

7-1933

## The Quarterly of the Washington State Normal School Ellensburg, Washington. Catalog Number [1933]

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July 1933

# Washington State Normal School

ELLENSBURG, WASHINGTON



1933

Annual Catalog  
1933-1934

# Calendar for 1933-34

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## AUTUMN QUARTER

Freshman Week.....	Monday, September 25—Sunday, October 1
Registration of first-year students .....	Monday, September 25
Registration of advanced students .....	Tuesday, September 26
Classes begin .....	Wednesday, September 27
Homecoming and Annual Alumni Reunion .....	
.....	Friday, November 3—Sunday, November 5
Thanksgiving Recess .....	Thursday, November 30—Sunday, December 3
Autumn quarter closes .....	Wednesday, December 20

## WINTER QUARTER

Registration of new students .....	Tuesday, January 2
Classes begin .....	Wednesday, January 3
Winter quarter closes .....	Friday, March 16

## SPRING QUARTER

Registration of new students .....	Monday, March 19
Classes begin .....	Tuesday, March 20
Baccalaureate services .....	Sunday, June 3
Commencement .....	Wednesday, June 6

## SUMMER QUARTER

Registration of new students .....	Monday, June 11
Classes begin .....	Tuesday, June 12
Independence Day (Holiday) .....	Wednesday, July 4
First term closes .....	Friday, July 20
Second term opens .....	Monday, July 23
Second term closes .....	Thursday, August 23

THE QUARTERLY  
..OF THE..  
Washington State Normal  
School

ELLENSBURG, WASHINGTON



CATALOG NUMBER

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

Entered at the Ellensburg, Washington, Post Office as Second-class Matter

**BOARD OF TRUSTEES**

Victor J. Bouillon, Chairman.....Ellensburg  
 Robert C. Sinclair.....Yakima

**STATE BOARD OF EDUCATION**

Noah D. Showalter.....Superintendent of Public Instruction, Olympia  
 Hugo A. Winkenwerder .....  
 .....Acting President, University of Washington, Seattle  
 Ernest O. Holland.....President, Washington State College, Pullman  
 C. H. Fisher.....President, State Normal School, Bellingham  
 W. M. Kern.....City Superintendent of Schools, Walla Walla  
 L. Pearle Hibarger.....County Superintendent of Schools, Yakima  
 Samuel E. Fleming.....Assistant Superintendent of Schools, Seattle

**ADMINISTRATION OFFICERS**

Robert E. McConnell, Ph. D.....President  
 Henry J. Whitney, B. S.....Vice President and Registrar  
 Margaret Coffin, B. A.....Dean of Women  
 Otis Halbert Holmes, Jr., M. A.....Dean of Men  
 Emil E. Samuelson, Ph. D.....Director of Personnel  
 Amanda K. Hebler, M. A.....Director of Teacher Training  
 Kenneth Courson, B. S.....Business Manager  
 Elene Buherson, B. S.....Director of Dormitories  
 Laura Gates, B. S.....Nurse

**ASSISTANT ADMINISTRATION OFFICERS**

Germaine Salter.....Secretary to the President  
 Helen Weldon, B. A.....Secretary to the Registrar  
 J. A. Cleman.....Assistant Accountant  
 Dorothy Nelson.....Secretary to the Director of Personnel  
 Luella Olson.....Office Secretary  
 Ora Kennedy.....Supervisor of Sue Lombard Hall  
 Edna Davis.....Supervisor of Munson Hall

**LIBRARY**

Margaret S. Mount, B. A.....Librarian  
 Genevieve G. Bale, M. A.....Assistant Librarian

**BUILDINGS AND GROUNDS**

C. F. Mathews.....Foreman  
 A. L. Baker.....Engineer  
 W. A. Laccoarce.....Engineer  
 C. A. Zumwalt.....Carpenter  
 George Montgomery.....Gardener  
 E. B. Burnes.....Printer

THE FACULTY, 1933-1934

ROBERT E. McCONNELL.....PRESIDENT  
 B. S., Montana State College; M. S., University of Wisconsin; Ph. D.,  
 State University of Iowa; Graduate Student, Harvard University

Fine and Applied Arts

HENRY J. WHITNEY.....APPLIED ARTS  
 B. S., Northwestern University; Graduate Student, University of Wis-  
 consin and Teachers College, Columbia University

OLIVE U. TJOSEM.....ART  
 B. A., State University of Iowa; Graduate Student, University of  
 California

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

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

ELENE C. BUHRSON.....HOUSEHOLD ARTS  
 B. S., Washington State College

F. WALTER HUFFMAN.....MUSIC  
 B. Mus., B. A., Oberlin College; Graduate Student, Oberlin Conservatory  
 of Music and State University of Iowa

JUANITA DAVIES.....MUSIC  
 B. Mus., Chicago Conservatory of Music; Student, Ripon College and  
 MacPhail School of Music

FRANCIS J. PYLE.....MUSIC  
 B. A., Oberlin College; M. A., University of Washington;  
 Graduate Student, University of Notre Dame

Education and Psychology

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

AMANDA K. HEBELER.....EDUCATION  
 B. S., M. A., and Supervisor's Diploma, Teachers College,  
 Columbia University

CLARA MEISNER.....EDUCATION  
 B. S., M. A., Columbia University

JENNIE MOORE.....EDUCATION  
 Diploma, Ellensburg State Normal School

MARY I. SIMPSON.....EDUCATION  
 B. A., M. A., Colorado State Teachers College

LOREN D. SPARKS.....EDUCATION  
 Ph. B., Ph. M., University of Wisconsin; Ed. D., University of California

**WILLIAM T. STEPHENS**.....**EDUCATION**  
 B. A., M. A., Indiana University; M. A., Ed. M., Harvard University;  
 Graduate Student, George Peabody College for Teachers and University  
 of Chicago

**DONALD H. THOMPSON**.....**EDUCATION**  
 B. A., Whitman College; M. A., Stanford University; Graduate Student,  
 University of Oregon

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

#### English and Dramatics

**JEAN McMORRAN**.....**ENGLISH**  
 B. A., University of Washington; M. A., Columbia University; Graduate  
 Student, University of Washington and University of Florence, Italy

**NICHOLAS E. HINCH**.....**ENGLISH**  
 B. A., M. A., University College, Toronto University; Diploma, Ontario  
 Normal College; Graduate Student, Columbia University, Harvard Uni-  
 versity, University of Chicago, University of Washington, and University  
 College, Oxford

**MARGARET COFFIN**.....**ENGLISH**  
 B. A., University of Washington; Graduate Diploma, Ellensburg State  
 Normal School; Graduate Student, University of Vienna and Santa  
 Barbara School of the Arts

**EILEEN O'LEARY**.....**SPEECH AND DRAMATICS**  
 B. A., University of Washington; Graduate Student, University of  
 Washington

**MARY I. SIMPSON**.....**CHILDREN'S LITERATURE**  
 B. A., M. A., Colorado State Teachers College

#### Health and Physical Education

**LEO S. NICHOLSON**.....**PHYSICAL EDUCATION**  
 LL. B., University of Washington; Graduate Student, University of  
 Washington and University of Michigan

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

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

**HAROLD BARTO**.....**PHYSICAL EDUCATION**  
 B. S., University of Oregon; Graduate Student, University of Oregon,  
 Washington State College, and University of Washington

**DOROTHY A. GEORGE**.....**PHYSICAL EDUCATION**  
 B. S., University of Washington

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

Science, Social Science and History

- OTIS HALBERT HOLMES, Jr.....SOCIAL SCIENCE  
 B. S., Whitman College; M. B. A., M. A., Columbia University;  
 Graduate Student, Columbia University
- SELDEN F. SMYSER.....SOCIAL SCIENCE  
 Ph. B., DePauw University; M. A., Ohio State University; Graduate  
 Student, Columbia University, University of Chicago, and Cornell  
 University
- HERBERT C. FISH.....HISTORY  
 B. L., University of Wisconsin; M. A., University of Washington
- HAROLD BARTO.....HISTORY  
 B. S., University of Oregon; Graduate Student, University of Oregon,  
 Washington State College, and University of Washington
- HENRY J. WHITNEY.....MATHEMATICS  
 B. S., Northwestern University; Graduate Student, University of Wis-  
 consin and Teachers College, Columbia University
- HAROLD W. QUIGLEY.....BIOLOGICAL SCIENCE  
 B. A., University of Oregon; Graduate Student, University of Oregon,  
 University of Chicago, and University of Illinois
- GEORGE F. BECK.....NATURAL SCIENCE  
 B. S., Washington State College
- DOROTHY DEAN.....CHEMISTRY  
 B. S., Montana State College; M. S., University of Chicago

