932, and September 1, 1933, must have been in residence one year; have on file one hundred and twenty-eight credits. Students who make application subsequent to September 1, 1933, must complete the three-year curriculum and have on file one hundred and forty-four credits. In accordance with the above requirements, students who enter for the fall quarter of 1932-1933 will of necessity complete the three-year course before certification is possible. Credits from accredited normal schools, colleges, and universities will be accepted toward graduation in so far as the courses taken articulate with the normal school curriculum. Students presenting the equivalent of two years of college work will need to be in residence at least four quarters because the sequence of professional courses requires that amount of time.

The elementary diploma is valid for five years in the elementary schools of the State of Washington. It may be renewed for a period of two years or a life diploma issued in its stead. (See No. 5 below.)


This diploma is granted upon the completion of the three-year curriculum. It is valid for five years in the common schools of the State of Washington (grades one to nine, inclusive). Until the completion of a three-year curriculum is required for the elementary diploma, the special diploma may be exchanged for a NORMAL SCHOOL LIFE DIPLOMA provided the holder shows professional growth and presents evidence of twenty-four months of successful teaching. One hundred forty-four credits are required for this diploma.


This diploma is granted upon the completion of the four-year curriculum. For students who, in advance, so plan their courses, it is the accredited equivalent of the degree of Bachelor of Arts in Education in the State of Washington (grades one to nine, inclusive). Until the completion of a four-year curriculum is required, the special diploma may be exchanged for a NORMAL SCHOOL LIFE DIPLOMA provided the holder shows professional growth and presents evidence of twenty-four months of successful teaching. Four hundred forty-four credits are required for this diploma.
and is valid for five years in the common schools in the State of Washington (grades one to nine, inclusive). This diploma may be exchanged for the NORMAL SCHOOL LIFE DIPLOMA provided the holder shows professional growth and presents evidence of twenty-four months of successful teaching. One hundred ninety-two credits are required for this diploma.


This diploma is granted upon the completion of a one-year curriculum by graduates of a standard college or university course. It is valid in the common schools of the state of Washington for a period of five years. It may be exchanged for the NORMAL SCHOOL LIFE DIPLOMA provided the holder shows professional growth and presents evidence of twenty-four months of successful teaching experience. Forty-five credits are required for this diploma.


The applicant for a life diploma issued upon the elementary diploma must meet the following requirements:

(a) Twenty-four months of successful teaching. Candidates must submit evidence of successful teaching experience and of professional growth. The Dean's office will furnish blanks upon which application may be made.

(b) Residence study of at least one quarter more than that required for the elementary diploma at the time the application for the life diploma is made. After September 1, 1932, two years plus three quarters. After September 1, 1933, one full school-year and an additional quarter. A minimum of fifteen credits per quarter must be earned with an average of a "C" grade.

RENEWALS

Excerpts from Bulletin on Certification of Teachers, January, 1932:

"Graduates of the State Normal Schools who have allowed their diplomas to lapse may be permitted to have such extended for a period not to exceed two years, if the holder thereof has taken the equivalent of at least one quarter of additional work, approved by the Department of Education in the institution that granted the original paper. A second extension for two years may be granted on like terms in the discretion of the issuing authorities."

GENERAL REQUIREMENTS FOR ALL DIPLOMAS

1. Graduation from a four-year accredited high school or its equivalent.
2. Age of eighteen years at the date of granting of diploma.
3. Satisfactory ratings on standardized tests in subject matter of the elementary grades.
4. Residence study in this institution of at least one academic year (36 weeks) with a minimum of twelve credits per quarter. Additional credits necessary may have been earned in some other institution.
5. Three-fourths of all credits toward any diploma above a "D" grade.
6. Good moral character and personal and physical fitness for teaching.
7. Citizenship in the United States or the holder of an alien permit.

SPECIAL REQUIREMENTS FOR THE COMPLETION OF ANY CURRICULUM

In addition to the above general requirements, a candidate for a diploma must meet the special requirements in the curriculum of the department in which he chooses to major. Substitution of equivalent courses for advanced standing may be permitted. The general outline of the three-year course is given below. For specific curricula, see pages 16-19, Inc.

1. Normal School Elementary Diploma.

A total of one hundred and forty-four credits earned according to the following plan:

1. Required of all students:
   a. General educational and service courses ........................................... 64
   b. Education and Psychology .............................................................. 32
   2. Major, academic, or special—a minimum of .................................... 24
   3. Free electives .................................................................................... 24

Details of requirements 1, 2, and 3 as given above:

1. Required of all Students—General and Service:
   1. Health Education 1, Health Essentials .............................................. 3
   2. Health Education 2, Plays and Games (women), or Health Education 3 or 4, Plays and Games (men) ............................................................. 3
   3. Physical Education, each quarter for the first two years, one credit each quarter ................................................................. 6
   4. English 1 and 2, English Composition ................................................. 10
   5. English 3, Children's Literature, or English 4, Junior High School Literature .......................................................... 3
   6. Science 1, Orientation in the Sciences ................................................ 5
   7. Science 2, Environmental Studies, or Science 3, Science for Junior High School Teachers ............................................................ 5
   8. History 1, American History and Government .................................... 5
   9. Social Science 1, A Survey Course ..................................................... 5
   10. Social Science 2, Geography, Descriptive and Human ........................ 5
   11. Art 1, Art Structure ........................................................................... 5
   12. Music 1, Fundamentals of Music, or Music 51, Appreciation of Music .......................................................... 5
   13. Mathematics 1, Mathematics for Teachers .......................................... 3
   14. Penmanship ....................................................................................... 1

   *In addition to the intelligence and achievement tests, a supplementary test is given in English. Those who fail to make a satisfactory score will be assigned to English A before being admitted to English 1. A grade of "A" in English 1 will exempt a student from English 2.

   **A music test is given all entering students. Students are then divided into three groups according to their musical ability. Music 1 the first quarter is for those with excellent ability, Music 1 the second quarter is for those who have some musical ability but who do not wish to specialize in music. Music 1 for the third quarter is for those who have little musical ability but who should, as far as possible, be prepared to teach music in their own rooms at least.
2. Required in the Department of Education and Psychology:
   a. Education:
      1. Education 1, Introduction to Education.................................................. 3
      2. Education 3a, 3b, or 3c, Methods and Observation................................. 5
      3. Education 4a, 4b, 4c, or 4d, Directed Teaching, 4e, 4f............................ 3
      4. Education 5, School Management and Law................................................. 3
      5. Education 112, Philosophy of Education................................................ 3
   b. Psychology:
      1. Psychology 1, General Psychology............................................................ 5
      2. Psychology 2, Psychology of School Subjects.......................................... 5

3. Required for a Major in an Academic or Special Department:
A minimum of 34

The major will be chosen from one of the following departments:
   b. Fine and *Applied Arts.
   c. Health and Physical Education.
   d. Music.
   e. Science—Biological, Natural, or Physical.
   f. Social Studies—History or Social Science, or a combination of both.
   *Applied Art major may be in Home Economics or in Industrial Arts.

