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Vol. X

JUNE, 1917

No. 1

THE QUARTERLY

OF THE

Washington State Normal School

Ellensburg

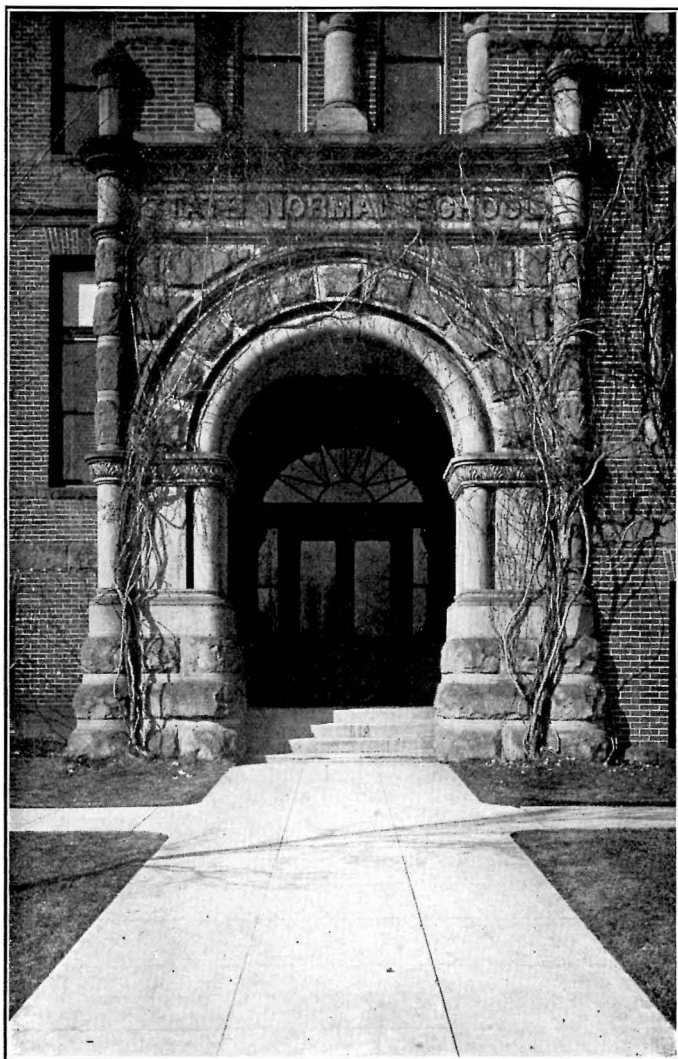


CATALOG

1917

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VOL. X

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THE QUARTERLY

OF THE


Washington State Normal School

ELLENSBURG



CATALOG NUMBER

OLYMPIA, WASH.

FRANK M. LAMBORN  PUBLIC PRINTER

1917

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The heads of major departments are directly responsible to the President for the details of administration within their respective departments.

All work pertaining to the training of rural teachers and all courses in extension work for teachers in service, are in direct charge of Mr. Earl S. Wooster, Director of Extension Work and Head of the Department of Rural Education.

All work pertaining to appointments will be under the direct supervision of Mr. Ralph W. Swetman, Director of the Training Department. All inquiries for teachers and for recommendations should be addressed to the Chairman of the Appointment Committee.

All requests for general information should be addressed to the Office of the President.

INVITATION TO THE PUBLIC

This school is a state institution and desires especially that the citizens of Washington become familiar with its purposes, its facilities for its special work, and the character of the results being obtained. To this end all citizens of the state are urged to visit this institution whenever they are in this part of the state. Citizens of Ellensburg and vicinity are urged to become directly acquainted with the Normal School by making frequent visits to classrooms, laboratories, and the library, and by continuing their generous patronage of the special lectures and entertainments given under the auspices of the school.

FACULTY FOR 1917-1918

ELIZABETH FAULKNER BAKER, Dean of Women, Teacher of Social Economics.

Graduate Liberty Ladies College, Liberty, Missouri; B. L. and A. B., University of California.

GEORGE H. BLACK, *President*, School Administration and Sociology.

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Graduate Emerson College of Oratory; Graduate Washington State Normal School, Ellensburg, Washington.

MRS. LOUISE M. DODGE, Supervisor of Rural Training Centers.

Graduate State Normal School, Madison, South Dakota; Graduate University of Kentucky.

O. E. DRAPER, Head of the Department of Business Education, and *ex officio* Accountant.

Graduate Vories Business College, Indianapolis; Student Hayward College, Fairfield, Illinois; Student International Accountant's Society; Student Washington State College.

ELSIE DUNN, Supervisor of Rural Training Center.

Graduate Maryville State Normal School, Missouri; Graduate Drake University.

DOROTHY ELLIS, Assistant in the Department of Home Economics and Assistant Dean of Women.

B. S. in Home Economics, University of Idaho.

SOPHIA R. FOWLER, Observation Teacher, Fifth Grade, Training School.

Graduate Washington State Normal School, Ellensburg, Washington.

MARY A. GRUPE, Head of the Department of Psychology and Child Study.

Graduate State Normal School, Oswego, New York; Ph. B., University of Chicago.

ADALENE B. HUNT, Head of the Department of Fine and Applied Arts.

B. P. Syracuse University; Graduate Pratt Institute; Student Julien's Academie and Ecole des Beaux-Arts, Paris; New York School of Art; Teachers College, Columbia University; University of Chicago; Cape Cod School of Art; Ogonquist School of Art; New York School of Fine and Applied Arts.

ENA P. KINDSCHY, Observation Teacher, Third Grade, Training School.

Graduate Northern Normal and Industrial School, Aberdeen, South Dakota; Graduate Washington State Normal School, Ellensburg, Washington.

HERWEGH J. LECHNER, Assistant in Rural Department and Teacher of Agriculture.

B. S. in Agriculture and B. A. in Education, Washington State College; M. S., Iowa State College.

DOROTHY MCFARLANE, Head of the Department of Home Economics and Household Administration.

Graduate State Normal School, Whitewater, Wisconsin; Graduate Bradley Polytechnic Institute, Peoria, Illinois; B. S., Teachers College, Columbia University.

SADIE R. MCKINSTRY, Observation Teacher, Sixth Grade, Training School.

Graduate Washington State Normal School, Ellensburg, Washington.

MELLICENT McNEIL, Departmental Teacher of English and History, Seventh and Eighth Grades, Training School, and Room Teacher of Eighth Grade.

Graduate Washington State Normal School, Ellensburg, Washington; A. B., University of Washington.

CLARA MEISNER, Director of the Kindergarten Training Department.

Graduate Teachers Training School, Davenport, Iowa; Graduate Chicago Kindergarten Institute; Student University of Chicago.

ZELLA H. MORRIS, Assistant Supervisor of Primary Grades and Room Teacher in Second Grade, Training School.

B. S. Teachers College, Columbia University.

ETHEL BELLE MOTT, Departmental Teacher of Geography in the Seventh and Eighth Grades and Room Teacher, Seventh Grade, Training School.

B. S. University of Chicago.

JOHN P. MUNSON, Head of the Department of Biological Sciences.

Ph. B., Yale; M. S., University of Wisconsin; Ph. D., University of Chicago.

EUGENE ORMSBEE, Assistant in Social Sciences and English.

A. B., Washington State College; Graduate Student University of Washington and University of California.

MAE E. PICKEN, Supervisor of Intermediate Grades, Training School.

Graduate Illinois State Normal University, Normal, Illinois; Student Hamline University; B. S., Teachers College, Columbia University.

MARIE PIERSON, Supervisor of Rural Training Center.

Graduate Washington State Normal School, Ellensburg, Washington.

REBECCA B. RANKIN, Librarian.

B. A., University of Michigan; S. B. in Library Science, Simmons College Library School, Boston.

JEROME HALL RAYMOND, Non-Resident Lecturer in Social Science and Geography (Third Quarter).

A. B. and A. M., Northwestern University; Ph. D., University of Chicago.

ISA DOLORES REED, Assistant in the Department of Psychology.

A. B., A. M., University of Nebraska.

MRS. NELLIE A. ROEGNER, Assistant Librarian.

Student College for Women, Oxford, Ohio; Riverside Library Service School, California.

FLOY A. ROSSMAN, Head of the Department of Music.

Ph. B., Hamline University; M. A., University of Minnesota.

MYRTLE SHOLTY, Supervisor of Primary Grades, Training School.

Ph. B. in Education, University of Chicago; Graduate Student, Teachers College, Columbia University.

LOREN D. SPARKS, Supervisor of Grammar Grades, Training School, and Departmental Supervisor of Arithmetic and Science.

Graduate Stevens Point Normal School, Stevens Point, Wisconsin; Student, University of Wisconsin.

HELEN SMITH, Assistant in the Kindergarten Department.

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

ANGELINE SMITH, Executive Secretary; Assistant in the Department of Social Sciences.

Student Kahoka College, Kahoka, Missouri; Student University of Missouri; Student University of Chicago.

SELDEN SMYSER, Head of the Department of Social Sciences and Acting Head of the English Department.

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

WILLIAM T. STEPHENS, Head of the Department of Education and *ex officio* Registrar.

A. B., A. M., Indiana University; A. M., Harvard; Graduate Student, University of Chicago.

HARRY STEPHENSON, Assistant in Manual Training and Physics.

B. S., Bradley Polytechnic Institute; Graduate Indiana State Normal School.

KATHERINE STEWART, Observation Teacher, Fourth Grade, Training School.

Graduate Washington State Normal School, Ellensburg, Washington.

JESSIE G. STUART, Assistant Supervisor of Rural Training Department.

Graduate Iowa State Teachers College, Cedar Falls, Iowa.

RALPH W. SWETMAN, Director of the Training Department.

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

CORA M. TOMLINSON, Observation Teacher, First Grade, Training School.

Graduate Dayton Normal School, Dayton, Ohio; Student Washington State Normal School, Ellensburg, Washington.

ALICE WILMARTH, Head of the Department of Health and Physical Education.

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

W. E. WILSON, President Emeritus.

HENRY J. WHITNEY, Head of the Department of Manual Training and Mechanic Arts.

B. S., Northwestern University; Graduate Student University of Wisconsin.

EARL S. WOOSTER, Director of Extension Work and Head of the Department of Rural Training.

Graduate Cortland Normal School; A. B., Amherst College.

DAISY BUSBEY, Supervisor, Rural Training Center.

Graduate State College of Washington.

_____, Assistant in the Department of Home Economics.

SCHOOL CALENDAR OF 1917-1918

Registration.....Monday, September 10
Opening of Training Department.....Tuesday, September 4
End of First Quarter.....Friday, November 9
Beginning of Second Quarter.....Monday, November 12
Thanksgiving Vacation..Thursday and Friday, November 29 and 30
Christmas Vacation Begins.....4:00 p. m., Friday, December 21

1918

Session Opens.....Monday, January 7
Second Quarter Closes.....Friday, January 25
Beginning of Third Quarter.....Monday, January 28
Celebration of Washington's Birthday.....February 22
Third Quarter Closes.....Friday, March 29
Beginning of Fourth Quarter.....Monday, April 1
Campus Day(to be announced)
Field Day(to be announced)
Alumni AnniversarySaturday, May 25
Baccalaureate DaySunday, May 26
Commencement DayWednesday, May 29
Training School Closes.....Friday, May 31
Regular Session Closes.....Friday, May 31
Summer School Opens.....Monday, June 3
Summer School Closes.....Friday, July 26

THE WASHINGTON STATE NORMAL SCHOOL

AT ELLENSBURG

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

Efficient Normal Schools Necessary

As a part of its paramount duty the state recognizes the necessity of maintaining efficient normal schools for the training of its teachers. Men and women of the best type are needed constantly to reinforce the ranks of all vocations, but nowhere else are they needed more imperatively than in educational work.

Establishment

This institution was established by act of the legislature, approved by Governor Elisha P. Ferry, March 28, 1890:

"There shall be established in the city of Ellensburg, county of Kittitas, a school, to be called the Washington State Normal School, for the training and education of teachers in the art of instructing and governing in the public schools of this state."

LOCATION

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

The Kittitas Valley is notable as one of the most beautiful in the Pacific Northwest. It is celebrated for its agricultural wealth.

The valley possesses the advantages of a healthful climate, good roads and good schools, excellent transportation facilities and thriving and progressive people. The region has the highest record in the state for the relative number of days of sunshine during the year.

Ellensburg, the business center of this region, is an attractive residence city and an important business point. It is a division point on the Northern Pacific Railroad and is the chief city in the state on the Chicago, Milwaukee and St. Paul Railroad between Seattle and Spokane. These two transcontinental lines furnish Ellensburg first class passenger service, affording six trains east and west daily.

A special bulletin giving data and illustrations on "Ellensburg as a school and home city" will be mailed on request.

BUILDINGS AND GROUNDS

During the past year plans have been made covering the permanent arrangement of the campus and buildings showing the proposed enlargement of the campus and the location of future buildings. During the present summer a new central heating plant will be erected, thus leaving the old heating plant building available for the department of home economics, and the department of fine and applied arts. This building will be moved to its permanent location during the coming year and an addition will be erected as soon as funds are available for that purpose.