Training School

- AMANDA K. HEBELER.....DIRECTOR OF TRAINING  
 B. S., M. A., and Supervisor's Diploma, Teachers College, Columbia  
 University
- PEARL JONES.....FIRST GRADE  
 Diploma, Ellensburg State Normal School
- IRENE DAVIES.....SECOND GRADE  
 Diploma, Ellensburg State Normal School; Student, Milwaukee  
 Normal School
- MABEL T. ANDERSON.....THIRD GRADE  
 B. A., Washington State College; Graduate Student, Teachers College,  
 Columbia University
- FRANCIS CAROLINE WHITE.....FOURTH GRADE  
 B. A., University of Washington; M. A., Stanford University
- TENNIE JOHANSON.....FIFTH GRADE  
 B. S. (Ed.), University of Idaho
- LILLIAN M. BLOOMER.....SIXTH GRADE  
 Diploma, Ellensburg State Normal School
- HELEN B. SMITH.....KINDERGARTEN  
 Ph. B., and Supervisor's Diploma, University of Chicago; Student, New  
 England Conservatory of Music



## Standing Committees

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**Committee on Courses of Study**—Dr. McConnell, Miss Hebler, Mr. Holmes, Miss McMorrان, Mr. Nicholson, Dr. Samuelson, Mr. Whitney.

**Alumni Affairs**—Mr. Holmes, Miss Coffin, Mr. Hogue, Miss Johnson, Mr. Trainor.

**A. S. B. Programs**—Mr. Fish, Miss McMorrان, Miss Davies.

**Student Loan Fund**—Mr. Whitney, Miss Coffin, Mr. Holmes.

**Finance**—Dr. McConnell, Mr. Courson, Mr. Whitney.

**Student Welfare**—Mr. Whitney, Miss Coffin, Mr. Holmes.

**Personnel**—Dr. Samuelson, Mr. Whitney, Miss Hebler.

**Student Employment**—Mr. Courson, Mr. Holmes, Miss Coffin.

**A. S. B. Advisors**—Miss Coffin, Social Affairs; Mr. Hinch, Campus Crier; Mr. Hogue, Hyakem; Mr. Huffman, Music; Mr. Fish, Programs; Miss O'Leary, Dramatics; Dr. Sparks, Athletics.

# General Information

## HISTORICAL STATEMENT

The first State Legislature which met in 1890 enacted a law establishing the Washington State Normal School at Ellensburg. The first appropriation was made in 1891. The school opened September 17, 1891 and will complete the forty-second year of its existence at the close of the school year 1933-34.

The school was first housed in the Washington Public School Building just two blocks from the present site. The first building on the present site was completed in 1894. Since that time the physical equipment has been enlarged until there are eleven buildings on a campus of eighteen acres. 100

More than seventeen thousand students have received instruction at Ellensburg. Approximately six thousand have been certified to teach and eleven hundred graduates are now teaching in elementary and secondary schools of the state. 33

## GEOGRAPHICAL FEATURES, CLIMATE, AND ACCESSIBILITY

Ellensburg is located near the geometrical center of the State. If one were to take a map of Washington and draw a line from Vancouver to the extreme northeast corner of the State and then another line from Neah Bay to the southwest corner of the State, the lines would cross just a few miles to the northeast of the city of Ellensburg.

The city, which lies at an elevation of fifteen hundred feet above sea level, is in the center of the beautiful Kittitas Valley on the eastern slope of the Cascade Mountains. Mount Stuart of the Wenatchee Range can be seen to the north and Mount Rainier to the southwest. 100

The floor of the valley slopes to the east and south. Since the High-line Irrigation Project was completed, practically all the tillable land can be irrigated. Little rain falls from the first of March to the first of November, and yet as one enters the valley on either of the trunk railroads or on any of the highways, one sees green fields and many trees. The appearance of the entire valley gives one the impression of a well watered and very fertile plain. It is difficult to realize that this section was once a part of the great American desert.

Ellensburg is thirty-seven miles from Yakima, seventy miles from Wenatchee, one hundred and twenty-five miles from Seattle, and one hundred and fifty miles from Tacoma. The main lines of the Northern Pacific and the Milwaukee railroads cross the valley. A paved highway connects Ellensburg with Yakima and well-oiled roads give easy access to all points to the east, through the Blewett Pass to Wenatchee and the Okanogan country, and through the Snoqualmie Pass to the Puget Sound country. The Washington Motor Coach Company has a terminal in Ellensburg and operates coaches over all highways. 100

The climate is of the inland type. The winters are mild with an occasional period of zero weather when skating, skiing, and sleighing are diversional sports. In the spring, windy days are followed by weather most invigorating. The summers are moderate. The few warm days are forgotten when the breezes again blow over the Cascades. The autumn is the most perfect season of the year. The days are clear and calm. The climate, as a whole, conforms to that recommended by geographers as the type most stimulating to intellectual endeavor and to physical well-being. 85

### **EDUCATIONAL, CULTURAL, SOCIAL, AND RELIGIOUS OPPORTUNITIES AFFORDED BY THE COMMUNITY**

Five thousand people reside within the corporate limits of the city of Ellensburg, though it is the trade center of a much larger population. In addition to the Normal School, the educational institutions consist of three elementary schools, a junior high school, a senior high school, and the Lourdes Academy.

Ellensburg and the Kittitas Valley were settled by a vigorous, well-educated, and cultured type of people. Many of the social customs and traditions of the pioneers have persisted. One is aware of the fine relationship between the community and the Normal School. Members of the faculty take active part in the service clubs and in the Chamber of Commerce. The business men of the city help finance the school publications.

There are nine churches in which many students and faculty actively participate. The ministers and members welcome students to the denomination of their choice and the opportunity is thus presented for the development of leadership ability in religious work and for service to the community.

### **STUDENT HOUSING**

Few schools are so well equipped to house their students as is the Washington State Normal School at Ellensburg. There are two large residence halls for women, Kamola Hall and Sue Lombard Hall, and one for men, Munson Hal. There is adequate room to accommodate all out-of-town students. All first-year students are expected to live in the dormitories. However, if one enters with a good high school record and appears to be able to carry regular school work and to earn one's board and room, special arrangements may be made with the Dean of Men or the Dean of Women. All students entered conditionally must live in one of the halls.

The student dining room is in Sue Lombard Hall, the newer of the two halls of residence for women. Both men and women students may use the dining hall.

### **INSTITUTIONAL AND LIVING REGULATIONS**

In order that students may know what obligations are incurred when they plan to live in one of the dormitories, and for the protection of the school and the students housed in the school residences, the following regulations will be in force for the school year 1933-1934.

1. Any student who has reserved room and board and has taken up residence on the campus cannot remove therefrom without submitting formal petition to the dean at least ten days prior to the date of contemplated removal.
2. If a student wishes to withdraw from the dormitory, the consent of the dean must be obtained, as in number 1; a withdrawal slip must be obtained from the housemother and from the director of the dormitories; also, the student must satisfy the school authorities that all school property has been returned and that no unusual damage has been done to the room or its furnishings before the room deposit is returnable.
3. All students living off-campus must be in a residence in living quarters operated by and cared for by a responsible landlord or landlady, and all living arrangements must be approved by the Dean of Men or the Dean of Women.
4. Not more than three or four students may live together and maintain housekeeping quarters in an off-campus residence.

5. Students who are in the employ of the school are expected to live on the campus or to board in the dining room.

## **STUDENT ORGANIZATIONS**

### **Associated Student Body**

The Associated Student Body is composed of all individuals enrolled in the school. The membership fee is \$7.50 a quarter for the first three quarters and \$5.00 for the summer quarter. The executive board is composed of the president; vice-president; secretary; class representatives, elected by the membership; and the faculty advisers, appointed by the President of the school.