4. Electives:
The number of elective credits possible for any student will depend largely upon the number of provisional requirements that must be met. Electives to bring the total up to one hundred and forty-four may be chosen from the current offerings in any of the departments under the guidance of and subject to the approval of the Head of the Department in which the major has been chosen. Kindergarten-primary teachers will have fewer electives because of additional requirements.

PROVISIONAL REQUIREMENTS
There are some courses, not included among those listed above, which students are asked to take if such courses have not been taken in high school or in a school from which advanced standing is presented.

Library Science. A non-credit course in library technique.

Penmanship. Penmanship is required only if one fails to make a satisfactory score in the entrance penmanship test.

Science. A student who has had neither Biology nor Botany in high school will be required to take a five-hour course in Biological Science in addition to the other required science courses. One who has not had Chemistry, Physics, or General Science will be required to take a five-hour course in Physical Science.

The effect of having to meet the provisional requirements will be to lessen the number of elective credits possible in the three-year course.

DIFFERENCES IN CURRICULA
The essential differences in the curricula of the primary teachers, intermediate teachers, and junior high school teachers may be indicated as follows:
1. Primary teachers take Education 3a and 4a which are methods and observation with directed teaching in the primary grades. Primary teachers also take Education 50, Activities for Kindergarten-Primary Grades, and English 100, Story Telling, Poetry Reading, and Dramatization. Intermediate teachers take Education 3b and 4b, methods and observa-
2. Required in the Department of Education and Psychology:
   a. Education:
      1. Education 1, Introduction to Education.................................................. 3
      2. Education 3a, 3b, or 3c, Methods and Observation................................. 5
      3. Education 4a, 4b, 4c, or 4d, Directed Teaching, 4e, 4f............................ 3
      4. Education 5, School Management and Law................................................. 3
      5. Education 112, Philosophy of Education................................................ 3
   b. Psychology:
      1. Psychology 1, General Psychology............................................................ 5
      2. Psychology 2, Psychology of School Subjects.......................................... 5

3. Required for a Major in an Academic or Special Department:
A minimum of 34

The major will be chosen from one of the following departments:
   b. Fine and *Applied Arts.
   c. Health and Physical Education.
   d. Music.
   e. Science—Biological, Natural, or Physical.
   f. Social Studies—History or Social Science, or a combination of both.
   *Applied Art major may be in Home Economics or in Industrial Arts.

4. Electives:
The number of elective credits possible for any student will depend largely upon the number of provisional requirements that must be met. Electives to bring the total up to one hundred and forty-four may be chosen from the current offerings in any of the departments under the guidance of and subject to the approval of the Head of the Department in which the major has been chosen. Kindergarten-primary teachers will have fewer electives because of additional requirements.

PROVISIONAL REQUIREMENTS
There are some courses, not included among those listed above, which students are asked to take if such courses have not been taken in high school or in a school from which advanced standing is presented.

Library Science. A non-credit course in library technique.

Penmanship. Penmanship is required only if one fails to make a satisfactory score in the entrance penmanship test.

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The effect of having to meet the provisional requirements will be to lessen the number of elective credits possible in the three-year course.

DIFFERENCES IN CURRICULA
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serva-

14 Washington State Normal School

2. Required in the Department of Education and Psychology:
   a. Education:
      1. Education 1, Introduction to Education.................................................. 3
      2. Education 3a, 3b, or 3c, Methods and Observation................................. 5
      3. Education 4a, 4b, 4c, or 4d, Directed Teaching, 4e, 4f............................ 3
      4. Education 5, School Management and Law................................................. 3
      5. Education 112, Philosophy of Education................................................ 3
   b. Psychology:
      1. Psychology 1, General Psychology............................................................ 5
      2. Psychology 2, Psychology of School Subjects.......................................... 5

3. Required for a Major in an Academic or Special Department:
A minimum of 34

The major will be chosen from one of the following departments:
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## MAJOR REQUIREMENTS

Below are listed the required courses in the several major departments. The heads of the departments are student advisers to majors in the respective departments. They must approve exemptions from published major requirements.

A major may be chosen in one of the following departments:

- English, Fine and "Applied Arts, Health Education, Music, Science—Biological Science or Physical Science or a combination of both, History or Social Science or a combination of both.
- "Applied Arts may be in Home Arts and Economics or in Industrial Arts.

The major requirements in each department are as follows:

### ENGLISH

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 80, Fundamentals of Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>English 51, Great Books</td>
<td>3</td>
</tr>
<tr>
<td>English 52, Great Books</td>
<td>3</td>
</tr>
<tr>
<td>English 55, Survey of English Literature</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
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</table>

24 hours

### FINE AND APPLIED ARTS

#### FINE ARTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 70, Creative Activities, Applied Art</td>
<td>2</td>
</tr>
<tr>
<td>(Includes 74, 75, 80, 81)</td>
<td></td>
</tr>
<tr>
<td>Art 90, Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Art 100, Art Structure Advanced</td>
<td>3</td>
</tr>
<tr>
<td>Art 102, Composition</td>
<td>3</td>
</tr>
<tr>
<td>Art 130A, Art Education</td>
<td></td>
</tr>
<tr>
<td>Art 131A, Art Teaching</td>
<td>2</td>
</tr>
<tr>
<td>H. Ec. 60, Textiles and Design</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
</tbody>
</table>

24 hours

#### APPLIED ARTS

(a) Home Arts and Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 70, Creative Activities, Applied Art</td>
<td>2</td>
</tr>
<tr>
<td>Art 90, Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>H. Ec. 51, Fundamentals of Cooking</td>
<td>3</td>
</tr>
<tr>
<td>H. Ec. 52, Meal Planning and Serving</td>
<td>3</td>
</tr>
<tr>
<td>H. Ec. 100, Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>H. Ec. 103, Household Management</td>
<td>3</td>
</tr>
<tr>
<td>H. Ec. 60, Textiles and Design</td>
<td>3</td>
</tr>
<tr>
<td>H. Ec. 101, Clothing</td>
<td></td>
</tr>
</tbody>
</table>

24 hours
HEALTH EDUCATION

H. Ed. 64, Introduction to Physical Education
H. Ed. 50, Science Essentials in Health Ed.
H. Ed. 52, Anatomy and Kinesiology
H. Ed. 55, First Aid
H. Ed. 102, Physiology of Exercise
H. Ed. 100, Supervision and Organization of Physical Ed.

