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Washington State Normal School Annual Catalog

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THE QUARTERLY
...OF THE....
Washington State Normal School
ELLENSBURG, WASHINGTON

CATALOG NUMBER

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

Entered at the Ellensburg, Washington, Post Office as Second-class Matter
CALENDAR FOR 1935-1936

Autumn Quarter
Registration of First-year Students.........................Monday, September 30
Registration of Advanced Students..........................Tuesday, October 1
Freshman Week................................................Monday, September 30-Sunday, October 6
Classes Begin ...................................................Wednesday, October 2
Thanksgiving Recess..........................................Thursday, November 28-Sunday, December 1
Autumn Quarter Closes........................................Friday, December 20

Winter Quarter
Registration of New Students..................................Monday, January 6
Classes Begin ..................................................Tuesday, January 7
Winter Quarter Closes..........................................Thursday, March 19

Spring Quarter
Registration of New Students..................................Monday, March 23
Classes Begin ..................................................Tuesday, March 24
Baccalaureate Services..........................................Sunday, May 31
Commencement ..................................................Wednesday, June 3

Summer Quarter
Registration of New Students..................................Monday, June 8
Classes Begin ..................................................Tuesday, June 9
First Term Closes................................................Friday, July 17
Second Term Opens.............................................Monday, July 20
Second Term Closes.............................................Thursday, August 20
Health and Physical Education

Leo S. Nicholson.......................... Professor of Physical Education
LL. B., University of Washington; Graduate Student, University of Washington and University of Michigan

Dorothy Dean.............................. Associate Professor of Health Education
B. S., Montana State College; M. S., University of Chicago

Phyllis C. Gove.......................... Assistant Professor of Physical Education
B. S., University of Utah; M. S., University of Oregon

Harold E. Barto........................... Instructor in Physical Education
B. S., University of Oregon; Graduate Student, University of Oregon, Washington State College, University of Washington, and University of Idaho

Dorothy O'Brien........................... Instructor in Dancing
B. S., University of Washington

Helene E. Ritchie......................... Instructor in Health Education
B. S., in Nursing, University of Washington; R. N., State of Washington

Languages and Literature

Donald E. MacRae........................ Associate Professor of English
B. A., Drake University; M. A., Ph. D., State University of Iowa

Nicholas E. Hinch......................... Associate Professor of English
B. A., M. A., A. University College, Toronto University; Diploma, Ontario Normal College; Graduate Student, Columbia University, Harvard University, University of Chicago, University of Washington, and University College, Oxford

Russell W. Lemke......................... Assistant Professor of Speech and Dramatics
B. A., M. A., State University of Iowa

Andrew J. Mathews....................... Instructor in French and English
A. B., M. A., University of Georgia; Graduate Student, University of Oregon

Mary I. Simpson......................... Instructor in Children's Literature
B. A., M. A., Colorado State Teachers College

Music

Hartley D. Snyder........................ Associate Professor of Music
B. S. (Ed.), M. A., Ohio State University

Juanita Davies............................ Assistant Professor of Music
B. Mus., Chicago Conservatory of Music; Student, Ripon College, and MacPhail School of Music

Francis J. Pyle......................... Assistant Professor of Music
B. A., Oberlin College; M. A., University of Washington; Graduate Student, University of Notre Dame and Eastman School of Music

Karl Ernst................................. Instructor in Music
B. Mus., University of Washington; Graduate Student, University of Washington

Science and Mathematics

Henry J. Whitney......................... Professor of Mathematics
B. S., Northwestern University; Graduate Student, University of Wisconsin and Teachers College, Columbia University

Harold W. Quigley......................... Associate Professor of Biological Science
B. A., University of Oregon; Graduate Student, University of Oregon, University of Chicago, and University of Illinois

George F. Beck.......................... Assistant Professor of Natural Science
B. S., Washington State College; Graduate Student, University of Washington

Dorothy Dean............................. Instructor in Chemistry
B. S., Montana State College; M. S., University of Chicago

Social Science and History

Otis Halbert Holmes, Jr.................. Professor of Social Science
B. S., Whitman College; M. B. A., M. A., Columbia University

Selden F. Smyser......................... Professor of Social Science
Ph. B., DePauw University; M. A, Ohio State University; Graduate Student, Columbia University, University of Chicago, and Cornell University

Harold E. Barto.......................... Assistant Professor of History
B. S., University of Oregon; Graduate Student, University of Oregon, Washington State College, University of Washington, and University of Idaho

Vernon Carstensen....................... Assistant Professor of History
B. A., Iowa State Teachers College; M. A., State University of Iowa

Margaret Coffin Holmes.................. Assistant Professor of Social Science
B. A., University of Washington; Graduate Diploma, Washington State Normal School, Ellensburg; Graduate Student, University of Vienna and Santa Barbara School of the Arts

Training School

Amanda K. Heimler....................... Director of Training
B. S., M. A., and Supervisor's Diploma, Teachers College, Columbia University

Laura Minkler............................ Kindergarten Teacher
Diploma, Washington State Normal School, Ellensburg

Pearl Jones.............................. First Grade Teacher
Diploma, Washington State Normal School, Ellensburg; Colorado State Teachers College

Irene Davies............................. Second Grade Teacher
Diploma, Milwaukee Normal School; Colorado State Teachers College; Washington State Normal School, Ellensburg

Marie T. Anderson...................... Third Grade Teacher
B. A., Washington State College; Graduate Student, Teachers College, Columbia University

Francis Caroline White.............. Fourth Grade Teacher
B. A., University of Washington; M. A., Stanford University
PART II

GENERAL INFORMATION

The Washington State Normal School at Ellensburg is an integral part of the system of higher education maintained by the State of Washington. It is governed by a Board of Trustees appointed by the Governor of the State and is supported almost entirely by legislative appropriations. No tuition is charged and students pay only such fees as are used in their own activities.

HISTORICAL STATEMENT

The first state legislature which met in 1890 passed 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-fifth year of its service to the citizens of the State at the close of the school year 1935-36.

The first president of the institution was Benjamin Barge who served from 1891 to 1894. He was followed by P. A. Getz, 1894-1898; W. E. Wilson, 1898-1916; George H. Black, 1916-1930; Selden F. Smyser, acting president, 1930-1931; Robert E. McConnell, 1931-.

BUILDING AND EQUIPMENT

The school was first housed in the Washington Public School Building located just two blocks south of the present campus site. The first building on the present site was erected in 1894. Today the physical equipment has been enlarged until there are eleven buildings on a campus of eighteen acres.

All of this equipment has been set aside for educational purposes. It belongs to all the people of the State and the people who contributed to the erection of this plant, through their contributions in the form of taxes, expect no money return, but they do expect that this equipment will be used, free of charge, by the young people of the State. The State not only presents this physical equipment to the use of all citizens but pays for the instruction of all who may wish to come.

This is a heritage that is worthy of the foresight which characterized the pioneers who established this institution in 1890.

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 southeast 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.

The floor of the valley slopes to the east and south. Since the Highline 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 roads or 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-cared for roads give 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.

The climate is of the inland type. The winters are mild with an occasional period of zero weather when skating, sledding, 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.

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 members actively participate. The ministers and members welcome students to the denomination of their choice and the opportunity to present for the development of leadership ability in religious work and for service to the community.

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, catering to guests, 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.

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. 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 $100.00. Loans are made available for short periods to students of proven ability who give promise of becoming successful teachers. Requests for loans from this fund should be made to the committee on student loans of the Normal School.

The local chapter of the P. E. O. organization, the national P. E. O. organization and the Ellensburg Study Club all have loan funds available to students. Application is made to the special committees of these organizations upon the recommendation of the Student Loan Committee 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.

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 Hall. There is adequate room to accommodate all of the out-of-town students. All first-year students are expected to live in the dormitories. However, if one enters with a 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 1935-1936.

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 of Men or Dean of Women 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.

THE LIBRARY

The Library is housed in a separate building, a modern fire-resistant structure built in 1928. 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 28,000 volumes. Of these, 21,000 comprise the main lending collection, 2,500 are in reference and other collections, 1,300 are in the Training School Library, and 3,200 are bound magazines.

The library receives over 180 periodicals, of which the completed volumes of 48 titles are bound, the others being preserved unbound.

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.

HONOR AWARDS

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

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 team.

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.

ACCREDITATION

The Washington State Normal School is a member of the American Association of Teachers' Colleges and is accredited by all schools which 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, bookkeeping, 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.

OFF-CAMPUS SERVICE

The Washington State Normal School at Ellensburg serves the state in many ways in addition to that of conducting classwork on the campus.

Extension Classwork

During the school year 1934-1935, classwork was conducted in several neighboring cities. The purpose of this classwork is to give teachers in service the opportunity to study their immediate classroom problems and to complete courses that may be required for higher certification. A regular fee is charged for this work as no portion of the appropriation for the maintenance of the institution may be used for this purpose. However, the charge is reasonable and, to date, this extension classwork has been self-supporting.

Correspondence Work

A number of correspondence courses are regularly offered to non-resident students. The courses offered are those needed by students for the completion of their requirements for graduation or higher certification. The courses are outlined by the department heads, the study is carefully supervised, and the credits so earned are counted the same as though the work had been taken in residence.
Other Off-Campus Service

In addition to the extension classwork and the correspondence work, members of the administration and the faculty appear upon programs of the Inland Empire Education Association, regional meetings of the Washington Education Association and county institutes. The music organizations have been heard on radio broadcast from Seattle radio stations. Correspondence relating to programs by the Music Department and to speakers at club meetings should be addressed to the President of the Washington State Normal School, Ellensburg, Washington.

