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Washington State Normal School Annual Catalog

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WASHINGTON STATE Normal School

WASHINGTON, THE SEAL
1859-1889

Vol. XXVIII, No. 4
July, 1936

WASHINGTON STATE NORMAL SCHOOL

EATENBURG, WASHINGTON

ANNOUNCEMENTS

GENERAL CATALOG ISSUE

1936-1937
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 1936-1937

Autumn Quarter
Registration of First-year Students............ Monday, September 28
Registration of Advanced Students............ Tuesday, September 29
Freshman Week.................................. Monday, September 28-Sunday, October 4
Classes Begin.................................. Wednesday, September 30
Thanksgiving Recess....................... Thursday, November 26-Sunday, November 29
Autumn Quarter Closes.......................... Friday, December 18

Winter Quarter
Registration of New Students.................. Monday, January 4
Classes Begin.................................. Tuesday, January 5
Winter Quarter Closes.......................... Thursday, March 18

Spring Quarter
Registration of New Students.................. Monday, March 22
Classes Begin.................................. Tuesday, March 23
Baccalaureate Services......................... Sunday, May 30
Commencement.................................. Wednesday, June 2

Summer Quarter
Registration of New Students.................. Monday, June 7
Classes Begin.................................. Tuesday, June 8
First Term Closes................................ Friday, July 10
Second Term Opens............................. Monday, July 19
Second Term Closes............................. Thursday, August 19
PART I

OFFICIAL DIRECTORY

BOARD OF TRUSTEES
Victor J. Bouillon, Chairman Elbersburg
Robert C. Sinclair .......................................................... Yakima
Herald E. Bollin .............................................................. Wenatchee

STATE BOARD OF EDUCATION
Noah D. Showalter ................................................................ Superintendent of Public Instruction, Olympia
Lee Paul Sieg ........................................................................................................... President, University of Washington, Seattle
Ernest O. Holland ................................................................................................. President, Washington State College, Pullman
Robert E. McConnell ......................................................................................... President, State Normal School, Ellensburg
Elmer L. Breckner ............................................................................................... City Superintendent of Schools, Tacoma
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Samuel F. Fleming ................................................................................................. Assistant Superintendent of Schools, Seattle

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Robert E. McConnell, Ph. D. ............................................................................... President
Henry J. Whitney, B. S. ...................................................................................... Dean and Registrar
Margaret Coffin Holmes, B. A. ........................................................................ Dean of Women
Otis Halbert Holmes, Jr., M. A. ........................................................................ Dean of Men
Emil E. Samuelson, Ph. D. ................................................................................ Director of Personnel
Amanda K. Hebler, M. A. .................................................................................. Director of Teacher Training
Kenneth Courson, B. S. .................................................................................... Business Manager
Elen Buhroon, B. S. ............................................................................................ Director of Dormitories
Helen E. Ritchie, B. S. in Nursing, R. N. ............................................................ Nurse

ASSISTANT ADMINISTRATIVE OFFICERS
Doris Ashmore .................................................................................................... Secretary to the President
Marian Miller ........................................................................................................ Secretary to the Registrar
J. A. Clemens ....................................................................................................... Assistant Accountant
Dorothy Nelson .................................................................................................... Secretary to the Director of Personnel
Gertrude Pinney .................................................................................................. Secretary to the Business Manager
Lula Rainey ........................................................................................................... Supervisor of Sue Lombard Hall
Hilda Sanderson .................................................................................................. Supervisor of Kamala Hall
Faye Maynard ..................................................................................................... Supervisor of Munson Hall

BUILDINGS AND GROUNDS
Everett Balyeat .................................................................................................. Foreman
A. L. Baker ........................................................................................................... Engineer
Clare Thomas ...................................................................................................... Engineer
E. W. Ames .......................................................................................................... Carpenter
John Ensstrom ..................................................................................................... Gardener
E. B. Bollin ........................................................................................................... Printer

THE FACULTY, 1936-1937

Robert E. McConnell, B. S., M. S., Ph. D. ......................................................... President
B. S., Montana State College; M. S., University of Wisconsin; Ph. D., State University of Iowa; Graduate Student, Harvard University

Education and Psychology
Emil E. Samuelson ......................................................................................... Professor of Education
B. A., Milton College; M. A., Ph. D., University of Wisconsin; Graduate Student, Teachers College, Columbia University

Amanda K. Hebler ............................................................................................. Professor of Education
B. S., M. A., and Supervisor's Diploma, Teachers College, Columbia University

Clara Meisner .................................................................................................... Associate Professor of Education
B. S., M. A., Columbia University

Jennie Moore ................................................................................................. Associate Professor of Education

Mary I. Simpson ............................................................................................... Associate Professor of Education
B. A., M. A., Colorado State Teachers College

Loren D. Sparks ............................................................................................... Professor of Education
Ph. B., Ph. M., University of Wisconsin; Ed. D., University of California

William T. Stephens ........................................................................................ Professor of Education and Philosophy
B. A., M. A., Indiana University; M. A., Ed. M., Harvard University; Graduate Student, George Peabody College for Teachers, and University of Chicago

Donald H. Thompson ..................................................................................... Associate Professor of Education
B. A., Whitman College; M. A., Stanford University; Graduate Student, University of Oregon

Joseph C. Traillor .......................................................................................... Assistant Professor of Psychology
B. S., University of Oregon; M. A., University of Washington

Fine and Applied Arts
Herbert Glenn Hogue ..................................................................................... Assistant Professor of Industrial Art
B. A., Washington State College

Olive U. Tjossem ............................................................................................ Assistant Professor of Art
B. A., State University of Iowa; Graduate Student, University of California

Pauline Johnson ............................................................................................... Assistant Professor of Art
B. A., University of Washington; M. A., Teachers College, Columbia University

Elene C. Buhroon ......................................................................................... Instructor in Household Art
B. S., Washington State College
Health and Physical Education

LEO S. NICHOLSON..................................Professor of Physical Education
B. S., 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

HAROLD E. BARTO.................................Instructor in Physical Education
B. S., University of Oregon; M. S. (Ed.) University of Idaho

JESSIE L. PUCKETT..............................Instructor in Physical Education
B. S., University of Oregon; Graduate Student, University of Oregon, and University of California

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

ROSA MOND WENTWORTH..........................Instructor in Dancing
B. A., University of Washington; Graduate Student, University of Wisconsin, and University 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., 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. LEMBEK.....................Assistant Professor of Speech and Dramatics
B. A., M. A., State University of Iowa

ANDREW J. MATHEWS..........................Assistant Professor of French and English
B. A., 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

KARL ERNST........................................Assistant Professor of Music
B. Mus., M. A., University of Washington

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.

Science and Mathematics

EDMUND L. LIND..............................Associate Professor of Physical Science
B. A., Wabash College; Ph. D., University of Chicago

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

REGINALD M. SHAW............................Assistant Professor of Geography
B. A., M. S., University of Wisconsin

Social Science and History

OTIS HALBET 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.............................Associate Professor of History
B. S., University of Oregon; M. S. (Ed.) University of Idaho

VERNON CARGSTENSEN..................Associate Professor of History
B. A., Iowa State Teachers College; M. A., Ph. D., 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. HEHLE..............Director of Training
B. S., M. A., and Supervisor's Diploma, Teachers College, Columbia University

AUGUST K. STOLZ..................Kindergarten

PEABODY H. JONES.....................First Grade
Diploma, Washington State Normal School, Ellensburg; Colorado State Teachers College

IRENE DAVIES........................Second Grade
Diploma, Milwaukee Normal School; Colorado State Teachers College; Washington State Normal School, Ellensburg

MAE T. ANDERSON..................Instructor in Education, Third Grade
B. A., Washington State College; M. A., Teachers College, Columbia University
**Official Directory**

LILLIAN BLOOMER ........................................... Fourth Grade Diploma, Washington State Normal School, Ellensburg; Milwaukee State Teachers College

A. S. B. Advisers—Mrs. Holmes, Dr. MacRae, Mr. Nicholson, Dr. Samuelson, Mr. Whitney, Mr. Snyder, Mr. Hogue, Mr. Hinch.

Student Publications—Dr. MacRae, Mr. Snyder, Miss Davies.