In addition—For Men—
Coaching

For Women—
H. Ed. 53, Home Care of the Sick
H. Ed. 54, Camp Technique

MUSIC

Music 50, Sight Singing and Ear Training
Music 51, Music Appreciation
Music 52, Elementary Harmony
Applied Music
Music 103a and b, Music Education for the Lower Grades and Upper Grades
Music 110, Teaching of Music

23 or 24 hours

SCIENCE

The major in science may be met by electing from the current offerings in the Science Department. One may select the major courses from the biological sciences, from the physical and natural sciences, or from a combination of both. It is strongly recommended that one include two quarters of Inorganic Chemistry.

SOCIAL STUDIES

HISTORY
Hist. 51, United States History, 1650 to Present
Hist. 54, History of Great Britain
Hist. 101, Canadian History
Hist. 105, Northwest History
Major Electives

24 hours

SOCIAL SCIENCE

Soc. Sc. 50, Anthropology
Soc. Sc. 51, Economics
Soc. Sc. 52, Sociology

Major Electives

9 hours

THE THIRD YEAR FOR HOLDERS OF THE ELEMENTARY DIPLOMA

Many teachers now holding a Normal School Elementary Diploma will wish to meet the requirements for the Special Normal School Diploma and so be on equal footing with those who will soon of necessity complete three years of schooling before certification is possible. In general this will mean three quarters of residence with forty-eight credits. A maximum of twelve credits earned by extension or by correspondence and credits earned in other accredited institutions will be accepted. The last quarter of residence work before the special diploma is granted must be at this institution. Alumni may meet the requirements for this diploma by attending summer sessions.

The special requirements for the third year of work are as follows, the forty-eight credits being earned according to the following plan:

1. For a Major in Education and Psychology:
   a. Education and Psychology courses
   b. Academic minor
   c. Elective

2. For a Major in an Academic Department:
   a. Education and Psychology
   b. Academic major
   c. Academic minor
   d. Elective

The distribution of the courses to make up the credit requirements of item "a" will depend upon the educational work for which the candidate is preparing.

At least thirty credit-hours must be in upper division courses or in courses for which upper division credit can be given.

ACADEMIC AND SPECIAL COURSES

Students who are undecided whether or not to prepare for teaching may elect ninety-six credits from the following courses. This will be the equivalent of two years of college work.

FIRST YEAR
Art 1, 50, 52, 60, or Art 1, 52, 70, 71.
English 1, 2, 51, 52, 53, 67.
History 1, 52, 53, 65.
Mathematics 50, 51, 52.
Music 1, 50, 51, 52, 57.
Science—Biological—Science 50, 51, 52, 53. Natural and Physical—Science (Geology) 60, 61, 62; Science (Chemistry) 65, 66, 67.
Social Science 1, 50, 52.

SECOND YEAR
English 55, 56, 60, 63.
History 50, 51, 53, 56.
Science 53, 55, 60, 61.
Social Science 51, 54, 101.
Philosophy 130.
Psychology 1.
Description of Departmental Courses

System of Numbering. Courses required of all who complete the three-year curriculum, except one upper division in Education, are numbered between one and fifty. Courses that are elective to first-year and second-year students are numbered between fifty and one hundred. Courses requiring lower division prerequisites and others for which upper division credit may be given are numbered above one hundred. Courses so numbered are not open to lower division students unless the particular prerequisites have been met.

EDUCATION AND PSYCHOLOGY

William T. Stephens
Amanda K. Hebeler
Clara E. Meisner
Jennie Moore
Emil E. Samuelson

Mary L. Simpson
Loran D. Sparks
Donald H. Thompson
Joseph Trainor
Frances Caroline White

EDUCATION

1. Introduction to Education. The purpose of this course is to orient students in the field of education. The introduction is made through observations of actual classroom work. These observations will provide an experience basis for discussing the qualifications necessary to good teaching and give some understanding of present day educational procedures. The organization and practices of the modern school will be traced to their origins in the contributions made by the European and American educators. The course is designed to help students select some definite field of teaching and to give purpose to subsequent background courses. Three credits.

2. (1) Principles of Education. The aim is to lay the foundation for professional teaching. Out of the present findings of biology and psychology, an effort is made to formulate a body of theory applicable to present day educational practices. Five credits.

3a, 3b, 3c. Methods and Observation. This course introduces the prospective teacher to curricular materials and teaching techniques through reference reading, discussion, and direct observations of classroom work in the campus training school and the Ellensburg Junior High School. Classroom activities, subject matter units, and teaching procedures are analyzed and evaluated.

Three sections are offered each quarter: 3a, Kindergarten-primary; 3b, Intermediate Grades; and 3c, Junior High School. Five credits.

3r. Rural School Procedure. Problems common to rural schools are developed in terms of progressive educational practice. The four units are: (1) organization and management, (2) teaching techniques, (3) measurement of results of teaching, (4) units of work that break down grade and subject-matter barriers. Prerequisite, Education 3a, b, or c. Five credits.

4. Directed Teaching. Two quarters of directed teaching are required of all students who apply for a teaching diploma. Students may elect to teach in one of the following departments: Kindergarten-primary, 4a; intermediate grades, 4b; junior high school, 4c; five credits each quarter, or education 4r, eight credits.

5. School Management and Law. This is an elementary course in the administration of the public school system of this state. The course covers the State Manual. In addition to studying the legal provisions and guidelines for the control of our public schools, comparisons are made to school systems in other states and practical problems of class and school management are considered. Three credits.

50. Activities in the Kindergarten-Primary Grades. This course gives students the experience of applying principles of education to the organization and development of units of work for the kindergarten and primary grades. Prerequisites, Psychology 1, 2, and Education 3. Five credits.


52. Early Childhood Development. This course is a study of the development of children from birth to eight years and of the adaptation of the physical and social environment to promote growth during these years. Two credits.

100. History of Education. The material used in Education 100 involves a study of Greek, Roman, and modern European educational traditions and practices, with an attempt to define their influences upon western civilization and institutions. Prerequisite, junior standing. Three credits.