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 service of the school physician upon the recommendation of the school nurse. Students living off-campus are charged $0.75 per day for board during the time they are confined in the infirmary.

Associated Student Body Fee. The Associated Student Body Fee is $1.50 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.

1. Library Damage Deposit Fee. A damage deposit of five dollars is required of all students domiciled in one of the halls of residence and held as indemnity against any unusual damage to the room or its furnishings. This is refunded, less any amount that may be assessed for damaged or lost books, upon the withdrawal of the student.

2. Dormitory Damage Deposit. A damage deposit of five dollars is required of all students domiciled in one of the dormitories with college property in the hands of students. This is refunded when the room is surrendered, less any amount that may be assessed over repair.

Refunds. Students who withdraw during the first two weeks after enrollment are entitled to the return of the damage deposits (if not subject to forfeiture 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 $3.00 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 of 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 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 library 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.

Women's League Fee. All women students pay a fee of $.50 per quarter to support the social activities of the organization in which women are primarily interested. A portion of the fund so obtained also supports the yearly scholarships offered by this organization. In addition, the Women's League sponsors certain entertainment features each school year.

Sue Lombard Hall and Off-Campus Fee. Each woman in residence pays a fee of $.50 per quarter. This fee goes to the support of the Sue Lombard Hall Association to which all women students who live in a school residence belong or to the support of the activities of the Off-Campus Club to which all women students who do not live in one of the school residences belong.

Class Fee. All students pay a fee of twenty-five cents per quarter. The amount so obtained goes to the support of class functions.

Course Fees. Students enrolled in certain courses pay a fee which varies with the nature of the course. The amount so obtained is used either to purchase material to be used by students in connection with the classwork or supplies reference material and books in lieu of the purchase of texts by individual students. Fees are charged for some courses in Art, Industrial Art, Home Art and Economics, Music, Science, and Social Science.

Test Fee. A fee of $.50 is charged all students who enroll for the first time. This fee is used to purchase the test material and to pay for such help as may be necessary in the grading of the papers and in the tabulation of the test scores.

*For the music fees see page 50.

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, chifferon, 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.
Aims, Organization and Activities

mission 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, Music Club, Psychology Club, The Little Art Theater Guild, Kappa Pi Club, Press 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 of the school, which include A Cappella Chorus, Orchestra, String Quartette, Men’s Ensemble, and Women’s Ensemble, serve at least three functions: 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; 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; and afford opportunity for all prospective teachers to become familiar with the music demands of the public schools and develop the ability to meet these demands.

STUDENT LOAD
A student can complete the credit requirement for the Special Normal School Diploma in three school years (nine quarters) and for the Degree of Bachelor of Arts in Education and the Advanced Special Normal School Diploma in four school-years (twelve quarters) if the number of credits earned per quarter averages sixteen, so sixteen credit hours of work per week constitutes the normal student load. However, the amount of work carried will depend upon several factors: the ability of the student, the number of hours per week of extra-curricular activi-
PART IV
ADMINISTRATION OF THE CURRICULUM

Admission

Graduation from an accredited high school is required of all who apply for admission to candidacy for a diploma or for the degree of Bachelor of Arts in Education. Mature students who have not completed the four-year high school course may be admitted as special students. If such students wish to become candidates for certification, they must satisfy the full entrance requirement. This may be done by obtaining credit in fifteen high school units by examination or by checking off normal school credits against the high school deficiency. The basis for this substitution of credit is ten quarter credits of college work for each high school unit.

A certificate of high school credit, signed by the superintendent or by the high school principal must be filed prior to registration. Students entering for the autumn quarter should file their credentials not later than September first. All of the higher institutions of the State now use a uniform blank for reporting high school credits. Each high school in the State has a supply of these forms or they may be obtained upon request from the Office of the Registrar.

Advanced Standing

Students coming from other colleges are required to present a transcript of their record and a certificate of honorable dismissal. These must be sent directly by the registrar of the institution previously attended and not accepted from the student. The student should then be in good standing of advance registration. No student transferring from another college will be permitted to register or attend classes until the scholastic record and a statement of honorable dismissal have been received.

Credit will be given in advance for work done at another college in so far as the work taken articulates with the curriculum at the local institution. The grade point quotient of the credits accepted for advanced standing must be at least 1.75.

Classification of Students

Class rank is based upon the quarter hours earned, as follows: Freshman, 0-45 quarter hours; Sophomore, 46-90 quarter hours; Junior, 91-135 quarter hours; Senior, 136-192 quarter hours.

Marking and Point 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. "F", 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 "F." "W", withdrawn, is given only in case of withdrawal in good standing.

In order to facilitate the averaging of grades to determine the scholarship rank of students, "Quality Points" are assigned to each mark as follows:

For each hour with a grade of "A", 4 quality points.
For each hour with a grade of "B", 3 quality points.
For each hour with a grade of "C", 2 quality points.
For each hour with a grade of "D", 1 quality point.
For each hour with a grade of "I", 0 quality points (until removed).

Scholarship Standards

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 with two quarters to bring the quality of scholarship up to standard. Any student admitted without condition whose grade point quotient for any quarter is less than 1.75 will be warned and placed upon condition and dropped at the close of the second quarter in which the grade point quotient does not equal 1.75. Enrollment for another quarter will be upon the recommendation of the personnel 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.

Preliminary estimates are given in all courses at the end of the first six weeks of each quarter and students who are doing unsatisfactory work are given personal attention and advice by the Director of Personnel.

Absences

Regular attendance at classes is essential to good work and irregular attendance usually proves a serious handicap and may jeopardize a student's credits. Lower division students suffer a penalty of deduction of one-fourth credit, from the total allowed for the quarter, for each unexcused absence. Upper division students are not so penalized but they are expected to be present at all meetings of the class and, if absent, explain the absence to the instructor and make up all work missed.

DEGREES AND DIPLOMAS

DEGREE OF BACHELOR OF ARTS IN EDUCATION

Schools to confer the Degree of Bachelor of Arts in Education upon those who complete the four-year curriculum. As the degree is an honorarium and not a certificate to teach, a diploma is conferred at the same time. The degree of Bachelor of Arts in Education is then conferred upon those who qualify for the Advanced Special Normal School Diploma or for the Graduate Normal School Diploma.

DIPLOMAS

Special Normal School Diploma

This diploma is granted upon the completion of the one-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

To receive the life diploma, the applicant must meet 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, the equivalent of three years plus one quarter, or a total of 169 credits.

3. Work presented for the life diploma must equal in quality the minimum standard required for the issuance of any diploma; namely, a grade point quotient of 1.75.

Renewals. The State Board of Education has taken the position that no diploma may be issued, renewed, or extended unless the applicant has an educational preparation the equivalent of three years beyond the secondary school. A renewal or extension of any diploma issued on less than one hundred and forty-four credits may be issued for two years provided the applicant has met the credit requirements (144 credits) but has not met all the specific curriculum requirements for the Special Normal School Diploma.

The Special Normal School Diploma and the Advanced Special Normal School Diploma may be extended for two years if the holder has had at least fifteen hours of professional work subsequent to the issuance of the diploma. An extension may be of distinct advantage until one can qualify for higher certification or for life certification.

DIPLOMA AND DEGREE REQUIREMENTS

GENERAL REQUIREMENTS

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 (30 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.

SPECIAL REQUIREMENTS

In addition to the general requirements listed above, a candidate for the Advanced Special Normal School Diploma and for the Degree of Bachelor of Arts in Education must have credits in each of the courses listed below, or an equivalent, and also the special requirements of the departments in which the major and minor have been chosen.

REQUIRED OF ALL STUDENTS

<table>
<thead>
<tr>
<th>REQUIRED OF ALL STUDENTS</th>
<th>74</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. General Educational and Service Courses</td>
<td>32</td>
</tr>
<tr>
<td>III. Psychology</td>
<td>11</td>
</tr>
<tr>
<td>IV. Major, Academic or Special—a minimum of</td>
<td>36</td>
</tr>
<tr>
<td>V. Minor, Academic or Special—a minimum of</td>
<td>16-20</td>
</tr>
<tr>
<td>VI. Elective</td>
<td>17-19</td>
</tr>
</tbody>
</table>

*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 33-56.

DETAIL OF REQUIREMENTS I THROUGH 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 | 3 |
5. Health Education 2, Plays and Games (Women), or Health Education 3 or 4, Plays and Games (Men) | 3 |
6. History 1, European Backgrounds | 5 |
7. Library Science 1, (A non-credit service course) | 0 |
8. Mathematics 1, Mathematics for Teachers | 3 |
9. **Music 1, 2 or 3, Fundamentals of Music | 5 |
10. Penmanship | 1 |
11. Philosophy 130, History of Philosophy, or Philosophy 131, Ethics, or Philosophy 132, Modern Philosophers | 5 |
12. Physical Education each quarter for the first two years | 6 |
13. Science 1, Orientation in the Sciences | 5 |
14. Science 2, Environmental Studies | 5 |
15. Social Science 1, A Survey Course | 5 |
16. Social Science 51, Economics | 5 |
17. Social Science 2, Human Geography | 5 |

**Each student is tested in English. Students who pass the test with a high score are exempt from English 1 and are required to take English 2 only.