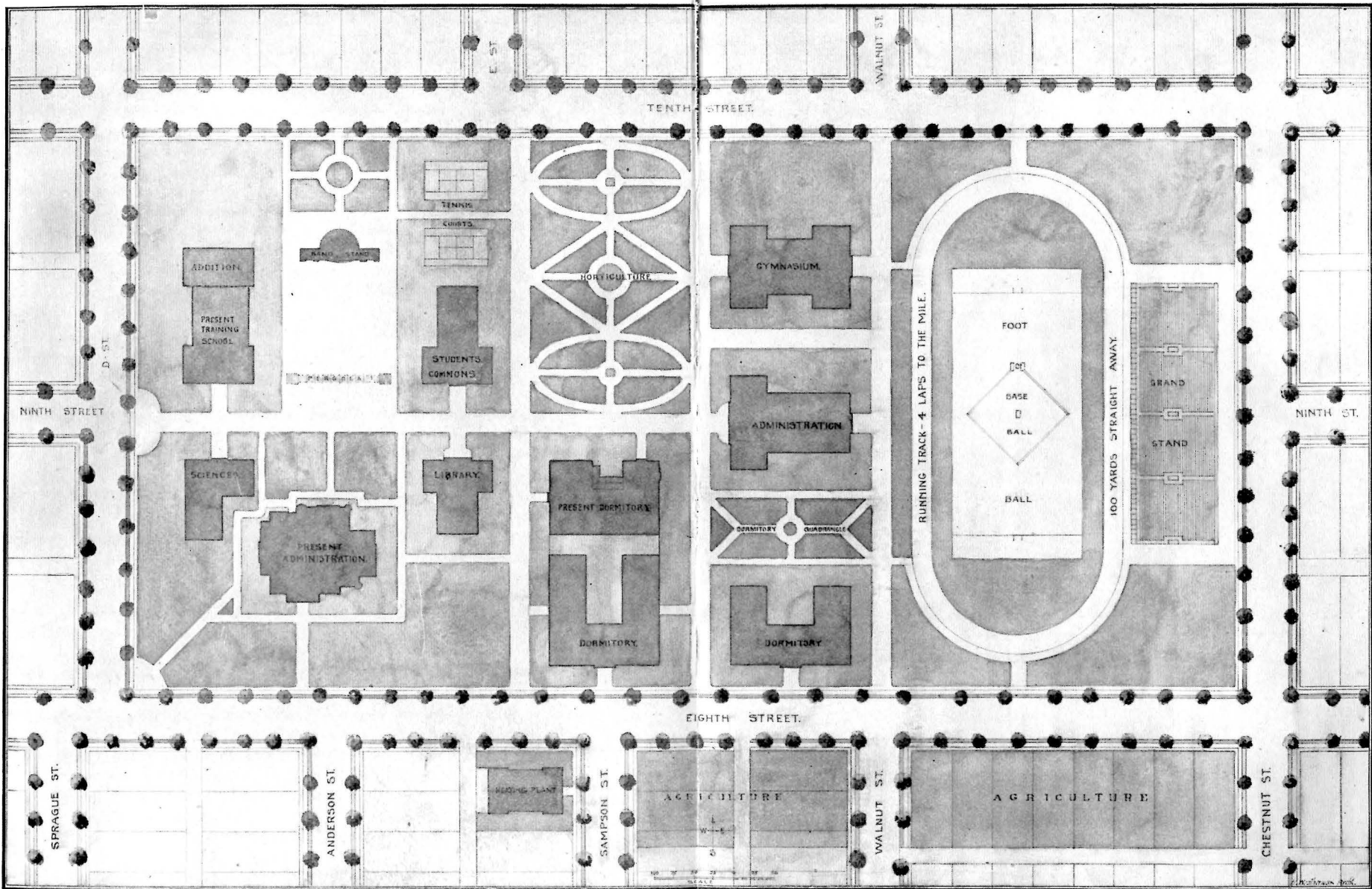
For the accommodation of the enlarged work of the manual training department temporary buildings will be erected before September first and these buildings will be used by the department until permanent buildings are provided. The temporary buildings will include two large wood working shops, one room for work in farm mechanics and elementary shop work, a room for mechanical drawing and drafting and a room for machines. Offices, store rooms, tool rooms, etc., will also be provided in the temporary structure.

The present group of buildings includes the central building containing the administrative offices, auditorium, library, gymnasium, music studio, laboratories and class rooms; the Training School; Home Economics and Fine Arts Building; Kamola Hall, the dormitory for women; Eswin Hall, an affiliated dormitory.

The double cut on the next page shows the proposed campus plan, as approved by the Board of Trustees.

PURPOSE AND PLAN

In keeping with the general purpose and organization of state normal schools thruout the country and within the State of Washington, the Washington State Normal School, at Ellensburg, is



Campus Plan for Washington State Normal School, Ellensburg, Wash.

organized for the purpose of furnishing definite professional preparation for teachers of the following types:

1. General teachers for service in graded elementary schools.
2. Teachers especially trained for service in rural schools.
3. Teachers with special training for kindergarten work.
4. Principals of elementary schools covering the work of the first eight grades, or assistants with schools of four rooms or less.
5. Teachers of home economics and of manual training in schools where the same teacher is engaged for grade work and also for the teaching of such special subjects in the first or second years of high school work.
6. Teachers trained for special departments such as primary grades, intermediate grades and seventh and eighth grade departmental work.
7. Jointly with the University of Washington and the State College of Washington, the basal training for county and city superintendents of schools.

To meet the demands for professional preparation in general entailed in the attainment of the above purpose for those who are planning to enter the teaching profession, and also for those experienced teachers who are looking toward a higher grade of preparation, the following general schedule of courses has been officially approved by the State Board of Education.

OUTLINE INDICATING TYPES OF COURSES IN ACCORDANCE WITH THE SCHEDULE OF COURSES REFERRED TO ABOVE

Admission to all of the courses outlined below is graduation from a four-year high school or its equivalent.

I. One-Year Elementary Course leading to the granting of a Normal School Elementary Certificate, valid in the elementary schools of the state for a period of two years. (See first year of any of the two-year courses.)

II. Two-Year Elementary Course leading to graduation and the granting of a Normal School Elementary Diploma, which is valid in the elementary schools of the State of Washington for a period of five years, and which may be renewed for a like period or a Normal School Life Diploma issued in its stead. The following courses are included under this list:

1. Two-Year Course for Primary Teachers (See outline on page 19).
2. Two-Year Course for Intermediate Grade Teachers (See outline on page 21).
3. Two-Year Course for Seventh and Eighth Grade Teachers (See outline on page 24).

4. Two-Year Course for Rural Teachers (See outline on page 26).
5. Two-Year Course for Kindergarten Teachers (See outline on page 35).

III. *Three-Year Advanced Courses leading to a Special Normal School Diploma, which is valid in the common schools of the State of Washington for a period of five years, and which may be renewed for a like period, or a Normal School Life Diploma issued in its stead.

1. Special Course for Teachers of Home Economics (See outline on page 32).
2. Special Course for Teachers of Manual Training (See outline on page 33).
3. Special Course for Principals of Schools of Four Rooms or Less (See outline on page 31).
4. Special Course for Kindergarten Teachers (See outline on page 36).
5. Special Course for Primary Teachers and Supervisors (See outline on page 29).
6. Special Course for Intermediate Grade Teachers and Supervisors (See outline on page 30).
7. Special Course for Seventh and Eighth Grade Teachers and Supervisors (See outline on page 30).
8. Special Course for Rural Teachers (See outline on page 31).

ADMISSION

1. Commencing September, 1917, the minimum requirement for admission to the regular session of the state normal schools of the State of Washington will be graduation from a four-year high school or its equivalent.
2. The above requirement for admission is suspended in the case of the summer session, short courses, and extension work.
3. A candidate twenty years of age or older may be admitted to the elementary course without high school preparation providing he has had special training or business experience deemed equivalent to two years of advanced school training.
4. A certificate of honorable dismissal from a state normal school or other institution of equal or higher rank will admit a student to corresponding standing in this institution.
5. Holders of second grade certificates or higher who have had five years' successful experience will be admitted and given pro-

* Please note special rulings of the State Board of Education in reference to advanced diplomas, page 16.

visional classification, which will become permanent automatically after one quarter of satisfactory work in any of the regular courses.

6. Graduates of approved colleges or universities and undergraduates of at least full sophomore standing will be admitted to the senior year of the two-year elementary courses or to the second year of a specialized advanced course.

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

DIPLOMAS AND CERTIFICATES

The following quotation from Section 11 of Substitute House Bill 15, enacted by the Legislature of 1917, gives complete information as to the certificates and diplomas granted by the state normal schools of the State of Washington:

"Section 11. The state board of education shall prescribe courses of study for the state normal schools as follows:

"Elementary courses of one and two years; advanced courses of three or four years; a special advanced course of one year for graduates from colleges and universities: *Provided*, That the four year advanced course shall not become operative before the year 1920.

"Upon satisfactory completion of any one of these courses a student shall be awarded an appropriate certificate or diploma as follows:

"Upon the completion of a one year elementary course, a normal school elementary certificate may be issued which shall be valid in the elementary schools of the state for a period of two years. Upon the completion of a two year elementary course a normal school elementary diploma may be issued which shall be valid in the elementary schools of the state for a period of five years, and which may be renewed for a like period of a normal school life diploma issued in its stead: *Provided*, The holder shows professional growth and furnishes evidence of not less than twenty-four months of successful teaching experience. Upon completion of a three year advanced course a special normal school diploma may be issued which shall be valid in the common schools of the state for a period of five years, and which may be renewed for a like period or a normal school life diploma issued in its stead: *Provided*, The holder shows professional growth and furnishes evidence of not less than twenty-four (24) months of successful teaching experience. Upon completion of said four years advanced course, an advanced special normal school diploma may be issued which shall be valid in the common schools of the state for a period of five years, and which may be renewed for a like period or a normal school life

diploma issued in its stead: *Provided*, The holder shows professional growth and furnishes evidence of not less than twenty-four (24) months of successful teaching experience. Upon completion of a one year advanced course for college and university graduates, a graduate normal school diploma may be issued which shall be valid in the common schools of this state for a period of five years, and which may be renewed for a like period or a normal school life diploma issued in its stead on a proper showing of professional growth and evidence of not less than twenty-four (24) months of successful teaching experience."

It will be noted from the above that the secondary certificate has been abandoned, but the new elementary certificate takes its place and is based upon the same requirement which heretofore formed the basis for the granting of the secondary certificate.

In accordance with the ruling of the state board of education at its meeting April 6, practice teaching in the training school is required of all candidates for all types of certificates and diplomas. The resolution reads as follows: "*Resolved*, That practice teaching be a prescribed part of every course leading to certificate or diploma in the state normal schools, and that the minimum amount of practice teaching in the one-year elementary course be not less than 45 hours, and provided further that the practice teaching in the two-year elementary course, the three year advanced course and the one year special advanced course for college and university graduates shall not be less than 90 hours."

For outline of courses leading to the above certificates and diplomas see pages 19-37.

Certificates, diplomas of graduation and life diplomas will be granted on the completion of their respective requirements at the end of any regular school quarter during the session of 1917-1918. To secure such action applications for all certificates and diplomas, including life diplomas, must be made at least thirty days in advance of the date of issuance of same.

All applications for certificates and diplomas should be addressed to the registrar.

A fee of one dollar is required by law for each certificate and diploma issued by authority of the State of Washington. This fee must accompany the application for such certificate or diploma.

ADDITIONAL PROVISIONS OF THE LAW

Additional provisions of the law in connection with the granting of certificates and diplomas, (Senate bill 71, section 4) are as follows:

"Every certificate and diploma issued by a normal school shall be signed by the chairman of the board of trustees, by the president of the normal school issuing same, and shall be countersigned by the state

superintendent of public instruction and sealed with the state seal. Every certificate and diploma shall specifically state what course of study the holder has completed, for what length of time certificate or diploma is valid in the schools of the state and there shall be appended a statement of subjects showing academic and professional training."

NEW CERTIFICATION LAW

(From Circular No. 3, March, 1917, State Department of Education.)

The legislature of 1917 enacted a law which fixes the basis and qualifications for certification of teachers in the state, as follows:

On and after September first (1), 1918, no person shall be eligible to certification as a teacher in this state who has not completed the work of a four-year high school, or its equivalent: *Provided*, Nothing in this act shall be construed to invalidate the life diplomas granted under the laws of the Territory of Washington, or to invalidate any certificate or diploma heretofore granted in accordance with the laws of the State of Washington, but the same shall continue in effect in accordance with the provisions of the laws under which they were granted: *Provided*, That any third grade certificate, second grade certificate, first primary certificate or first grade certificate, or professional certificate, or any renewal or any permanent certificate in full force and effect at the time of taking effect of this act shall for the purpose of renewal, or for securing a certificate of higher grade, or for securing a permanent certificate, or for any other purpose whatsoever, be of the same force and effect, and shall entitle the holder thereof to the same rights and privileges as he would be entitled to under the provisions of the law relative thereto in force at the time such certificate or renewal was issued.

Second Grade Elementary School Certificates: Applicant shall pass an examination in reading, grammar, penmanship and punctuation, history of the United States, geography, arithmetic, physiology and hygiene, orthography and Washington State Manual, and in addition present satisfactory evidence of having had nine (9) weeks of professional training in an accredited institution of higher learning in which elementary teachers are trained. This certificate shall authorize the holder to teach in the elementary schools of this state, and shall be valid for two (2) years, but may be renewed twice, if, during the life of the certificate or a renewal thereof the holder has attended an accredited institution of higher education for nine (9) weeks in which elementary teachers are trained and has done satisfactory work in three (3) subjects, and presents a certificate in evidence thereof signed by the principal or president of such school.

First Grade Elementary Certificates: Applicant must have taught at least nine (9) months and must have at least one year of professional

training in an accredited institution of higher learning and shall have credits in the same subjects as for a second grade elementary certificate, and must also pass an examination in nature study, drawing, juvenile and general literature, civics, physical geography, and music; but the state board of education may accept other subjects at the request of the applicant, as provided in section 4637 of Remington and Ballinger's Annotated Codes and Statutes of Washington (section 8, article 1, chapter 12, page 40, seventh edition, State Manual): *Provided*, Grades of eighty-five (85) per cent and above earned in accredited institutions of higher learning in which teachers for the elementary schools are trained may be accredited by the state board of education in lieu of examinations in such subjects. This certificate shall authorize the holder to teach in any grade of elementary schools of this state and shall be valid for five (5) years, and may be renewed for a like period if application is made not later than ninety (90) days after certificate expires, and if, during the life of the certificate the holder has complied with the following provisions, to-wit: An attendance of eighteen (18) weeks at an accredited institution of higher learning in which elementary teachers are trained during the life of the certificate when satisfactory work is done in at least three (3) subjects and certified to by the principal or president of such school.

Life Certificates: Applicant must file with the superintendent of public instruction evidence of having taught successfully for forty-five (45) months, not less than twenty-seven (27) months of which shall have been in this state. He must have the credits required for a first grade elementary certificate and in addition shall pass an examination in the following, to-wit, Algebra, plane geometry, biology, geology, English literature, physics, psychology, composition and general history, and present satisfactory evidence of having completed satisfactorily twelve (12) semester hours of professional study in an accredited institution of higher learning, or else pass an examination in such professional subjects as the state board of education may direct: *Provided*, That the state board of education may accept other subjects in lieu of any of the above mentioned subjects upon request of the applicant: *Provided further*, That grades of eighty-five per cent and above, earned in accredited institutions of higher learning in which teachers for the common schools are trained may be accepted by the state board of education in lieu of an examination in such subjects. This certificate shall be valid in the common schools of the state during the life of the holder unless revoked for cause.