101. Contemporary Movements in Education in the United States. A study of the American school system, its ideals, institutions, and practices, from early European influences to the present time. Prerequisite, junior standing. Three credits.

102. Elementary and Junior High School Education. Education 102 is designed especially for students interested in the problems of the elementary and junior high school. The study consists of two parts; (a) problems of the first six years, and (b) procedures and problems of the junior high school. The development and growth and the philosophy underlying the changes in organization and curriculum are representative topics. Five credits.

103. Unit Course in Methods and Observation. A method and observation course designed primarily for those applicants for the elementary diploma who are experienced teachers. It may be elected by third and fourth year students who are majors in Education. The student is held responsible for individual investigation and research. Prerequisite, teaching experience or junior standing. Five credits.

104. Unit Course in Teaching. Education 104 is an elective course which is open to experienced teachers in lieu of Education 4 and to those students who are capable of making an analysis of the larger teaching problems. The course consists of a number of teaching problems or units. Prerequisite, teaching experience or junior standing. Five credits.

105. Social Theory and Education. This is a critical study of contemporary social theories in light of education, with an attempt to define a social policy for the modern educator. Three credits.

106. Educational Administration. This course deals with the problems of school administration in the small school systems of this state. Problems of the school plant, pupil and teacher personnel problems, curriculum problems, supervision problems, and community relations are studied. Five credits.

107. Junior High School Activities. This is an elective course for junior high school teachers. It consists of two parts; (a) an evaluation of the actual junior high school activity program, and (b) participation on the part of the student in one or more of the junior high school activities. Prerequisite, advanced sophomore or junior standing. Two credits.

108. Extra Curricular Activities. The purpose of this course is to furnish scientific information for the classification and evaluation of
the present-day agencies which emphasize activity. The course will cover the following types: (1) youth activities—industrial arts, music, general science, savings banks, stores, boy scouts, campfire girls, athletics, etc. (2) Adult activities—civic clubs, women's clubs, chambers of commerce, and service clubs. Open to third-year students who have had five hours of teaching. Two credits.

109. Curriculum Studies of the Elementary School. This course is designed to give those students who plan to teach in the grades a comprehensive view of the present curricular construction tendencies, a study of what is now taught in the elementary school, and what constitutes a well-balanced curriculum in terms of child and community needs. Open to third and fourth year students and to experienced teachers. Five credits.

110. School Supervision. A course dealing with the technique of classroom, grade, and system supervision. The object of the course is to familiarize the student with the problems, responsibilities, privileges, and duties of both teacher and supervisor, and to direct attention to the problem of the improvement of teachers in service through a comprehensive program of supervision. Five credits.

111. Educational Seminar. This course offers opportunity for research and field work to advanced students capable of doing independent investigation. Approval of instructor is necessary for admission to this course. Credits arranged.

112. Philosophy of Education. This course is speculative and is an attempt to develop, through a study of the various sources of knowledge, a positive attitude toward education as basic in the development of human life and institutions. Prerequisites, Education 1 and 3, Psychology 1 and 2. Three credits.

113. Kindergarten-Primary Curriculum. This is a course designed for those who desire to complete the kindergarten-primary, three-year course. An attempt is made to determine principles for the selection of curricular materials and to evaluate the courses of study for the kindergarten and primary grades in the light of present theory and practice. Prerequisites, Psychology 1 and 2, Education 1 and 3, and Psychology 4 and 5. Required of all Kindergarten majors. Five credits.

114. Early Childhood Education. This is a study of the development of educational opportunities for young children from early times to the present; and the present status of the nursery school, kindergarten and primary grades. Two credits.

115. Public School Finance. A course dealing with the financial problems confronting the school administrator today. A study is made of federal policy with regard to financing public education. The organization and educational finance policies of various states are examined with special reference to problems peculiar to the State of Washington. In addition, problems of local school finance—budgetary procedures, local control of school finances, financial accounting, bonding procedures, school insurance, etc.—are considered in detail. Three credits.

PHILOSOPHY

130. History of Philosophy. This course includes a study of the history of European thought from Thales to the present time. Prerequisite, junior standing. Five credits.

131. Ethics. This is an effort, through the study of various ethical theories, past and present, to approximate a scientific basis for moral conduct. Prerequisite, junior standing. Five credits.

132. Modern Philosophy. An intensive study of modern and contemporary philosophers with special emphasis upon their contributions to education, and to the arts of present day living. Prerequisite, junior standing. Five credits.

PSYCHOLOGY

1. General Psychology. A survey of the science of Psychology. Man's original nature, the way in which nature is altered by use, and the common modes of individual and social behavior that result are topics for reading and discussion. Prerequisite, sophomore standing. Five credits.

2. Psychology of School Subjects. This course involves 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 a method of teaching these subjects. Prerequisite, Psychology 1. Three credits.

106. Child Psychology. The work is to include the general problems of child development; the development of the individual, intellectual, and personality differences in children; progressive education in the home, and in the school; and the establishment and maintenance of mental health in the child. Three credits.

107. Educational Psychology. A survey of the latest contributions to educational psychology from experimental education and psychology, with special attention to the psychology of learning. Prerequisite, junior standing. Five credits.

108. Applied Psychology. The effect of the environment on the individual will be taken up, followed by a study of the nature and significance of individual differences. Work will be done on the application of Psychology to the professional and industrial fields, including medicine and pathology, law, business, industry, and various other institutions and activities. Prerequisites, Psychology 1, 2, and 105. Five credits.

109. Psychology of Atypical Children. A study is made of the scientific investigations pertaining to super-normal, sub-normal, and other atypical children. Prerequisites, Psychology 1, 2, and 105. Five credits.

110. Measurement in Education. This course is intended to give the student an understanding of the principles underlying educational measurement and the objectives, procedures, and techniques to be adopted in a program of measurement in the public schools. Acquaintance is secured with various types of intelligence tests, achievement tests, and vocational or special aptitude tests. The actual construction of classroom tests, the evaluation of test materials, and the statistical treatment of data will be a feature of the course. Five credits.

111. Personnel Procedure. The personnel point of view is always constructive, preventive, educative, or re-educative. The whole individual is studied, past history and present crisis. Personnel techniques and practices, such as testing, interviews, visiting teachers, faculty advisers, orientation, placement, discipline problems, and mental hygiene problems are considered. Prerequisites, Psychology 1 and 105.