*The music course required of all students is differentiated according to the musical experience and ability of the students. One course, Music 1, is for those who plan to specialize in music by choosing that department for a major or a minor. Students not planning to major or minor in the music department may take Music 1 if, upon test, they seem to possess the requisite ability. Another course, Music 2, is for students who plan to teach in the primary or intermediate grades of the elementary school, and another course, Music 3, for those students who plan to teach in the upper grades or the Junior High school.
III. Required in the Department of Psychology:

1. Psychology 1, General Psychology .................................................. 5
2. Psychology 2, Psychology of Elementary School Subjects ............ 3
3. Psychology 106, Child Psychology, or Psychology 108, Adolescent Psychology .................................................. 3

IV. Required for a Major:

A minimum of ........................................................................ 36

The major may be chosen from one of the following departments:

1. Language and Literature.
2. Fine or Applied Art.
3. Health and Physical Education.
4. History.
6. Science—Biological, Biology, Botany, Geology, Paleobotany, 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 ........................................................................ 18-30

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

The minor in Education and Psychology is usually reserved for students who are planning on administrative work or for students who completed the two-year course several years ago when a much larger per cent of the work taken was in Education and Psychology and at a time when no provision was made for the academic major and minor.

VI. Electives:

Electives to bring the total to 192 credit hours may be chosen from any of the current offerings.

*Upper Division Requirements In The Four-Year Curriculum

1. 64 out of the required 192 credit hours must be in upper division courses.
2. 24 out of the 36 credit hours required for a major must be in upper division courses or in courses for which upper division credit may be allowed.

*See page 33 for definition of upper division courses.
II. Required in the Department of Education:
1. Education 1, Introduction to Education ............................................. 3
2. Education 3a, 3b or 3c, Methods and Observation .............................. 5
3. Education 102, Elementary and Junior High School Curricula or Education 113, Kindergarten-Primary Curriculum ...................... 3
4. Education 104a, 104b, 104c, or 104r, Directed Teaching ..................... 10
5. Education 107, School Management and Law .................................. 3
6. Education 115, Measurement in Education ....................................... 3
7. Education 109, Activities in the Elementary School, 5 or Education 108, Extra-Curricular Activities, 3 ............................................. 3 or 5

III. Required in the Department of Psychology:
1. Psychology 1, General Psychology .................................................. 5
2. Psychology 2, Psychology of Elementary School Subjects ..................... 3
3. Psychology 100, Child Psychology, or Psychology 108, Adolescent Psychology ................................................................. 3

IV. Required for a Major:
A minimum of .................................................................................. 36

The major may be chosen from one of the following departments:
1. Language and Literature.
2. Fine or Applied Art.
3. Health and Physical Education.
4. History.
6. Science—Biological, Biology, Botany, Geology, Paleobotany, 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 .................................................................................. 18-20

The minor may be chosen from any of the departments listed for the major and, in addition, Education and Psychology or Mathematics. The minor in Education and Psychology is usually reserved for students who are planning on administrative work or for students who completed the two-year course several years ago when a much larger per cent of the work taken was in Education and Psychology and at a time when no provision was made for the academic major and minor.

VI. Electives:
Electives to bring the total to 192 credit hours may be chosen from any of the current offerings.

*Upper Division Requirements In The Four-Year Curriculum
1. 64 out of the required 192 credit hours must be in upper division courses.
2. 24 out of the 36 credit hours required for a major must be in upper division courses or in courses for which upper division credit may be allowed.

*See page 33 for definition of upper division courses.

Administration

Provisional
1. Students who enter from high school physical science will be asked to continue the second year of science, but may be enrolled in courses allowing second year credits in the current offerings.
2. Students who, upon completion of speech, give evidence of ability, will be asked to enroll in the major.

STUDENT TEACH
Adequate facilities are maintained for the teaching-experience program. In student teaching, students are given two quarters of teaching, having completed the second year curriculum, and having demonstrated that they are capable of meeting the responsibilities in first and second grades. A second quarter of teaching is given in the second year of teaching experience. Teaching work is organized under the principle of group responsibility for an entire grade, enabling the student to understand and appreciate the needs of the students in his grade. In addition to the general teaching experience, students are given opportunities to observe in the Washington School and the Junior High School.

Nursery School, Kindergarten
To give teachers a grasp of the young children, courses in observation of children enable students to understand better the course in Early Childhood Education, which gives emphasis to the needs of children in the primary grades, gives an understanding of the abilities of these children. A period of teaching in both the primary and Kindergarten gives primary as well as Kindergarten teaching experience.

ADVANCED CURRICULUM
Teachers who were certified before being granted higher certification may be granted only upon completion of all courses outlined for the required in the three-year curriculum and Service Courses, Item 6 in Doğu.
The differentiation in the curriculum to be followed by any student 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 course and for directed teaching. The only professional course taken during the first year is Education 1. The course 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.

Four outlines are given by years, one outline to be followed by kindergarten and primary teachers, one by intermediate grade teachers, one by upper grade and junior high school teachers, and one for those who wish to specialize in rural school procedure and teaching.

**KINDERGARTEN AND PRIMARY PROGRAM**

**First Year**

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

**Second Year**

Education 3a, Methods and Observation, Kindergarten Primary........ 5
English 3, Children's Literature......................................... 3
Mathematics 1, Mathematics for Teachers............................... 3
Physical Education.......................................................... 3
Psychology 1, General Psychology....................................... 5
Psychology 2, Psychology of School Subjects........................... 3
Science 2, Environmental Studies....................................... 3
Social Science 2, Human Geography..................................... 6
Major ................................................................................... 11
Minor .................................................................................... 5

**Third Year**

Education 104a, Directed Teaching, Kindergarten-Primary.............. 10
Education 107, School Management and Law................................ 3
Education 109, Activities for the Elementary School................. 3
Education 113, Kindergarten-Primary Curriculum........................ 5
English 100, Story Telling, Poetry Reading, and Dramatization...... 2
Major .................................................................................... 10
Minor .................................................................................... 7
Elective ................................................................................... 5

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
Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or
Philosophy 132, Modern Philosophers..................................... 5
Psychology 100, Child Psychology......................................... 3
*Social Science 51, Economics............................................. 5
Major (Complete 36 hours)................................................... 12
Minor (Complete 18-20 hours).............................................. 6-8
Elective ................................................................................... 12-14

*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.

**INTERMEDIATE PROGRAM**

**First Year**

Art 1, Art Structure.......................................................... 5
Education 1, Introduction to Education................................. 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, European Backgrounds......................................... 3
Library Science 1, (required of all first-year students)............. 0
Music 1, 2 or 3, Fundamentals of Music............................... 5
Penmanship 1, 2 or 3....................................................... 1
Physical Education.......................................................... 3
Science 1, Orientation in Science....................................... 5
Social Science 1, A Survey Course....................................... 5

**Second Year**

Education 3b, Methods and Observation, Intermediate................. 5
English 3, Children's Literature......................................... 3
Mathematics 1, Mathematics for Teachers............................... 3
Physical Education.......................................................... 3
Psychology 1, General Psychology....................................... 5
Psychology 2, Psychology of School Subjects........................... 3
Science 2, Environmental Studies....................................... 3
Social Science 2, Human Geography..................................... 5
Major ................................................................................... 11
Minor .................................................................................... 5

**Third Year**

Education 104b, Directed Teaching, Intermediate....................... 10
Education 107, School Management and Law............................ 3
Education 109, Activities for the Elementary School................. 3
Education 113, Kindergarten-Primary Curriculum........................ 5
English 100, Story Telling, Poetry Reading, and Dramatization...... 2
Major .................................................................................... 10
Minor .................................................................................... 7
Elective ................................................................................... 5

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
Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or
Philosophy 132, Modern Philosophers..................................... 5
Psychology 100, Child Psychology......................................... 3
*Social Science 51, Economics............................................. 5
Major (Complete 36 hours)................................................... 12
Minor (Complete 18-20 hours).............................................. 6-8
Elective ................................................................................... 12-14

*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.
### Administration of the Curriculum

#### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 102, Elementary and Junior High School Curricula</td>
<td>3</td>
</tr>
<tr>
<td>Education 104, Directed Teaching, Intermediate</td>
<td>10</td>
</tr>
<tr>
<td>Education 107, School Management and Law</td>
<td>3</td>
</tr>
<tr>
<td>Education 108, Extra-Curricular Activities in the Elementary School</td>
<td>5</td>
</tr>
<tr>
<td>English 100, Story Telling, Poetry Reading, and Dramatization</td>
<td>2</td>
</tr>
<tr>
<td>Major</td>
<td>13</td>
</tr>
<tr>
<td>Minor</td>
<td>7</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 115, Measurement in Education</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or</td>
<td>5</td>
</tr>
<tr>
<td>Philosophy 132, Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>Psychology 100, Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>*Social Science 51, Economics</td>
<td>5</td>
</tr>
<tr>
<td>Major (Complete 36 hours)</td>
<td>12</td>
</tr>
<tr>
<td>Minor (Complete 20 hours)</td>
<td>8</td>
</tr>
<tr>
<td>Elective</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

*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.