The funds provided by the membership fee are used to pay the interest on and to amortize the bonds that are outstanding against the Student Pavilion, to subsidize the athletic and social activities of the Associated Student Body, and to provide lectures and entertainments. At the time of registration, each student is presented with a membership card which, when presented at the door, entitles one to free admission to any school function to which Associated Student Body funds have been budgeted.

### **Social Organizations**

There are several organizations around which center the social and recreational life of the school. Each of the three halls of residence has a separate organization for the purpose of carrying on the student government and social life of the particular residence. In addition to the Kamola Hall Association and the Sue Lombard Hall Association, the women's organizations include the Off-Campus Club and the Women's League. All women of the school are members of this latter organization. The men's organizations include, in addition to the Munson Hall Club, the Off-Campus Men's Club, the Crimson "W" Club, and the Knights of the Claw.

### **Study Clubs**

The following clubs are active: Art Club, History Club, Psychology Club, The Little Art Theater Guild, Kappa Pi Club, and the Women's Athletic Association.

Participation in one or more of these clubs 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 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.

### **School Publications**

The Campus Crier, a weekly newspaper, is published by the students. A class in newswriting is offered each quarter. The members of this class take the responsibility for the publication of the Campus Crier. The Edison News is published monthly in the Training School under the guidance of the critic teacher of the sixth grade.

A yearbook, the Hyakem, is published annually. It is edited by students and is financed in part by the student funds and in part by receipts from advertisements.

## **MUSIC ORGANIZATIONS**

The music organizations and activities serve at least three functions in the Normal School:

1. To furnish opportunity for those students who are musically inclined to develop their technical ability, whether in voice, piano, orchestral instruments, or in one of the organizations such as the orchestra or the voice ensemble.

2. To add to the cultural life of the school community by acquainting the non-participant with the finest of music compositions and by furnishing the opportunity for the development of appreciation.

3. To afford opportunity for all prospective teachers to become familiar with the music demands of the public schools and to develop the ability to meet these demands.

The music organizations include an A Cappella Chorus, a Madrigal Club, an Orchestra, a Men's Ensemble, and a Women's Ensemble.

### **THE LIBRARY**

The Library is housed in a separate building, a modern fire-resistant structure built in 1925. On the main floor are located the office of the President, the office of the Librarian, reading and reference rooms, and the stacks. The library methods classroom and the recreational reading room are on the second floor.

The Library contains 22,500 volumes. Of these, 17,500 comprise the main lending collection, 1,500 are in reference and other collections, 1,000 are in the Training School Library, and 2,600 are bound magazines.

The libraries receive over 125 periodicals, of which the completed volumes of 48 titles are bound, the others being preserved unbound.

### **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 Tuesday morning at ten o'clock. 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.

### **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 the 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 Registrar. 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 committee on student loans, both as to the amount to be loaned per student and the 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 \$500.000. 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 committee on student loans 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.

#### HONOR AWARDS

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

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

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

**Lee Scott Award.** This trophy is awarded to the best basketball player.

**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).

**Women's 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.

#### STUDENT GUIDANCE

The Dean of Women and the Dean of Men are responsible for the social life of the school. First-year students usually reside in one o.

the dormitories. There each individual is under the direct supervision of a housemother.

The Registrar of the school acts as a guide in matters of the choice of curriculum and of the specific group of courses to be carried each quarter. When the student has chosen a major, the head of that department becomes co-adviser with the Registrar in matters pertaining to the curriculum.

There are numerous occasions, also, when a student needs help to make a satisfactory adjustment to his college work. Problems relating to study load, methods of study, daily time-budgeting, and the overcoming of subject deficiencies often face the individual. The Personnel Department has been established to diagnose the scholastic difficulties of students and to help each one to solve his particular problem.

All instructors and administrative officers plan to give each student as much personal freedom as he is capable of using to his advantage. Guidance, both social and educational, is always for the purpose of assisting students to become self-reliant, and this freedom is restricted only in so far as such restriction benefits the individual or the group.

#### **PLACEMENT SERVICE**

The Washington State Normal School maintains a well-organized placement service. This office renders valuable service to graduating students and alumni who are seeking teaching positions. A record of the work and qualifications of each graduate is kept on file in the placement office and accurate and complete information is furnished school officials. An effort is made to become personally acquainted with all registrants and to make all recommendations in line with the best interests of the candidate and the special requirements of the vacancy reported.

#### **THE TRAINING SCHOOL**

Adequate training school facilities are maintained which offer a comprehensive teaching-experience program. In the directed teaching courses, each student is given two quarters of supervised teaching experience. Assignments for teaching, made with reference to student needs and abilities, provide a broad, varied, and valuable teaching experience. There is also differentiation of responsibilities in first and second quarter teaching and adjustments are made to insure the greatest possible growth on the part of each student teacher. Near the close of the second quarter of teaching, each student takes full classroom responsibility for an entire elementary grade throughout the day. The student teaching work is organized under the direction of Normal School supervisors with special reference to the needs of the children as well as to the teaching-experience needs of students who are in training.

In addition to teaching in these general departments, students with special interests and abilities are given opportunity to teach music, art, industrial art, science, health or physical education.

Facilities for student teaching are provided in the Edison School (the campus training school) and the public schools of Ellensburg, including the Washington School, the Lincoln School (a two-room rural school), and the Junior High School.

#### **ABSENCE REGULATIONS**

Each student is expected to be present at each assigned class period of the quarter unless illness or some other legitimate cause prevents.

The method of handling excuses for absences so that a cut in credit will not be made is fully set forth in the student's handbook which is given out at the time of registration.

### ACCREDITATION

The Washington State Normal School is a member of the American Association of Teachers' Colleges and is accredited by all schools who are members of this association. It is also accredited by all standard universities and colleges in the Northwest. This means that a student may pursue work at the Washington State Normal School and the credits earned will be accepted by the other higher institutions either as meeting a portion of the requirements in the institution to which the transcript of record has been issued, or will be accepted by that institution as elective credits. This institution has a reciprocal relationship with other accredited institutions. Credits earned at any of these will be accepted in so far as the work taken articulates with the elements of the required curriculum. Courses in shorthand, typewriting, book-keeping, and certain other strictly vocational courses are not given credit toward certification.

Because of the sequence of required professional courses, a student who transfers to Ellensburg cannot hope to be certified in less than four quarters unless a portion of the professional work has been taken elsewhere. In no case can one be certified in less than three quarters of residence study.

### EXPENSES

All fees are payable in full at the time of registration.

**Health Fee.** The health fee is \$2.00 per quarter. This fee entitles each student to a thorough physical examination at the time of entrance, to the services of the school nurse and the infirmary in case of illness, and to the attendance of the school physician upon the recommendation of the school nurse. Students living off-campus are charged \$.75 per day for board during the time they are confined in the infirmary.

**Associated Student Body Fee.** The Associated Student Body Fee is \$7.50 per quarter for the autumn, winter, and spring quarters, and \$5.00 for the summer quarter.

**Library Fee.** The library fee is \$2.00 per quarter for the autumn, winter, and spring quarters, and \$3.00 for the summer quarter.

**Damage Deposit Fees.** A damage deposit fee of \$5.00 is charged each student and held as indemnity against loss of or damage to school property in the hands of the student. From students living in school residences, an additional \$5.00 deposit is required. This is refunded when the room is surrendered, less any amount that may be assessed for damage to the room or its furnishings.

**Locker Fee.** There is no charge for the use of the lockers, but a deposit of \$.50 is required to insure the return of the key.

**Refunds.** Students who withdraw during the first two weeks after enrollment are entitled to the return of the damage deposits (if not subject to forfeit because of damage to school property), \$5.00 from the Associated Student Body fee, \$1.50 from the library fee, and \$1.50 from the health fee. Students who withdraw after two weeks but prior to the close of the fourth week may receive as a refund, the damage deposits, \$3.00 from the Associated Student Body fee, \$1.00 from the library fee, and \$1.00 from the health fee. After the close of the fourth week, no refunds will be made other than the damage deposits.