COURSES OF STUDY

WASHINGTON STATE NORMAL SCHOOL ELLENSBURG

I. TWO-YEAR COURSES LEADING TO THE ELEMENTARY DIPLOMA

General Statement: These courses are planned in quarter units of nine weeks to the quarter, based on five full credit assignments, except where half-credit assignments are specifically indicated. The main divisions of the work are:

(1) Educational Theory, including Psychology, History of Education and School Administration.

(2) Special Methods, including Theory, Observation and Practice Teaching;

(3) Specialized Electives, which consist of service lines either in academic fields supplying subject-matter courses of direct application to elementary grade work, or else additional elective courses in one or the other of the professional fields referred to above.

Substitutions either in the elective field or in practice teaching will be permitted in individual cases for sufficient cause.

1. Course for the Training of Primary Teachers

Primary Course in Outline—By Quarters

First Year

First Quarter:

- (1) Introduction to Teaching
- (2) Methods and Observation in Language and Story
- (3) Children's Literature
 - Biology
 - Music ($\frac{1}{2}$)
 - Plays and Games ($\frac{1}{2}$)

Second Quarter:

- (1) Elementary Psychology (Instincts, Habits, Memory, etc.)
- (2) Methods and Observation in Reading
 - Teaching in Language and Story
- (3) Primary Handwork
 - Drawing ($\frac{1}{2}$)
 - Penmanship ($\frac{1}{2}$)

Third Quarter:

- (1) Principles of Education (Organization, Administration and Method)
- (2) Methods and Observation—Number
 - Teaching Reading
- (3) Hygiene (Personal and Civic)
 - Reading and Voice Training

Fourth Quarter:

- (1) Education (Psychology of Special Subjects)
- (2) Observation—Music, Plays and Games
Teaching Number
- (3) Environment (Nature Study, Geography and Local History)
Library Technique

Second Year**First Quarter:**

- (1) Psychology of Child Development (Child Study)
- (2) Methods and Observation—Environment Study
Teaching Music and Plays and Games
- (3) Kindergarten Methods
Nutrition (Dietetics, Cookery)

Second Quarter:

- (1) Sociology (Social Origins)
- (2) Teaching Environment Study
- (3) Types of Industry and Occupation
Northwest and Local History
John Muir and Other Pacific Coast Writers

Third Quarter:

- (1) Sociology (Social Aspects of Education)
- (3) Elective within special elective group (see Primary Elective List)

Fourth Quarter:

- (3) Elective within specialized elective group (see Primary Elective List)

Electives in the Primary Course

General Statement: Any four electives from the following group may be chosen for the third quarter and for the fourth quarter of the second year. No more than two of such assignments may be taken in any one quarter from any one major department.

Second Year

(Third or Fourth Quarters)

Art

1. Freehand Drawing
2. Water Colors
3. Design

English

1. Contemporary Literature
2. Oral Composition
3. Juvenile Literature

Science

1. Nature Study (Biological)
2. Neurology
3. Cell Biology
4. Bacteriology and Parasitology

History

1. History Stories (Basal Materials for)—see Intermediate Electives

Music

1. Primary Child Songs ($\frac{1}{2}$)
2. Notation
3. Advanced Notation
4. Music Appreciation
5. Chorus Singing ($\frac{1}{2}$)

Manual Training

1. Elementary Bench Work

Physical Education

1. Special Programs, Pageants and Festivals

General Educational Theory

1. Biological Foundations of Education
2. Elementary School Curricula
3. The Newer Concepts in Schoolroom Control
4. Psychology of Learning

Special Methods, Theory, Observation and Teaching

1. Apprentice Teaching

Home Economics

1. Plain Sewing
2. Plain Cooking

2. Course for the Training of Intermediate Grade Teachers**First Year**

First Quarter:

- (1) Introductory Course
- (2) Methods and Observation—Arithmetic
- (3) Biology
Arithmetic
Juvenile Literature

Second Quarter:

- (1) Elementary Psychology
- (2) Methods and Observation—Literature
Teaching Arithmetic
- (3) Music ($\frac{1}{2}$)
Physical Education ($\frac{1}{2}$)
English (Grammar, Composition, Spelling, etc.)

Third Quarter:

- (1) Principles of Education
- (2) Methods and Observation—Language
Teaching Literature
- (3) Drawing ($\frac{1}{2}$)
Penmanship ($\frac{1}{2}$)
Industrial and Commercial Geography

Fourth Quarter:

- (1) Psychology of Special Subjects
- (2) Methods and Observation—Geography
Teaching Language
- (3) Reading and Voice Culture ($\frac{1}{2}$)
Hygiene ($\frac{1}{2}$)
History (Northwest and Local) ($\frac{1}{2}$)
Civics ($\frac{1}{2}$)

Second Year**First Quarter:**

- (1) Child Study
- (2) Observation of History and Civics
Teaching Geography
- (3) Industrial Arts or Physics
Cookery (Dietetics) or Manual Training

Second Quarter:

- (1) Social Origins
- (2) Teaching History and Civics
- (3) Biological Science or Economics
Manual Training or Domestic Art
Types of Industry and Occupation

Third Quarter:

- (1) Social Aspects of Education
- (3) Specialized Electives (see list of Electives for Intermediate Course)

Fourth Quarter:

- (1) Social Science (Evolution of Political Institutions)
- (3) Specialized Electives (see list of Electives for Intermediate Course)

Electives in the Intermediate Course**Second Year**

(Third or Fourth Quarters)

Art

1. Figure Sketching and Illustration
2. Freehand Drawing
3. Advanced Design

English

1. Contemporary Literature
2. John Muir and Other Writers of the Pacific Coast
3. Dramatization
4. Poetry for Schools
5. Bible Literature and the Sunday School

Science

1. Cell Biology
2. Neurology
3. Bacteriology
4. Nature Study (Biological and Physical)

History

1. History Stories ($\frac{1}{2}$)
2. Economic and Industrial History
3. American History
4. Social England

Geography

1. Geographical Principles
2. Tourist Geography
3. Stories of Great Explorers ($\frac{1}{2}$)

Music

1. Notation I
2. Public School Music
3. Music Appreciation
4. Chorus ($\frac{1}{2}$)
5. Orchestra ($\frac{1}{2}$)

Physical Education

1. Special Programs, Pageants and Festivals

Manual Training

1. Mechanical Drawing
2. Bench Work
3. Manual Training for Rural Schools (Elementary Work in Iron, Wood, Leather and Cement)

General Educational Theory

1. Biological Foundations of Education
2. Educational Resources of the Community
3. Elementary School Curricula
4. Newer Concepts in Schoolroom Control
5. Psychology of Learning
6. Social Psychology
7. Measurements of Intelligence

Special Methods, Theory, Observation and Teaching

1. Apprentice Teaching

Home Economics

1. Vocational Education Applied to Club Work
2. House Administration and Sanitation
3. Laundrying, Mending, Cleaning, Dyeing, etc.

Library

1. Library Technique

Business and Mathematics

1. Elementary Business Education (Household Budgeting, Home Accounting, etc.)

3. Course for the Training of Grammar Grade Teachers
Grammar Grade Course in Outline—By Quarters

First Year

First Quarter:

- (1) Introductory Course
- (2) Methods and Observation—Arithmetic
- (3) Biology
Business Education
Literature

Second Quarter:

- (1) Elementary Psychology
- (2) Methods and Observation—Literature
Teaching Arithmetic
- (3) Music (Chorus Work, Orchestra) ($\frac{1}{2}$)
Physical Education (Playground and Athletics) ($\frac{1}{2}$)
English (Grammar, Composition, Spelling, etc.)

Third Quarter:

- (1) Principles of Education
- (2) Methods and Observation—Formal English
Teaching Literature
- (3) Drawing ($\frac{1}{2}$)
Business Education ($\frac{1}{2}$)
Industrial and Commercial Geography

Fourth Quarter:

- (1) Psychology of Special Subjects
- (2) Methods and Observation—Geography
Teaching Formal English
- (3) Reading and Voice Culture ($\frac{1}{2}$)
Hygiene and Sanitation ($\frac{1}{2}$)
American History

Second Year

First Quarter:

- (1) Child Study
- (2) Observation of History and Civics
Teaching Geography
- (3) Industrial Arts or Physics
Cookery (Dietetics) or Manual Training

Second Quarter:

- (1) Social Origins
- (2) Teaching History and Civics
- (3) Biological Science or Economics
Manual Training or Domestic Art
Types of Industry and Occupation

Third Quarter:

- (1) Social Aspects of Education
- (3) Specialized Electives (see list of Electives for Grammar Grades)

Fourth Quarter:

- (1) Social Science (Evolution of Political Institutions)
- (3) Specialized Electives (see list of Electives for Grammar Grades)

Electives in the Grammar Grade Course**Second Year**

(For Third and Fourth Quarters)

Art

1. Freehand Drawing
2. Water Color and Charcoal
3. Design
4. Industrial Arts

English

1. Contemporary English
2. Oral Composition
3. Business English
4. Dramatization
5. How to Study

Science and Agriculture

1. Bacteriology
2. Neurology
3. Cell Biology
4. Advanced Physiology
5. Evolution and Heredity
6. Vocational Education Applied to Club Work

History

1. European Background of American History
2. Industrial and Economic History
3. Social Surveys

Music

1. Notation
2. Advanced Notation
3. Music Appreciation
4. Chorus Singing and Conducting

Manual Training

1. Bench Work
2. Wood Turning
3. Cement Work
4. Freehand and Mechanical Drawing

Physical Education

1. Athletics
2. Advanced Plays and Games, including Playground Supervision

Educational Theory

1. Educational Values
2. Psychology of Learning and Thinking
3. Technique of Scales and Tests (Descriptive)
4. Social Psychology

Special Methods, Theory, Observation and Teaching

1. Observation in Intermediate Grades
2. Teaching

Home Economics

1. Plain Sewing
2. Plain Cooking
3. Home Nursing
4. Textiles
5. Handwork
6. Administration and Sanitation

4. Course for the Training of Rural School Teachers**Rural Course in Outline—By Quarters*****First Year****First Quarter:**

- (1) Introductory Course
- (2) Methods and Observation—Arithmetic
- (3) Biology
Arithmetic (Rural including Farm Accounting)
Juvenile Literature

Second Quarter:

- (1) Elementary Psychology
- (2) Methods and Observation—Literature
- (3) Music ($\frac{1}{2}$)
Reading and Voice Culture ($\frac{1}{2}$)
Physical Education ($\frac{1}{2}$)
Civics ($\frac{1}{2}$)
English (Grammar, Composition, Spelling, etc.)

Third Quarter:

- (1) Principles of Education
- (2) Methods and Observation—Language
- (3) Drawing ($\frac{1}{2}$)
Hygiene and Sanitation ($\frac{1}{2}$)
Penmanship ($\frac{1}{2}$)
Northwest and Local History ($\frac{1}{2}$)
Industrial and Commercial Geography

* The First Year of the above course insofar as Elementary Agriculture, Domestic Science and Manual Training are concerned, relies upon the High School courses in those service lines. This course becomes also the course for the *Elementary Certificate*.

Fourth Quarter:

- (2) Practice Teaching in Rural School
Observation of Occupational Seat Work
Methods and Management for Rural Schools

Second Year**First Quarter:**

- (1) Child Study
Social Origins
- (2) Observation of History and Civics
- (3) Industrial Arts or Physics or Agriculture
Cookery (Dietetics) or Manual Training

Second Quarter:

- (1) Rural Sociology
Psychology of Special Subjects
- (2) Methods and Observation—Geography
- (3) Biological Science or Economics or
Manual Training or Domestic Art
Types of Industry and Occupation or Agriculture

Third Quarter:

- (1) Social Aspects of Education
- (3) Specialized Electives (see list of Electives for Rural Course)

†Fourth Quarter:

- (1) Social Science (Evolution of Political Institutions)
- (3) Specialized Electives (see list of Electives for Rural Course)

Electives in the Rural Course**Second Year**

(Third or Fourth Quarters)

Art

1. Freehand Drawing
2. Water Color and Charcoal
3. Design
4. Industrial Arts

English

1. Contemporary English
2. Oral Composition
3. Business English
4. Dramatization
5. How to Study
6. John Muir and Other Writers of the Pacific Coast

† As a substitute for the fourth quarter of the second year, the student may elect to be sent as an apprentice teacher in an approved rural school.

Science and Agriculture

1. Bacteriology
2. Neurology
3. Cell Biology
4. Advanced Physiology
5. Evolution and Heredity
6. Vocational Education Applied to Club Work
7. Special Agriculture
 - (a) Fundamental Principles of Agriculture
 - (b) Farm Dairying
 - (c) Poultry Raising
 - (d) Gardening
 - (e) Fruit Growing
 - (f) Floriculture and Landscape Gardening
 - (g) Farm Machinery
 - (h) Nutrition
 - (i) Judging Farm Crops and Products, Exhibiting
 - (j) Teaching Agriculture, Teaching Methods and Aids, Community Agriculture
 - (k) Special Study of Crops
 - (l) Soils, Soil Fertility and Soil Management
8. Agricultural Chemistry and Physics

History

1. European Background of American History
2. Industrial and Economic History
3. Social Surveys
4. History Stories ($\frac{1}{2}$)

Geography

1. Geographical Principles
2. Tourist Geography
3. Stories of Great Explorers ($\frac{1}{2}$)

Music

1. Notation
2. Advanced Notation
3. Music Appreciation
4. Chorus Singing and Conducting

Manual Training

1. Mechanical Drawing
2. Bench Work
3. Manual Training for Rural Schools (two-quarter course)—
Elementary work in Iron, Wood, Leather and Cement

Physical Education

1. Special Programs, Pageant and Festivals
2. Advanced Plays and Games
3. Athletics

General Educational Theory

1. Biological Foundations of Education
2. Educational Resources of the Community
3. Elementary School Curricula
4. Newer Concepts in School Control
5. Psychology of Learning
6. Social Psychology
7. Measurements of Intelligence
8. Rural School Administration
9. Advanced Rural Sociology

Special Methods, Theory, Observation and Teaching

1. Apprentice Teaching

Home Economics

1. Plain Sewing.
2. Plain Cooking
3. Home Nursing
4. Textiles
5. Handwork
6. Household Administration and Sanitation
7. Laundrying, Mending, Cleaning, Dyeing, etc.