### Upper Grade and Junior High School Program

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1, Art Structure</td>
<td>5</td>
</tr>
<tr>
<td>Education 1, Introduction to Education</td>
<td></td>
</tr>
<tr>
<td>English 1 and 2, Composition</td>
<td>10</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 2, 3 or 4, Plays and Games</td>
<td>3</td>
</tr>
<tr>
<td>History 1, European Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>Library Science 1, (required of all first-year students)</td>
<td>0</td>
</tr>
<tr>
<td>Music 1, 2 or 3, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Penmanship 1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Science 1, Orientation in Science</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 1, A Survey Course</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 3c, Methods and Observation, Junior High School</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 1, Mathematics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
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<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 2, Psychology of School Subject</td>
<td>5</td>
</tr>
<tr>
<td>Science 3, Science for Junior High School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Social Science 2, Human Geography</td>
<td>5</td>
</tr>
<tr>
<td>Major</td>
<td>11</td>
</tr>
<tr>
<td>Minor</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
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</tbody>
</table>

#### Rural Program

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1, Art Structure</td>
<td>5</td>
</tr>
<tr>
<td>Education 1, Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>English 1 and 2, Composition</td>
<td>10</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 2, 3, or 4, Plays and Games</td>
<td>3</td>
</tr>
<tr>
<td>History 1, European Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>Library Science 1, (required of all first-year students)</td>
<td>0</td>
</tr>
<tr>
<td>Music 1, 2 or 3, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Penmanship 1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Science 1, Orientation in Science</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 1, A Survey Course</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 3a, 3b, or 3c, Methods and Observation</td>
<td>5</td>
</tr>
<tr>
<td>English 3, Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 1, Mathematics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 2, Psychology of School Subject</td>
<td>5</td>
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<tr>
<td>Science 2, Environmental Studies</td>
<td>5</td>
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<tr>
<td>Social Science 2, Human Geography</td>
<td>5</td>
</tr>
<tr>
<td>Major</td>
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</tr>
<tr>
<td>Minor</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>
Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Education 102, Elementary and Junior High School Curricula, or</td>
<td>3</td>
</tr>
<tr>
<td>Education 113, Kindergarten-Primary Curriculum</td>
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<tr>
<td>Education 103r, Rural Procedure</td>
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<td>Education 104r, Directed Teaching, Rural</td>
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<tr>
<td>Education 107, School Management and Law</td>
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<tr>
<td>Education 108, Extra-Curricular Activities, or Education 109,</td>
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<tr>
<td>Activities in the Elementary School</td>
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<td>English 100, Story Telling, Poetry Reading, and Dramatization</td>
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<tr>
<td>Major</td>
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</tr>
<tr>
<td>Minor</td>
<td>7</td>
</tr>
<tr>
<td>Elective</td>
<td>3 or 5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 115, Measurement in Education</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or Philosopy 132, Modern Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 100, Child Psychology, or Psychology 108, Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Social Science 51, Economics</td>
<td>5</td>
</tr>
<tr>
<td>Major (Complete 36 hours)</td>
<td>12</td>
</tr>
<tr>
<td>Minor (Complete 20 hours)</td>
<td>8</td>
</tr>
<tr>
<td>Elective</td>
<td>12</td>
</tr>
</tbody>
</table>

*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, Introduction to Education
- Psychology 1, General Psychology
- Psychology 2, Psychology of School Subjects
- Education 3a, 3b, or 3c, Methods and Observation
- Education 104, Directed Teaching
- Education 107, School Management and Law

Subject Requirements

1. English and Literature, fifteen credits. Ten credits in English Composition and five credits in literature. Students who pass the freshman English test with a high score may substitute a second literature course for English 1.
2. Social Studies, fifteen credits. Social Science 1, History 1, and five credits from other current Social Science and History offerings.
4. Fine Art, ten credits. Art 1, five credits; Music 3, five credits.
5. Psychology and Philosophy, ten credits. Psychology 1, five credits in Philosophy 130 or 131, five credits.
6. Health and Physical Education, nine credits. Health Education 1, three credits; activity, six credits.
7. Elective, twenty-two credits. The electives may be chosen from one or two departments to help build up a major and a minor. This procedure may be advisable if a student plans to transfer to another institution or to complete the teacher's course. Those who plan to take two years of work only may elect courses from several departments.
The General College Curriculum

SUGGESTED SCHEDULE

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English 1 and 2, Composition</td>
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<tr>
<td>Social Science 1, A Survey Course</td>
<td>5</td>
</tr>
<tr>
<td>History 1, European Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Science 1, Orientation in Science</td>
<td>5</td>
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<tr>
<td>Art 1, Art Structure</td>
<td>5</td>
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<tr>
<td>Elective</td>
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Second Year

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<tr>
<td>Literature (English)</td>
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<tr>
<td>Social Study Elective</td>
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</tr>
<tr>
<td>Science Elective</td>
<td>10</td>
</tr>
<tr>
<td>Music 3, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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</tr>
</tbody>
</table>

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EDUCATION, PHILOSOPHY AND PSYCHOLOGY

A major or a minor in Education and Psychology is accepted only of experienced teachers who may have returned for advanced certification and who had a portion of their work before a major and a minor in academic departments were required. A major or a minor in this department is recommended in the case of experienced teachers who are planning to qualify for supervisory or administrative positions.

The three-year major is 36 hours and the three-year minor, 12 hours. The four-year major is 48 hours and the four-year minor, 18-20 hours. The major or the minor requirement is in addition to the regularly required courses in this department.

DEPARTMENTAL COURSES

Education

1. Introduction to Education. The purpose of this course is to orient students in the field of education. The introduction is made through observations of actual classroom work. These observations will provide an experience basis for discussing the qualifications necessary to good teaching and give some understanding of present day educational procedures. The organization and practices of the modern school will be traced to their origins in the contributions made by 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; and 3c, Junior High School. Prerequisites, Educations 1, 1, Psychologies 1 and 2. Five 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 of 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.

103r. **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 3a, 3b, or 3c. Four credits.

104. **Directed Teaching.** Two quarters of directed teaching are required of all students who apply for a diploma. Students may elect to teach in one of the following departments: kindergarten-primary, 104a; junior high school, 104b; intermediate, 104c; rural, 104r; eight credits. Prerequisites, Education 1, and 3, Psychology 1 and 2.

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 problems of the elementary school administrator are studied and discussed. Prerequisite, experience or junior standing. Five credits.

107. **School Management and Law.** The first half of this course is a study of 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. Prerequisites, Education 1 and 3. Three credits.

108. **Extra-Curricular Activities.** The objective of this course is to study and 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 the activities program, 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. Two credits.

109. **Activities in the Elementary Schools.** 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. **Philosophy of Education.** This course is speculative and is an attempt to study the "out of class" activities of the various courses. It is devoted to the study of progressive education. Prerequisite, Education 1 and 3, Psychology 1 and 2. Three credits.

112. **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 the various curriculum materials and to evaluate the courses of study for the kindergarten and primary grades in the light of present theory and practice. Prerequisites, Education 3, Psychology 1 and 2. Required of all kindergarten majors. Three credits.

113. **Elementary and Junior High School Curricula.** 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 the various curriculum materials and to evaluate the courses of study for the kindergarten and primary grades in the light of present theory and practice. Prerequisites, Education 3, Psychology 1 and 2. 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. Prerequisites, Education 3, Psychology 1 and 2. Two credits.

116. **Public School Finance.** A course dealing with the financial problems confronting the school administrator today. It describes the rules and regulations 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. Prerequisite, experience or junior standing. 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.

118. **Kindergarten Methods.** A course in the curricular materials and teaching techniques of the kindergarten. Prerequisite, Education 103a. Three credits.

119. **Early Childhood Development.** This course is a study of the development of children from birth to eight years of age and of the philosophical and educational problems involved. Prerequisite, Education 103a. Two credits.

120. **Unit course in Methods and Observation.** A course in the curricular materials and teaching techniques of the kindergarten. Prerequisite, Education 103a. Three credits.
121. Unit Course in Teaching. Education 121 is an elective course which is open to experienced teachers in lieu of Education 104 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.

122. 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. Two 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 from topographic reading and discussion. Prerequisite, sophomores 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. Prerequisite, junior or senior standing. 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 104. 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 101. Three credits.

105. Personality Psychology. A course which is designed to study personality from the point of view of the individual. Prerequisites, Psychology 1, 2, 101. 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 problems of group psychology and the social structure of society. The emotional conditioning, the development of the personality, and the whole individual as it is characterized by a particular society of reference, are emphasized. Prerequisite, junior standing. 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 is a course designed for the special interest of teachers in the upper grades of the high school and the junior high school. It presupposes a knowledge of the fundamentals of psychology. Prerequisite, junior or senior standing. 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 credits.

FINE AND APPLIED ART

One may major 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, 63, 70, 90, 91, 100, 102, 130A, 131A, electives 6 credit hours.

Three-year Minor (12 credit hours) 60, 70, 90, 100, electives 2 credit hours.

Four-year Minor (20 credit hours) 60, 63, 70, 90, 91, 100, 130A, electives 2 credit hours.

DEPARTMENTAL COURSES

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, proportion, and perspective. Five credits.

2. 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 mechanical lettering as required by Art 79, Mechanical Drawing, and should be elected by students before registration for Art 79. Three credits.