Student Loan Fund—Mr. Whitney, Mrs. Holmes, Mr. Holmes.

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

Student Welfare—Mr. Whitney, Mrs. Holmes, Mr. Holmes.

Personnel—Dr. Samuelson, Mr. Whitney, Miss Hebeler.

Student Employment—Mr. Courson, Mr. Holmes, Mrs. Holmes.

Student Publications—Dr. MacRae, Mr. Hogue, Mr. Hinch.

A. S. B. Advisers—Mrs. Holmes, Social Affairs; Mr. Hinch, Campus Crier; Mr. Hogue, Hyakem; Mr. Snyder, Music; Dr. MacRae, Programs; Mr. Lembke, Dramatics; Dr. Sparks, Athletics.

**Library Staff**

MARGARET S. MOULT ........................................ Librarian B.A., Macalester College; University of California, Library Certificate

GENEVIEVE BAILE ......................................... Assistant Librarian B.A., M.A., University of Washington; B.S., in Library Science, Columbia University

ALICE E. MCLEAN .......................................... Assistant Librarian B.A., B.A. in Librarianship, University of Washington

**FACULTY STANDING COMMITTEES**

Committee on Courses of Study—Dr. McConnell, Miss Hebeler, Mr. Holmes, Dr. MacRae, Mr. Nicholson, Dr. Samuelson, Mr. Whitney, Mr. Snyder, Mr. Hogue, Dr. Lind.

Alumni Affairs—Mr. Holmes, Mrs. Holmes, Mr. Hogue, Miss Johnson, Mr. Trainor.

A. S. B. Programs—Dr. MacRae, Mr. Snyder, Miss Davies.

Student Loan Fund—Mr. Whitney, Mrs. Holmes, Mr. Holmes.

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

Student Welfare—Mr. Whitney, Mrs. Holmes, Mr. Holmes.

Personnel—Dr. Samuelson, Mr. Whitney, Miss Hebeler.

Student Employment—Mr. Courson, Mr. Holmes, Mrs. Holmes.

Student Publications—Dr. MacRae, Mr. Hogue, Mr. Hinch.

A. S. B. Advisers—Mrs. Holmes, Social Affairs; Mr. Hinch, Campus Crier; Mr. Hogue, Hyakem; Mr. Snyder, Music; Dr. MacRae, Programs; Mr. Lembke, Dramatics; Dr. Sparks, Athletics.

**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-sixth year of its service to the citizens of the State at the close of the school year 1936-1937.

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-.

**BUILDINGS AND EQUIPMENT**

The present buildings comprise, in addition to the first building which is now called the Old Administration Building, the Campus Elementary School, Science Building, Library, a new Classroom Building, Kamala Hall, Sue Lombard Hall, Munson Hall, the Heating Plant, and the Student Pavilion. The president's residence is a modernized structure located one block off the campus.

A few years ago, a comprehensive plan for the enlargement of the building equipment was drawn. A Classroom Building, located just north of the Library Building was the first unit to be constructed according to the plan. An appropriation was made at the last session of the State Legislature for the erection of the second unit. This is now under construction and will be ready for occupancy at the beginning of the next quarter, September 30, 1936. This unit will contain a finely equipped auditorium, and small theater for work in speech and dramatics, music practice rooms, lecture rooms and laboratories for Physics and Chemistry and excellent accommodations for Industrial Art. The auditorium will seat one thousand and will have a pipe organ. All of this equipment has been designed for educational purposes. It comprises a portion of the rapidly increasing public wealth. 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 North 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 railroads or on any of the highways, one sees green fields and many trees. The appearance of the entire valley gives one the impression of a well watered and very fertile plain. It is difficult to realize that this section was once a part of the great American desert.

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

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

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 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 is thus presented 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, tending stock, assisting in laboratories, and odd jobs by the hour.

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

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. Applications for loans may be made at the office of the Registrar. All applicants must have had a residence at the school 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 $500.00. Loans are made available for short periods to students of proven ability who give promise of becoming successful teachers. Requests for loans from this fund should be made to the 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 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 out-of-town students. All first-year students are expected to live in the dormitories. However, if one enters with a good high school record and appears to be able to carry regular school work and to earn one's board and room, special arrangements may be made with the Dean of
Men or the Dean of Women. All students entered conditionally must live in one of the halls.

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

INSTITUTIONAL AND LIVING REGULATIONS

In order that students may know what obligations are incurred when they plan to live in one of the dormitories, and for the protection of the school and the students housed in the school residences, the following regulations will be in force for the school year 1936-1937.

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 returns made to the room or its furnishings before the room deposit is returnable.

3. All students living off-campus must be in a residence in living quarters operated by and cared for by a responsible landlord or landlady, and all living arrangements must be approved by the Dean of Men or the Dean of Women.

4. Not more than three or four students may live together and maintain housekeeping quarters in an off-campus residence.

5. Students who reside in one of the halls may not board off-campus.

THE LIBRARY

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

The Library contains 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 150 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. Moer Cup. This cup is awarded to the individual football player who maintains the highest scholarship record during the football season.

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

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

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

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

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 given credit only as electives.

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 1935-1936, 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 Yakima and 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 service 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 $75 per day during the time they are confined in the infirmary.

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

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

Damage Deposit Fees.

1. Library Damage Deposit Fee. A damage deposit of five dollars is required of each student and is held as indemnity against loss of or damage to library books or other school property in the hands of students. 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 halls of residence and held as indemnity against any unusual damage to the room or its furnishings. This is refunded when the room is surrendered, less any amount that may be assessed to cover damage.

Locker Fee. There is no charge for the use of the lockers, but a deposit of $5.50 is required to insure the return of the key.

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

THERE ARE NO REFUNDS ON THE FOLLOWING FEES:

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

Graduation Fees. A fee of $1.00 is required by law for each diploma issued. This fee is forwarded to the County Superintendent of the county in which the diploma is first registered. The local 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. A fee of $.50 per quarter to the support of the social activities of the institution 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.

Kamola Hall, Sue Lombard Hall, and Off-Campus Club Fees. Each woman in school pays a fee of fifty cents per quarter. This fee goes to support the activities of the organizations to which all women students belong, whether living in one of the school residences or resident off-campus.

Class Fee. All students pay a fee of twenty-five cents per quarter. The amount so obtained goes to 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 51.

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, chiffonier, 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.
PART III

AIMS, ORGANIZATION AND ACTIVITIES

FUNDAMENTAL PRINCIPLES AND POLICIES

The following aims and principles control the organization and development of the Normal School.

1. The physical equipment, the administrative organization, and the instructional staff constitute a portion of the social wealth of the State of Washington and as such are dedicated to the education of the youth of the commonwealth and to the preparation of teachers for the elementary schools.

2. It is the belief of the administration that teaching is a privilege and not a right. Therefore, candidates for teacher preparation are selected and high standards of conduct and of scholarship are required of those who are admitted to professional work.

3. The relative value of curriculum material used in a teachers' college should be judged by the nature and needs of the schools and communities which it serves.

4. Teacher preparation should be differentiated and specialized according to the grade level to be taught.

5. The prospective teacher should acquire a rich background of general culture, including a knowledge of present-day problems.