**THERE ARE NO REFUNDS ON THE FOLLOWING FEES:**

**Hyakem Fee.** All students who enroll for the autumn and winter quarters pay a fee of \$3.50 which entitles them to a copy of the Hyakem, which is the school yearbook.

**Graduation Fees.** A fee of \$1.00 is required by law for each diploma issued. This fee is forwarded to the County Superintendent in the county in which the diploma is first registered. The life diploma fee is \$2.00. The degree fee is \$5.00. The degree is not a certificate entitling one to teach, consequently all who are candidates for the degree pay the diploma fee also.

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

**Student Loan Fee.** All students who apply for a diploma pay the fee of \$1.00 at the time of application. This fee goes to augment the Student Loan Fund.

**Extension Fee.** Students who live in Ellensburg and wish to enroll for a limited amount of work are charged at the rate of \$2.50 per credit hour. Such students must pay the damage deposit fee of \$5.00 which is refunded upon withdrawal.

**Audit Fee.** Students who wish to audit any classwork pay the fee of \$1.00 per credit hour.

**Correspondence Study Fee.** The fee for all correspondence work is \$3.00 per credit hour. A special bulletin on correspondence work will be mailed upon request.

**CHARGES FOR BOARD AND ROOM**

1. All double rooms without bath, including board.....\$6.50 per week
2. All double rooms with bath, including board.....\$7.00 per week
3. All single rooms without bath, including board.....\$7.00 per week
4. All single rooms with bath, including board.....\$7.50 per week
5. Board only.....\$5.00 per week

All requests for room reservations should be sent to the business office, accompanied by a \$5.00 deposit.

**Room Equipment and Furnishings.** Each room is furnished with bed, mattress, mattress cover, two blankets, bed spread, pillow, chifionier, dresser, two small wash rugs, and window curtains. Each individual is supplied each week with two hand towels, one bath towel, one pillow cover, and two sheets.

**ADMINISTRATION OF THE CURRICULUM****Admission**

Students who plan to enter at the beginning of the autumn, 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, Registrar.

**Grading System**

The five-point grading system is used. "A" means distinctly superior work. "B" means positively good work, well above average. "C"

means average work. "D" is passing but represents work below average. "E" indicates a quality of work not entitled to credit. "I," incomplete, may be given if a student has attended up to within two weeks of the close of the quarter and has done satisfactory work. Incomplete work must be completed the quarter following the one in which the incomplete was given, or the "I" will be changed to an "E." "W," withdrawn, is given only in case of withdrawal in good standing.

### Scholarship Standards

**Honor points.** In determining the standing of any student, each credit hour of "A" is counted four points, each "B" three points, each "C" two points, and each "D" one point.

Any student applying for admission whose grade point quotient (number of honor points divided by the number of units presented) on his high school record is less than 1.75 will be given conditional classification. Any student whose grade point quotient for any quarter is less than 1.75 will be warned and placed on condition. He will be dropped at the end of the second quarter if the grade point quotient does not equal 1.75. Enrollment for another quarter will be upon the recommendation of the scholarship committee.

To be recommended for a diploma or for a degree, one's grade point quotient must be at least 1.75 for all credits accepted toward graduation.

When a student applies for advanced standing, the quality of the work presented will be taken into consideration in determining the amount of advanced credit to be allowed. The grade point quotient of the credits accepted for advanced standing must be at least 1.75.

### 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. Grade point quotient of 1.75 or better.
6. Good moral character and personal and physical fitness for teaching.
7. Citizenship in the United States or the holder of an alien permit.

### DIPLOMAS

#### Normal School Elementary Diploma

Those who apply for this diploma between September 1, 1932 and September 1, 1933 must have been in residence eight quarters and have on file one hundred and twenty-eight credits. 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.

The Normal School 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 page No. 16).

**Special Normal School Diploma**

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). It may be renewed for a period of two years or a life diploma issued in its stead.

One hundred and forty-four credits are required for this diploma.

**Advanced Special Normal School Diploma**

This diploma is granted to those who complete the four-year curriculum. It is valid for five years in the common schools of the State of Washington (grades one to nine inclusive). It may be renewed for a period of two years or a life diploma issued in its stead. One hundred and ninety-two credits are required for this diploma.

**Graduate Normal School Diploma**

This diploma is granted upon the completion of a one-year curriculum by graduates of standard colleges or universities. It is valid in the common schools of the State of Washington (grades one to nine inclusive) for a period of five years. Forty-five credits are required for this diploma.

**Normal School Life Diploma**

Until September 1, 1933 the life diploma will be granted to those who have met the following requirements:

1. Twenty-four months of successful teaching. Candidates must submit evidence of successful teaching experience and of professional growth. The Registrar's office will furnish blanks upon which application may be made. Those who have had a portion of the additional educational preparation elsewhere than at Ellensburg must submit an official transcript of the work taken.

2. Educational preparation equal to two years plus three quarters, or a minimum of one hundred and forty-one credits.

Until September 1, 1933 the life diploma will be granted to all who hold the Special Normal School Diploma, provided the teaching requirement has been met. After September 1, 1933 a minimum of one hundred and fifty-six credits will be required for the life diploma (two years plus four quarters.)

**Renewals**

Excerpt 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 of 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 at the discretion of the issuing authorities."

"A quarter" as used in this section means residence study for twelve weeks, in which time one must earn a minimum of fifteen credits of acceptable quality.

**Degree of Bachelor of Arts in Education**

Each person who completes the four-year curriculum will receive the Degree of Bachelor of Arts in Education. The Advanced Special Normal School Diploma will be issued in order that one may have a valid certificate for teaching in the State of Washington.

**SPECIAL REQUIREMENTS FOR THE COMPLETION OF THE  
THREE-YEAR CURRICULUM**

In addition to the general requirements listed on page 15, a candidate for the Special Normal School Diploma must have credit in each of the courses listed below (or their equivalent) and also the special requirements of the departments in which the major and minor have been chosen. See pages 19-40.

**Required of All Students**

I. General Educational and Service Courses.....	64
II. Education .....	21
III. Psychology .....	8
* IV. Major, Academic or Special—a minimum of .....	24
* V. Minor, Academic or Special—a minimum of.....	12
VI. Elective .....	15
	144

\*The specific course requirements to complete a major or a minor in the several departments are enumerated with the description of the courses. See pages 23-41

Detail of requirements I to VI as given above:

**I. General Educational and Service Courses:**

1. Art 1, Art Structure .....	5
2. *English 1 and 2, English Composition .....	10
3. English 3, Children's Literature, or English 4, Junior High School Literature .....	3
4. Health Education 1, Health Essentials and Physiology .....	3
5. Health Education 2, Plays and Games (Women), or Health Education 3 or 4, Plays and Games (Men) .....	3
6. History 1, American History and Government .....	5
7. Library Science 1, (A non-credit service course) .....	0
8. Mathematics 1, Mathematics for Teachers .....	3
9. **Music 1, Fundamentals of Music .....	5
10. Penmanship 1 .....	1
11. Physical Education each quarter for the first two years .....	6
12. Science 1, Orientation in the Sciences .....	5
13. Science 2, Environment Studies .....	5
14. Social Science 1, A Survey Course .....	5
15. Social Science 2, Geography .....	5
	64

\*Each student is tested in English. Those who fail to make satisfactory scores shall 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 s for those who have some musical ability but who do not wish to specialize in music. Music 1 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.

**II. Required in the Department of Education:**

1. Education 1, Introduction to Education .....	3
2. Education 3a, 3b, 3c, or 3r, Methods and Observation .....	5
3. Education 4a, 4b, 4c, or 4r, Directed Teaching .....	10
4. Education 5, School Management and Law .....	3
	21

Those wishing to prepare for primary and intermediate teaching must elect Education 109, Kindergarten-Primary Activities, and English 100, Story Telling, Poetry Reading, and Dramatization. Those wishing to prepare for kindergarten teaching must elect Education 113, Curriculum for the Kindergarten-Primary Grades.