60. Freehand Drawing. A course is 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. Two credits.

63. **Textiles and Design.** This is a laboratory and lecture course (one hour lecture, four hours laboratory) involving problems in creative design to provide an opportunity to work with 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 of composition. It aims to furnish all students, irrespective of preliminary training in art, with such knowledge and understanding as shall lead to an 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 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 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.

**Industrial Art**

Three-year major (24 credit hours) 52, 70, 71, 79, 83, 90, 91, 109, 110, elective to complete requirement.

Four-year major (36 credit hours) 52, 60, 70, 71, 79, 83, 90, 91, 109, 110, 130B, 131B, elective to complete requirement.

Three-year minor (12 credit hours) 52, 70, 71, 90, 91, elective 3 credit hours, elective to complete requirement.

*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, wood. Creative design is stressed. Prerequisite, Art 1. Credit arranged.

*71. **Woodworking.** A general beginning course in design, construction, and finish of elementary woodwork. This course should be valuable for students who have acquired considerable skill in high school shop work. 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 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.** Design and construction of furniture and cabinetwork, mortise and tenon, drawer, panel venner construction, application of turned wood, carving, marquetry, inlay. Prerequisite, Art 70, 71, and 72. One to five credits.

109. **Advanced Creative Craft.** A course which covers the entire field of materials as Art 70 but with more emphasis on skill. Students who take this course may specialize in the handling of one medium until sufficient experience is gained for teaching craft subjects. Prerequisites, three credits of Art 83. Credit arranged.

110. **Advanced Shop Course.** A course for majors in Industrial Arts who expect to acquire enough skill to master the work covered in Art 83. Students who take this course may specialize in any one branch of this field. Prerequisite, three credits of Art 83. Credit arranged.

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 Arts. 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 $.50 per credit hour.

**Home Art and Economics**


Four-year Major (36 credit hours) 50, 51, 56, 63, 70, 90, 91, 100, 112, 113, 114, 115, elective 2 credit hours.

Three-year Minor (12 credit hours) 50, 51, 113, elective 3 credit hours.

Four-year Minor (20 credit hours) 50, 51, 63, 90, 112, 113, 114.

50. **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.

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.

112. **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 meals.
dietaries for various conditions. Prerequisite, Science 102 or the equivalent.

113. 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 sciences of various cotton and linen and rayon fabrics, the use of commercial

114. 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.

115. 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

Women Students

Four-year Major (36 credit hours) *Activity 3 credit hours, 50, 56, 100, 101, 102, 105, 106, 107, elective to complete requirements from Health Education 57, 104, 108, 120, Science 50, 51, 56, 100, and Home Art and Economics 112.

Four-year Minor (18-20 credit hours) *Activity 2 credit hours, 50, 56, 100, 104, 105, 106 and Science 50, 51, and 100.

Three-year Major (24 credit hours) *Activity 2 credit hours, 50, 56, 100, 101, 102, 106 and 107.

Three-year Minor (12 credit hours) *Activity 2 credit hours, 50, 56, and 107 or 108.

Men Students

Four-year Major (36 credit hours) *Activity 3 credit hours, 50, 56, 100, 101, 102, 105, 106, 107, and four credit hours from 60, 61, 62; elective to complete requirements from Health Education 57, 104, 108, and 120, Science 50, 51, 65, 100, and 102.

Four-year Minor (18-20 credit hours) *Activity 2 credit hours, 50, 56, 101, and four credit hours from 60, 61, 62; elective to complete requirements from Health Education 100, 102, 104, 105, 106, 107, 108 and Science 50, 51, and 100.

Three-year Major (24 credit hours) *Activity 2 credit hours, 50, 56, 100, 101, 102 or 106, 108, and four credit hours from 60, 61, and 62.

Three-year Minor (12 credit hours) *Activity 2 credit hours, 50, 56, and four credit hours from 60, 61, and 62.

*The activity credit listed here is a requirement for majors or minors and is in addition to the six activity credits required of all students during the first two years.

DEPARTMENTAL COURSES

The Physical Education courses serve many purposes:

1. They furnish the opportunity for students to have regular daily physical exercise, the importance of which cannot be over-emphasized in the attempt to keep the body in excellent working condition.

2. They help students learn how to play and to develop a technique

in certain individual sports that will bring much pleasure later in life.

3. They help to develop many social qualities needed in our complex social life, such as cooperation, willingness to forget self to further group ends, give and take, and a sportsman's attitude toward the success of the better team.

4. They make it possible for students to learn how to coach several types of sports and activities that they may be able to organize such sports in connection with their teaching.

The school stands strongly for this type of work, therefore registration in one physical education course each quarter during the first two years in residence is made a regular part of the daily program of all students.

Physical Education Courses For Women Students

The following Physical Education courses are offered each year for women students. Each class meets daily for one hour throughout the quarter and one credit is given toward graduation.

Women students are required to take those courses which are marked with the asterisk (*) and one individual activity. Electives may be chosen from other courses to meet the requirement of six credits for graduation. Majors and minors will select additional courses.

Adaptive Exercises. Personal adaptation of exercise to individual needs. (Games such as ping pong) Fall and winter quarters.

Archery and Lawn Bowls. Fall and spring quarters.

Baseball and Soccer. Spring quarter.

Coaching. Major sports taken up from the point of view of equipment, technique, and officiating. Fall and winter quarters.

Elementary Clog and Character Dancing. Winter and spring quarters.

Advanced Clog and Tap Dancing. Fall and spring quarters.

Folk Dancing. Fall quarter.

Golf. Spring quarter.

Hockey. Fall quarter.

Natural Dancing. Beginning. Dance rhythms for children and fundamental technique. Fall and winter quarters.

Advanced. Modern dance technique, dance patterns, and creative interpretations. Winter and spring quarters.


Social Dancing and National Dances. Winter quarter.

Stunts and Tumbling. Winter and spring quarters.

Swimming. Summer quarter.

Tennis. Beginning and Advanced. Fall and spring quarters.

Physical Education Courses For Men Students

The following Physical Education courses are offered each year for men students. Each class meets daily for one hour throughout the quarter and one credit is given toward graduation.

Men students may elect any courses from the current offerings, but the six required credits must represent at least three different sports, one of which must be an individual sport. Majors and minors will select three additional courses.

Archery and Lawn Bowls. Fall and spring quarters.

Badminton. Winter quarter.

Basketball. Intramural. Winter quarter.
dietaries for various conditions. Prerequisite, Science 102 or the equivalent.

113. 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.

114. 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.

115. 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**

### Women Students

**Four-year Major** (36 credit hours) *Activity 3 credit hours, 50, 56, 100, 101, 102, 105, 106, 107, elective to complete requirements from Health Education 57, 104, 108, 120, Science 50, 51, 66, 100, and Home Art and Economics 112.*

**Four-year Minor** (18-20 credit hours) *Activity 2 credit hours, 50, 56, 101, 102, 107, elective to complete requirements from Health Education 100, 104, 105, 108 and Science 50, 51, and 100.*

**Three-year Major** (24 credit hours) *Activity 2 credit hours, 50, 56, 100, 101, 102, 106 and 107.*

**Three-year Minor** (12 credit hours) *Activity 2 credit hours, 50, 56, and 107 or 108.*

### Men Students

**Four-year Major** (36 credit hours) *Activity 3 credit hours, 50, 56, 100, 101, 102, 106, 108, and four credit hours from 60, 61, 67; elective to complete requirements from Health Education 57, 104, 108, and 120, Science 50, 51, 66, and 100.*

**Four-year Minor** (18-20 credit hours) *Activity 2 credit hours, 50, 56, 101, and four credit hours from 60, 61, 67; elective to complete requirement from Health Education 100, 104, 105, and 108.*

**Three-year Major** (24 credit hours) *Activity 2 credit hours, 50, 56, 100, 101, 102 or 106, 109, and four credit hours from 60, 61, and 62.*

**Three-year Minor** (12 credit hours) *Activity 2 credit hours, 50, 56, and four credit hours from 60, 61, and 62.*

*The activity credit listed here is a requirement for majors or minors and is in addition to the six activity credits required of all students during the first two years.

**DEPARTMENTAL COURSES**

The Physical Education courses serve many purposes:

1. They furnish the opportunity for students to have regular daily physical exercise, the importance of which cannot be over-emphasized in the attempt to keep the body in excellent working condition.

2. They help students learn how to play and to develop a technique in certain individual sports that will bring much pleasure later in life.

3. They help to develop many social qualities needed in our complex social life, such as cooperation, willingness to forget self to further the group ends, give and take, and a sportsman's attitude toward the success of the better team.

4. They make it possible for students to learn how to coach several types of sports and activities that they may be able to organize such sports in connection with their teaching.

The school stands strongly for this type of work, therefore registration in one physical education course each quarter during the first two years in residence is made a regular part of the daily program of all students.

**Physical Education Courses For Women Students**

The following Physical Education courses are offered each year for women students. Each class meets daily for one hour throughout the quarter and one credit is given toward graduation.

Women students are required to take those courses which are marked with the asterisk (*) and one individual activity. Electives may be chosen from other courses to meet the requirement of six credits for graduation. Majors and minors will select additional courses.