112. Psychology Seminar. Individuals who are ready to make studies along psychological lines are encouraged to take this course. Topics will be chosen to meet the interests of the individuals. Two or five credits.

ENGLISH

Jean McMorran N. E. Hinch
Margaret Coffin Eileen O'Leary

1-2. Elementary Composition. Principles and practices of composition, including a study of organization, paragraphing, sentence structure, and diction. A grade of "A" in English 1 will exempt the student from English 2. Five credits.
3. Children's Literature. The required course in children's literature. A study of the types of literature best suited to children of grades 1-6. The course includes reading and evaluation of material from early folklore to present day books for children. Three credits.

4. Junior High School Literature. A course to assist students in the selection and presentation of material in the junior high school. Three credits.

50. Advanced Composition. A continuation of English 1 and 2 for those students whose ability and interest justify further study of style in written discourse. May be taken for upper division credit. Prerequisites, English 1 and 2. Three credits.

51. Great Books. A rapid study of certain ancient and medieval classics, particularly with relation to their social significance in their own time and their influence on later thought. Three credits.

52. Art Lettering. A course designed to develop the understanding of and appreciation for type. Reading and discussion of the various types of type as written by the poets of various nationalities and periods constitute the work for the quarter. Three credits.

53. Speech Correction. A course for the teacher in training who wishes to meet the lower division requirement in ancient civilization. Five credits.

54. The Short Story. A reading course designed to reveal the development and technique of the short story. Two credits.


57. American and British Poetry Since 1890. A rapid study of the origins and development of the English novel through the eighteenth century with a more detailed study of outstanding writers from Jane Austen to Thomas Hardy. Five credits.

58. American and British Drama Since 1890. Reading and discussion of outstanding plays written in English during the last thirty years. Three credits.

59. American and British Fiction Since 1890. Reading and discussion of outstanding fiction written in English during the last thirty years. Three credits.

60. Fundamentals of Oral Interpretation. A program of speech training designed to assist the student in interpreting literary models and in expressing more effectively his own thoughts and feelings. Three credits.

61. Advanced Interpretation. A continuation of English 60. Prerequisite, English 60. Three credits.

62. Drawing as a means of expression. Prerequisite, Art 1. Two credits.

63. Speech Correction. A course for the teacher in training who is deficient in speech skills. Correction of voice defects, oral interpretation of the printed page, and story telling for children are stressed. One credit.

64. Ancient Life and Literature. A study of Greek and Roman literature in translation. Knowledge of either Greek or Latin is not required. This course is for those who wish to meet the lower division university requirement in ancient civilization. Five credits.

65. News Writing. Material is here selected and prepared for publication in the school weekly, the Campus Crier. Three credits.


67. Biography. A brief survey of the biographical tradition and a study of contemporary developments in that form.

Note: Where no special prerequisite is named, the prerequisite for an upper division course shall be a minimum of twenty hours in English on the part of the student majoring in English, or a minimum of ten hours in English on the part of other students who may choose to elect upper division courses in Language and Literature.

100. The Essay. A study of several of the more important essayists of the nineteenth century with special reference to their social and political significance of their writings. Three credits.

101. The History of the Drama. The origin and development of the dramatic form with the reading and discussion of representative plays of important periods. Three credits.

102. Shakespeare. Detailed study of a few plays with rapid reading of a number of others. Three credits.

103. The English Novel. A study of the literature of the novel from the time of Fielding to our contemporaries. Three credits.

104. The History of the Drama. The origin and development of the dramatic form with the reading and discussion of representative plays of important periods. Three credits.

105. Greek Drama. Reading and discussion of the representative plays of Aeschylus, Sophocles, Euripides, and Aristophanes. Two credits.

106. The English Novel. A brief survey of the origins and development of the English novel through the eighteenth century with a more detailed study of outstanding writers from Jane Austen to Thomas Hardy. Five credits.

107. Nineteenth Century English Poetry. Reading and discussion of selected poets from Wordsworth to Swinburne. Prerequisite, English 63. Three credits.

108. Contemporary Continental Fiction. The study of representative plays by present-day writers of France, Germany, Norway, Sweden, Italy, and Spain with special reference to their social implications. Three credits.

109. Contemporary Continental Drama. The study of representative plays by present-day dramatists of continental Europe. Two credits.

110. English Seminar. Directed reading to meet the individual needs of students during their fourth year. Three credits.

FINE AND APPLIED ART

Olive Tjossem  Glenn Hogue  Pauline Johnson

FINE ART

1. Art Structure. Art 1 is a foundation course for all art. Principles of composition and perspective, experience in arranging line, dark and light, and color develops appreciation and creative power. Five credits.

32. Art Lettering. Art structure as the basis for fine lettering emphasized. Prerequisite to Industrial Art 79. Three credits.

60. Freehand Drawing. Drawing as a means of expression. Prerequisite, Art 1. Two credits.

61. Figure Construction. Line, form, and composition in their application to figure drawing. Prerequisites, Art 1 and 60. Two credits. Fee, $1.00.

100. Art Structure, Advanced. Advanced work in structure and design. Prerequisite, Art 1. Three credits.

105. Composition. Line drawing and tone drawing in two or more values. Prerequisite, Art 1 and 60 or equivalent. Three credits.

106. Painting, Advanced. Painting from still life, media water colors and oils. Prerequisites, Art 1 and 60. Three credits.

105. Figure Construction, Advanced. Prerequisite, Art 61. Two credits. Fee, $1.00

106. Painting, Advanced. Painting from still life, landscape and figure. Three credits.

120. History of Painting. A study of the history and principles of art as found in painting. Two credits.

121. History of Sculpture and Architecture. A study of the history and principles of art as evidenced in architecture and sculpture. Two credits.

130A. Art Education. Problems and methods of teaching the fine arts. Prerequisites, Art 1 and Junior standing. Two credits.

131A. Teaching Art. Practice teaching in the elementary grades. Prerequisite, Art 130A. One to two credits.

APPLIED ART

Industrial Arts

70. Creative Activities, Applied Art. A diversified course to develop appreciation through practical work with tools and materials; metal, pottery, leather, wood and jewelry. Prerequisite, Art 1. One to five credits.

71. Woodworking. A shop course in design, construction and finishing of elementary wood projects. Prerequisite, Art 1. One to five credits.

73. Photography. Technique in the taking of and finishing of good pictures with special emphasis upon art principles. Two credits.

79. Mechanical Drawing. General course in lettering, orthographic and isometric projection and perspective, followed by tracing and blue printing. Prerequisite, Art 52. Three credits.