**III. Required in the Department of Psychology:**

1. Psychology 1, General Psychology .....	5
2. Psychology 2, Psychology of Elementary School Subjects .....	3
	8

**IV. Required for a major:**

A minimum of .....	24
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The major may be chosen from one of the following departments:

1. English.
- \*2. Fine or Applied Art.
3. Health and Physical Education.
4. History.
5. Music.
6. Science—Biological, Natural, or Physical.
7. Social Science.

\*Applied Art major may be in Industrial Art or Home Art and Economics.

**V. Required for a Minor:**

A minimum of .....	12
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The minor may be chosen from any of the departments listed for the major and, in addition, Education and Psychology or Mathematics.

VI. Electives to bring the total of 144 credit hours may be chosen from any of the current offerings.

**UPPER DIVISION REQUIREMENTS IN THE THREE-YEAR  
COURSE**

1. A total of 30 out of the required 144.
2. Of the 24 credit hours required for a major, 12 should be from upper division courses.

**PROVISIONAL REQUIREMENTS**

Students who enter from high school deficient in certain fields of work may be asked to take work in those fields, lessening to that extent the amount of free elective credits possible.

**ADDITIONAL REQUIREMENTS FOR THOSE WHO WISH TO COMPLETE THE FOUR-YEAR CURRICULUM AND BECOME CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS IN EDUCATION**

<b>I. General Educational and Service Courses:</b>	
1. Education 130, History of Philosophy .....	5
2. Social Science 51, Economics .....	5
<b>II. Education:</b>	
1. Education 102, Elementary and Junior High School Curricula .....	3
2. Education 115, Measurement in Education .....	3
<b>III. Psychology:</b>	
1. Psychology 100, Child Psychology, or Psychology 108, Adolescent Psychology .....	3
<b>IV. Major, a minimum of</b> .....	<b>36</b>
<b>V. Minor, a minimum of</b> .....	<b>20</b>
<b>VI. Elective to bring the total to</b> .....	<b>192</b>

**UPPER DIVISION REQUIREMENT IN THE FOUR-YEAR COURSE**

1. A total of 48 out of the required 192.
2. Of the 36 credit hours required for a major, 18 must be in upper division courses or in courses for which upper division credit may be allowed.

**CURRICULUM OUTLINE BY YEARS**

Differentiation is on two bases, upon one's choice of the departments for the major and minor and upon the grades selected for directed teaching.

The work of the first year is made up almost entirely of required academic courses because subject matter courses form an important part of the preparation for the methods courses and for directed teaching. The only professional course during the first year is Education 1. This is, in a way, a guidance course in that those who plan to complete the curriculum learn something of the requirements for successful teaching and can begin early to make the necessary personal adjustments.

Two outlines are given by years, the outline to be followed by those who wish to prepare for primary or intermediate grade teaching and one for those who plan to teach in the upper grades or in the junior high school.

**KINDERGARTEN, PRIMARY AND INTERMEDIATE PROGRAM**

**First Year**

Art 1, Art Structure .....	5
Education 1, Educational Orientation .....	3
English 1 and 2, Composition .....	10
Health Education 1, Health Essentials .....	3
Health Education 2, 3 or 4, Plays and Games .....	3
History 1, Survey of American History .....	5
Library Science 1, (required of all first-year students) .....	0
Music 1, Fundamentals of Music .....	5
Penmanship 1 .....	1
Physical Education .....	3
Science 1, Orientation in the Sciences .....	5
Social Science 1, A Survey Course .....	5

**Second Year**

Education 3a, 3b, 3c, or 3r, Methods and Observation .....	5
Education 5, School Management and Law .....	3
English 3, Children's Literature .....	3
English 100, Story Telling, Poetry, Reading, and Dramatization .....	3
Mathematics 1, Mathematics for Teachers .....	3
Physical Education .....	3
Psychology 1, General Psychology .....	5
Psychology 2, Psychology of School Subjects .....	3
Science 2, Environment Studies .....	5
Social Science 2, Geography .....	5
Major .....	11

48

Kindergartners will elect Education 53, Special Kindergarten Methods, three credits. Other courses for kindergartners will be offered during the year.

**Third Year**

Education 4a, 4b, 4c, or 4r, Directed Teaching .....	10
Education 109, Activities for Elementary Grades .....	5
Major .....	11
Minor .....	12
Elective .....	10

48

Those who complete the three years of work as outlined above will be granted the Special Normal School Diploma. The additional work listed below will complete the requirements for the degree of Bachelor of Arts in Education and for the Advanced Special Normal School Diploma.

**Fourth Year**

Education 102, Elementary and Junior High School Curricula.....	3
Education 115, Measurement in Education .....	3
Philosophy 130, History of Philosophy, or Philosophy 131, or Philosophy 132 .....	5
Psychology 100, Child Psychology .....	3
*Social Science 51, Economics .....	5
Major (Complete 36 hours) .....	12
Minor (Complete 20 hours) .....	8
Elective .....	9

48

\*Social Science 51, Economics, is required in the four-year curriculum only, hence it is listed for the fourth year. For those who plan to complete the full four-year curriculum, it is recommended that this course be taken before the fourth year.

Note: Kindergartners should be able to play with ease ordinary score on the piano.

**UPPER GRADE AND JUNIOR HIGH PROGRAM****First Year**

Art 1, Art Structure .....	5
Education 1, Educational Orientation .....	3
English 1 and 2, Composition .....	10
Health Education 1, Health Essentials .....	3
Health Education 2, 3, or 4, Plays and Games .....	3
History 1, Survey of American History .....	5
Library Science 1, (required of all first-year students) .....	0

Music 1, Fundamentals of Music .....	5
Penmanship 1 .....	1
Physical Education .....	3
Science 1, Orientation in the Sciences .....	5
Social Science 1, a Survey Course .....	5

**Second Year** 48

Education 3a, 3b, 3c, or 3r, Methods and Observation .....	5
Education 5, School Management and Law .....	3
Mathematics 1, Mathematics for Teachers .....	3
Physical Education .....	3
Psychology 1, General Psychology .....	5
Psychology 2, Psychology of School Subjects .....	3
Science 3, General Science .....	5
Social Science 2, Geography .....	5
Major .....	12
Elective .....	4

**Third Year** 48

Education 4a, 4b, 4c, or 4r, Directed Teaching .....	10
English 4, Junior High School Literature .....	3
Major .....	12
Minor .....	12
Elective .....	11

48

Those who complete the three years of work as outlined above will be granted the Special Normal School Diploma. The additional work listed below will complete the requirements for the degree of Bachelor of Arts in Education and for the Advanced Special Normal School Diploma.

**Fourth Year**

Education 115, Measurement in Education .....	3
Education 102, Elementary and Junior High School Curricula .....	3
Philosophy 130, History of Philosophy, or Philosophy 131, or Philosophy 132 .....	5
Psychology 101, Psychology of Adolescence .....	3
*Social Science 51, Economics .....	5
Major (Complete 36 hours) .....	12
Minor (Complete 20 hours) .....	8
Elective .....	9

48

\*Social Science 51, Economics, is required in the four-year course only, therefore it is listed for the fourth year. For those who plan to complete the full four-year curriculum, it is recommended that this course be taken before the fourth year.

**SEQUENCE OF PROFESSIONAL COURSES**

The professional courses will be taken in the following order. Only in exceptional cases will a student be allowed to carry more than one of these any quarter.

- Education 1, Educational Orientation.
- Psychology 1, General Psychology.
- Psychology 2, Psychology of Elementary School Subjects.
- Education 5, School Management and Law.
- Education 3a, 3b, 3c, or 3r, Methods and Observation.
- Education 4, Directed Teaching.



# Description of Departmental Courses

**System of Numbering.** Lower division required courses are numbered from one to forty-nine, inclusive. Lower division elective courses are numbered from fifty to ninety-nine, inclusive. Required and elective upper division courses are numbered one hundred and above. Some courses will carry upper division credit if the student does special work under the direction of the instructor.

## EDUCATION AND PSYCHOLOGY

### Education

A Minor in Education and Psychology will be a minimum of twenty hours in courses in line with one's professional interests. The twenty hours must be in addition to the specific course requirements or their equivalent credit value.