Library

1. Selection and Care of Rural School Library

Business Education

1. School Finance and Accounting

II. THREE-YEAR COURSES LEADING TO SPECIAL ADVANCED DIPLOMAS

1. The Three-Year Primary Course

This course consists of the two-year primary course for the elementary diploma, to which has been added the following third year of work as outlined:

Third Year of the Primary Course

First Semester:

- (1) Principles of Education (Advanced)
- (2) The Relation of the Kindergarten to the Primary School
(Observation, Methods and Reading)
- (3) Child Development and Education (Infancy and Early
Childhood)
- * (4) Advanced Environment Study
- (5) Sociology (Social Treatment of Delinquent, Dependent and
Defective Classes)

Second Semester:

- (1) Primary Supervision ($\frac{1}{2}$ day)
- (2) Tests and Measurements
- * (3) Health and Physical Development of Children
- (4) School Administration and Elementary Public School
Systems

* Substitution of Academic Electives permitted.

Academic Electives

- (1) Biology (Cell Biology or Neurology)
- (2) General Science
- (3) European and Beginning of American History
- (4) English

2. Departmental Grade Teachers' Course

This is a third year course intended to follow the two-year intermediate course, or the two-year grammar grade course. This course leads to an advanced diploma, which is a credential both for departmental teaching in the upper grades and also for the training of principals of ward schools. The third year's work in outline for the above course is as follows:

Third Year Intermediate and Grammar Grade Course

(Preparation for Departmental Grammar Grade Teachers and Ward Principals)

First Quarter:

- (1) Educational Resources of the Community
- (2) Newer Concepts in Schoolroom Control
- (3) Observation and Supervision in Kindergarten and Primary
- (4) Electives

Second Quarter:

- (1) History of Elementary Education in United States
- (2) Problems of Child Development
- (3) Observation and Supervision in Intermediate Grades
- (4) Electives

Third Quarter:

- (1) Elementary School Curricula
- (2) Supervision and Supervision Problems

Fourth Quarter:

- (1) Problems of Elementary School Systems and Administration
- (2) Supervision of Teaching

Departmental Electives*History*

1. Social England
2. Modern Europe
3. Industrial and Economic History of United States
4. Source Materials and Sources of American History
5. European Background of American History

English

1. Wordsworth, the Educator, and Other Poets
2. Business English ($\frac{1}{2}$)
3. Early American Literature
4. Public Speaking
5. Composition and Rhetoric
6. Journalism
7. Contemporary English

Science

1. Bacteriology
2. Neurology
3. Cell Biology
4. Advanced Physiology
5. Evolution and Heredity
6. Physiography
7. Advanced Sanitation
8. United States in Its Commercial Relations with Western Europe
9. United States in Its Commercial Relations with South America and the Orient
10. Conservation of Natural Resources
11. Influence of Geography Upon American History

Mathematics

1. Higher Arithmetic

Education

1. Health Education
2. Social Psychology
3. History of Elementary Education in the United States
4. Playground Supervision
5. Technique of Scales and Tests
6. Social Surveys

3. Advanced Course for Rural School Teachers and Principals of Elementary Schools of Four Rooms or Less

This course is a third year course designed to follow the two-year course for the training of either grammar grade or rural school teachers. The third year of the course in outline is as follows:

Third Year of the Course for Rural School Supervision and for Principals of Schools of Four Rooms or Less

(First and Second Year same as Regular Rural Course)

First Quarter:

- (1) Educational Values
Elementary School Curricula
- (2) Observation of Supervision
- (3) Selection and Care of Rural School Library
*Electives

Second Quarter:

- (1) Newer Concepts in Schoolroom Control
Tests and Testing (Laboratory)
- (2) Practice Supervision (General)
- (3) *Electives

Third Quarter:

- (1) School Administration
- (2) Practice Supervision of Special Subjects
- (3) School Finance, Accounting and Budgeting
*Electives

* Electives to be chosen from the Rural School elective list subject to the approval of the Head of the Department.

Fourth Quarter:

- (1) Social and Educational Survey (Laboratory)
- (3) *Electives

4. Special Advanced Course in the Department of Home Economics

This is a three-year course for the special training of teachers in elementary schools who, while primarily engaged as teachers in the graded schools, may be called upon to do some teaching of Home Economics in the first and second years of high school as well as in the elementary school grades.

This course is adapted to articulate with the last half of the second year of the two-year courses, and to provide a third year's work for special preparation for the teaching of Home Economics as designated above. The Electives for the last half of the second year, and an outline of the whole course for the third year is as follows:

†**One and One-half Year Course in Home Economics**

(For persons taking Grammar Grade or Rural Course)

Third Quarter:

Electives (second half, second year)

- Plain Sewing
- Plain Cooking
- Bacteriology
- Food Chemistry

Fourth Quarter:

- Plain Sewing
- Plain Cooking
- Bacteriology
- Food Chemistry

Third Year

First Quarter:

- Costume Design
- House Construction and Decoration
- Physiology
- Methods

Second Quarter:

- Invalid Cooking
- House Construction and Decoration
- Textiles
- Observation

* Electives to be chosen from the Rural School elective list subject to the approval of the Head of the Department.

† Substitutions and exemptions in this course may be made where students have had more than one year of Home Economics work in high school. Applications for such substitutions should be made direct to the head of the department of Home Economics.

Third Quarter:

Dressmaking
Advanced Cooking
House Administration
Practice Teaching

Fourth Quarter:

Dressmaking
Advanced Cooking
Home Nursing
Practice Teaching

5. Special Advanced Course in the Department of Manual Training

This is a three-year course for the special training of teachers in elementary schools who, while primarily engaged as teachers in the graded schools, may be called upon to do some teaching in Manual Training in the first and second years of high school as well as in the elementary school grades.

This course is a modification of the two-year courses for the training of grammar grade teachers or of rural school teachers, and consists of a total of three years of work as outlined below.

***Three-Year Course in Manual Training**

(Modification of Grammar Course)

First Year**First Quarter:**

- (1) Introductory Course
- (2) Biology
- (3) Business Education
- (4) Literature
- (5) Manual Training (Begin Mech. Drawing)

Second Quarter:

- (1) Elementary Psychology
- (2) Music (Chorus Work, Orchestra) ($\frac{1}{2}$)
- (3) Physical Education ($\frac{1}{2}$)
- (4) English
- (5) Advanced Mechanical Drawing
- (6) Beginning Bench Work

Third Quarter:

- (1) Principles of Education
- (2) Drawing ($\frac{1}{2}$)
- (3) Business Education ($\frac{1}{2}$)
- (4) Industrial and Commercial Geography
- (5) Advanced Bench Work
- (6) Rural Manual Training (a)

*Substitutions and exemptions in the above course may be made where students have had more than one year of Manual Training work in high school. Applications for such substitutions should be made direct to the head of the department of Manual Training.

Fourth Quarter:

- (1) Psychology of Special Subjects
- (2) Reading and Voice Culture ($\frac{1}{2}$)
- (3) Hygiene and Sanitation ($\frac{1}{2}$)
- (4) American History
- (5) Rural Manual Training (b)
- (6) Machine Design

Second Year**First Quarter:**

- (1) Child Study
- (2) History of Manual Training, Aims, Methods
- (3) Observation of Manual Training Teaching
- (4) Physics or Chemistry
- (5) Design

Second Quarter:

- (1) Social Origin
- (2) Teaching Manual Training
- (3) Biological Science
- (4) Types of Industry and Occupation
- (5) Forestry and Lumbering

Third Quarter:

- (1) Social Aspects of Education
- (2) Rural Manual Training (a)
- (3) Teaching Manual Training
- (4) Design in Furniture Construction
- (5) Other Electives (See List)

Fourth Quarter:

- (1) Social Science (Evolution of Political Institutions)
- (2) Teaching Manual Training
- (3) Other Electives (See List)

Third Year**First Quarter:**

- (1) Applied Mathematics
- (2) Freehand Drawing, Elementary Woodwork
- (3) Cabinet Making
- (4) Electives in Other Departments

Second Quarter:

- (1) Printing, Beginning
- (2) Wood Turning
- (3) Teaching Manual Training
- (4) Electives in Other Departments

Third Quarter:

- (1) Printing
- (2) Wood Turning
- (3) Electives in Other Departments
- (4) Teaching Manual Training

Fourth Quarter:

- (1) Teaching Manual Training
- (2) Forge Work
- (3) Rural Carpentry
- (4) Other Electives

6. Kindergarten Course

This is a course of two years leading to the regular elementary diploma.

First Year**First Quarter:**

- (1) Introductory Course
- (2) Kindergarten—Primary Handwork
- (3) Biology
- (4) Music I
- (5) Elective (See Special List)

Second Quarter:

- (1) Psychology I
- (2) Education I
- (3) Art I (Drawing)
- (4) Stories and Story Telling
- (5) Elective (See Special List)

Third Quarter:

- (1) Plays, Games and Simple Folk Dancing
- (2) Froebellian Gifts and Other Educational Devices
- (3) Teaching—Handwork
- (4) Reading and Voice Training
- (5) Kindergarten Songs and Rhythm

Fourth Quarter:

- (1) Froebel's Mother Play (Kindergarten Literature)
- (2) Library
- (3) Nature Study (Animal and Plant Life, Pets and Birds)
- (4) Teaching Plays and Games, and Story Telling
- (5) Elective (See Special List)

Second Year**First Quarter:**

- (1) Froebel's Mother Play (Kindergarten Literature)
- (2) Child Study
- (3) History of Elementary Education
- (4) Teaching
- (5) Elective (See Special List)

Second Quarter:

- (1) Sociology
- (2) History of Kindergarten Education
- (3) Methods and Observation in Primary Reading
- (4) Art VII (Design and Clay Modeling)
- (5) Elective (See Special List)

Third Quarter:

- (1) Education of Man (Kindergarten Literature)
- (2) Sociology
- (3) Psychology
- (4) Teaching Reading in the Primary
- (5) Elective (See Special List)

Fourth Quarter:

- (1) Kindergarten Curriculum
- (2) Teaching
- (3) Elective (See Special List)
- (4) Elective (See Special List)
- (5) Elective (See Special List)

Third Year Kindergarten Course**First Quarter:**

- (1) Biology
- (2) Primary Methods
- (3) Library
- (4) Teaching—Kindergarten
- (5) Elective (See Special List)

Second Quarter:

- (1) Psychology of Learning
- (2) Mental and Physical Tests
- (3) The Kindergarten and Primary (Observation and Supervision)
- (4) Elective (See Special List)
- (5) Elective (See Special List)

Third Quarter:

- (1) Pre-Kindergarten Education
- (2) Kindergarten Problems (Administrative)
- (3) Advanced Course in Child Development
- (4) Elective (See Special List)
- (5) Elective (See Special List)

Fourth Quarter:

- (1) Supervision
- (2) Elective (See Special List)
- (3) Elective (See Special List)
- (4) Elective (See Special List)
- (5) Elective (See Special List)

Electives for Kindergarten Course**Art**

Education (General History of Education)

Education (Education Values)

Education (El. Methods of Teaching in the Primary Grades)

English (Contemporary Literature)

English (John Muir)

Manual Training

Metal Work

Music for Primary Grades

Music (Chorus)

Agriculture (Gardening)
 Sociology (History, Northwestern and local)
 Teaching (Kindergarten or Primary)
 Special Programs, Pageants and Festivals
 Advanced Notation
 Music Appreciation
 Playground Work
 Sociology (Child Welfare)

CREDITS ALLOWED ON ELECTIVE SUBJECTS

The following quotation from the minutes of the state board of education (April 19, 1917) defines the limitation of credit in any one department:

“The following specific limitation was placed on the maximum amount of credit allowed on elective subjects in the three year course of study of the state normal schools:

Art	20 credits	Expression	12 credits
Education	24 credits	Penmanship	6 credits
English	24 credits	Biology	}
History	16 credits	Botany	
Economics and Sociology..	16 credits	Zoology	
Home Economics	20 credits	Chemistry	16 credits
Latin (from beginning)..	20 credits	Physics	16 credits
German	20 credits	Geography	10 credits
French	20 credits	Agriculture	16 credits
Spanish	20 credits	Physical Education	12 credits
Manual Training	20 credits	Physiology and Health	
Mathematics (from be-		Education	10 credits
ginning)	30 credits	Library Instruction	6 credits
Music	20 credits	Business Education	16 credits

HIGH SCHOOLS OF WASHINGTON ACCREDITED FOR FOUR YEARS OF WORK

Graduates of the following high schools, accredited for four years, will be admitted to the first year of courses 1, 2, 3 and 4, as outlined on pages 19-37.