83. Shop Course. A diversified shop course consisting of activities including forging and foundry in soft metals, electrical construction, sheet metal, lectures and demonstrations to develop an appreciation of the educational aims of the industrial arts. Prerequisite, Art 1. Five credits.

101. Advanced Furniture Construction. Designing and construction of furniture and cabinet work, mortise and tenon, drawer, panel and veneer construction, application of turned wood, carving, marquetry, and inlay. Prerequisites, Art 70 and 71. One to five credits.

111. Advanced Furniture Design and Drawing. A study of types and periods of furniture and the application of the principles of design to the technique of furniture and cabinet drawing. Prerequisites, Art 71, 72, and 110. One to five credits.

112. Metal Working, Advanced. Prerequisites, Art 1 and 74. Three credits.

130B. Industrial Art Education. Problems and methods of teaching Industrial Art. Prerequisites, Art 1 and junior standing. Two credits.

131B. Industrial Art Teaching. Practice teaching in elementary and junior high school grades. Prerequisite, Art 130B. One to three credits.

Home Art and Economics

51. Fundamental Processes of Cookery. This course deals with the methods of preparing, cooking and serving the types of food most commonly used in the family. Selection and buying of foods will also be discussed. Three credits.

52. Meal Planning and Service. The planning and serving of meals will be emphasized. Nutritive values and cost will be studied as well as care of foods. Table etiquette and serving will be taught through the medium of breakfasts, luncheons, and dinners. Three credits.

59. Textiles and Design. Art structure and principles in their application to textiles, historic and modern. Problems in creative design and their application to textiles. Prerequisite, Art 1. Two credits.

70. Home Furnishing and Decoration. To give the student help in the selection of home furnishings from the artistic and economic standpoint. It includes a study of house plans, the choice, arrangement and care of household furnishings. Prerequisite, Art 1. Three credits.

100. Nutrition. This course includes a study of the chemistry and physiology of metabolism, intensive work in food values, a consideration of nutrition problems, and the planning and preparation of typical diets for various conditions. Prerequisite, Science 102 or the equivalent. Five credits.

101. Clothing. The aim of this course is to help the student to select, construct and to care for clothing. This involves the study of the selection, construction, and care of simple undergarments, the cost and uses of various cotton and linen and rayon fabrics, the use of commercial patterns in the construction of a simple cotton or linen dress. Prerequisite, Art 1. Three credits.

106. Household Management. The management of household operations, labor-saving equipment, food planning, marketing, the apportionment of the income through the family budget, and other modern problems. Three credits.

HEALTH AND PHYSICAL EDUCATION

Dorothy Dean
Phyllis Gove
Dorothy George
Laura Gates
Leo Nicholson
Harold Barto

The regular courses carry the credit indicated after each course. In addition, various activities are offered for men and women which give one credit each toward graduation. Health Education majors include one such assignment each quarter while in residence; others include an activity each quarter during the first two years of residence.

The following activities are offered during the year.

For Women Students:

Archery
Baseball
Basketball
Coaching
Clogging 1 and 2
Folk Dancing
Hockey
Swimming (summer)
Tennis, Beginning and Advanced

For Men Students:

Baseball
Basketball
Clogging 1 and 2
Football
Golf

Intramural
Swimming (summer)
Tennis, Beginning and Advanced
Track
1. Health Essentials. Designed to give instruction in the habits and principles of living that will conserve and promote health in the individual home and community; to enable the teacher to understand the health needs of the elementary school child, and to recognize the common deviations from normal health. Suggestions are made in regard to a health education program for the elementary and junior high school. Three credits.

2. Plays and Games for the Elementary and Junior High School. This course includes games suited to school room and playground; primary rhythm, singing games, elementary team games; also the nature and function of play. Students have much practical work in directing the play activities in the training school. Three credits.

30. Science Essentials in Health Education. Physiology, biology, bacteriology, bio-chemistry, and physics in the promotion and maintenance of individual, family, and community health. Five credits.


52. Applied Anatomy and Kinesiology. A study of joint and muscular mechanism, leverage, gravity and resistance, and their part in movement; the mechanism of postural defects. Prerequisite, Health Education 50 and 51. Three credits.

53. Home Care of the Sick. A practical course in handling, bathing, dressing and feeding babies and small children. One learns to care for illness in the home and to deal with common complaints and emergencies, such as minor infections, cuts, bruises, sprains, fractures. Three credits.

54. Camp Technique. A course in camp organization and administration, camping activities and councellorship. Two credits.

55. First Aid. A practical course in bandaging and first aid treatment for fractures, sprains, strains, bruises, wounds. Given for men students, two credits.

56. Introduction to Physical Education. This course is for students who wish to acquaint themselves with the background of physical education and its present day relationships. Man's physical history is first studied, then follows a brief history of physical education. Growth of health and physical education in America is considered in connection with developments in other fields (physiology, psychology, general education, etc.) The philosophies of education are interpreted in light of their meaning for physical education.

57. The Athletic Program. The history and objectives of the athletic program are studied. The relation of athletics to education is covered along with other subjects including the athletic staff, finances, purchase and care of equipment, interschool relationships, athletic management, medical control, and the Carnegie Report. Two credits.

100. Organization and Administration of Physical Education. This course covers the objectives of physical education and the relation of these objectives to other purposes of the school, with departmental organization, city and rural systems, and state associations. It deals in detail with the administrative problems involved in the various phases of physical education work, including intramural programs, interschool athletics, required class work, and playground and recreational activities. Two credits.

101. Individual Gymnastics and Massage. The general and specific effects of individual corrective exercise upon posture as well as upon organic functions; prescription of exercise; diagnosis, selection, and arrangement to suit the needs of the individual. Prerequisite, Health Education 52. Three credits.

102. Physiology of Exercise. A study of the effects of exercise upon the circulatory, respiratory, alimentary, and nervous systems. Prerequisites, Health Education 50 and 51. Three credits.

103. Bacteriology in the Promotion of Health. Prerequisites, Health Education 50 and 51 or equivalent. Five credits.

104. Playground and Community Recreation. The organization and supervision of recreational programs for children and adults with the classification of activities suitable for various age groups. A study will be made of various types of playgrounds, community centers, and community athletics. Prerequisite, Junior standing. Three credits.

105. Natural Dancing 3. The history of the dance and its relation to art, poetry, and music. Members of the class stage the dance drama. Prerequisites, Natural Dancing 1 and 2. Three credits.