6. Professional scholarship should be sound. A teacher should be thoroughly familiar with educational theory and with the implications of psychology for educational procedure.

7. In all its activities, the school seeks to maintain high standards of excellence together with the practical concept of usefulness.

ADMINISTRATIVE ORGANIZATION

The Normal School is organized for administrative purposes into three divisions: business administration, instructional administration, and personnel administration.

Business Division. The business division has charge of financial matters such as receipts, expenditures, inventories, audits and reports. This division also superintends buildings and grounds and has general supervision of all funds assessed by the student body for the support of athletic activities and entertainment. Students come in contact with the business division when they pay their fees, board and room, and when they receive the return of their damage deposits upon withdrawal.

Instructional Division. The instructional division centers its interests in the curriculum, courses of study, teaching materials, supervisory programs, and all other activities that relate to the building, orderly revision and operation of the curriculum. The dean of the faculty, registrar, heads of departments, curriculum committee, and general staff are responsible workers in this division.

Personnel Division. The personnel division has the responsibility of promoting the physical health, mental health, work habits, and social life of all students. The following staff members are engaged in personnel work: personnel director, physical education instructors, college physician, school nurse, dean of women, dean of men, and dormitory housemothers.

The personnel division will endeavor to become familiar with the abilities and needs of all students, keep reliable records, and provide for adequate personnel service.

STUDENT INTERESTS AND PARTICIPATION

Orientation and Guidance. The first week of the autumn quarter is designated as "Freshman Week." First-year students register on Monday of that week. Tuesday is given over to tests. Class work begins on Wednesday. During this entire week, the personnel division of the school is active in gaining necessary information for sectioning, helping students become acquainted with the library, assisting them to adjust to the new living arrangements, acquainting them with the campus traditions, and in helping them to get the right kind of a start in college life.

The Dean of Women and the Dean of Men are responsible for the social life of the school. First-year students usually reside in one of the dormitories. There each individual is under the direct supervision of a housemother.

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

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

All instructors and administrative officers plan to give each student as much personal freedom as he is capable of using to his advantage.

Guidance, both social and educational, is always for the purpose of assisting students to become self-reliant, and this freedom is restricted only in so far as such restriction benefits the individual or the group.

STUDENT ORGANIZATIONS

Associated Student Body

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

The funds provided by the membership fee are used to pay the interest on and to amortize the bonds that are outstanding against the Student Pavilion, to subsidize the athletic and social activities of the Associated Student Body, and to provide lectures and entertainments. At the time of registration, each student is presented with a membership card which, when presented at the door, entitles one to free ad-
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 Kamala 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, 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 a full 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 will not be accepted from the student. They should be on file well in advance of 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, 45-90 quarter hours; Junior, 90-135 quarter hours; Senior, 135-192 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 "E". "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 "E", 0 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 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 the 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

The Degree of Bachelor of Arts in Education is conferred upon all who complete the four-year curriculum. As the degree is not an authorization to teach in the common schools of the State of Washington, the Advanced Special Normal School Diploma is presented at the same time. At the option of the candidate, the Degree of Bachelor of Arts in Education may be conferred upon the candidate for the Graduate Diploma.

DIPLOMAS

Special Normal School Diploma

This diploma is granted upon the completion of the three-year curriculum. It is valid for five years in the common schools of the State of Washington (grades one to nine inclusive). It may be renewed for a period of two years or a life diploma issued in its stead. One hundred and forty-four credits are required for this diploma.
Advanced Special Normal School Diploma

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

Graduate Normal School Diploma

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

Normal School Life Diploma

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 156 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 had 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 (36 weeks) with a minimum of twelve credits per quarter. Additional credits necessary may have been earned in some other institution.
5. Grade point quotient of 1.75 or better.
6. Good moral character and personal and physical fitness for teaching.
7. Citizenship in the United States or the holder of an alien permit.

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.

REQUIREMENTS OF ALL STUDENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education and Service Courses</td>
<td>75</td>
</tr>
<tr>
<td>Education</td>
<td>36</td>
</tr>
<tr>
<td>Psychology</td>
<td>8</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>18-20</td>
</tr>
<tr>
<td>VI. Elective</td>
<td>23-25</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 31-58.

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. English 5, Fundamentals of Speech .................................... 2
5. Health Education 1, Health Essentials ................................ 3
6. Health Education 2, Plays and Games (Women), or Health Education 3 or 4, Plays and Games (Men) ..................... 3
7. History 1, European Backgrounds ....................................... 5
8. Library Science 1, (A non-credit service course) .................. 0
9. Mathematics 1, Mathematics for Teachers ............................ 3
10. **Music 1, 2, or 3, Fundamentals of Music .......................... 5
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 Science .................................. 5
14. Science 2, Environmental Studies .................................... 5
15. Social Science 1, A Survey Course .................................. 5
16. Social Science 52, 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 grades 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.
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, or Education 109, Extra-curricular Activities 3

III. Required in the Department of Psychology:

1. Psychology 1, General Psychology 5
2. Psychology 3, Child Psychology, or Psychology 4, Adolescent Psychology 3

IV. Required for a Major:

A minimum of 36

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

1. Fine Art
2. Industrial Art
3. Home Art
4. Health and Physical Education
5. History
6. Literature
7. Mathematics
8. Speech and Dramatics
9. Music
10. Biology
11. Physical Science
12. Geology
13. Geography
14. Social Science

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, Library Science and French.

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

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.

*Upper Division Requirements in the Four-Year Curriculum

See page 33 for definition of upper division courses.
The major requirement is 24 credit hours and the minor is 12 credit hours.

The first three years of the several outlines that follow complete the requirements for the Special Normal School Diploma which will be issued upon application.

In the three-year curriculum, 30 credit hours out of the 144 must be in upper division courses or in courses for which upper division credit can be allowed. Of the 24 credit hours required for a major, 15 should be upper division.

CURRICULUM OUTLINE BY YEARS

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 by 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
English 5, Fundamentals of Speech ........................................ 2
Health Education 1, Health Essentials .................................. 3
History 1, European Backgrounds .......................................... 5
Library Science 1, (required of all first-year students) .................. 0
Physical Education ..................................................... 3
Science 1, Orientation in Science ....................................... 5
Science 2, Environment Studies ......................................... 5
Social Science 1, A Survey Course ...................................... 5
Elective ........................................................................... 2

Second Year

Education 3a, Methods and Observation, Kindergarten Primary .......... 5
English 3, Children's Literature ........................................... 3
Health Education 2, Plays and Games (Women) ............. ............ 3
Mathematics 1, Mathematics for Teachers .................................. 3
Physical Education ...................................................... 3
Music 1, 2, or 3, Fundamentals of Music ................................... 5
Psychology 1, General Psychology ......................................... 5
Psychology 3, Child Psychology .......................................... 3
Social Science 2, Human Geography ..................................... 5
Major ........................................................................... 8
Minor ........................................................................... 8

Elective ........................................................................... 48

Social Science 52, 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
English 5, Fundamentals of Speech ........................................ 2
Health Education 1, Health Essentials .................................. 3
History 1, European Backgrounds .......................................... 5
Library Science 1, (required of all first-year students) .................. 0
Physical Education ...................................................... 3
Science 1, Orientation in Science ....................................... 5
Science 2, Environmental Studies ......................................... 5
Social Science 1, A Survey Course ...................................... 5
Elective ........................................................................... 2