Aberdeen	Bickleton	Chewelah
Anacortes	Bothell	Clarkston
Almira	Bremerton (U. H.)	Cle Elum
Annie Wright Seminary (Tacoma)	Brewster	Colfax
Arlington	Buckley	Colville
Asotin	Burlington	Conconully
Auburn	Burton (U. H.)	Coulee City
Battle Ground	Camas	Coupeville
Bellingham	Cashmere	Creston
Whatcom	Castle Rock	Davenport
Fairhaven	Centralia	Dayton
Black Diamond	Chehalis	Deer Park
Blaine	Chelan	Doty
	Cheney	Friday Harbor

Eatonville	Mossy Rock	Sedro Woolley
Edison	Mt. Vernon	Selah
Edmonds	Newport	Sequim
Edwall	Nooksack	Shelton
Ellensburg	North Bend	Snohomish
Elma	North Yakima	South Bend
Endicott	St. Joseph's Academy	Spangle
Enumclaw	Oaksdale	Spokane
Ephrata	Odessa	Lewis and Clark
Everett	Okanogan	Holy Names Academy
Fairfield	Olympia	North Central
Farmington	Omak	Sprague
Ferndale	Oroville	Stanwood
Foster	Orting	Stevenson
Friday Harbor	Outlook	Sultan
Garfield	Palouse	Sumas
Grandview	Pasco	Sumner
Granger	Pe Ell	Sunnyside
Granite Falls	Pomeroy	Tacoma
Goldendale	Port Angeles	Stadium
Harmony	Port Townsend	Lincoln Park
Harrington	Prescott	Tekoa
Hillyard	Prosser	Tenino
Hoquiam	Puget Sound Academy	Tolt
Ilwaco	Pullman	Toppenish
Kalama	Puyallup	Vancouver
Kelso	Raymond	Vashon
Kennewick	Redmond	Vera
Kent	Rearidan	Waitsburg
Kettle Falls	Renton	Walla Walla
Kirkland	Republic	Walla Walla
Kittitas	Richland	St. Paul's School
La Conner	Ridgefield	for Girls
Latah	Ritzville	Wapato
Laurel	Rockford	Waterville
Leavenworth	Rosalia	Washougal
Lebam	Roslyn	Wenatchee
Lind	Roy	West Seattle
Lynden	St. John	White Salmon
Mabton	Seattle	Wilbur
Malden	Ballard	Wilson Creek
Marysville	Broadway	Winslow
Medical Lake	Franklin	Winlock
Millwood	Holy Names Academy	Woodland
Monroe	Lincoln	Zillah
Montesano	Queen Anne	

HIGH SCHOOLS ACCREDITED FOR THREE YEARS OF WORK

Bellevue, 3 grades	Oakville, 3 grades	Vancouver, 4 grades
Cosmopolis, 3 grades	Riverside, 4 grades	(East Mill Plain)
Dryad, 4 grades	Skykomish, 4 grades	Union High School
Issaquah, 4 grades	Toledo, 4 grades	
Meridian (U. H. S.)		
(Kent, R. 1), 3 grades		

HIGH SCHOOLS ACCREDITED FOR TWO YEARS OF WORK

Avon, 3 grades	Lower Natches, 3 grades	Port Orchard, 2 grades
Bridgeport, 3 grades	Mead	Rochester, 4 grades
Carbonado, 3 grades	Moxee, 3 grades	Touchet, 3 grades
Duvall, 3 grades	Orchard Park	Thorp, 4 grades
Hartford, 2 grades	(Spokane), 3 grades	Yacolt, 2 grades
Hartline, 4 grades		

HIGH SCHOOLS ACCREDITED FOR ONE YEAR OF WORK

Johnson, 4 grades	Milan, 2 grades	Twisp, 4 grades
La Crosse Dist. No. 153, 2 grades	St. Scholastica, Academy (Colton)	Winthrop, 3 grades

ACCOMMODATIONS FOR STUDENTS AND GENERAL EXPENSES

Library Fee. A fee of ten dollars is required to be paid by each student as a condition of admission. Five dollars of this fee is remitted directly into the Library Fund. The remaining five dollars is held as an indemnity deposit which is placed to the student's credit, to be returned at the close of the school year, less any charges for loss or damage to school property in the hands of the student.

Laboratory Fees. No laboratory fees will be charged. A deposit, however, to cover breakage amounting to \$2.00 will be required of each student and will be returned at the end of the school year less any deductions for property lost or damaged. The school reserves the right to charge for materials used when students undertake special problems in manual training and applied arts, where such problems involve the use of costly materials.

Diploma and Certificate Fees. A fee of one dollar is required by law for each certificate, diploma and life diploma issued by authority of the State of Washington. This fee must accompany the application for such certificate or diploma.

Textbooks. The textbooks required are provided by the students. They may be procured at the city book stores. The average cost varies, but usually amounts to about five dollars per semester.

ACCOMMODATIONS FOR WOMEN

KAMOLA HALL AND AFFILIATED DORMITORIES

General. Kamola Hall, the dormitory for women, is located in the block east of the campus and is an attractive, modern building, furnishing accommodations for one hundred and twelve students. The rooms are all steam-heated and electric-lighted and are equipped with rugs, study tables, chairs, dressers, single beds, curtains and bedding. Thruout the building every arrangement has been made that is essential to the comfort, happiness and good health of the students.

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

Home Life. Care is taken to render the home life not only comfortable and pleasant, but also conducive to the cultivation of those graces of character which mark refined women. Only such restrictions are thrown around students in residence as are considered important for their health, for the best conduct of their work, and for their personal improvement. Importance is attached to the cultivation of that considerate regard for the wishes and feelings of others which leads to courteous deportment and to proper social adjustment. Thruout the year definite instruction in personal culture and approved social usages is given by the dean.

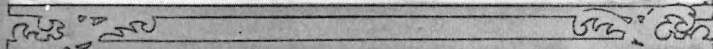
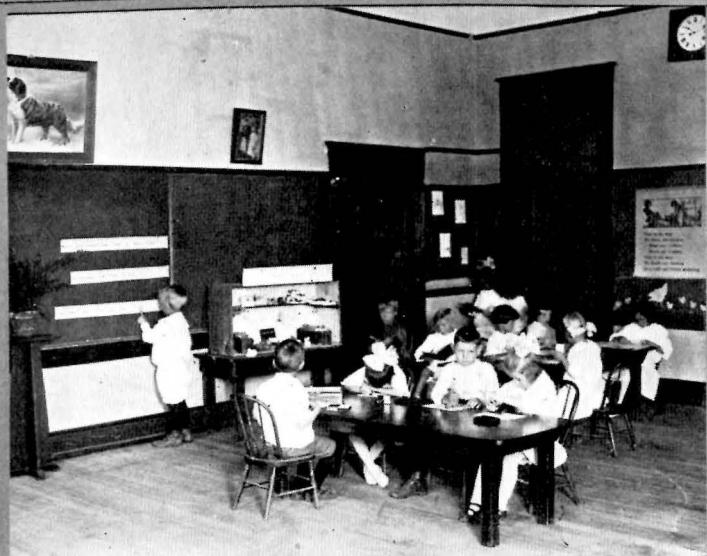
Assignment and Care of Rooms. In the assignment of rooms, precedence is given to those who have been longest in residence. On August 20th of each year, assignments will be made in the order in which requests for rooms have been received, and due notice of assignment will be given.

The occupants of each room are expected to keep it in order. All rooms are frequently inspected by the head of the department of household administration in the Hall.

Kamola Hall affords only thirteen single rooms. All other rooms must be occupied by two students. No assignment of rooms will be made unless application for same is accompanied by a deposit of \$4.00 which should be paid before August 20, which amount will be retained as a deposit for the safe keeping of the furnishings of the room. The amount will be credited on the last month's room rent.

Should a person after having had a room assigned, for sufficient reason, wish to have his assignment cancelled, the \$4.00 deposit will be refunded, provided application for same is received before September 7th.

Application for rooms and all inquiries concerning accommodations either in private homes or in the dormitories should be addressed to the dean of women. Remittances should be made by post-



Reading lessons in which the children are doing the work indicated in the printed directions which they have just read.

office order, express money order or by bank draft, made payable to the Washington State Normal School at Ellensburg.

Kamola Hall Dining Room. For the accommodation of students who cannot be assigned to rooms in the Halls, including both men and women, but who are none the less under the direction of the school, table board is afforded in Kamola Hall at the regular charge of \$4.00 per week. Because of the low charge for table board, it is impossible to make any deduction or remittance for absence from meals. The service is under the direct supervision of the head of the home economics department and it is the best to be obtained at the price charged. Those living in private homes enjoy all of the advantages, so far as table board is concerned, that are open to resident students of Kamola Hall. During the winter months provision will be made for inexpensive lunches available to students who are not regular boarders. In all probability this lunch will be served on the cafeteria plan by students.

Cost of Board and Room. The cost of board and room in Kamola Hall is \$5.00 per week except when the student occupies a single room. One who occupies a single room pays \$5.25 per week for room and board. Board alone costs \$4.00 per week.

In so far as it is possible to do so the laundry will be made available for the use of students living in private homes as well as those living in Kamola Hall.

All bills are due and payable at the office of the accountant the first of each month in advance.

A limited number of guests of students in residence will be entertained at one dollar per day. The dean must be consulted before the invitation is given.

Affiliated Dormitories. At least two affiliated dormitories will be opened during the coming session. These dormitories will follow the same general plan as Kamola Hall. At the beginning of the year it may be necessary for those residing in the affiliated dormitories to secure their meals at Kamola Hall. The matter of serving meals in the affiliated dormitories will be settled by vote of the students assigned to these dormitories. A member of the faculty will reside in each of the dormitories and act as sponsor for the young women in residence.

Student's Outfit. (For students in Kamola Hall and affiliated dormitories.) Each student in residence is expected to provide the following outfit:

1. Table napkins approximately 22 by 22 inches.
2. A napkin ring.

3. Three pairs of sheets approximately $1\frac{1}{2}$ by $2\frac{1}{2}$ yards. (Single beds are used.)
4. Three pillow slips 20 by 28 inches.
5. The necessary towels and dresser covers.

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

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

Rooms in Affiliated Private Homes. Rooms in private homes in the best residence section in the city surrounding the Normal School are obtainable for students and will be reserved by the school on the same plan as reservations are made in Kamola Hall. The prices range from \$8.00 to \$12.00 a month for a room large enough to accommodate two students and from \$6.00 to \$12.00 for single rooms. The necessary bedding is supplied by the one from whom the room is rented.

Rooms Furnished for Light Housekeeping. Although not especially recommended by the school, yet opportunities are available for those who prefer to undertake light housekeeping. The school does not recommend this method of living as being particularly economical, especially when interference with study and insufficient opportunity for recreation are considered. The regular demands of the school work are so heavy each day that unless students are especially capable in managing, and above the average in their knowledge of home economics, it is difficult to live satisfactorily by engaging in light housekeeping. However, for all who desire to do so, the school will exert every effort to give assistance both in securing such accommodations and also in furnishing advice from time to time thruout the year. The head of the department of home economics will upon request render guidance in the matter of daily food supply of those who undertake light housekeeping.

Expense Estimated for a Year. As the expense of attending the Normal School will vary greatly with the individual tastes of the student, it is possible to give only a conservative estimate, as follows:

Room and board in Kamola Hall for the regular school year amounts to.....	\$180 00
Books and stationery (estimated).....	10 00
Library fee	5 00
Gymnasium suit (estimated).....	3 00
Associated Student Body.....	2 00
	\$200 00

RAILROAD SERVICE

Ellensburg is served by the Northern Pacific Railway and the Chicago, Milwaukee and St. Paul Railway, both main lines, connecting with branch lines and with other roads, so that all parts of the state may be reached from Ellensburg without difficulty. To reach Ellensburg from the southwestern part of the state, one may take the Northern Pacific, Great Northern, Chicago, Milwaukee and St. Paul, or branch lines connecting with these roads, direct to Tacoma, Seattle or Auburn, changing there for Ellensburg. Tickets may be purchased from points on these roads to Ellensburg and good connections may be made at one or all of the three points mentioned. The Grays Harbor line also connects with trains to Ellensburg at Seattle. From Chelan county Ellensburg may be reached by stage from Wenatchee. From points in Eastern Washington one may take the Northern Pacific or Chicago, Milwaukee and St. Paul lines, direct to Ellensburg, and from the southeastern part of the state the Oregon-Washington Railroad & Navigation connects with the main line of the Northern Pacific at Pasco, at which place one must change for Ellensburg.

Special rates will be offered by the railroads to students for the Christmas vacation, at which time special cars will be provided for students going to Tacoma and Seattle.

ASSOCIATED STUDENT BODY OF W. S. N. S.

During the first quarter of the session 1916-1917 the students formed a definite organization known now officially as the Associated Student Body of Washington State Normal School. This organization assumes executive responsibility for all student organizations representing in general the student activities of a literary, social, athletic or dramatic nature. The A. S. B. is directly responsible to the school for the conduct of all student activities. The organization has been permitted to insert in its constitution the following resolution:

"The dues for the school year 1916-1917 shall be \$1.00. In the case of students the fee is retained by the school authorities from the students' indemnity fee paid upon entrance. Faculty and alumni dues are payable on adoption of this constitution. Each year hereafter dues shall be \$2.00. In the case of students this amount will be deducted from the regular registration fee. Faculty and alumni will pay on becoming members."

The A. S. B. issues students' tickets to entertainments, games, etc., at reduced rates and in general finances all student projects. Under its guidance the annual "Kooltuo" and the regular publica-

tion "Student Opinion" are regularly issued and controlled. The A. S. B. continues its organization from year to year as a permanent organization.

The present officers of the Associated Student Body are: Marvin Shelton, President; Jean Lee, Vice-President; Minnie Lee, Secretary; Mary Pakenham, Treasurer; Edith Peck, Literary Commissioner; Bernice Goehring, Society Commissioner; Elmer Eidal, Athletic Commissioner.

It is the general policy of the school to foster all such organizations of the student body as can be made to serve the special interests and activities of the various groups of students. While all such organizations are under the advisory control and direction of the school, thru the Associated Student Body, it is desired at all times that they shall be conducted almost wholly by the students themselves.

Since the opportunities for training in initiative and leadership are generally more or less limited, it becomes especially desirable that the students shall take advantage of every opportunity afforded by their own organizations for training in initiative. The following represent the types of student organizations officially sanctioned by the school at the present time: Treble Clef Club, Men's Glee Club, Orchestra, Dramatic Club, Camera Club, Farm Home and School Club, Crescent and Eclectic Literary Societies and the Athletic Association. Other student organizations will be approved as they may be developed by the students.

The Treble Clef Club is a women's chorus having about thirty members. It meets twice a week for practice, and proportionate credit is given for a semester's work. In conjunction with other musical organizations, public recitals are given during the year.

The athletic activities have centered around basketball, tennis and field hockey, which are participated in by both the men and the women of the school. Four tennis courts on the campus and three courts on the ground adjoining Kamola Hall and Eswin Hall furnish excellent opportunities for recreation during the spring and autumn months. In addition to this, the men of the school organize a football team each year, and a number of games with teams from other schools are scheduled each season.

GENERAL ASSEMBLY

One period a day of each week thruout the session is set aside as a general assembly period for the school. The program for this period is definitely arranged and constitutes a part of the educational effort of the school. The program will be varied from quarter to quarter, yet as a rule it will be general in nature and on only one

day of the week, the other days being devoted to special lectures on art appreciation, music appreciation, literary interpretation of special works of standard authors, book reviews, civic hygiene and sanitation, general problems of conservation of health, modern methods in household administration and similar discussions of value.

A regular schedule of special lectures in the field of higher education is now being arranged for the session of 1917-1918. One of these will be a series of lectures in the field of social science and geography by Jerome Hall Raymond, Ph. D. For a number of years Dr. Raymond was a member of the faculty of the University of Chicago and most of his lectures have been delivered under the auspices of the Extension Division of that institution. This course of lectures will be given the third quarter.