**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 outstanding 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.

**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 analyzed in terms of progressive educational practice. The units are: (1) the inter-relationship of environment, management, and the daily program, (2) new type assignments, (3) measurement of learnings, and (4) the integration of subject matter in units of work. Prerequisites, Education 1. Four 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.** The first half of this course is a study of the State Manual, including an analysis of legal provisions affecting the public schools of the state. The second half of the course consists of practical problems encountered in school and classroom organization and management. Prerequisite, Education 1. Three credits.

**5l. Kindergarten Methods.** A course in the curricular materials and

teaching techniques of the kindergarten. Prerequisites, Education 3a. Three 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, Christian, 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 Curricula.** 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 grades; and (b) problems of the junior high school. The development and growth and the philosophy underlying the changes in organization and curriculum are representative topics. Prerequisites, junior standing and all lower division required courses. Three credits.

**103. Unit Course in Methods and Observation.** A methods 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. The Elementary School Principal.** A practical course dealing with the preparation and training of elementary school principals, problems of the organization and administration of a single school, community relations, pupil and teacher problems. Actual and practical problems of the elementary school administrator are studied and discussed. Prerequisite experience or junior standing. Five credits.

**108. Extra-Curricular Activities.** The purpose of this course is to study and to evaluate the "out of class" activities of the school, particularly those of the junior high school. The underlying principles and philosophy of the activities program will be considered together with the organization and administration of home-room activities, assemblies, club activities, dramatics, and athletic programs. Special emphasis will be given to adapting this program to the small school. Prerequisites, all lower division required courses.

**109. Activities in the Elementary Grades.** This course provides experience in organizing activities for the various grade levels of the elementary school. A background for organization is provided through the study of modern educational philosophies, basic curriculum requirements, and evaluation of recorded units of work. Prerequisites, Education 1 and 3. Five credits.

**110. School Supervision.** The object of this course is to familiarize

the student with the problems, responsibilities, privileges, and duties of both teacher and supervisor, and to direct attention to the improvement of teachers in service through a comprehensive program of supervision. Prerequisite, experience or junior standing. 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 3 and 50. Required of all Kindergarten majors. Three 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. 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. Classroom tests will be constructed and test material evaluated. Prerequisite, experience or junior standing. Three credits.

**116. 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.

**117. The Teaching of Reading and the Social Studies.** This is a course designed to meet the needs of experienced teachers returning for advanced work. It offers an opportunity for intensive study of scientific investigations in connection with the teaching of reading and the social studies in the elementary school. Prerequisite, experience or junior standing. Five 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. Prerequisites, Education 1 and Psychology 1. Three credits.

**100. 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.

**101. Psychology of Individual Differences.** This is a course dealing with the nature, types, extent, and educational treatment of individual differences. The effect of nature and nurture upon individual differences is stressed and emphasis is placed upon types of classroom procedures which may be employed to deal with individual differences among school children. Prerequisite, Education 115. Five credits.

**102. 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.

**103. 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.

**104. 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. Three credits.

**106. 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 Education 115. Three credits.

**107. Social Psychology.** A course for advanced students whose major interest is in social problems and who have a sufficient background in psychology to enable them to profit by a psychological approach to the problems of social living-together. Special emphasis is placed upon the emotional conditioning, the development of the personality, and the mechanisms of adjustment necessitated by our particular type of society. Contemporary literature is relied upon to furnish much of the reference material. Prerequisite, junior standing or experience. Five credits.

**108. Psychology of Adolescence.** The problems of adolescence are reviewed in their psychological light. The evolving of the social adjustments of the individual is given major emphasis. This course is designed for, and is of particular interest to, teachers in the upper grades and the junior high school. It presupposes a knowledge of the fundamentals of psychology. Three credits.

**110. 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

**Three-year major** (24 credit hours) 51, 52, 53, 55, and 60.

Elective 8 credit hours.

**Four-year major** (36 credit hours) 51, 52, 53, 55, 56, 60, 103, 110.

Elective 9 credit hours.

**Three-year minor** (12 credit hours) 51, 52, 53, 60.

**Four-year minor** (20 credit hours) 51, 52, 55, 60.

Elective 6 credit hours.

**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. Great Books.** A continuation of English 51 from the Renaissance to the nineteenth century. Three credits.

**53. Introduction to Poetry.** A course designed to develop the understanding of and appreciation for poetry. Reading and discussion of the various types of poetry as written by the poets of various nationalities and periods constitute the work for the quarter. Four credits.

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

**55. Survey of English Literature.** A rapid historical survey of English literature from Colonial times to 1890. Five credits.

**56. Survey of American Literature.** A rapid historical survey of American literature from Colonial times to 1890. Five credits.

**57. American and British Poetry Since 1890.** Students read and discuss many of the outstanding poems written in English during the last thirty years. Three 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, 63, 64. Play Production.** The study of the technique of play production. Each student will participate in at least one play during the quarter. Prerequisite, English 60. Three credits each quarter.

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

**66. 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.

**67. Ancient Life and Literature.** A study of Greek and Roman literature in translation. Five credits.

**68. 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. Story Telling, Poetry Reading, and Dramatization.** Choice of stories and poetry for children of grades 1-6, technique and practice in story telling and reading of poetry, and technique of dramatization. Two credits.

**101. Travel Literature.** A rapid survey of travel accounts, from Marco Polo to our contemporaries, which combine the lure of distant places with literary excellence. Three credits.

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

**103. Shakespeare.** Detailed study of a few plays with rapid reading of a number of others. 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 53. 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 Semina.** Directed reading to meet the individual needs of students during their fourth year. Three credits.

#### FINE AND APPLIED ART

One may major or minor in Fine Art, Industrial Art, or Home Art and Economics.

**Fine Art**

**Three-year Major** (24 credit hours) 60, 63, 70, 90, 91, 100, 102, 130A, 131A, electives 2 credit hours.

**Four-year Major** (36 credit hours) 52, 60, 61, 63, 70, 90, 91, 100, 102, 130A, 131A, electives 6 credit hours.

**Three-year Minor** (12 credit hours) 70, 60, 90, 100, electives 4 credit hours.

**Four-year Minor** (20 credit hours) 60, 63, 70, 90, 91, 100, 130A, electives 4 credit hours.

**1. Art Structure.** A background and foundation for the other art courses. It aims to develop an appreciation and creative power through the arrangement of the art elements and study of the principles of composition and perspective. Five credits.

**52. Art Lettering.** A laboratory course in which art structure as a basis for fine lettering is emphasized. The first part of the quarter is devoted to the development of lettering as required by Art 79, Mechanical Drawing, and should be elected by students before registration for Art 79. Three credits.

**60. Freehand Drawing.** This course is a prerequisite to courses in water color, pastels, and oils. It aims to develop perception of form and to interpret it through line and tone. Two credits.

**61. Figure Construction.** This is a study in the use of line and form in drawing the human figure from diagram and the model. Prerequisite, Art 60. Fee, \$1.00. Two credits.

**62. Commercial Design.** A laboratory course designed to acquaint the student with principles governing advertising art and to provide an opportunity for developing problems as the need for such service arises in this institution. Fee, \$ .50. Two credits.

**63. Textiles and Design.** This is a laboratory and lecture course (one hour lecture, four hours laboratory) involving problems in creative design emphasizing art structure and their application to textiles. The problems employ block prints, stencils, batik, and tempera. Prerequisite, Art 1. Two credits.

**90. An Introduction to Art Appreciation.** This course consists of a series of lectures and readings dealing with the elements and principles governing artistic organization as manifested in the arts. It aims to furnish all students, irrespective of preliminary training in art, with such knowledge and understanding as shall lead to a true appreciation of art quality. Open to all students. One credit.

**91. Art Appreciation.** An advanced course dealing with significant movements and periods in art and outstanding artists in each. Prerequisite, Art 90. Two credits.

**100. Art Structure, Advanced.** Advanced work in design including historic ornament and problems involving creative expression. Five credits.

**102. Composition.** Principles of composition interpreted through the medium of charcoal abstractly and then with subject. It includes arrangement of line and tone to express form, depth, and movement. Prerequisite, Art 60. Three credits.