**Adaptive Exercises.** Personal adaptation of exercise to individual needs. (Games such as ping pong) Fall and winter quarters.

Archery and Lawn Bowls. Fall and spring quarters.

Baseball and Soccer. Spring quarter.

*Coaching.** Major sports taken up from the point of view of equipment, technique, and officiating. Fall and winter quarters.

**Elementary Clog and Character Dancing.** Winter and spring quarters.

Advanced Clog and Tap Dancing. Fall and spring quarters.

Folk Dancing. Fall quarter.

Golf. Spring quarter.

Hockey. Fall quarter.

**Natural Dancing.** Beginning. Dance rhythms for children and fundamental technique. Fall and winter quarters.

**Natural Dancing.** Advanced. Modern dance technique, dance patterns, and creative interpretations. Winter and spring quarters.

Net Games. Volleyball, Tennis, and Badminton. Winter quarter.

**Social Dancing and National Dances.** Winter quarter.

**Stunts and Tumbling.** Winter and spring quarters.

Swimming. Summer quarter.

Tennis, Beginning and Advanced. Fall and spring quarters.

**Physical Education Courses For Men Students**

The following Physical Education courses are offered each year for men students. Each class meets daily for one hour throughout the quarter and one credit is given toward graduation.

Men students may elect any courses from the current offerings, but the six required credits must represent at least three different sports, one of which must be an individual sport. Majors and minors will select three additional courses.

Archery and Lawn Bowls. Fall and spring quarters.

Badminton. Winter quarter.

Basketball. Intramural. Winter quarter.
DESIGN AND CONSTRUCTION

This course is to acquaint students with the background of physical education and its present-day significance. Men's physical history is first studied, then follows a historical background. Growth of health and physical education, psychology, general education, etc. The philosophies of education are interpreted in the light of their meaning for physical education.

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

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

102. Adaptive Exercises. This course takes up the general and specific effects of individual corrective exercises upon posture as well as upon organic functions; diagnosis and prescription; exercises to suit the needs of the individual. Prerequisite, Health Education 101. Three 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 constitute the material of this course. A study will be made of various types of playgrounds, community centers, and community athletics. Prerequisite, junior standing. Three credits.

105. Natural Dancing. The history of the dance and its relation to art, music, and poetry are studied. The dance dramas and modern dance theory are studied by means of lecture and discussion groups. Members of the class create and produce the annual dance drama. Laboratory work includes a study of advanced technique and dance forms. Prerequisites, recreational Natural Dancing 1 and 2. Three credits.

106. Physiology of Exercise. This course is a study of the effects of exercise upon the circulatory, respiratory, digestive, and nervous systems. Prerequisite, Health Education 104. Three credits.

107. Home Care of the Sick. This is a course in the handling, bathing, dressing, and feeding of babies and small children. One learns to care for illness in the home and to deal with common ailments and emergencies, such as minor infections, cuts, bruises, sprains, fractures. Prerequisite, junior standing. Three credits.

108. Camp Technique and Scouting. This is a course in camping organization and the administration of camping activities, including camp cookery, crafts, etc. A study will be made of and practice will be given in the techniques involved in Camp Fire Girls, Boy Scouts, Girl Reserves, Boy Scouts, and Hi "Y." The course is open to both men and women. All will meet together twice a week and the men and women will meet in separate sections once a week. Prerequisite, junior standing. Three credits.

109. First Aid (For Men). The subject matter in this course follows closely the combined outlines of the American Red Cross, Boy Scout, and Miners' First Aid Courses. Attention is given to anatomy, wounds, dressing, shock, unconsciousness, poisons, artificial respiration, injuries due to heat and cold, transportation, and common emergencies. One phase of the course deals with the prevention and treatment of athletic injuries and includes practical work in preventive corrective and corrective adhesive plaster bandaging. Prerequisite, junior standing. Fee, $0.60. Two credits.

110. 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 town. This deals with detail of 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.

120. Teaching Health Education. Advanced students may do a part of their directed teaching in the Department of Health Education. Assignment to this work may substitute for the second quarter of Education 104. Prerequisite, Education 104. Five credits.
COURSES IN ATHELETICS AND COACHING FOR MEN

3. Playground Methods. This course is a study of games for use on the playground. While fundamental instruction is given in general playground activities, special emphasis is given to soccer, football, and track. This course is especially designed to prepare the student to handle the activities in both the elementary and junior high school. Three credits.

4. Play Activities. This course is a study of gymnasium and other indoor activities. Among the activities that receive special attention are basketball, relays, boxing, wrestling, indoor decathlon, volleyball, and individual stunts. Three credits.

5. Basketball Coaching (Theory and Practice). This course includes the history of basketball and thorough instruction in the fundamentals 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 Activities (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

Four-year Major (36 credit hours) 54, 55, 106, 107, 108, 110, elective from upper division courses to complete requirements.

Four-year Minor (18-20 credit hours) 54 or 55, 110, ten hours from 106, 107, and 108, elective from upper division courses to complete requirements.

Three-year Major (24 credit hours) 54 or 55, 110, ten hours from 106, 107, and 108, elective from upper division courses to complete requirements.

Three-year Minor (12 credit hours) 110, 106, and 107 or 108.

Students who plan to major in History should take History 52 or 53 to meet the minimum requirement in History in place of History 1. If department of History for a major or minor, then the courses listed above will be taken to complete the credit requirement.

DEPARTMENTAL COURSES

1. European Backgrounds. A survey course principally for students whose majors and minors lie in other fields. The work covers the history of Europe from the fall of the Roman Empire to the 16th century. Special emphasis is given to Roman hegemony, institutions, and an analysis and interpretation of the decline under the Empire. Five credits.

52. Ancient History. A cultural and institutional survey of the Greek epoch following the Persian Wars, architecture, sculpture, government, emphasizes the private and economic life of the Romans. Attention is given to the growth of the dynamics of the Empire. Three credits. Five credits.

53. Medieval History. A survey of the middle ages from the fall of the Roman Empire to the 16th century. The outstanding features of the Middle Ages are treated. This course provides a good foundation for the credits. Five credits.

54. Modern History I. A survey of Europe from the Reformation to the Roman Empire to the 16th century. The outstanding features of the period are given to Roman hegemony, institutions, and an analysis and interpretation of the decline under the Empire. Five credits.

56. English History. A survey of the social, economic, political, and cultural developments from the beginning of the reign of the Tudors to the present. It is designed to show the rise of individual liberties and democratic governance in England. Five credits.

100. Renaissance and Reformation. A course dealing with the basic political, social, economic, and cultural features of the Renaissance and Reformation. Special emphasis is given to the rise of capitalism and the development of absolute monarchies. Prerequisite, History 53 and 54. Three credits.

101. The French Revolution. A critical analysis of the intellectual, economic, and social features of the French revolution; the rise of Napoleon and an estimate of the worth of this era to later history. Prerequisite, History 54 and 55. Three credits.

102. Background of the World War. A study of the historical and fundamental causes of the World War, the internal organizations of the states of Europe and their international viewpoints relative to economic rivalry, unredeemed territory, militarism, the Triple Alliance, and the Triple Entente. Prerequisite, History 55. Three credits.

103. Europe Since the War. This course deals with the major problems following the World War and their bearings on current events. Emphasis is given to the Peace Conference, the treaties, the League, World Court, debts, new alliances, and dictatorships. Prerequisite, History 55. Three credits.

106. Colonial History. A study of the period from the founding of the first colonies in America to their final political separation from England. Particular emphasis will be placed upon the various political, economic, and religious experiments made in the colonies. Prerequisite, junior standing. Five credits.

107. Development of American Nationality. The development of American nationality from the Peace of Paris to the end of the Civil War. The course deals with the formation of the federal union under the constitution, the rise of opposing political philosophies, the triumph of democracy under Jackson, and the development of the sectional controversy which ended in the clash of the Civil War. Prerequisite, junior standing. Five credits.

108. The Emergence of Modern America. This course deals particularly with the vast industrial development which followed the Civil War, the rise of labor organizations, agrarian discontent, the "new" immigration, the development of American imperialism, and participation in world affairs. Prerequisite, junior standing. Five credits.

109. The West. The course deals with the westward movement in America. It involves a study of the exploration and settlement of the coastal plain; the colonization of the river and lake region; the fur trade; land policies; organization of the old northwest; the exploration and trade routes of the far west; territorial acquisition; the miner's, the settler's, and the rancher's frontier; and the influence of the frontier upon American institutions. Prerequisite, ten hours of American history. Five credits.

110. Pacific Northwest. This course covers the physical resources and the history of the Pacific Northwest, especially the history of Wash-
3. **Playground Methods.** This course is a study of games for use on the playground. While fundamental instruction is given in all playground activities, special emphasis is given to soccer, speedball, touch football, and track. This course is especially designed to prepare the student to handle the above activities in both the elementary and junior high school. Three credits.

4. **Play Activities.** This course is a study of gymnasium and other indoor activities. Among the activities that receive special attention are basketball, relay running, boxing, wrestling, indoor decathlon, volleyball, and individual stunts. Three credits.

50. **Football Coaching (Theory and Practice).** This course includes the history of football and thorough instruction in the fundamentals, and the cultivation of morale. Two credits.

51. **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.

52. **Track and Field Activities (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**

Four-year Major (36 credit hours) 54, 55, 106, 107, 108, 110, elective from upper division courses to complete requirements.