LECTURES AND ENTERTAINMENTS

A good plan for providing the students with excellent lectures and entertainments has been conducted by the Normal School co-operating with the Ellensburg Chamber of Commerce for the past four years. The course provided for the year 1917-1918 consists of the following numbers: Dr. Russell H. Conwell, lecture; James A. Burns, lecture; Arthur Walwyn Adams, lecture; Hetty Jane Dunaway, dramatic reader, assisted by two other artists; Mildred Morrison Company, entertainers; Hampton Court Singers, operatic quartet; Zedeler Symphonic Sextet.

In addition to the above course, students are privileged to attend other excellent entertainments. During the past year a number of concerts and lectures of special merit have been given in the Normal School and other places in the city. The musical organizations of the school take prominent part in various public entertainments. Several recitals are given during the year by these organizations. Students are admitted without charge to many of the entertainments and lectures of a general nature, and membership in the Associated Student Body entitles the holder to free admission to many events.

NORMAL SCHOOL LOAN FUNDS

Two permanent loan funds are administered thru the school, namely, the Normal Students' Loan Fund, which is directly under the control of the Board of Trustees, and the Dumas Fund, which is controlled by a special board responsible to the donor of the fund, J. L. Dumas.

STUDENT AID

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

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

Men are occasionally given opportunities to assist the janitor in caring for the grounds and buildings. Occasional inquiries come for men who can care for lawns and gardens or do other work around private houses, or to work on ranches on Saturdays. Some young men earn a part of their expenses by assisting in stores and other business places after school hours and on Saturdays.

An employment bureau under the direction of the dean of women and the adviser for men will be maintained thruout the year for the purpose of providing students with opportunities for self-help. Under the direction of this bureau and the head of the rural department, it is planned to erect and lay out a poultry house and yard in connection with the work in agriculture. In this event the poultry will be cared for by responsible students who will be paid for their services. The assistance of students in the canning of fruit and vegetables and the maintenance of a vegetable garden for the school are under consideration, and these projects when developed will furnish opportunities for students to earn a part of their expenses.

STUDENTS' LUNCH ROOM

The school maintains during the winter months facilities for students who desire to supplement their lunch with some hot food. These opportunities have in mind meeting the needs of those who are attending school from the immediate vicinity of Ellensburg, or whose homes may be so far distant from the campus as to make it necessary to carry a lunch to school.

RELIGIOUS PRIVILEGES

There are in Ellensburg the following churches: Baptist, Christian, Christian Science, Episcopal, Lutheran, Methodist, Presbyterian, and Roman Catholic.

Special provision has been made for systematic Bible study in classes organized in several churches in this city. This work is under the general direction of a board composed of three members of the faculty and the pastors of the churches, and the character of the work accomplished by each student is passed upon by a committee

composed of the same faculty members and the pastor of the church whose class the student attended. Credit is given if the student meets the following conditions:

1. Regular attendance as a member of a normal students' class in one of the Sunday schools.

2. Satisfactory work in the class.

3. The writing of a thesis upon a topic of the course pursued.

Classes have been maintained in the following churches: Baptist, Christian, Episcopal, Methodist, Presbyterian, and Roman Catholic. For the coming year classes will probably be organized upon the first Sunday after the opening of school in September.

Y. W. C. A. AND Y. M. C. A.

A students' branch of the Young Women's Christian Association has been an active organization in the school for a number of years. The average membership is about sixty. Meetings are held once a week in the Y. W. C. A. rooms in the building.

Ellensburg has a Young Men's Christian Association, to the privileges of which all men students are invited. Special arrangements are being made this year so that young men who desire to do so may secure rooms in the Y. M. C. A. building. Men students will be given a choice between athletic work in the school and the use of the Y. M. C. A. gymnasium and club rooms. Everything that can be desired for club life may be found at the Ellensburg Y. M. C. A.

EXTENSION TEACHING

The new school code provides for Extension Teaching thru normal schools. Chapter 28, section 5, page 519 in the Session Laws of 1917, says: "In order to assist teachers who are now in service and candidates for certificates to meet the new requirements in education without undue hardship, each normal school shall establish and maintain an extension department. The work of the department shall be planned in a manner to supplement the previous training of teachers in service in the state, and the subject-matter studied shall comprise the usual subjects included in the normal school curriculum. In order to prevent overlapping of territory in connection with this extension work, the state board of education shall district the state, making a definite assignment of territory to each institution. * * *"

The plans for the work to be undertaken by this department are formulated subject to the action of the state board of education. The state board of education has authorized credit for extension courses under the following conditions: "Normal school students shall do one full year of residence study before being granted any

certificate or diploma, that not more than one-fourth of any course leading to graduation shall be taken in extension courses and that at least a semester of work in a higher institution shall precede the extension work."

A special bulletin will later be issued covering the work in all its details. In the meantime the inquiries will be answered as fully as possible. Address all inquiries concerning extension teaching or correspondence work to the Director of Extension Teaching, Washington State Normal School, Ellensburg, Washington.

Under the Rural Department certain instrumentalities for assisting teachers in remote country schools are available for the purpose of helping teachers to revise and amplify the work in these schools. These instrumentalities comprise:

1. Loan of Apparatus for the Teaching of Agriculture. In order to help rural teachers to demonstrate the great value of the Babcock Milk Tester, this school will furnish, free of cost except for transportation, the use of the Babcock Milk Tester for a period of two weeks. The school using the tester must pay transportation charges both ways and return the same in good condition at the end of that time. To avoid delay enclose with your application a sufficient amount to pay the parcel post rate on fourteen pounds from Ellensburg to your postoffice. You will further avoid delay if you procure from the nearest druggist one pound of concentrated commercial sulphuric acid. Address requests for any of this material to the Director of Extension Teaching, being sure to include the address to which the tester is to be sent and the postage for fourteen pounds parcel post.

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

Each library may be kept four weeks from the date on which it is received. To secure the use of one of these libraries write to Miss Rebecca B. Rankin, care of the Washington State Normal School, Ellensburg, Washington.

3. Art Exhibits. Collections of public school art work, with suggestions for use in rural schools, will be sent out to teachers in rural communities who desire help in this line of work. These ex-

hibits may be obtained upon application and the payment of transportation charges. For further information concerning this part of the extension work, write to Miss Adalene B. Hunt, care of the Normal School.

4. Rural Teachers' Monitor. The Rural Teachers' Monitor is a small paper published monthly during the school year by the rural department. Efforts of the publication are directed especially to the problems of teachers in the rural schools. Helpful and timely suggestions from the various departments are thus made available to country teachers. Especial attention is paid to the fields of domestic science, manual training, agriculture and English. Each month the librarian, Miss Rebecca B. Rankin, conducts a library department for the benefit of rural teachers. The Monitor is sent to all our graduates, to all who hold Ellensburg Normal School certificates and to all of the rural teachers of our territory, so far as we are able to secure their addresses. Anyone wishing a paper may secure it upon request to this department.

TRAINING DEPARTMENTS

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

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

1. The Graded Training School

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

In addition to the room teachers, the training school has a corps of special supervisors whose duty is to take charge of and direct all observation and training, thus leaving the regular classroom teacher free to devote the major part of her time to the needs of the children in her charge.

During the month of September a special bulletin will be prepared giving outlines of courses and other important information concerning the training department.

Faculty of the Graded Training School

RALPH W. SWETMAN, Director of the Department.

L. D. SPARKS, Supervisor of the Grammar Grades and Departmental Supervisor of Arithmetic and Science.

MAE E. PICKEN, Supervisor of Intermediate Grades.

MYRTLE SHOLTY, Supervisor of Primary Grades.

ZELLA MORRIS, Assistant Supervisor of Primary Grades and Room Teacher in Second Grade.

SADIE R. MCKINSTRY, Room Teacher, Sixth Grade.

SOPHIA R. FOWLER, Room Teacher, Fifth Grade.

KATHERINE STEWART, Room Teacher, Fourth Grade.

ENA P. KINDSCHY, Room Teacher, Third Grade.

CORA M. TOMLINSON, Room Teacher, First Grade.

MELLICENT McNEIL, Departmental Teacher of English and History and Room Teacher in Eighth Grade.

ETHEL BELLE MOTT, Departmental Teacher of Geography in the Seventh and Eighth Grades and Room Teacher, Seventh Grade.

LINDEN McCULLOUGH, Superintendent of City Schools and *ex officio* Superintendent of the Training School.

2. Rural Training

Rural Training Centers. Because of the wide diversity of conditions in graded town schools and in country schools in which from one to three teachers undertake to do all the work of all eight grades, some type of work in actual rural schools is necessary to properly prepare normal students who expect to teach in such country schools. To supply this need the work of the rural department is so planned that during the junior year practice work in a rural training center is offered to students registered in this department. These training centers are actual rural schools of one or two rooms, two of which during the session of 1917-1918 will be located in Yakima county within a few miles of the city of Yakima, and two in Kittitas a few miles from the city of Ellensburg. Each of these training centers has, in addition to the regular teachers, a rural critic teacher who is in direct charge of the practice work of the normal school students. At the beginning of the second quarter of the year, a group of from six to ten students is sent from the Normal School to work in each of these training centers. These young people live in the community in which the training center is located for nine weeks, and spend all of their time observing the activities

of the school, teaching in the school, assisting with the social activities of the school and studying at first hand the problems of organizing and conducting such a school, all under the personal supervision and direction of the critic teacher. In this way they secure at first hand intimate knowledge of a properly conducted rural school, such as they can obtain in no other way.

Credit for this work is given on a basis of ten credits for the quarter's work.

Faculty—Rural Training Department

EARL S. WOOSTER, Director of the Department.

MRS. LOUISE M. DODGE, Supervisor of the Rural Training Centers.

JESSIE G. STUART, Assistant Supervisor of the Rural Training Centers.

DAISY BUSBEY, Supervisor of Rural Training Center No. —.

ELSIE DUNN, Supervisor of Rural Training Center No. —.

MARIE PIERSON, Supervisor of Rural Training Center No. —.

3. Kindergarten

In order that the work of this department may be given individuality as apart from primary work a full department of training will hereafter be maintained exclusively for those who are making a specialty of kindergarten work. This department will occupy rooms in the graded training school building, but its identity will be separate from the graded training department excepting in so far as the demands of co-operation make one department serve the other.

(See description of Kindergarten Training Courses on pages 64-66.)

Faculty—Kindergarten Training Department

CLARA MEISNER, Director of the Department.

HELEN SMITH, Assistant in the Department.

_____, Assistant in the Department.

OUTLINE OF COURSES BY DEPARTMENTS

For the purpose of indicating to prospective students the courses offered in the various departments, the following outline of titles of courses with brief comments thereon is presented. In any case where students desire detailed information concerning any particular course, direct requests should be sent to the office of the President. The outline does not necessarily indicate all of the courses which may be offered during the year. The school reserves the right to announce different courses where special demand for such courses presents itself.

Unless otherwise indicated, courses listed hereunder are based on the requirement of ten hours a week, either in classroom work or preparation, thruout one quarter. The completion of such a course on the present basis of estimating credit would entitle students to two credits. Where courses are considered half credit courses notation will be made. Otherwise all courses will lead to two credits per quarter.

Departments of work are listed alphabetically.

AGRICULTURE

(See under Rural Education and Agriculture, Courses 1-13, pages 72-74.)

ARTS—FINE AND APPLIED

MISS HUNT, MISS MEISNER

1. Drawing, Figure Sketching and Illustrating. For primary grades. Charcoal, crayon and blackboard work.

2. Figure Sketching and Illustrating. An advanced course in figure sketching and illustrating from the standpoint of the needs of the intermediate and grammar grade teachers. Charcoal, pencil and water color.

3. Elementary Design. A beginning study of the principles of design and the application to some typical art problems of elementary schools.

4. Applied Design and Industrial Art. A study of the arts relating to the home. Elementary bookbinding and poster designing. Prerequisite, Course 3 or its equivalent.

5. Occupation Work and Applied Art for Rural Schools. This course is a modification of the regular art work in the one-room rural school. Only such occupations and problems relating to rural school conditions will receive special attention.

6. Basketry and Weaving. Only such baskets are made which may be made in elementary schools. The last half of the course will be given to pottery making, such as bowls, vases, plates, etc.

7. Freehand Drawing. A beginning course in representation of landscape, including the elements of cylindrical perspective, object drawing, flowers, fruits, birds, etc. Pencil, charcoal, water color, crayon and blackboard sketching.

8. An advanced course in representation of landscape and still life, charcoal, water color and pastel. Prerequisite, Course 7.

9. Art Appreciation and History of Art. Pictures will be studied for an understanding of the art qualities and to develop an intelligent liking for fine pictures. Readings of the great art periods in architecture, sculpture and painting will be assigned.

10. Art Methods. This course should be taken by those students who desire to do special art teaching or supervision. It includes planning a course of art work for all grades. Prerequisite, at least three courses in art.

11. Clay Modelling. Modelling of animals and figures used as illustration of stories. The work is done in the round and in relief. Prerequisite, Art 1 or 2.

12. Handwork for Kindergarten and Primary (Miss Meisner). Function of construction as a means of expression in child life. Working out problems in cutting, tearing, simple weaving and sewing, paper modelling, doll house construction, toy making. Use of nature materials, sand table work. As far as possible the ordinary waste materials of the home, store and out-of-doors will be used.

BIOLOGICAL SCIENCES

DR. MUNSON

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

2. Neurology. A study of the structure and physiology of the nervous system; the evolution of the nervous system in the animal kingdom; anatomy and histology of the nervous system of the frog, used as a basis for a general survey of the nervous system of man; the origin of the nervous system, involving the study of abnormal functions, together with the consideration of the experiments that have been performed and the effects of disease.

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

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

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

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

Advanced Physiology. (See Health and Physical Department, page 61.)

BUSINESS EDUCATION

MR. DRAPER

1. Elementary Business Education. This course includes an elementary course in double entry bookkeeping, special study of business forms such as invoices, statements, checks, drafts, promissory notes and business arithmetic pertaining thereto.

2. Farm and Household Accounting. This course deals with the application of double entry bookkeeping to farm and household accounting, including the preparation of budgets, and cost records, and exercises in arithmetic pertaining to this course.

3. Public School Finance and Accounting. This course is offered especially to furnish for all teachers the basis of a definite understanding of the preparation of school budgets and the understanding of the factors involved in the making of tax levies for school purposes. Definite training for the keeping of public school accounts is the aim of this course.