**103. Painting.** A course introducing the student to the use of oils in painting from still life. Prerequisite, Art 60. Two credits.

**105. Figure Composition.** Arrangement and grouping of the human figure or figures as determined by the principles of composition. Advanced figure study. Prerequisite, Art 61. Fee, \$1.00. Two credits.

**106. Composition in Oils.** Painting in oils with special emphasis upon composition in landscape and figure. Admittance to class upon approval of instructor. Two credits.

**107. Illustration.** Pictorial composition as related to book decoration using different mediums of expression. Prerequisites, Art 60, 61, and 102. Two credits.

**108. Water Color.** Line and form applied directly with color to the subject. Work from still life and landscape. Prerequisite, Art 60. Two credits.

**130A. Art Education...** A lecture and laboratory course dealing with the problems and methods of teaching the fine arts. Prerequisites, Art 1 and junior standing. Five credits.

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

## APPLIED ART

### Industrial Art

**Three-year Major** (24 credit hours) 52, 70, 71, 79, 83, 90, 91, electives 2 credit hours.

**Four-year Major** (36 credit hours) 52, 60, 70, 71, 79, 83, 90, 91, 130B, 131B, electives 7 credit hours.

**Three-year Minor** (12 credit hours) 52, 79, 90, 91, electives 3 credit hours.

**Four-year Minor** (20 credit hours) 52, 70, 71, 79, 83, 90, 91, electives 4-6 credit hours.

**\*70. Creative Activities.** A diversified course to develop appreciation through experience with tools and materials. About four weeks are spent in each of any three media which follow: metals, clay, leather, and wood. Creative design is stressed. Prerequisite, Art 1. Credit arranged.

**\*71. Woodworking.** A general beginner course in design construction and finishing of elementary woodwork. This course should be valuable for students who have acquired considerable skill in high school shops where design has been largely overlooked. Prerequisite, Art 1. Credit arranged.

**73. Photography.** The entire field of photography is covered in this course but special emphasis is placed upon appreciation of the subject as one of the fine arts. Sufficient skill should be acquired to do professional finishing, enlarging, copying, slide making, and amateur movie work. Three 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 work, 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.

**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.

\*The fee is \$5.00 per credit hour.



### Home Art and Economics

**Three-year Major** (24 credit hours) Fine Art 63, 90, 103, Home Art and Economics 51, 52, 100, 101, 103.

**Four-year Major** (36 credit hours) Fine Art 60, 63, 70, 90, 91, 100, Home Art and Economics 51, 52, 100, 101, 103, electives 2 credit hours.

**Three-year Minor** (12 credit hours) Home Art and Economics 51, 52, 101, electives 3 credit hours.

**Four-year Minor** (20 credit hours) Fine Art 63, 90, 103, Home Art and Economics 51, 52, 100, 101, 103.

### 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.

**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 dietaries 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.

**103. 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.

**104. Interior Design and Decoration.** Development of good taste through the use of the art principles as needed in planning the home and in arranging and selecting the furniture and accessories, emphasizing color and line. Lectures and laboratory work. Two credits.

## HEALTH AND PHYSICAL EDUCATION

### Major for Women Students

**Three-year Major** (24 credit hours) 50, 52, 53, 54, 55, 64, 100, 102.

**Four-year Major** (36 credit hours) 50, 52, 53, 54, 55, 64, 100, 102, 105, elective to complete requirements from Health Education 101 Science 50, 51, 100.

**Three-year Minor** (12 credit hours) 51, 53, 54, 64.

**Four-year Minor** (20 credit hours) 50, 52, 53, 54, 64, elective to complete requirement from Health Education 100, 102, 105, Science 50, 51, 100.

### Major for Men Students

**Three-year Major** (24 credit hours) 50, 52, 55, 64, 100, 102, and 4 credit hours from 60, 61, 62.

**Four-year Major** (36 credit hours) 50, 52, 55, 64, 100, 102, and 4 credit hours from 60, 61, 62, elective to complete major from Health Education 101, Science 50, 51, 100.

**Three-year Minor** (12 credit hours) 50, 64, and 4 credit hours from 60, 61, 62.

**Four-year Minor** (20 credit hours) 50, 52, 64, and 4 credit hours from 60, 61, 62, electives to complete requirement from Health Education 100, 101, 102.

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	Individual Gymnastic
Baseball	Lawn Bowling
Basketball	Natural Dancing 1 and 2
Coaching	Stunts and Tumbling
Clogging 1 and 2	Swimming (summer)
Folk Dancing	Tennis, Beginning and Advanced
Hockey	Volleyball

#### For Men Students:

Baseball	Intramural
Basketball	Kittyball
Clogging 1 and 2	Swimming (summer)
Football	Tennis, Beginning and Advanced
Golf	Track

All of the following courses are open to both men and women except Health Education 101 and 105.

**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.

**50. 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. 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 counselling. 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. Three credits.

**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 deals with 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. Prerequisite, Health Education 50. Three credits.

**103. Bacteriology in the Promotion of Health.** Prerequisite, Health Education 50 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**

**3. Plays and Games for Men.** A study of games for use on the playground. Three credits.

**4. Plays and Games for Men.** A study of games for use in the gymnasium. Three credits.

**60. 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.

### HISTORY

**Three-year Major** (24 credit hours) 52 or 53, 54, 101, 103, elective 5 credit hours of upper division work.

**Four-year Major** (41 credit hours. Majors do not take History.) 52, 53, 54, 56, 100, 101, 103, 105, or 106, elective 12 credit hours with at least five in upper division work.

**Three-year Minor** (12 credit hours) 52 or 53, 100 or 105 or 106, and 103.

**Four-year Minor** (25 credit hours) 52 or 53, 56, 101, 103, 105 or 106, elective from upper division work.

**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.

**52. Greek Civilization.** An institutional and cultural survey of the Grecian World. 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 government, 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 Washington. This course is helpful for those who teach our state history in the lower grades. Prerequisite, junior standing. Two credits.

**104. World History from 1870 to 1914.** The internal organizations of the leading nations of Europe, development of the Triple Alliance and the Triple Entents; conflicting national, colonial, and commercial rivalries, militarism and imperialism. Five credits.

**105. 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.

**106. 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.

### LIBRARY

1. A course in elementary library technique required of all students for the purpose of giving them information that will enable them to use the library and all its facilities to the best advantage in their study. No credit.

2. A course strictly professional in character from the standpoint of teachers, especially those who go into rural and small town communities where a knowledge of how to organize, select, and build up a good library is practically indispensable. Two credits.

### MATHEMATICS

**Three-year Minor** (15 credit hours) 50, 51, and 52, or 53, 54, and 55.

**Four-year Minor** (20 credit hours) 50, 51, and 52, or 53, 54 and 55, and 100 or 101.

**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.

**53, 54, 55. Mathematical Analysis.** A synthetic course. Functions and graphs, rates, maxima and minima, trigonometric functions, logarithms, exponential functions, polar and rectangular coordinates, elements of differential and integral calculus are studied. Prerequisites, three units of algebra in high school. Five credits each quarter.

**100. Mathematics of Statistics.** An elementary mathematical treatment of graphic representation of data, frequency distribution and curves, averages, index numbers, measures of dispersion and correlation. Five credits.

**101. Calculus.** Elements of differential and integral calculus. Prerequisites, Mathematics 53, 54, 55, or equivalent. Five credits.

### MUSIC

**Three-year Major** (24 credit hours) 50, 51, 52, 53, 103, Applied Music 6 credit hours.

**Four-year Major** (36 credit hours) 50, 51, 52, 53, 103, 110, \*Applied Music 10 credit hours, elective to complete requirements from 104, 105, 106, 107.

**Three-year Minor** (12 credit hours) 50, 52, elective to complete requirement.

**Four-year Minor** (20 credit hours) 50, 52, 53, 103, Applied Music 3 credit hours, elective to complete requirement from 51, 104, 105, 106, 107.