120. Teaching Health Education. Advanced students may do a part of their directed teaching in the Department of Health Education. Assignment to this work substitutes for the second quarter of Education 4. Five credits.

COURSES IN ATHLETICS AND COACHING FOR MEN


59. Football Coaching. Theory and practice. This course includes the history of football and thorough instruction in the fundamentals. Special work will be given in organization of practice, schedules, training, and the cultivation of morale. Two credits.

61. Basketball Coaching. Theory and practice. A careful study of the development of basketball will be made. Considerable time will be devoted to the fundamentals. Two credits.

62. Track and Field Athletics. Theory and practice. Each event will be taken up and thoroughly discussed in regard to different methods used. A course in track training will be included. Two credits.

*MUSIC

Juanita Davies F. Walter Huffman Frances J. Pyle


51. Appreciation of Music. A cultural course for all music lovers to broaden understanding and increase the pleasure of music listening. This course is independent of technical knowledge. Listening experience is provided through use of the radio, reproducing instruments, and contributions by local musicians. Five credits.

52. Elementary Harmony. Study of intervals, chord structure, primary harmonies, and analysis and keyboard practice. Prerequisites, Music 1 and 50. Three credits.

53. Advanced Harmony. Prerequisites, Music 1, 51 and 52. Three credits.

54, 55, 56. Class Instruction. Each quarter class work is given in in-
instrumental or in vocal work. The letter following the number will indicate the type of work in which credit will be allowed. Two credits.

A. Piano.
B. Voice.
C. Orchestral Instruments.

57, 58, 59. Applied Music. Private instruction may be had in the various branches of music. The letter following the number will indicate the type of work in which credit will be allowed. Two credits.

A. Piano.
B. Voice.
C. Violin or other string instruments.
D. Woodwind or Brass Instruments.

60, 61, 62. Choral Study for Women. One credit a quarter.
63, 64, 65. Trio or Quartette for Women. One credit a quarter.
66, 67, 68. Choral Study for Men. One credit a quarter.
69, 70, 71. Quartette Work for Men. One credit a quarter.
72, 73, 74. Orchestra. Two credits a quarter.
75, 76, 77. Band. One credit a quarter.

100, 101, 102. Applied Music. Prerequisites, Music 57, 58, and 59. Two credits a quarter.

103a. Music Education for the Lower Grades. Study of music materials and methods of procedure for the first four grades. Prerequisites, Music 1, 50 and 51. Two credits.

103b. Music Education for the Upper Grades. Study of music materials and methods of procedure for the fifth and sixth grades and junior high school. Prerequisites, Music 1, 51 and 52. Two credits.

104. Music Form. Analysis of formal design, with structural treatment of the homophonic and polyphonic forms of music composition. Prerequisites, Music 51, 52 and 53. Three credits.


107. Conducting. Reading and analyzing choral and small orchestral scores, technique of conducting and interpretation. Prerequisites, Music 103a, 103b, 51, and 104.

110. Teaching of Music. Teaching of music and classes in orchestral instruments in the elementary grades. Credit to be arranged.

*Music majors must have the equivalent of two years of piano study, or the ability to play acceptably, music of the difficulty of Mendelssohn's Spring Song. In case of adequate proficiency in voice or in an orchestral instrument, piano requirement may be lowered. Music majors must have the equivalent of at least one quarter's work on some orchestral instrument, and one quarter of voice class or private vocal instruction.

SCIENCE AND MATHEMATICS

Harold W. Quigley  George Beck  Dorothy Dean
Joe Trainor  Henry J. Whitney

BIOLOGICAL SCIENCE

1. Orientation Course in Science. A survey course to present a world picture to the student and to develop his perspective in the various fields of science. Its purpose is to acquaint him with the various challenges of a modern scientific age as seen by the astronomer, the geologist, the physicist, the chemist, and the biologist. Five credits.


50. General Biology. Lecture course on the general biological sciences, anatomy, histology, ecology, taxonomy, distribution, embryology of plants and animals, genetics, differentiation, specialization, division of labor; the development of the plant and animal tissues and organs; the fundamental biological functions of reproduction, growth, self-preservation, protective devices and instincts; sensitiveness, sense organs, and movement. Science 50 may be selected as provisional requirement in biological science. Five credits.

51. Vertebrate Biology. A study of the organs of the frog and of the cat and their relations and adaptation to the various functions. Preparation, examination, and interpretation of the tissues and a study of their origin in the embryo are made. Microscopic technique and laboratory methods are followed. Science 51 may be selected as provisional requirement in biological science. Five credits.

52. Invertebrate Biology. A study of types of animal life below the vertebrates, their structure, habits, ecology, distribution and classification. Beginning with protozoa, representatives of higher classes and orders are studied in the order of their complexity through lectures and laboratory work. This course may be selected as provisional requirement in biological science. Five credits.

53. Botany. Laboratory course in the study of types of plants representing the various classes of plants with some plant analysis. It may be selected as provisional requirement in biological science. Five credits.

54. Current Science. To acquaint the student with the trends of modern science and to interpret some of the scientific literature of everyday. Reports will be made from scientific periodicals, newspapers, and recent books. One credit.

55a and b. Economic Biology. A study of the life of the earth in relation to man and his institutions. Emphasis is placed on the importance of animal and plant forms to man through food, shelter, clothing, ornaments, disease, medicines and dyes. (a) Animal studies, two credits. (b) Plant studies, 2 credits.

100. Bacteriology. A lecture and laboratory course giving the principles of bacteriological practice, isolation of pure cultures, routine cultivation of bacteria, morphology of type specimens, immunology, dissemination of disease; also, study of micro-organisms which are related to commercial practice and to water and food supplies. Prerequisites, Science 1 and 50 or equivalent. Five credits.

101. Organic Evolution. 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, performance, epigenesis, use, mutations, mendelism, and the transmission of acquired characteristics based on the theory of the continuity of the germ plasm; cogenesis, fertilization, segmentation, artificial parthenogenesis and experimental embryology. Prerequisites, Science 1 and 50 or equivalent. Five credits.

102. General Physiology. A lecture and laboratory course emphasizing the normal functioning of body tissues; the physiology of muscle,
gland, sense organs, physiology of work and fatigue, motion, respiration, nutrition, secretion, digestion, absorption, circulation, assimilation, growth, excretion, decay, old age, regeneration, and the struggle for existence. Prerequisites, Science 1 and 50, and junior standing. Three or five credits.