4. Typewriting. This course is offered for a limited number of students in any one quarter. The purpose is not the training of expert typists, but simply the training of young people in the use of

a typewriter for the ordinary correspondence of daily life. Credit may or may not be given for this course, according to the results attained.

5. Contracts and Business Law. A study of the laws concerning the formation, operation and discharge of contracts, principal and agent, master and servant, real and personal property, business organizations such as partnerships, stock companies, corporations, etc.

6. Applied Arithmetic. A general course with special reference to preparation for the application of arithmetic to business life in the State of Washington. A part of the course will be a thoro review to test the student's knowledge of arithmetic in general.

Commercial Geography. (See page 60.)

Industrial History and Economics. (See page 75.)

EDUCATION

MR. STEPHENS, MR. SWETMAN, MR. BLACK, MR. WOOSTER, MRS. DODGE,
MISS PICKEN, MISS SHOLTY, MR. SPARKS, MR. SMYSER

1. Introduction to Teaching. A general survey of the demands, privileges, preparation and aims of teaching, with a view of giving intelligent guidance to those thinking of entering the profession.

2. Principles of Education. This course covers the principles of classroom organization, administration and methods of teaching, from the standpoint of the nature and demands of childhood. The course is based largely upon the facts of psychology and covers the principles of general methodology.

3. Biological Foundations of Education. The purpose of this course is to lead the student to view individual and social development in the light of modern biological laws, and to give him biological standards for diagnosing and solving educational problems.

4. Educational Values. A survey of the dogma of formal discipline historically and psychologically and the development of the present-day conceptions of educational values, including practice in curricula making.

5. Elementary School Curricula. This course covers a general survey of the functions, organization and administration of elementary school curricula from the standpoint of the more recent conceptions of the school as a social institution.

6. Social Education. A study of the meaning of education, the function of the school, educational values, organization, administration and method, from the standpoint of the demands of modern society.

General Sociology. (See Department of Social Sciences, page 75.)

Sociology. (See Department of Social Sciences, page 75.)

7. Sociology. The school and the state as social institutions.

8. Educational Resources of the Community. The purpose of this course is (1) to give the student thru a study of the various institutions of society and their influence upon the individual a more rational insight into the part that environment plays in public education; (2) to give a practical knowledge and skill in making social surveys for educational purposes.

Rural Sociology. (See Department of Social Sciences, page 75.)

9. Rural School Organization and Administration. This course will deal especially with the county systems of administration of schools and with the various types of financial organization of rural schools thruout the United States. Special consideration will be given also to types of supervision of rural schools in the various states.

10. General History of Education. A survey of such institutions, movements, theories and practices of the past as throw light upon present-day problems of education.

11. History of Elementary Education in the United States. The purpose of this course is to bring the student into sympathetic touch with those phases of growth and development of our national system that are necessary for the understanding of the present movements in educational organization and administration.

12. Problems of Elementary School Administration and Supervision. A general course based particularly upon state and county administration of education and a comparative study of school systems in the United States. This course is designed primarily to furnish expert training for those who are looking forward to grade supervision and elementary school administration.

13. School Management and School Law. This course will be based upon the problems of elementary schools in general and particularly rural schools within the state. The basal outline of the course will be the State Manual of Washington. Included in this course will also be a study of the specific provisions of the school laws of Washington in so far as these directly affect teachers in elementary schools.

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



Community Day

15. Technique of Scales and Tests. This course is designed (1) to acquaint the student with the vast amount of work which has been done along the line of tests and measurements, (2) to indoctrinate him with a feeling of the importance of some sort of a rational method of evaluating results of teaching, (3) to familiarize him with some of the simpler devices and processes of testing ordinary schoolroom procedure.

Special Methods

16. General Methods Applied to Rural Schools. A discussion of the common principles and procedures in the teaching of common school subjects in rural schools.

17. Methods and Observation for Rural School Teachers. These courses will be offered in connection with actual observation and teaching in rural school training centers.

18. Elementary Methods of Teaching in the Grammar Grades. This course is intended for those who will engage in general grade teaching or in teaching in rural schools.

19. Methods of Teaching in the Grammar Grades. This course is offered especially for those who are taking grammar grade work.

20. Observation and Criticism of Teaching in the Grammar Grades. This course will consist in the observation of actual teaching in the grammar grades, followed by the discussion of fundamental elements involved in such teaching.

21. Apprentice Teaching in the Grammar Grades. This course consists of teaching in the grammar grades under expert supervision, followed by weekly conferences. The apprentice work is done under as normal conditions as possible, both in the training school and in other good schools in and near Ellensburg.

22. Elementary Methods of Teaching in the Intermediate Grades. This course is intended for those who will engage in general grade teaching or in teaching in the rural schools.

23. Methods of Teaching in the Intermediate Grades. This course is offered especially for those who are taking intermediate grade work.

24. Observation and Criticism of Teaching in the Intermediate Grades. This course will consist in the observation of actual teaching in the intermediate grades, followed by the discussion of fundamental elements involved in such teaching.

25. Apprentice Teaching in the Intermediate Grades. This course consists of teaching in the intermediate grades under expert

supervision, followed by weekly conferences. The apprentice work is done under as normal conditions as possible both in the training school and in other good schools in and near Ellensburg.

26. Elementary Methods of Teaching in the Primary Grades. This course is intended especially for those who will engage in general grade teaching or in teaching in the rural schools.

27. Methods of Teaching in the Primary Grades. This course is offered especially for those who are taking primary work as a specialized course.

28. Observation and Criticism of Primary Teaching. This course will consist in the observation of actual teaching in the primary grades, followed by the discussion of fundamental elements involved in such training.

29. Apprentice Teaching in the Primary Grades. This course consists of teaching in the primary grades under expert supervision, followed by weekly conferences. The apprentice work is done under as normal conditions as possible both in the training school and in other good schools in and near Ellensburg.

ENGLISH

MR. SMYSER, MR. ORMSBEE, MISS MEISNER, MISS DAVIDSON

1. Oral Composition. This course will be devoted to a non-technical training in, and practice of, informal speaking to a group of persons. The subject-matter of the discussions will be current literature and present-day problems.

2. Composition and Rhetoric. A course intended especially for those who wish and are qualified for the equivalent of a college freshman course in English.

3. Literature for Children (Miss Meisner). Function of the story in interpreting life for the child. Study of nursery rhymes, simple accumulative tales, folk tales from many lands, fables, myths, realistic stories, verse for children. General familiarity with the best literature today for young children. Revising stories. Telling stories to classes in the kindergarten and grades. What and how to dramatize.

4. Juvenile Literature. A study of the literature best worth reading by school children. Periodicals, stories of adventure, biographies, technical literature, poetry and stories of boy and girl life will be considered.

5. Poetry for Schools. A study of the poetry especially suitable for schools and methods of teaching and enjoying it.

6. Early American Literature. A study of American literature before the Civil War.

7. Dramatics in the Grades and Special Programs. This course solves the problem of school entertainments. The work consists of preparation and presentation of suitable material for all occasions in the primary, intermediate and grammar grades.

8. Reading and Voice Culture. This course has in view the eradication of faults in the uses of the voice, and the development of a well-modulated and expressive voice, so desirable in the school-room.

9. Dramatization. Realizing that dramatization is one of the best socializing forces in our school, this course has been designed to supplement the common branches of study and to bring them into a close relationship with real life.

10. Dramatic Club. The work consists of technique of play production and presentation of plays under student management with special regard to rural social center work.

11. Journalism. A course intended to give the student a fuller appreciation of the significance, value and limitations of the modern newspaper, as well as some definite ideas of its relation to education and the schools.

12. Contemporary Literature. A study of contemporary literature especially as it is represented in periodicals. The study will be from the human and sociological view point rather than the artistic and strictly literary. The course will be varied from quarter to quarter. It will emphasize the modern drama at one time, the essay and new poetry at other times.

13. John Muir and Other Writers of the Pacific Coast. A study of the more important writers of the far west and of important writings about the far west.

14. Wordsworth, the Educator, and Other Poets. This course will emphasize Wordsworth's educational ideas and his relations to democracy and recent developments in poetry.

15. How to Study. A course devoted to discovering and applying the best methods of studying subjects studied in books, recitations and lectures, with attention to rapid examination, careful reading, note making, reviewing, reporting, reciting, etc.

16. Bible Literature and the Sunday School. A study of the Bible as literature, of methods of teaching in the Sunday School and of methods of cooperation between the school and the Sunday School.

17. Business English. A study of the English used in modern non-technical business correspondence and in salesmanship.

18. Grammar. A study of grammar with a view to determining what parts of that subject should be taught and how they should be taught in order to secure correctness in speech without loss of freedom.

GEOGRAPHY AND PHYSICAL SCIENCES

MISS MOTT, MR. DRAPER

1. **Commercial Geography.** A study of raw materials forming the basis of commerce, and of the machinery of commerce in general.
2. Geographical Principles—Physiography, etc.
3. Tourist Geography—Illustrated lectures.
4. United States in its Commercial Relations with Western Europe, South America and the Orient.
5. Conservation of Natural Resources.
6. Influence of Geography upon American History.
7. Types of Industry and Occupation.
8. Environment (Nature Study, Geography and Local History).
9. Advanced Environment Study.

Physics

Household and Farm Physics.

Agricultural Chemistry.

Household Chemistry.

HEALTH AND PHYSICAL EDUCATION

MISS WILMARTH, MISS MEISNER, MR. SPARKS

1. Plays and Games with Special Reference to the Lower Elementary Grades. This course includes folk dancing, musical games and theory of playground work with a brief glimpse at the history of the play movement. Special emphasis is laid upon the fact that in most communities the teacher is the leader and the schoolhouse the center of community work.

2. Advanced Plays and Games. A continuation course in Plays and Games. Course 1 is prerequisite. This course also includes folk dancing and musical games.

3. Plays and Games for Little Children (Miss Meisner). First-hand study of children's play, both in kindergarten and out. The individualistic character of babies' play; the first attempts at group plays and games; readings from Groos, Gulick, Johnson and others; games suitable for kindergarten and primary children; conducting game circle. Graded list of games suitable for young children.

4. Physical Training for Teachers, including Playground Theory. Offered twice during the year. Consideration of the aim of educational, corrective, and recreative gymnastics; choice of ex-

ercise (local or general effects); factors determining the amount of exercise that is desirable; mode of progression from exercise to exercise in the same lesson and from the movements of one lesson to those of another; duration of movement as well as lesson; giving commands, correct clothing; using rooms or corridors for the exercise; the "drill" idea eliminated, etc.

The theory and practice which is basal for the teacher of playground work; the origin and development of the play movement in America; theories of play as a factor in education advanced by Spence, Schiller, Groos, Froebel, Hall, and others; special attention to the construction of, equipment of, and supervision of playgrounds and play schools.

5. Physical Diagnosis and Corrective Gymnastics. A study of the bodily activities of primitive man, early physical training among the Greeks and Romans, and the transition thru the medieval to modern systems of physical education.

Instruction and practice in making examinations of children. Physical measurements made with a view to determining the assignment of special work.

Work in corrective gymnastics designed for the benefit of Normal School students who thru deformity or unusually poor development are unable to proceed as rapidly as the others, or who are in need of corrective gymnastics. The exercises used are to be considered as an appendix to educational gymnastics.

6. Athletics and Swimming. This course will be offered each quarter during the year and will include for the most part outdoor athletics for both men and women.

Base Ball, Curtain Ball, Volley Ball, Captain Ball, Basket Ball, Foot Ball, Pole Vault, Tennis and Tournaments, Hockey, etc.

7. Rhythmics. Pageants, Special Programs and Community Play Festivals.

8. Health and Physical Development of Children. Physiology of Exercise and Nutrition.

Classification of special exercises. The student will receive ideas in the (a) choice of exercises, (b) progression within the lesson itself and in the succession of lessons, (c) apparatus, (d) index to the nomenclature used in all systems of physical education, (e) the study of physiological effects of exercise and medico-gymnastic exercises used in educational gymnastics.

9. First Aid. Practical knowledge in the recognition of the nature of an accident or emergency and application of first aid. Hints as to what should be done first in case of bites, wounds, contusions and bruises, burns, frost bites, foreign bodies in throat, nose, ear, eye, etc.

HOME ECONOMICS AND HOUSEHOLD ADMINISTRATION

*MISS MCFARLANE, MISS ELLIS, MISS _____

The courses in this department aim to meet the requirements of several classes of students: (1) Those desiring a liberal education and training for home making; (2) those preparing for grade work who will have charge of hot lunches, the sewing or cooking in rural or small town schools, or who will take charge of canning clubs during the summer; (3) those wishing to specialize in Home Economics with a view to teaching it.

The courses given in this department are as follows:

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

2. Dressmaking. The alteration and adaptation of commercial patterns in the making of dresses. Stress is laid on correct cutting and fitting, appropriateness of materials and style of garments. Washable, silk and woolen materials used. As great a variety of garments as possible will be made. Prerequisite Plain Sewing (Course 1, Textiles (Course 3) and Costume Design (Course 5).

3. Textiles. Lecture and laboratory work. Evolution of spinning and weaving. Study of all the textile fibres from the raw product to the finished material. Physical, chemical and microscopical tests in the identification of fabrics. Development of judgment in the selection and care of textile fabrics for use in the home. Hygiene of clothing.

4. Handwork. Knitting, crocheting, fancy work, weaving, basketry, etc.

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

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

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

8. Advanced Cookery. Lecture and laboratory work. Intensive study and manipulation in preparation of foods. Serving meals,

refreshments and packing lunches. Prerequisite, Food Chemistry (Course 10 or its equivalent).

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

10. Food Chemistry. Laboratory and lecture. The chemical composition of the most important food stuffs and the changes they undergo as a result of cooking. Testing of foods for adulteration.

11. Dietetics. Principles of human nutrition applied to needs of individuals and groups under varying conditions. Diets for families of various incomes, for infants and children. Prerequisite, chemistry, food chemistry, plain cookery.

12. Physiological Chemistry. Lecture and laboratory. A study of the chemical composition of foods and their changes during digestion, the tissues, secretions and excretions, their physiological and pathological changes. A study of composition and analysis of the blood, urine, etc. Prerequisite, cookery, chemistry, food chemistry.