Second Year

Education 3b, Methods and Observation, Intermediate .................. 5
English 3, Children's Literature ........................................... 3
Health Education 2, 3 or 4, Plays and Games ............. ............ 3
Mathematics 1, Mathematics for Teachers .................................. 3
Physical Education ...................................................... 3
Music 1, 2, or 3, Fundamentals of Music ................................... 5
Psychology 1, General Psychology ......................................... 5
Psychology 3, Child Psychology .......................................... 3
Social Science 2, Human Geography ..................................... 5
Major ........................................................................... 8
Minor ........................................................................... 8

Elective ........................................................................... 48

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

Third Year

Education 102, Elementary and Junior High School Curricula ............ 3
Education 104b, Directed Teaching, Intermediate ..................... 10
Education 107, School Management and Law ................................ 3
Education 109, Activities in the Elementary School ................. 3
English 100, Story Telling, Poetry Reading, and Dramatization ..... 2
Major ........................................................................ 16
Minor ............................................................................ 7
Elective ...................................................................... 4

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 Philosophy ............................................ 5
Social Science 52, Economics .................................................. 5
Major (Complete 36 Hours) ................................................... 12
Minor (Complete 18-20 Hours) ............................................. 6-8
Elective ....................................................................... 15-17

Social Science 52, 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

Art 1, Art Structure ................................................................. 5
Education 1, Introduction to Education ....................................... 3
English 1 and 2, Composition ................................................... 10
English 5, Fundamentals of Speech .......................................... 2
Health Education 1, Health Essentials .................................... 3
History 1, European Backgrounds .......................................... 3
Library Science 1, (required of all first-year students) .............. 0
Science 1, Orientation in Science .......................................... 5
Science 3, Science for Junior High School Teachers ............... 5
Social Science 1, A Survey Course ......................................... 5
Elective ....................................................................... 2

48

Second Year

Education 2c, Methods and Observation, Junior High School .......... 5
English 4, Junior High School Literature .................................... 3
Health Education 2, 3, or 4, Plays and Games ......................... 3
Mathematics 1, Mathematics for Teachers ............................... 3
Physical Education ............................................................... 3
Music 1, 2, or 3, Fundamentals of Music ................................ 5
Psychology 1, General Psychology ......................................... 5
Psychology 4, Psychology of Adolescence ............................... 3
Social Science 2, Human Geography ....................................... 5
Major ........................................................................ 8
Minor ......................................................................... 5

48

Third Year

Education 102, Elementary and Junior High School Curricula ........ 3
Education 104c, Directed Teaching, Junior High School ............. 10
Education 107, School Management and Law ......................... 3
Education 108, Extra-Curricular Activities ............................. 3
Major ........................................................................ 16
Minor ......................................................................... 7
Elective ....................................................................... 6

48

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

Fourth Year

Education 115, Measurement in Education .................................. 3
Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or Philosophy 132, Modern Philosophy ............................................ 5
Social Science 52, Economics .................................................. 5
Major (Complete 36 hours) ................................................... 12
Minor (Complete 18-20 hours) ............................................. 6-8
Elective ....................................................................... 15-17

Social Science 52, 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.

RURAL PROGRAM

First Year

Art 1, Art Structure ................................................................. 5
Education 1, Introduction to Education ....................................... 3
English 1 and 2, Composition ................................................... 10
English 5, Fundamentals of Speech .......................................... 2
Health Education 1, Health Essentials .................................... 3
History 1, European Backgrounds .......................................... 5
Library Science 1, (required of all first-year students) .............. 0
Science 1, Orientation in Science .......................................... 5
Science 2, Environmental Studies ......................................... 5
Social Science 1, A Survey Course ......................................... 5
Elective ....................................................................... 2

48
Elective Minor

Major (Complete 18-20 hours)

English 100, Story Telling, Poetry Reading and Dramatization

Education 101, School Management and Law.

Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or Philosophy 132, Modern Philosophy

Education 108, Extra-Curricular Activities, or Education 109, Education 103r, Rural Procedure

Education 107, School Management and Law.

Social Science 52, Economics in exceptional cases will a student be allowed to carry more than one or the full four-year curriculum, therefore it is listed for the fourth year. For these who plan to complete the three-year curriculum leading to a diploma and the four-year curriculum for the degree of Bachelor of Arts or Bachelor of Science in two years.

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

Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or Philosophy 132, Modern Philosophy

Social Science 52, Economics

Major (Complete 36 hours)

Minor (Complete 18-20 hours)

Elective

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.

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, Child Psychology or Psychology 3, Psychology of Adolescence.

Education 3a, 3b, or 3c, Methods and Observation.

Education 104, Directed Teaching.

Education 107, School Management and Law.

PART V

THE GENERAL COLLEGE CURRICULUM

All educational institutions are largely local in that a large proportion of their students come from territory located within a radius of one hundred miles. The Washington State Normal School at Ellensburg has been primarily and almost exclusively a teacher training institution, however, it has always been possible for a student who was not planning to prepare for teaching to take courses in this institution which would meet the requirements of the first year or the first two years in another institution. Each year many students who plan to enter some other institution at a later date enroll here for courses which will be accepted elsewhere and will give one year or two years of advanced standing in the other institution.

In order better to guide those who wish to enroll at Ellensburg for one or two years of college work and later transfer to another college or university, there has been set up a two-year general college curriculum. This curriculum, outlined below, will meet the needs of three classes of students:

1. Those who plan to take two years of college work only. For them the curriculum will furnish the basis for a good general education and allow for some specialization.

2. Those who plan to take one or two years of lower division work and then transfer to some other standard college or university. For these the curriculum will, in most instances, permit admission to the junior year and the completion of the curriculum for the degree of Bachelor of Arts or Bachelor of Science in two years.

3. Those who may decide to remain at Ellensburg and complete the three-year curriculum or the four-year curriculum. For these there will be no loss of time as the curriculum outlined will articulate well with the three-year curriculum leading to a diploma and the four-year curriculum leading to the degree of Bachelor of Arts in Education.

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 and 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.
SUGGESTED SCHEDULE

First Year

English 1 and 2, Composition...........................................10
Social Science 1, A Survey Course.....................................5
History 1, European Backgrounds....................................5
Health Education 1, Health Essentials................................3
Physical Education..........................................................3
Science 1, Orientation in Science......................................3
Art 1, Art Structure........................................................3
Elective.............................................................................12

Second Year

Literature (English)............................................................5
Social Study Elective.........................................................5
Science Elective................................................................10
Music 3, Fundamentals of Music........................................5
Philosophy.........................................................................5
Psychology 1, General Psychology........................................5
Physical Education............................................................5
Elective.............................................................................10

NURSING EDUCATION

By agreement with the State Supervisor of Nursing, Ellensburg Normal School has been designated as the school in Central Washington where the preliminary courses in preparation for nursing may be taken. The curriculum consists of four quarters of work and because some of the courses are offered only once a year, one can pursue the curriculum to best advantage by enrolling in the autumn quarter and remaining throughout four quarters.

Autumn Quarter

English 1, Elementary English..............................................5
Science 70, General Inorganic Chemistry.................................5
Health Education 92, Nursing Education.................................5
Elective............................................................................. 2
Physical Education (Activity)..............................................1

Winter Quarter

English 2, English Composition..............................................6
Science 71, General Inorganic Chemistry.................................5
Social Science 1, Sociology Survey........................................5
Physical Education (Activity)..............................................1

Spring Quarter

Science 90, Human Physiology..............................................5
Science 92, Bacteriology........................................................5
Science 93, Human Anatomy................................................5
Physical Education (Activity)..............................................1

Summer Quarter

Psychology 1, General Psychology.........................................5
Home Art and Economics 112, Nutrition..................................5
Science 91, Human Physiology..............................................5

PART VI

DESCRIPTION OF DEPARTMENTAL COURSES

System of Numbering. Lower division required courses are numbered from one to forty-nine, inclusive. Lower division elective courses are numbered from fifty to ninety-nine, inclusive. Required and elective upper division courses are numbered one hundred and above.