Four-year Minor (18-20 credit hours) 54 or 55, 110, ten hours from 106, 107, and 108, elective from upper division courses to complete requirement.

Three-year Major (24 credit hours) 54 or 55, 110, ten hours from 106, 107, and 108, elective from upper division courses to complete requirement.

Three-year Minor (12 credit hours) 110, 106, and 107 or 108.

*Students who plan to major in History should take History 52 or 53 to meet the minimum requirement in History in place of History 1 and then later decide to choose the departmental courses that interest them.*

1. **European Backgrounds.** A survey course principally for students whose majors and minors lie in other fields. The work covers the major and minor features of the European Backgrounds in the intermediate grades. Five credits.

52. **Ancient History.** A cultural and institutional survey of the Greek and Roman worlds. The first six-week period emphasizes the cultural background of the Persian Wars, architecture, sculpture, government, religion, philosophy, customs, and manners. The second six-week period gives an account of Roman society and its political, economic, and social features. Attention is given to the government of the Greeks and the republic under the Empire. Five credits.

53. **Medieval History.** A survey of the middle ages from the fall of the Roman Empire to the 16th century. The outstanding features of the various periods are treated. This course provides a good foundation for the teaching of European Backgrounds in the intermediate grades. Five credits.

54. **Modern History I.** A survey of Europe from the Reformation to 1815. This course deals with the rise of the absolute monarchies and religious and commercial revolutions of the 17th and 18th centuries, the French Revolution, and the Napoleonic Period. Five credits.

55. **Modern History II.** A survey of Europe from the Congress of Vienna to the present. Topics of importance in this course are the Congress of Vienna, the development of nationalism, the rise of democracies, causes of the World War, and the rise of new dictators. Five credits.

56. **English History.** A survey of the social, economic, political, and constitutional development from the beginning of the reign of the Tudors to the present. It is designed to show the rise of individual liberty and democratic government in England. Five credits.

57. **Renaissance and Reformation.** A course dealing with the basic political, cultural, social, and economic features of the Renaissance and Reformation. Special emphasis is given to the rise of capitalism and the development of absolute monarchies. Prerequisite, History 53 and 54. Three credits.

101. **The French Revolution.** A critical analysis of the intellectual, economic, and social features of the French revolution; the rise of Napoleon and an estimate of the worth of this era to later history. Prerequisite, History 54 and 55. Three credits.

102. **Background of the World War.** A study is made of the historical background and the fundamental causes of the World War, the internal organizations of the states of Europe and their international viewpoints relative to economic rivalry, unredempted territory, militarism, the Triple Alliance, and the Triple Entente. Prerequisite, History 55. Three credits.

103. **Europe Since the War.** This course deals with the major problems following the World War and their bearings on current events. Emphasis is given to the Peace Conference, the treaties, the League, World Court, debts, new alliances, and dictatorships. Prerequisite, History 55. Three credits.

106. **Colonial History.** A study of the period from the founding of the first colonies in America to their final political separation from England. Particular emphasis will be placed upon the various political, economic, and religious experiences made in the colonies. Prerequisite, junior standing. Five credits.

107. **Development of American Nationality.** The development of American nationalities from the Peace of Paris to the end of the Civil War. The course deals with the formation of the federal union under the constitution, the rise of opposing political philosophies, the triumph of democracy under Jackson, and the development of the sectional controversy which ended in the clash of the Civil War. Prerequisite, junior standing. Five credits.

108. **The Emergence of Modern America.** This course deals particularly with the vast industrial development which followed the Civil War, the rise of labor organizations, agrarian discontent, the "new" immigration, the development of American imperialism, and participation in world affairs. Prerequisite, junior standing. Five credits.

109. **The West.** The course deals with the westward movement in America. It involves a study of the exploration and settlement of the coastal plain; the colonization of the river and lake region; the fur trade; land policies; organization of the old northwest; the exploration and trade routes of the far west; territorial acquisition; the miner’s, the settler’s, and the rancher’s frontier; and the influence of the frontier upon American institutions. Prerequisite, ten hours of American history. Five credits.

110. **Pacific Northwest.** This course covers the physical resources and the history of the Pacific Northwest, especially the history of Wash-
Description of Departmental Courses

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ing designed to assist the student in interpreting literary models and in expressing more effectively his own thoughts and feelings. Three credits.

55. Advanced Interpretation. A continuation of English 60. Pre-requisite, 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.

Note: The prerequisite for upper division courses in literature shall be junior standing.

100. Story Telling, Poetry Reading and Dramatization. Choice of stories and poetry for children of grades 1-6, technique and practice in reading and discussing the reading of poetry and stories, and technique of dramatization. Two credits.

101. Short Story Writing. A course devised to encourage the writer to study social forces operating in our own times, with interpretation in the short story form in mind. The ultimate goal is a product in short story form mind. Three credits.

105. Literary Bypaths. Philosophic and aesthetic interpretation of literary curiosities—burlesque, satire, nonsense, etc. Such examples as The Antiquary, Alice in Wonderland, and the W. S. Gilbert and Arthur Sullivan operettas will be read and discussed. Two credits.

106. 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.

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

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

110. Literary Criticism. A study of the literary theories of the outstanding critics from Aristotle to the moderns. The reading of criticism standing critics from Aristotle to the moderns. The reading of criticism on the forefront of literary thought. Three credits.


114. Survey of English Literature. Historical and critical survey of English literature from Beowulf to the Restoration. Emphasis upon...
the genealogy of literary forms and interpretation of the three great figures of the period. Five credits.


156. Survey of American Literature. Historical and critical study of development of American literature exclusive of the novel, with concentration upon the democratic idea as it found expression in the work of eighteenth and nineteenth century writers. Three credits.

157. American and British Poetry since 1890. A study of some modern poets as significant interpreters of "the modern temper." Three credits.

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

167. The Tragic Idea. A study of change in the tragic concept as it has been modified by religious, economic, and social evolution. Intensive study of Aeschylus, Sophocles, Dante, Shakespeare, Milton, Hardy, Dreiser. Prerequisites, English 51, and 69. Three credits.

168. Seminar in Chaucer, Spenser, Shakespeare, or Milton, to be offered one quarter of each year. Prerequisites, English 51, 62, and 164. Two credits.

FRENCH

1, 2, 3. First Year French. Training in the fundamentals of the language, with work in reading, speaking, and composition, but with primary emphasis upon rapid and effective reading. Five credits each quarter.

50, 51, 62. Advanced French. For students who have had one year or more of French. Emphasis upon rapid reading and speaking. Five credits each quarter.

LIBRARY

1. Elementary Library Science. Instruction is given in the use of the library, the classification and arrangement of books, and in the use of the card catalog an indexes. Problems are assigned for the purpose of familiarizing students with reference manuals, yearbooks, and periodicals. Lectures and practice. No credit.

2. Library Administration. A course designed to teach the administration of the elementary and junior high school library. Instruction will be given in the organization, equipment, administration, and objectives of modern school libraries. Problems for detailed study will be assigned in accordance with the special interests and needs of students. Practical instruction will be given in the care and repair of books and pamphlet material. It will be given one laboratory and two lecture hours week and six hours of practical work in the various departments of the Normal School library. Prerequisite, Library 1 or library experience. Three credits.

MUSIC

Four-year Major (36 credit hours) 50, 51, 103a, 103b, 107, 110, 111, 112, 113; *Applied Music, 6 credit hours; and elective to complete requirement.

Four-year Minor (18-20 credit hours) 50, 103a or 103b, 110, 112; Applied Music, 3 credit hours; and elective to complete requirement.

Three-year Major (24 credit hours) 50, 51, 103a, 103b, 110, 112; *Applied Music, 4 credit hours; and elective to complete requirement.

Three-year Minor (12 credit hours) 50, 103a, or 103b, 112, and elective to complete requirement.

**A music major will be expected to be fairly proficient in both voice and piano. All majors must meet a certain requirement in piano and voice. A test must be taken the first year to determine this requirement.

NOTE: Music majors and minors are expected to be in one of the music organizations each quarter.

DEPARTMENTAL COURSES


3. Fundamentals of Music. For all students not interested in teaching and those students in the junior high school field not interested in teaching music. Fundamentals of music through contact with many orchestral and vocal music selections. Five credits.


51. Conducting of Choral Forms. Prerequisite, Music 1 or permission of the Music Department. Two credits.

52. Song Literature of the Elementary Grades. Designed to familiarize the student with the best songs for children and to develop skill in interpretation. Open to students not majoring or minoring in music. Three credits.

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

A. Piano.
B. Voice.
C. Violin, or other stringed instruments.
D. Woodwind or brass 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 stringed 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 develop 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, and 112. Two credits.


104. Formal Analysis and Composition. The student is introduced to the various music forms and begins his compositions by writing in these forms. A considerable amount of material is reviewed to make the student thoroughly familiar with the technique of masters. Prerequisites, Music 1, 50, and 111. Two credits.

105. Counterpoint. Analysis of canons and fugues. Simple contrapuntal writing. Prerequisites, Music 1, 50 and 111. Two credits.

106. Composition. Writing of songs, choruses, and instrumental music in both small and large forms. Prerequisites, Music 1, 50, 104, 105, and 111. Three credits.