\*Of the ten hours of applied music required in the four-year course, two hours may be in classwork and the remainder as private instruction. Music majors will be expected to be fairly proficient in both voice and piano. It is recommended that six hours of the applied music be taken in voice or piano and the remainder in the field not selected for major emphasis.

NOTE: It is recommended that all who plan to major or minor in music participate each quarter in at least one of the music organizations.

**1. Fundamentals of Music.** Training in fundamentals of music, melody writing, sight singing, ear training, dictation and analysis. Five credits.

**50. Elementary Harmony.** Advanced sight singing and ear training. Continuation of Music 1. Melody writing in two parts and three parts. Prerequisite, Music 1. Five credits.

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

**52. Appreciation of Music.** A cultural course for all music lovers to broaden understanding and increase pleasure. A careful study is made of primitive music, early choral and instrumental forms, the opera, the symphony, the lives and compositions of all major composers through Beethoven. Listening experience is provided through the use of the radio, reproducing instruments, and contributions by local musicians. Prerequisite Music 1. Three credits.

**53. Appreciation of Music (continued).** A study of art-song, German, Italian and French opera, programme music, the music drama, and modern music. As in Music 52, the life and work of each composer of note is treated. An attempt is made to correlate modern tendencies with what has gone before and give the student an acquaintanceship with the best music of the present day. Prerequisites, Music 1 and 52. Three credits.

**54, 55, 56. Class Instruction.** Each quarter class work is given 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. Women's Vocal Ensemble.** One credit.

**63, 64, 65. Men's Vocal Ensemble.** One credit.

**66, 67, 68. A Cappella Chorus.** A singing organization for both men and women which performs only the best choral literature. All numbers are sung unaccompanied and careful attention is given to beautiful, expressive singing. Members of this group will be given preference in selection of the membership of the Men's and Women's Ensembles. One and one-half credits.

**69, 70, 71. Orchestra.** Students who play instruments are invited to join the orchestra. In the course of the year a number of excellent compositions are studied and these are presented in a manner to de-

velop skill, musicianship, and appreciation of orchestral technique. One and one-half credits.

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

**103a. Music Education for the Lower Grades.** A study of suitable music materials and methods of procedure for the first four grades. Prerequisites, Music 1, 50, 52, and 53. Two credits.

**103b. Music Education for the Upper Grades.** A study of suitable music materials and methods of procedure for the fifth and sixth grades and junior high school. Prerequisites, Music 1, 50, 52, and 53. Two credits.

**104. Formal Analysis and Composition.** The student is introduced to the various music forms and begins his composition by writing in these forms. A considerable amount of material is reviewed to make the student thoroughly familiar with the technique of the masters. Prerequisites, Music 1, 50, and 51. Three credits.

**105. Counterpoint.** Analysis of canons and fuges. Simple contrapuntal writing. Prerequisites, Music 1, 50, and 51. Two credits.

**106. Composition.** Writing of songs, choruses, and instrumental music in both small and large forms. Prerequisites, Music 1, 50, 51, 104, and 105. Three credits.

**107. Conducting.** Reading and analyzing choral and small orchestral scores, technique of conducting and interpretation. Prerequisites, Music 1, 50, and 51. Three credits.

**110. Teaching of Music.** Teaching of music and classes in orchestral instruments in the elementary grades. Two credits.

\*Instrumental rental is \$5.00 per quarter. Private lessons are \$15.00 per quarter for one lesson a week and \$27.50 per quarter for two lessons a week. Advanced students upon the recommendation of the instructor may receive additional credit for more than one hour of daily practice.

### PENMANSHIP

All students are given a test in penmanship. Those who do not meet the standard set by the school are required to enroll for Penmanship 1. Those who pass the test are given a Certificate of Proficiency in Penmanship. Those who take the course and pass with a satisfactory grade are given a Normal School Penmanship Certificate.

**1. Penmanship.** A course designed primarily to develop legibility and good form. One credit.

### SCIENCE

One may major or minor with the emphasis on Biological Science, Physical Science, or Natural Science.

#### Biological Science

**Three-year Major** (29 credit hours) 51, 52, 65, 66, 101, elective 5 credit hours.

**Four-year Major** (41 credit hours) 51, 52, 65, 66, 101, 102, elective 10 credit hours.

**Three-year Minor** (12 credit hours) 51, or 52, 65, 66.

**Four-year Minor** (20 credit hours) 51 or 52, 65, 66, elective 5 credit hours.

#### Physical Science

**Three-year Major** (29 credit hours) 60, 61, 65, 66, 67, elective 5 credit hours.

**Four-year Major** (41 credit hours) 60, 61, 65, 66, 67, elective 15 credit hours.

**Three-year Minor** (12 credit hours) 60 or 61, 65, 66, elective 5 credit hours.

**Four-year Minor** (20 credit hours) 60, 61, 65, 66, elective 5 credit hours.

#### Natural Science

**Three-year Major** (29 credit hours) 65, 66, 53 or 70, 101, elective 10 credit hours.

**Four-year Major** (41 credit hours) 65, 66, 53 or 70, 101, 108, 109, elective 10 credit hours.

**Three-year Minor** (12 credit hours) 65, 66, 53 or 70.

**Four-year Minor** (20 credit hours) 65, 66, 53 or 70, elective 5 credit hours.

#### 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. Fee, \$1.00.

**2. Environmental Studies.** A course laying a science foundation for elementary and intermediate teaching with stress on the natural surroundings for Washington. Five credits.

**3. Science for Junior High School Teachers.** A course for junior high school teachers with particular reference to the teaching of general science. 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; sensibility, sense organs, and movement. Science 50 may be selected as provisional requirement in biological science. Five credits.

**51. Vertebrate Zoology.** A study of the organs of the frog and of the cat and their relations and adaption 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. Fee, \$2.00.

**52. Invertebrate Zoology.** A study of types of animal life below the vertebrates, their structures, 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. Fee, \$2.00.

**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 the day. Reports will be made from scientific periodicals, newspapers, and recent books. One credit.

**55 a 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, immuniology, 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, performation, epikenesis, use, mutations, mendelism, and the transmission of acquired characteristics based on the theory of the continuity of the germ plasm; cogensis, 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, perspiration, 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. Fee, \$3.00 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.

**108. Animal Ecology.** A continuation of Science 70 in the field of animal life. Prerequisite, Science 70. Three credits.

**109. Plant Ecology.** A continuation of Science 70 in the field of plant life. Prerequisite, Science 70. Two 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.

### SOCIAL SCIENCE

**Three-year Major** (24 credit hours) 51, 52, 54, 102 or 103, elective 4 credit hours.

**Four-year Major** (36 credit hours) 51, 52, 54, 102, 103, Math. 100, elective 11 credit hours.

**Three-year Minor** (12 credit hours) 51, 52, 54.

**Four-year Minor** (20 credit hours) 51, 52, 54, elective 5 credit hours.

**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. Fee, \$1.00.

**2. Human Geography.** A general course in anthropogeography showing the relation of physical and biological environment 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.

**52. 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.

**54. Introduction to Political Science.** This course includes a brief survey of the history of political institutions and of the history of political science, and a study of recent trends in both government and the science of government. This will include trends of American Democracy and of Fascism, Communism, and the Nazi movements in Italy, Russia and Germany. Prerequisite, Social Science 1. Five 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 hours credit in Social Science. Five credits.

**102. Social Trends** This course is devoted to the student of current social trends as they are represented in current periodicals and in recent books, together with the findings of President Hoover's Committee on Social Trends. Prerequisites, Social Science 1 and 52 and junior standing. Five credits.

**103. History of Economic Thought.** This course begins with the economic thought of the Physiocratic School in France and continues on up to modern day economic thought. The Classical School, the Historical School, the Associative Socialists, and the Institutional group are all studied with the philosophies of their leading individual members. This course is open to majors only. Prerequisites, Social Science 1 and 51 and junior standing. 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 reduction 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.

**109. Structural Sociology.** This course is devoted to the study and analysis of the structure of the modern social system and the interrelations of the school, the state, the family, the church, industry, and science with each other. It is intended to help the student see, observe, and visualize social structure and changes in structure. Prerequisites, Social Science 1 and 52. 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 years. Prerequisite, Social Science 1. Five credits.

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