Lower division when applied to courses refers to those which are designed primarily for first-year and second-year students. Upper division refers to those primarily designed for third-year and fourth-year students. Upper division courses usually carry prerequisites as to specific courses or as to classification. Lower division courses may be taken by upper classmen if they have free elective hours and if they have the required proportion of upper division hours. Upper division courses are limited to third-year and fourth-year students, though an advanced second-year student may be assigned to an upper division course if all the prerequisites have been met and if the student is deemed of such maturity as to be able to carry the course equally well with third-year and fourth-year students.

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 24 hours and the three-year minor, 12 hours. The four-year major is 36 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 observation 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, Educ. 1, Psychology 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 development and growth and the philosophy underlying the changes in organization and curriculum are representative topics. Prerequisites, Junior standing and all lower division required courses. Three credits.

103r. Rural School Procedure. Problems common to rural schools are analyzed in terms of progressive educational practices. 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 who elect to teach in one of the following departments: Kindergarten-primary, 104a; intermediate, 104b; junior high school, 104c; five credits each quarter; or 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 relations, pupil and teacher problems. Actual and practical problems of the elementary school administrator are studied and discussed. Prerequisite, experience or Junior standing. Five credits.

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 purpose of this course is to study and to evaluate the "out of class" activities of the school, particularly those of the junior high school. The underlying principles and philosophy of the activities program will be considered together with the organization and administration of home-room activities, assemblies, club activities, dramatics and athletic programs. Special emphasis will be given to adapting this program to the small school. Prerequisites, all lower division required courses. 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. Three 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 consists of a systematic study of the sources of knowledge, the development of educational philosophy, the history of education, the influence of educational thinking on society, and the ethical values associated with the various theories of education. Prerequisites, Education 1 and 3; Psychology 1 and 2. Five credits.

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

113. 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.

114. Measurement in Education. This course is intended to give the student an understanding of the principles underlying educational measurement and the objectives, procedures, and techniques to be adopted in a program of measurement in the public schools. Acquaintance is secured with various types of intelligence tests, achievement tests, and vocational or special aptitude tests. Classroom tests will be constructed and test material evaluated. Prerequisite, experience or junior standing. Three credits.

115. Public School Finance. A course dealing with the financial problems confronting the school administrator today. It offers an opportunity for intensive study of federal policy with regard to financing public education. The organization and development of financial 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.

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


118. Early Childhood Development. This course is a study of the development of children from birth to eight years of age, and of the adaptation of the physical and social environment to promote growth during these years. Prerequisite, Education 103a. Two credits.

119. Unit Course in Methods and Observation. A methods and observation course designed primarily for experienced teachers. It may be elected by third and fourth year students who are minors in Education. The student is held responsible for individual investigation and research. Prerequisite, teaching experience or junior standing. Five 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, to approximate a scientific basis for moral conduct. Prerequisite, junior standing. Five credits.

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

PSYCHOLOGY

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

2. Psychology of School Subjects. This course involves a study of the results of experimentation in a number of elementary school subjects for the purpose of obtaining a scientific background for the formulation of a method of teaching these subjects. Prerequisites, Education 1 and Psychology 1. Three credits.

3. 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.

4. Psychology of Adolescence. The problems of adolescence are reviewed in their psychological light. The evolving of the social adjustments of the individual is given major emphasis. This course is designed for, and is of particular interest to teachers in the upper grades and the junior high school. It presupposes a knowledge of the fundamentals of psychology. 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 115. Five credits.

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

103. Applied Psychology. The effect of the environment on the individual will be taken up, followed by a study of the nature and significance of individual differences. Work will be done on the application of psychology to the professional and industrial fields, including medicine and pathology, law, business, industry, and various other institutions and activities. Prerequisites, Psychology 1, 2 and 106. 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.

106. Personnel Procedure. The personnel point of view is always constructive, preventive, educative, or re-educative. The whole individual is studied, past history and present crisis. Personnel techniques and practices, such as testing, interviews, visiting teachers, faculty advisers, orientation, placement, discipline problems, and mental hygiene problems are considered. Prerequisites, Psychology 1 and Education 115. Three credits.

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

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

Four-year Major (36 credit hours) 60, 61, 63, 70, 90, 100, 102, 130A, 131A, electives 9 credit hours.

Four-year Minor (20 credit hours) 60, 63, 70, 90, 100, 130A, electives 3 credit hours.

Three-year Major (24 credit hours) 52, 60, 63, 70, 90, 100, 130A, 131A, electives 2 credit hours.

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

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

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

61. Figure Construction. This is a study in the use of line and form in drawing the human figure from diagram and the model. Prerequisite, Art 60. Fee $1.00. Two credits.
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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 emphasizing art structure and their application to textiles. The problems employ block prints, stencils, batik, and tempera. Prerequisite, Art 1. Two credits.

90. Art Appreciation. This course consists of a series of lectures and readings dealing with the elements and principles governing artistic organization as manifested in the arts. It aims to Furnish all students, irrespective of preliminary training in art, with such knowledge and understanding as shall lead to an appreciation of art quality. Open to all students. Two credits.

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

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

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

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

105. Figure Composition. Arrangement and grouping of the human figure or figures as determined by the principles of composition. Advanced figure study. Prerequisite, Art 60A. 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.


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

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

Four-year minor (20 credit hours) 52, 70, 71, 79, 83, 90, elective to complete requirement.

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

Three-year minor (12 credit hours) 52, 70, 90, elective from 70 or 71.

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

*71. Woodworking. A general 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. Two credits.

*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.

70. 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 forgery 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. Three credits.

*109. Advanced Creative Craft. A course which covers the same field as Art 70 but with more emphasis on skill. Students who of materials as Art 70 but with more emphasis on skill. Students who are interested in advanced work in this field. Prerequisite, 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 the handling of one medium until they have mastered it. 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 furniture and cabinet drawing. Prerequisites, Art 71, 72, and 110. Credit arranged.

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

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

The fee is $5.00 per credit hour.

49. Meal Planning and Service. The planning and serving of meals for a diversified course to develop appreciation through experience with tools and materials. About four weeks are spent in each of any three media which follow: metals, clay, leather, and wood. Creative design is stressed. Prerequisite, Art 1. Credit arranged.

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.
Description of Departmental Courses

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 diets for various conditions. Prerequisite, Science 102 or the equivalent. Five credits.

113. Clothing. The aim of this course is to help the student to select, construct, and 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, 52, 56, 101, 102, 106, 106, elective to complete requirements from Health Education 56, 104, 108, 110, 120, Science 50, 61, 70, 71, 92 and Home Art and Economics 112.

Four-year Minor (18-20 credit hours) *Activity 2 credit hours, 50, 52, 56, 101, 102, elective to complete requirements from Health Education 104, 106, 108, and Science 50, 61, and 92.

Three-year Major (24 credit hours) *Activity 2 credit hours, 50, 52, 56, 101, 102, 106, and 110.

Three-year Minor (12 credit hours) *Activity 2 credit hours, 50, 56, and 107, or 106.

Men Students

Four-year Major (36 credit hours) *Activity 3 credit hours, 50, 56, 101, 102, 106, 106, and four credit hours from 60, 61, 62; elective to complete requirements from Health Education 57, 104, 108, and 120, Science 50, 51, 70, 71, and 92.

Four-year Minor (18-20 credit hours) *Activity 2 credit hours, 50, 52, 56, 101, and four credit hours from 60, 61, 62; elective to complete requirements from Health Education 100, 102, 104, 106 and 108.