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


112. Appreciation of Music. A cultural course for all music lovers to broaden understanding and increase pleasure. Listening experience is provided through the use of the victrola. The course is designed to start with descriptive music which is likely to be in the experience of the listener and proceed to music of more complexity. A study is made of the lives of composers in relation to each work until the entire field is covered. Prerequisite, Music 1. 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. The fee for practice rooms and instrument rental is $5.00 each quarter and the fee for practice rooms without instrument is $2.50 each quarter.

**PENMANSHIP AND TYPING**

**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.

**TYPING**

1. Elementary Typing. A course designed to teach the fundamental principles of the touch system so that students may acquire sufficient skill to use the typewriter for their own use. Five hours per week. One credit.

2. Advanced Typing. A continuation of Typing 1. Five hours per week. One credit.

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**SCIENCE AND MATHEMATICS**

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**SCIENCE**

One may major or minor with the emphasis on Biology, Botany, Geology, or Paleobotany.

**BIOLOGY**

Four-year Major (36 credit hours) 51, 52, 65, 66, 101, and elective to complete requirements.

Four-year Minor (18-20 credit hours) 51 or 52, 65, 66, and elective to complete requirements.

Three-year Major (24 credit hours) 51, 52, 65, 66, and elective to complete requirements.

Three-year Minor (12 credit hours) 51 or 52 and elective to complete requirements.

**BOTANY**

Four-year Major (36 credit hours) 53, 60, 63, 64a, 64b, 70a, 70b, and elective to complete requirements.

Four-year Minor (18-20 credit hours) 53, 64a, 64b, 70a, 70b, and elective to complete requirements.

Three-year Major (24 credit hours) 53, 60, 64a, 64b, 70a, 70b, and elective to complete requirements.

Three-year Minor (12 credit hours) 53, 64a, 64b, and elective to complete requirements.

**GEOLOGY**

Four-year Major (36 credit hours) 60, 61, 62, 65, 66, 71, and elective to complete requirements.

Four-year Minor (18-20 credit hours) 60, 61, 71, and elective to complete requirements.

Three-year Major (24 credit hours) 60, 61, 62, 71, and elective to complete requirements.

Three-year Minor (12 credit hours) 60, 61, and elective to complete requirements.

**PALEOBOTANY**

Four-year Major (36 credit hours) 53, 60, 61, 63, 64a, 64b, 104, and elective to complete requirements.

Four-year Minor (18-20 credit hours) 53, 60, 64a, 64b, and elective to complete requirements.

Three-year Major (24 credit hours) 53, 60, 63, 64a, 64b, and elective to complete requirements.

Three-year Minor (12 credit hours) 63, 60, and elective to complete requirements.

**SCIENCE COURSES FOR TRANSFER**

Students who are planning to do intensive work in Botany, Geology, or Paleobotany may take two or three years of work and then transfer to other institutions of the State. The courses selected from those listed below will be accepted as meeting a portion of a major or a minor requirement in the institution to which the credits have been transferred.

Two years of work in Botany: Select courses from Science 53, 60, 63, 64a, 64b, 70a, 70b, 104 and 108.

Two years of work in Geology: Select courses from Science 60, 61, 65, 66, 51, 52, and Mathematics 53, 54, and 55.

Three years of work in Paleobotany: Select courses from Science 53,
60, 61, 62, 63, 64a, 64b, 70a, 70b, 71, 104, and 108. In addition to the courses leading directly into the field of paleobotany, one should select courses from Science 51, 52, 101, and Mathematics 53, 54, and 55.

DEPARTMENTAL COURSES

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.


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. Fee, $2.00.

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

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, two credits.

60. Earth Science. This is an introductory course to a study of the earth sciences. It will include important facts and principles concerning the physical and biological history of the earth. 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 the provisional requirement in physical science. Three credits.

63. General Forestry. This is a study of trees, their habits of growth, the characteristic forest areas of North America and a study of leaves and wood structure. It is a foundation course for the study of paleobotany. Five credits.

64a. Taxonomy of Plants. This is an introductory course in the classification of plants. It includes the identification, classification, structure, and distribution of the higher plants and a study of natural floras. Two units. Five credits.

64b. Taxonomy of Plants. This course is a continuation of Science 64a. Prerequisite, Science 65a and b. Three credits.

65, 66. General Inorganic Chemistry. Two quarters of general chemistry are offered. Fundamental principles and practical application are stressed. There are two lectures per week and three double laboratory periods. Fee, $3.00 per quarter. Five credits per quarter.

67. Elementary Qualitative Analysis. A continuation of Science 66. It includes the classification, separation, and identification of the common anions and cations. Prerequisites, Science 65 and 66. Fee, $3.00. Five credits.


69. Elementary Organic Chemistry. This course is a study of the chemical properties of some of the carbon compounds that are important in every-day life and in industry. Prerequisites, Science 65, 66, and 67. Three credits.

70a. Introduction to Ecology. This course is a study of animals and plants in their out-door environment; their identification, distribution, and community grouping, together with the phenomenon of succession. Three credits.

70b. Introduction to Ecology. This course is a continuation of Science 70a. Prerequisite, Science 70a. Two 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.

100. Organic Evolution. A general lecture course designed to familiarize the student with the laws of evolution, the factors of organic selection, and the theories of heredity; artificial and natural selection, and the transmission of acquired characteristics based on the theory of the continuity of the germ plasm; 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, secretion, digestion, absorption, circulation, assimilation, 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. Three credits.
used for nature study in the grades. Prerequisites, fifteen hours in biological science of junior standing. Two credits.

104. Paleozoic. This is a study of the history of plant life on the earth with particular emphasis on the history of the Pacific Coast of North America. Five credits.


108. Science Seminar. Each quarter a group of students who have had the field may make arrangements with the head of the department for assignment to this course. Two credits.

MATHEMATICS

Four-year Minor (30 credit hours) 50, 51, and 52, or 53, 54, and 55, and 100 or 101.

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


2. College Algebra. Functions and graphs, quadratic equations, polynomials, determinants, logarithms, and exponential equations. Pre­ requisites, 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 triangles. Prerequisite, Mathematics 50 or equivalent.

52. Analytic Geometry and Calculus. Graphical representation, the straight line, graphs of the circle, ellipse, parabola, and hyperbola, a study of differential, and integration. Prerequisite, Mathematics 51 or 52.


100. Mathematics of Statistics. An elementary mathematical treat­ ment of graphic representation of data, frequency distribution, and correlation. Five credits.


SOCIAL SCIENCE

Four-year Major (36 credit hours) 51, 52, 54, 102, 103, Mathematics 100, and elective to complete requirements.

Four-year Minor (18-20 credit hours) 51, 52, 54, and elective to complete requirements.

Three-year Major (24 credit hours) 51, 52, 54, 102 or 103, and elective to complete requirements.

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

DEPARTMENTAL COURSES

1. Survey Course. An introduction to the social sciences usually found in college curricula with applications of their methods to a study of a few current problems. Five credits. Fee 50c.

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

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

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

52. Economics. A course in the fundamentals of economic theory. Prerequisites, Social Science 1, five hours elective, and sophomore standing. 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 thought. The Classical School, the Physiocratic School in France and continues to modern day economic thought. The Classical School, the Physiocratic School, 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 52 and junior standing. 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 52 or 15 hours credit in Social Science. Five credits.

102. Social Trends. This course is devoted to the study 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 51 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 to modern day economic thought. The Classical School, the Physiocratic School, 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 52 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 the methods of increasing progress in those fields where progress seems most needed; for instance, in the reduction of depressions. Three credits.

109. Political Economy. A study of the methods of increasing progress in those fields where progress seems most needed; for instance, in the reduction of depressions. Three 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.
Psychology
Science
Social Science
Diplomas
Education—
Departmental Courses
Minor Requirements
Expenses
Extension Classwork
Faculty
Fine and Applied Art—
Departmental Courses
Major and Minor Requirements
General College Curriculum
General Information
General Requirements for All Diplomas
Grading System
Health Education—
Departmental Courses
Major and Minor Requirements
Historical Statement
History—
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Major and Minor Requirements
Home Art and Economics—
Departmental Courses
Major and Minor Requirements
Honor Awards
Industrial Art—
Departmental Courses
Major and Minor Requirements
Intermediate Program
Junior High School Program
Kindergarten Program
Language and Literature—
Departmental Courses
Major and Minor Requirements
Library Staff
Library
Departmental Courses
Life Diplomas
Living Regulations
Loan Fund
Marking System
Mathematics—
Departmental Courses
Minor Requirements
Major Requirements
Minor Requirements
Music—
Departmental Courses
Major and Minor Requirements
Music Organizations
Nursery School
Off-Campus Service
Penmanship
Philosophy—
Departmental Courses
Physical Education—
Departmental Courses
Placement Service
Point System
Primary Program
Principles and Policies
Provisional Requirements
Psychology—
Departmental Courses
Renewals
Rural Program
Scholarship Standards
School Publications
Social Science—
Departmental Courses
Major and Minor Requirements
Social Organizations
Social Science—
Departmental Courses
Major and Minor Requirements
State Board of Education
Student Aid
Student Conduct
Student Guidance
Student Housing
Student Interests and Participation
Student Loan
Student Loan Fund
Student Organizations
Student Teaching
Three-Year Curriculum
Training School (Student Teaching Experience)
Typing