103. Ornithology. A study of the biology of the bird, its habits, adaptations, and migrations. Emphasis will be placed on the birds of Washington through field work and upon the way such a course may be used for nature study in the grades. Prerequisites, fifteen hours in biological science of junior standing. Two credits.

NATURAL AND PHYSICAL

60. General Geology. A study of the earth with reference to the materials composing it and the agents and processes which have shaped it. Five credits.

61. Historical Geology. The origin and evolution of the earth from earliest times to the present with particular reference to life forms and to the American continent. Five credits.

62. Rocks and Minerals. A study of the more common rocks and minerals by hand inspection and simple tests. The student will collect and identify one hundred specimens. This course may be taken as provisional requirement in physical science. Three credits.

63. Introduction to Astronomy. A popular course dealing with the earth as a member of the solar system and the larger heavenly units. One credit.

64. Meteorology. A brief course concerning climate and weather with emphasis upon the interpretation of weather maps. One credit.

65, 66, 67. General Inorganic Chemistry. Three quarters of Chemistry are offered. Fundamental principles and practical applications are stressed. There are two lectures per week and three double laboratory periods. Five credits per quarter.

70. Introduction to Ecology. A study of plants and animals in their outdoor environment, their identification, distribution and community grouping, together with the phenomenon of succession. This course may be taken as provisional requirement in biological science. Five credits.

71. Physiography of Washington. A detailed study of the physiographic features of our state, with emphasis upon our wonderful scenic attractions both east and west of the Cascades. Three credits.


110. Science Seminar. Each quarter, a few students who have had twenty hours in science and have the ability to do original research in the field may make arrangements with the head of the department for assignment to this course. One to five credits.

MATHEMATICS

1. Mathematics for Teachers. An academic course based on the mathematical skills and abilities which are needed by the teacher of arithmetic. A study of underlying principles involved in complicated processes and a review of the topics of Algebra, Intuitive Geometry, and the use of Graphics. Three credits.

50. College Algebra. Functions and graphs, quadratic equations, polynomials, determinants, logarithms, and exponential equations. Prerequisite, high school geometry 1 and 2 and algebra 1, 2, and 3. Five credits.

51. Trigonometry. Trigonometric functions of an acute angle, solution of right and oblique triangles, functions of any angle, solution of trigonometric equations. Prerequisite, Mathematics 50 or equivalent. Five credits.

52. Analytic Geometry and Calculus. Graphic representation, the straight line, graphs of the circle, ellipse, parabola, hyperbola, a study of rates, differentiation, and integration. Prerequisite, Mathematics 51 or equivalent. Five credits.

HISTORY

Herbert C. Fish Harold Barto

1. American History and Government. This course covers a general survey of the history and government of the United States emphasizing the growth of the institutions into a united country. Five credits.

50. American History From 1783 to 1850. The emphasis is placed upon economic and social changes. The high school course in American History is a prerequisite. Five credits.

51. American History From 1850 to Present. The economic, industrial, and social life is emphasized. Special emphasis is placed on the great industrial and economic expansion after 1865. Five credits.


53. Roman Civilization. A general survey of Roman literature, art, law, family life, and the religious and political institutions. Five credits.

54. Medieval History. The formation of the state of Europe is emphasized with special attention to its economic and social life. This course fits in with the background of Europe scheduled in the 6th grade curriculum. Five credits.

55. Modern History. Beginning with 1814. Governmental changes, social and economic progress, rise of popular governments, and problems of peace, are taken up in relation to our own country. Five credits.

56. English History. A study of the political, social, economic, and industrial development since the Saxon times. Five credits.

57. Current History. A study of the more important tendencies of the times indicated by the events and the thought of the day as reflected in periodicals and new books. Three credits.

100. Colonial History. An upper division course dealing with the colonization of North America by the various European nations with emphasis on the economic, social, and cultural life of the colonies before the Revolution. Prerequisite, junior standing. Five credits.

101. Canadian History. A history of the formation of the Canadian government with special emphasis on international relationships and westward migration in Canada. Prerequisite, junior standing. Two credits.

102. Recent World History (Since 1918). This course will take up some of the major problems of reconstruction in the light of their historical antecedents and causes, studied with reference to current events and sources. Prerequisite, 15 hours in American and European history or junior standing. Three credits.

103. Pacific Northwest. This course covers the physical resources and the history of the Pacific Northwest, especially the history of Wash-
Social Science

Selden Smyser  Margaret Coffin
O. H. Holmes, Jr.

1. Survey Course. An introduction to the social sciences usually found in college curricula with applications of their methods to a few current problems. Five credits.

2. Human Geography. A general course in anthropogeography showing the relation of physical and biological environmental conditions to human life and social conditions. Five credits.

50. Anthropology. An introduction to cultural anthropology. An objective study will be made of human culture as found among primitive peoples and of the process of its development into the integrated modern culture called civilization. Five credits.

51. Economics. A course in the fundamentals of economic theory. Prerequisite, sophomore standing. Five credits.

53. Sociology. An introduction to the science of society, social relations, and institutions. Five credits.

53. Social Behavior. A study of social customs, conventions, and etiquette from the point of view of anthropology and sociology. The study will not be confined to the study of primitive peoples but will include a study of the manners of peoples of advanced culture as represented in literature and the drama. Three credits.

100. International Organization. A study of the nature and development of international relations and organizations. Five credits.

101. Advanced Economics. Prerequisite, Social Science 51, or 15 hour credit in Social Science. Five credits.

105. History of Science. This course deals with the history of science as a social institution, its gradual emergence as an institution of social control, and the development of the social sciences. Two credits.

107. Social Progress. This course in applied sociology is a study of the methods of promoting social progress and especially of the educational methods of increasing progress in those fields where progress seems most needed; for instance, in the deduction of depressions. Three credits.

108. Public Finance. This course is a study of revenues and expenditures for the local, state, and federal government. In the course is included a comprehensive study of loans, public borrowing, and taxation both as to theory of payment and incidence. Prerequisite, Social Science 51, or the equivalent. Five credits.

110. Seminar. In special cases advanced students who have problems in the field of the social sciences in which they are interested will be allowed to work for credit according to plans prescribed by an instructor in the department. Credit will be on the basis of time spent on the work.

111. Contemporary Social Thought. This course is given primarily to acquaint the student with the most recent developments, both nationally and internationally, in the field of social behavior. No textbook is used but reference reading is demanded in current literature. The course builds its own bibliography as it goes and leaves with the student references to read on their own option for the ensuing year. Prerequisite, Social Science 1. Five credits.