Three-year Major (24 credit hours) *Activity 2 credit hours, 50, 56, 101, 102, 106, and 110, and four credit hours from 60, 61, and 62.

Three-year Minor (12 credit hours) *Activity 2 credit hours, 50, 56, and 106, or 107.

*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 which 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.


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.
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Archery and Lawn Bowls. Fall and spring quarters.
Badminton. Winter quarter.
Basketball. Intramural. Winter quarter.
Boxing. Fall and winter quarters.
Boxing. Intramural. Winter quarter.
Elementary Clog and Character Dancing. Winter and spring quarters.

Football. Varsity turnout. Fall quarter.
Golf. Spring quarter.
Golf. Intramural. Spring quarter.
Handball. Fall and winter quarters.
Handball. Intramural. Winter quarter.
Horseshoes. Fall and spring quarters.
Ping Pong. Fall, winter, and spring quarters.
Social Dancing and National Dances. Winter quarter.
Softball. Intramural. Spring quarter.
Softball. Spring and summer quarters.
School Decathlon. Fall, winter, and spring quarters.
Stunts and Tumbling. Fall quarter.
Swimming. Summer quarter.
Tennis. Fall and spring quarters.
Tennis. Varsity turnout. Spring quarter.
Touch Football and Speedball. Intramural. Fall quarter.
Track. Varsity. Spring quarter.
Volleyball. Intramural. Fall quarter.
Wrestling. Fall and winter quarters.

HEALTH EDUCATION

All of the following courses are open to both men and women except Health Education 2, 105, and 109.

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

2. Playground Methods for the Elementary and Junior High School. This course includes games suited to the school room and playground; such as relay, tag races, and cross-country athletic games; and elementary soccer, basketball, and baseball games; also the nature and function of play. Students have practical work in directing play activities. Three credits.

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

52. History of Nursing. This course starts with an introduction to nursing history including the Pre-Christian period, through development by the early Christian Church and by medieval religious orders, changes in nursing and hospital work from the 16th to the 20th century, founding of modern nursing in America, nursing in other countries, and the professional heritage of the modern nurse and her contribution to nursing history. Three credits.

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

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


102. Adaptive Exercises. This course takes up the general and specific effects of individual corrective exercise upon posture as well as upon organic functions; diagnosis and prescription of 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 drama 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 equipment. Prerequisites, Health Education 50. 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 50. 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 in 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, Girl Scouts, Girl Reserve, Boy Scout, 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. The phase of the course which deals with prevention and treatment of athletic injuries and includes practical work in preventive, protective, and corrective adhesive plaster bandaging. Prerequisite, Junior standing. Fee, $6.00. 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 rural systems, and state associations. It deals with detail of the administrative problems involved in the vari-
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 Washington. This course is intended to study the work and activities of representative American statesmen, educators, religious leaders, captains of industry, scientists, artists, and engineers. Prerequisite, ten hours of American history. Five credits.

111. Representative Americans. American history is particularly rich in colorful and peculiarly American characters. In this course it is intended to study the work and activity of representative American statesmen, educators, religious leaders, captains of industry, scientists, artists, and engineers. Prerequisite, junior standing. Two credits.

112. Readings in European or American History. Opportunity will be provided for superior students to carry on independent study in particular fields in either European or American history under the direction of the staff members. Prerequisite, junior standing. Twenty hours of history, and a grade point average of 2.5. Two credits.

**LANGUAGE, LITERATURE, SPEECH AND DRAMA**

**English Language and Literature**

Four-year Major (36 credit hours) 51, 52, 102, 110, 154, 155, 156, 168 and elective to complete requirements.

Four-year Minor (18-20 credit hours) 51, 52, 154, 155, and elective to complete requirements.

Three-year Major (24 credit hours) 51, 52, 154, 155, and elective to complete requirements.

Three-year Minor (12 credit hours) 154, 155, and elective to complete requirements.

**French Language and Literature**

A minor in French Language and Literature is offered based upon two years of French in high school or French 50, 51, and 52. College credit will be given for courses 50, 51, and 52, if taken throughout the entire year, but only courses 53, 54, 55, 101, 102, and 103 will be counted toward the minor.

Four-year Minor (18 credit hours) 53, 54, 55, 101, 102, 103.

Three-year Minor (12 credit hours) 53, 54, 55, 101.

**Speech and Drama**

Four-year Major (36 credit hours) 60, 62, 102, 104, 120, 121, 122, 123, 154, elective to complete requirement.

Four-year Minor (18-20 credit hours) 60, 62, 104, 120, 121, elective to complete requirement.

Three-year Major (24 credit hours) 60, 62, 102, 104, 120, 121, elective to complete requirement.

Three-year Minor (12 credit hours) 60, 62, 120, 121.

**DEPARTMENTAL COURSES**

**English Language and Literature**

1. Elementary English. A thorough drill in the fundamentals of English; grammar, punctuation, spelling, sentence structure, improvement of speech habits. Five credits.

2. English Composition. The course involves some reading of selections from well-known authors and extensive practice in the writing and speaking of clear, thoughtful, forcible English. Five credits.

3. Children’s Literature. The required course in children's literature. It is a study of the types of literature best suited to children of grades 1-6. The course includes reading and evaluation of material from early folklore to present-day books for children. Three credits.

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

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

51. Great Books. A study of the classics of Greece, Judea, and Rome, with emphasis upon the Greek epics and tragedies. Attention is focused upon social, ethical, and aesthetic ideas. Three credits.


100. Story Telling, Poetry Reading and Dramatization. Choice of stories and poetry for children of grades 1-6, technique and practice in 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 and analyze literature in our own times, with interpretation in the short story form in mind. The ultimate goal is a product in short fiction not too unmistakably academic. Open only to students who can obtain approval from the instructor. Two credits.

106. The Novel. A study of the leading novelists of Europe and America, from Richardson to the present. Emphasis upon Fielding, Flaubert, Dostoevsky, Rolland, and Hardy. Three credits.


108. Nineteenth Century English Prose. A consideration of the leading English prose writers of the nineteenth century, with emphasis upon the informal essay, literary and social criticism, and the novel. Three credits. (Will be replaced by English 167, in 1936-37.)

109. Contemporary Continental Drama. The study of representative plays by 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 accompanied by the writing of book reviews and literary essays. Three credits.


the genesis 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. Seminar in Chaucer, Spenser, Shakespeare, or Milton, to be offered one quarter of each year. Prerequisites, English 61, 62, and 154. Two credits.

FRENCH LANGUAGE AND LITERATURE

50, 51, 52. 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.

53, 54, 55. Advanced French. For students who have had one year or more of French. Emphasis upon rapid reading and speaking. Three credits each quarter.

100, 101, 102. Intensive reading of the great French writers in prose, poetry, and drama with lectures and discussion. Prerequisite, 53, 54, 55 or equivalent. Three credits each quarter.

SPEECH AND DRAMA

5. Fundamentals of Speech. This is a basic course in speech training required of all students who plan to complete the curriculum for certification for teaching and is a prerequisite for all other speech and dramatic production courses. The course aims to provide a broad general knowledge of speech problems and methods of meeting them. Speech organization and debate will receive greater emphasis for those not planning to teach. Two credits.

60. Oral Interpretation. This course deals with the types of literature suitable for oral reading to young students, methods of preparation and techniques of presentation. Prerequisite, 5. Three credits.

62. Dramatic Production. This is a practical course in the technical problems of producing a play. A knowledge of textbook material and stage terminology and assistance with production will be required. See courses 122 and 123. Prerequisite, Speech 5. Three credits.

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

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

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

120. Methods of Teaching Speech. This course deals with the psychology and pedagogy of teaching the many phases of speech with particular emphasis on the situation in the elementary and junior high schools. The diagnosis of voice and articulatory problems, the mechanism of voice production and articulation, and a survey of important literature in the field constitute the work of the quarter. Prerequisite, 5. Three credits.

121 Methods and Practice of Speech Correction. This course consists principally in the application of phonetics to clinical procedure and actual practice in treating various inadequacies of voice and articulation. Prerequisite or co-requisite, 120. Two credits.

122. Dramatic Production. This is the second course in dramatic production. Practical directing experiences and directing experiences will be given this quarter. Prerequisite, Speech 5 and 62. Three credits.

123. Dramatic Production. A detailed study of the techniques of acting, makeup, lighting, costuming and stage construction will be made. Prerequisite, Speech 5 and 122. Three credits.

158. Modern Drama. Reading and discussion of outstanding plays written in English during the last thirty-five years. For either 3 or 5 credits.

169. Problems of Speech and Drama. Problems of research and practice will be assigned in conference. Prerequisite, permission of the instructor. Two credits.

LIBRARY ADMINISTRATION

Three-year Minor. The minor in the three-year curriculum is offered and consists of work in the four courses whose descriptions will be found below. In addition to these courses, all library minors will have credit in English 100 and in either English 3 or 4.

LIBRARY

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

50. Classification and Cataloging Books. A study of principles and methods of classifying books, illustrated by practical problems chiefly in the use of the Dewey Decimal Classification. The essential principles of cataloging are covered, instruction being based upon Akers—"Simplified Cataloging Rules." About seventy-five books are cataloged in full by each student. Three credits.

51. School Library Administration. The course is designed to teach the administration of the elementary and junior high school library. Instruction will be given in the organization equipment, administration, and objectives in modern school libraries. Problems of detailed study will be assigned in accordance with the special interests and needs of the students. Practical instruction will be given in the care and repair of books and pamphlet material. Prerequisite, 50. Three credits.

100. Reference Books. A study of the main types of general reference works: dictionaries, encyclopedias, indexes, biographical dictionaries, and more important reference works in special fields. Discussion based on Mudge: "Guide to Reference Books" and on examination of the most used books of these types, followed by problems illustrating their use in relation to the needs of classroom situations in progressive schools. Prerequisite, 50, 51. Two credits.

101. Book Selection. The study of representative books, both recent and standard, in diverse fields of thought with the idea of developing skill in judging the value of a given book for library purchase. Attention will be given to physical characteristics of books, book selection aids, reviewing periodicals, publisher's editions, and evaluation of textbook and the writing of book annotations. Prerequisite 50, 51, 100.
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. Fee $1.00. 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.

53. Rhythm and Listening Materials for Elementary Grades. Suitable materials for all grades will be demonstrated. Open to those who are not majors or minors in Music. Prerequisite, Music 1, 2, or 3. Two 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.
E. Pipe Organ.

60, 61, 62, Women'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. Students should plan to remain in the choir during the entire year. 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 is made of suitable materials and methods of procedures for the lower grades. Prerequisite, Music 1, 50, 112, observation of music teaching and suitable skill in piano and voice. Three credits.

103b. Music Education for Upper Grades. A study is made of suitable music materials and methods of procedures for upper grades. Prerequisite, Music 1, 50, 112, observation of music teaching and suitable skill in piano and voice. Three 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. Prerequisite, Music 1, 50, and 111. Three Credits.


106. Composition. Writing of songs, choruses, and instrumental music in both small and large forms. Prerequisites, Music 1, 50, 104, 106, 111, 114. Three credits.


110. Teaching of Music. Teaching of music and classes in orchestral instruments and class piano in the elementary grades. Two to five 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. Fee, $1.00. Three Credits.


114. Advanced Harmony. A continuation of Music 111. Prerequisite, Music 1, 50, 111. Three 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. Special arrangements for pipe organ rental will be made.
PENMANSHIP, TYPING, AND SHORTHAND

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.

SHORTHAND

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.

SCIENCE, GEOGRAPHY AND MATHEMATICS

Biology
Four-year Major (36 credit hours) 51, 52, 70, 71, 101, and elective to complete requirements.
Four-year Minor (18-20 credit hours) 51 or 52, 70, 71, and elective to complete requirements.
Three-year Major (24 credit hours) 51, 52, 70, 71, and elective to complete requirements.
Three-year Minor (12 credit hours) 51 or 52 and elective to complete requirements.

Geography
Four-year Major (36 credit hours) Science 60, Geography 81, 82, 110, 114, 115, and elective to complete the requirement.
Four-year Minor (18-20 credit hours) Science 60, Geography 81, 82, and elective to complete requirement.
Three-year Major (24 credit hours) Science 60, Geography 81, 110, *114, and elective to complete requirement.
Three-year Minor (12 credit hours) Geography 81, 110, and elective from Regional Geography.
*Regional Geography may be substituted for this.

Geology
Four-year Major (36 credit hours) 60, 61, 62, 70, 71, 82, Geography 117, and elective to complete requirements.
Four-year Minor (18-20 credit hours) 60, 61, 82, and elective to complete requirements.
Three-year Major (24 credit hours) 60, 61, 82, and elective to complete requirements.
Three-year Minor (12 credit hours) 60, 61, and elective to complete requirements.

Physical Science
Four-year Major (36 credit hours) Science 70, 71, 72, 77, 78, and elective to complete requirements.
Four-year Minor (18-20 credit hours) Science 70, 71, 72, 77.
Three-year Major (24 credit hours) Science 70, 71, 72, 77, 78.
Three-year Minor (12 credit hours) Science 70, 71, 77.

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.
4. 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; sensitivity, sense organs and movement. Science 50 may be selected as provisional requirement in biological science. Five credits. Fee, $2.00.
5. Vertebrate Zoology. A study of the organs of the frog and of the changes and adaptations to the variations and additions. 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 61 may be selected as provisional requirements in biological science. Five credits. Fee, $2.00.
6. 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 requirements in biological science. Five credits.
7. 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.
8. 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.
9. 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.
10. 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.
11. Historical Geology. The origin and evolution of the earth from earliest times to the present with particular reference to life forms on the American continent. Five credits.
### 55 Description of Departmental Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>62</td>
<td>Rocks and Minerals</td>
<td>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.</td>
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<tr>
<td>63</td>
<td>General Forestry</td>
<td>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.</td>
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<tr>
<td>64a</td>
<td>Taxonomy of Plants</td>
<td>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 flora units. Two credits.</td>
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<tr>
<td>64b</td>
<td>Taxonomy of Plants</td>
<td>This course is a continuation of Science 64a. Prerequisite Science 64a. Two credits.</td>
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<tr>
<td>70, 71</td>
<td>General Inorganic Chemistry</td>
<td>Two quarters of general chemistry are offered. Fundamental principles and practical applications are stressed. There are two lectures per week and three double laboratory periods. Fee, $3.00 per quarter. Five credits per quarter.</td>
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<tr>
<td>72</td>
<td>Elementary Qualitative Analysis</td>
<td>A continuation of Science 71. It includes the classification, separation, and identification of common anions and cations. Prerequisites, Science 70 and 71. Fee, $3.00. Five credits per quarter.</td>
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<tr>
<td>73</td>
<td>Elementary Quantitative Analysis</td>
<td>Elementary gravimetric and volumetric analysis. Prerequisites, Science 70, 71 and 72. Fee, $3.00. Five credits.</td>
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<tr>
<td>74, 75</td>
<td>Elementary Organic Chemistry</td>
<td>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 70, 71, and 72. Five credits each quarter.</td>
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<tr>
<td>77, 78, 79</td>
<td>General Physics</td>
<td>A year's work in general physics. The traditional organization of the subject matter is somewhat reorganized so that the concept of energy and its transformation and transportation will serve in a more pronounced way as an integrating factor throughout. Much modern physics is included. Three class periods and two double periods of laboratory work per week. Fee, $3.00. Five credits each quarter.</td>
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<tr>
<td>90, 91</td>
<td>Human Physiology</td>
<td>Two quarters of Human Physiology are offered for students in nursing education and for elective work for science and pre-medical education majors and minors. The work consists of lecture and laboratory work and emphasizes the normal functioning of the body tissues. Offered the spring and summer quarters. Five credits each quarter.</td>
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<tr>
<td>92</td>
<td>Bacteriology</td>
<td>A lecture and laboratory course giving the principles of bacteriological practice, isolation of pure cultures, routine cultivation of bacteria, morphology of type specimens, immunology, dissemination of disease; also, study of micro-organisms which are related to commerce and health. Prerequisites, Science 1 and 50 or equivalent. Five credits. Fee $1.00.</td>
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<tr>
<td>93</td>
<td>Human Anatomy</td>
<td>This course in Human Anatomy is designed principally for students in nursing education but is open to others who have two quarters of Chemistry. Offered the spring quarter only. Five credits.</td>
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<tr>
<td>101</td>
<td>Organic Evolution</td>
<td>A general lecture course designed to familiarize the student with the laws of development, the factors of organic evolution, and the theories of heredity: artificial and natural selection, adaptation, preformation, epigenesis, use, mutations, mendelism, and the transmission of acquired characteristics based on the theory of the continuity of the germ plasm; coenosynthesis, segmentation, artificial parthenogenesis, and experimental embryology. Prerequisites, Science 1 and 50 or equivalent. Five credits.</td>
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<tr>
<td>103</td>
<td>General Physiology</td>
<td>A lecture and laboratory course emphasizing the normal functioning of body tissues; the physiology of muscle, gland, sense organs, physiology of work and fatigue, motion, perspiration, nutrition, secretion, digestion, absorption, circulation, respiration, assimilation, growth, nutrition, decay, old age, regeneration, and the struggle for existence. Prerequisites, Science 1 and 50, and junior standing. Three or five credits.</td>
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<tr>
<td>108</td>
<td>Animal Ecology</td>
<td>A continuation of Science 70 in the field of animal life. Prerequisite, Science 70. Three credits.</td>
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<tr>
<td>109</td>
<td>Plant Ecology</td>
<td>A continuation of Science 70 in the field of plant life. Prerequisite, Science 70. Two credits.</td>
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<tr>
<td>110</td>
<td>Science Seminar</td>
<td>Each quarter a few students who have had twenty hours in science and have the ability to do original research in the field may make arrangements with the head of the department for assignment to this course. Two credits.</td>
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</tbody>
</table>

### DIVISION OF GEOGRAPHY

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

81. **Physical Geography.** The work of this course divides itself into three parts: (1) a study of the major land forms (plains, plateaus, mountains) and of the minor land forms (those produced by the erosional and depositional activities of rivers, glaciers, winds and currents and waves) of the earth; (2) an analysis of the physiographic regions of the United States in which practicable application of the facts learned in the first part is made; and (3) a study of the climatic elements (temperature, pressure, winds, moisture) and of the climatic regions of the world. Construction and interpretation of topographic and weather maps and a study of the more common rocks is included in the above work. Short field trips will be made occasionally. Five credits.

82. **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 Cascades. Three credits.

110. **Geography of North America.** An interpretative geographic study of the major regions of Anglo-America (Alaska, Canada, United States). Three credits.

111. **Geography of South America.** A survey of the geographic landscapes and the economic activities of man in the countries of Central and South America, in Mexico, and in the islands of the Caribbean S. A. Three credits.
115. **Geography of Europe.** A comparative study of both the geographic and political units which comprise Europe. Useful in the interpretation of European history. Three credits.

116. **Geography of Africa, Australia and Oceana.** A regional study of African and Australian and a survey of geographic landscapes and economic activities of man in the islands of the Pacific. Three credits.

117. **Conservation of Natural Resources.** The natural resources (lands, forests, waters, minerals, wild life) of the United States; their character, distribution, use and waste; present attitude and activities of state and federal governments in regard to conservation problems. Three credits.

118. **Cartography.** This course is concerned with the study of map projections, scales and symbolism; the construction and interpretation of topographic, climatic, isopleth and dot maps; the drawing of block diagrams; the comparison of school atlases; and the use of the globe. Two credits.


120. **Commercial and Economic Geography.** This course is concerned with the geographic factors which underlie the production and marketing of tropical and sub-tropical plantation crops and the production of foodstuffs and raw materials, power resources, manufacturing and transportation in the intermediate zone. Five credits.

121. **Geography of Asia.** An analysis of the natural and cultural landscapes and the activities of man in the various geographic and political areas which comprise Asia. Three credits.

**MATHEMATICS**

Four-year Major (36 credit hours) 50, 51, 52, or 53, 54, 55, 101, 102, 103, and elective to complete requirement.

Four-year Minor (18-20 credit hours) 50, 51, 52, or 53, 54, 55, and 101.

Three-year Major (24 credit hours) 50, 51, 52, or 53, 54, 55, and 101, 102.

Three-year Minor (12 credit hours) 50, 51, 52, or 53, 54, 55.

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

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

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

4. **Analytic Geometry and Calculus.** Graphical representation, the straight line, graphs of the circle, ellipse, parabola, hyperbola, a study of rates, differentiation, and integration. Prerequisite, Mathematics 50 or equivalent. Five credits.

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

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

101, 102, 103. **Calculus.** Elements of differential and integral calculus. Prerequisites, Mathematics 53, 54, 55, or equivalent. Five credits.

**SOCIAL SCIENCE**

Four-year Major (36 credit hours) 51, 52, 54, 103, 112, 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, 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 anthrophogeography showing the relation of physical, biological, and cultural environment 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 science, and a study of recent trends in both government and the science of government. This will include trends of American Democracy and of Fascism, Communism, and the Nazi movements in Italy, Russia and Germany respectively. Prerequisite, Social Science 1. Five credits.

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

101. **Advanced Economics.** Prerequisite, Social Science 52 or 15 hours credit in Social Science. Five credits.

103. **Economic History.** This course deals with the great economic changes that have taken place and their effect upon society. It begins with the period of the Commercial Revolution and continues up to the contemporary period. It is strictly a classical liberal arts course. Prerequisite, Social Science 1, 51, and Junior standing. Five credits.

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

108. **Public Finance.** This course is a study of revenues and expendi-
tures for the local, state, and federal government. In the course is included a comprehensive study of loans, public borrowing, and taxation both as to theory of payment and incidence. Prerequisite, Social Science 54, or the equivalent. Five credits.

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

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

112. Social Reforms and Reformers. A study of men's efforts to effect changes in society, in social relations through changes in religious beliefs, in philosophical beliefs, in education, in government, in financial and economic systems, through applied science. It deals with founders of religions, with reforming prophets, with philosophers, creators of Utopias, cooperators, socialists and panaceasts, and their programs. Prerequisite, ten hours in Social Science and Junior standing.

117. Materials for a Junior High School Course in Integrated Social Science. This course is concerned with new and recent materials suited for use in units of work in integrated social sciences in the junior high school. It seeks to select materials from advanced courses in anthropology, sociology, economics, human geography, scientific methods (logic, arithmetic), and history of science which are adapted for use with junior high school students. Prerequisite, ten hours in Social Science and Junior standing.

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