Bacteriology. Lecture and Laboratory. Bacteriology as related to the home and its activities. The structure, classification and biology of bacteria and other micro-organisms involved in the household problems. The bacteria of water, food products, etc., pathogenic bacteria, theories of diseases and immunity and the use of disinfectants. Prerequisite, chemistry.

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

14. House Construction and Decoration. Lecture and laboratory work. A study of house planning and methods of construction. Study of color, space, and line, and their application to house decoration. Economic and artistic problems in furnishing.

15. Vocational Education. Organization and carrying on of club work. Canning for commercial purposes. Cooking and sewing clubs.

16. (a) Home Nursing. (b) Invalid Cookery. (a) Emergencies, first aid, study of communicable diseases and the home care of the sick room and patient. (b) Planning, cooking and serving of

meals adapted to the needs of sick and convalescent. Arrangement and decoration of trays.

17. Household Physics. Presents the phases of physics which enter into household life, the mechanics of household appliances, plumbing, etc.

18. Observation. Prerequisite to practice teaching. Classes in sewing and cooking will be observed in the grades and in the high school. Class discussion.

19. Methods of Teaching Cookery and Sewing. Study of general methods and special methods for home economics. Making of lesson plans, study of courses of study for different types of schools. Making of course of study for certain types of schools.

20. Practice Teaching. Teaching of cookery and sewing in the training school.

THE KINDERGARTEN TRAINING COURSE.

MISS MEISNER, MISS SMITH

By action of the State Board of Education April —, 1917, the Washington State Normal School at Ellensburg was designated as the only higher educational institution of the state where a kindergarten training course should be offered at the present time.

Students who are attracted to the kindergarten work can fit themselves to become kindergartners by taking the two years course in kindergarten training. Admission to this course is the same as for the other advanced courses of the Normal School, namely, a high school education or its equivalent. A minimum of eighty credits is necessary for graduation. In this the requirements also parallel those of the other two advanced courses.

Kindergarten students must be able to sing and give evidence of ability to play kindergarten music. If not able to do so sufficiently well, piano lessons must be taken.

The kindergarten department aims to make its students strong kindergartners, not only by thorough work in kindergarten theory and the instrumentalities of the kindergarten such as stories, games, handwork, gifts, etc., but by laboratory courses in biology, and neurology and by the study of genetic and experimental psychology, child study, sociology and other courses, in order to lay the foundation for a better understanding of child nature and the aims and means of education. Without such study, the kindergartner may fail to administer intelligently to the needs of her group, though she may know much of handwork, gifts, etc. If the kindergarten is to fulfill its real mission in fostering the development of children during the early years, the director must know how the child has de-



Kindergarten Activities

veloped from birth, what is to be expected of him during the kindergarten years, and also how his nature tends to unfold in the years that follow. In other words, the kindergartner must be scientific, in order to do the best practical work.

Such thoro basic training will give the students an intelligent grasp of the meaning and value of the instrumentalities used in developing the child. Such training makes the student conscious of the relation of the early years to the gradual development of the whole organism. The fact that the kindergarten department forms a major department side by side with the other departments for the training of teachers makes possible a much more liberal choice of courses and gives a breadth of view that cannot be acquired in a private kindergarten disassociated from other teacher-training instrumentalities. The kindergarten students in this institution have access to classes in the departments of education, psychology, biology, neurology, art, music, nature study, etc., the same as other students in the normal school classes. Furthermore, some of the courses offered by the kindergarten department, for example, in handwork and literature for children, are extended to include work suitable also for primary grades.

Students taking this course do practice teaching in the primary as well as the kindergarten.

This course leads to the regular elementary diploma on the same basis as any other course in the school.

The courses in kindergarten training are as follows:

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

Handwork for Kindergarten and Primary. (See Art Department, Course 12, page 53.)

2. Froebellian Gifts and other Play Materials. Study of toys, good and bad. Study of Froebellian educational toys to form some conclusion of their value in the light of modern educational theory. Their legitimate use in the kindergartens of today. Comparative study of the gifts, Montessorri devices and other play materials found in the stores and homes.

Literature for Children. (See English Department, Course 3, page 58.)

Kindergarten Songs and Rhythm Work. (See Music Department, Course 8, page 70.)

3. Mother Play (Kindergarten Literature.) Study of the first half of Froebel's Mother Play book, not only to make the students familiar with Froebel's philosophy and principles of education but to help develop a reflective attitude toward the problems of education.

4. Mother Play (Kindergarten Literature). Last half of Froebel's Mother Play book. Wide illustration of principles from experiences of every day living in the home, school and general social relationships. Bearing of these principles on kindergarten and general educational practice.

5. Education of Man. Especially first part of the book as revealing Froebel's philosophy. Study of the modern kindergarten and school in the light of Froebel's philosophy and principles. Extensive collateral reading from modern writers.

6. History of Kindergarten Education. Brief review of educational principles and practice evolved before Froebel's time. Froebel's special contribution. Historical development of the kindergarten. Present status in America and abroad. Collating of opinions and statistics valuable for propaganda work.

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

LIBRARY TECHNIQUE AND ADMINISTRATION

MISS RANKIN

1. An elementary course which aims to teach the students how to use a library. Part class work and part practical work in the libraries. The course covers such subjects as indexes, classification, cataloging, periodicals, dictionaries, encyclopedias, etc.

2. Continuation of Course 1. Special emphasis will be placed on how to select and care for a rural library. Discussion of pamphlet material which is useful in a school room and can be secured free of charge.

3. A more advanced course for those who are interested in library work. Practical work in the libraries.

4. All practice work. The other three courses necessary as prerequisites to this course.

DEPARTMENT OF MANUAL TRAINING AND MECHANICAL ARTS

MR. WHITNEY, MR. STEPHENSON

The ideals and aims of the educational forces have changed rapidly in the last few years. New standards of service have been set which must be met by the educational institutions. In conformity with these new ideals, we recognize that "education is a process by means of which the individual acquires experience that will function in rendering more efficient his future action," and our citizenship demands that every individual shall acquire these experiences and be able to make them function in his daily life. Consequently industrial training should become a large part of every school curriculum. Upon the Normal schools must rest the burden of training teachers who can make this newer kind of education the vital part of every child's training.

There are two kinds of courses offered. (1) Those courses that will be of assistance to teachers in the elementary grade schools and rural schools, and (2) those courses offered to teachers who will become special manual training teachers. The first courses will be taken as electives during the junior and senior years, the second during the third year, when all the time may be given to special work.

MANUAL TRAINING COURSES**Drawing Courses**

1. Beginning Mechanical Drawing. Use of drawing instruments; working drawings, free-hand and mechanical; geometrical construction; tracing and blueprinting. No prerequisite.

2. Advanced Mechanical Drawing. Isometric and cabinet projections; theory of orthographic projection; development of surfaces and intersections. Course 1 required.

3. Design in Furniture Construction. This course deals with the principles of design as applied to furniture construction. The designing of furniture in the application of the principles will be considered. Special attention will be given to objects suitable for school problems. Courses 1 and 2 required.

4. Machine Design. This course includes the drawing of standard machine parts, making working drawings from machines, and assembly drawings from working drawings. Courses 1 and 2 required.

Shop Courses

5. Beginning Bench Work. The aim of this course is largely general educational value. The use of the common woodworking

tools is taught by demonstration, and practice in their use will be had in making small pieces of furniture selected by the student on the group plan. Course 1 is required.

6. Advanced Bench Work. This is a comprehensive course for prospective teachers of manual training. Emphasis will be placed on technique. Students will prepare and give demonstrations before the class. A study of nails, screws, glue, woods, etc. Some time will be given to working out class and individual problems. Courses 1 and 2 required.

7. Cabinet Making. A course for those who desire to take up the more difficult problems in connection with woodwork, such as panelling, drawer construction, etc. Instruction will be given in the use of woodworking machinery. Courses 1, 2, 5, and 6 required.

8. Wood Turning. This course is planned to give familiarity with both turner's and pattern maker's work. After getting a brief acquaintance with the problems of elementary wood turning by the use of exercises, students are given advanced work and master some of the difficulties of more advanced wood turning. Courses 1 and 2 required.

9. Rural Manual Training. Forging, harness mending, shoe repairing, soldering. A great deal is attempted in this course. The aim is to give the teacher a brief acquaintance with the problems that confront the country boy, so there will be typical problems in iron, leather and rope. No prerequisite.

10. Rural Manual Training. Cement work. Aims of the course are to teach fundamental principles involved in concrete construction, to make a set of projects involving the knowledge of a variety of ways of making and finishing concrete, to develop skill and accuracy in the handling of material, to teach the use and proper care of the necessary tools about the work, and to show the methods of presenting the subject matter to others. No prerequisite.

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

12. Rural Carpentry. The aim of this course is primarily to teach the fundamental tool processes of carpentry and the elements of frame building construction. The planning and construction of farm buildings will have the greater consideration. Prerequisite, Courses 1 and 5 or their equivalent.

13. Rural Printing. The work in this course consists of study, observation and practice in the various processes in the print shop

with a view to forming proper habits of work and securing an appreciation of standards of printed product. Setting type, methods of handling type, taking proofs, correcting, imposing, making ready, printing, binding, etc. No prerequisite.

14. Advanced Printing. A course for those who wish to prepare themselves to teach printing in the upper grades. There will be a continuation of the practical work, but methods of presenting the subject will be considered, how to figure paper stock, estimate cost, study of equipment and supplies for various school needs. Prerequisite, Course 13.

15. Free Hand Drawing and Elementary Woodwork. (Elementary Course.) A course for teachers of lower grade work. There will be some practice in the use of ordinary woodworking tools, but the course will deal largely with wood work problems suitable for the lower elementary grades. Free hand drawing will be part of the course. No prerequisite.

16. Mechanical Drawing and Beginning Bench Work. (Combination course.) A course for those preparing to teach upper grade work. It will include free hand drawing, mechanical drawing, use of the common wood working tools and practice in their use in the working out of problems suitable for the upper elementary grades. No prerequisite.

Applied Mathematics. (See department of Business Education, page 55.)

17. Forestry and Lumbering. One of the great problems of the school is to teach conservation of natural resources. In this course will be taken up the principles of scientific forestry as practiced today. Modern methods of lumbering will be considered. A study of woods, grains, etc. No prerequisite.

18. History, Development, Present Status, Aims of Manual Training. Elective for special students only.

19. Administration and Supervision of Manual Training. In this course problems in connection with the administration and supervision of manual training will be considered. Elective for special students only.

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

MUSIC

MISS ROSSMAN

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

2. Music for Primary Grades. Problems of the kindergarten and grades 1, 2 and 3 are taken up in class. Study of material, child voice, work in practice teaching. Required of those specializing in primary work.

3. Rural Teachers' Course. This course deals with the subject-matter and methods for ungraded and small schools in third class cities. Drill in rhythm, intervals and individual singing are included.

4. Public School Music. An outline of the work of the various grades, choice and use of material, voices and interpretations, work in practice teaching.

5. Chorus Singing. Thruout the year. For the study of cantatas, oratorios and part songs. Open to all students of the school who have some knowledge of music.

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

7. Music Appreciation. General history of music and composers, an appreciation of good music thru music itself and the victrola.

8. Kindergarten Songs and Rhythm Work (Miss Meisner). To supplement the work in the general music courses by special emphasis on work with the youngest children. Teaching of songs. Best songs, instrumental music and records for kindergarten purposes. Other means of cultivating the child's feeling for music thru rhythm work, inventing simple melodies, etc.

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

The Treble Clef Club or Men's Glee Club, as well as the orchestra, offer opportunities for students especially interested in musical organizations. Credit will be given for work done under the direction of these clubs to the extent of half of a regular course credit.

PSYCHOLOGY

MISS GRUPE, MISS REED

1. Elementary Psychology. A survey of the topics of psychology of educational significance with application to teaching. The "functional" or "conduct" point of view is maintained. Such knowledge is gained thru an analysis of the student's own behavior, observation of the behavior of man and of lower animals, laboratory experiment and reading. Some knowledge of the nervous system is prerequisite.

2. Psychology of Child Development. Development of the neuromuscular system. Original tendencies and their use in the education of the child. Consideration of well marked periods of child development and their bearing on education.

3. Psychology of Learning. A reading course which covers the important experimental work in memory, association, learning process, transfer of learning, fatigue, etc.

4. Laboratory Course in Experimental Psychology. For students who have taken Psychology 3. After the technique of experimentation is obtained thru performing certain standard experiments in the field of learning some original problems will be investigated.

5. Psychology of Thinking. A consideration of the development, functions and technique of reasoning.

6. Social Psychology. Social instincts and their significance in education. Socializing influences in the life of the individual. Gangs, clubs, customs, traditions, fashions, prestige, recreations, vocations of men and women, war, antisocial individuals and any other subject which has immediate application to the needs of the class or school. These topics are all viewed from the standpoint of causes for existing conditions and effects upon the psychoses of individuals concerned and are followed by a consideration of whether new action patterns should be formed.

7. Mental Measurement. Knowledge of child hygiene and physical measurements is pre-supposed. The course consists of (a) study of the literature of mental measurement, (b) testing of individual children for sensitivity, intellectual abilities, fatigue, etc., (c) treatment of results, (d) vocational tests.

8. Psychology of Special Subjects. The learning processes involved in reading, writing and spelling are analyzed and discussed. The literature of experimentation in these subjects is read and reported by the students.

9. Psychology of Special Subjects. The literature on the psychology of arithmetic and art will be read and discussed. Studies

of a psychological nature pertaining to other branches of the elementary curriculum will be reviewed.

10. Psychology of Interest, Attention, Emotion and Will. A general descriptive course.

11. Psychology of Child Development. Advanced course. Consideration of special problems of child study. Largely a reading course. An opportunity will be given for individual investigation of some problem of child life.

12. Advanced Course in Individual Experimentation. Students who are ready to carry on independent investigation in the field of educational psychology may enter this course.

RURAL EDUCATION INCLUDING AGRICULTURE AND MECHANIC ARTS

MR. WOOSTER, MR. LECHNER, MR. WHITNEY, MISS HUNT, MISS ROSSMAN,
MR. DRAPER, MRS. DODGE, MISS MCFARLANE

Rural School Organization and Administration. (See Department of Education, Course 9, page 56.)

General Methods Applied to Rural Schools. (See Department of Education, Course 16, page 57.)

Methods and Observation for Rural School Teachers. (See Department of Education, Course 17, page 57.)

Rural Economics. (See Department of Social Sciences, Course 11, page 75.)

Occupation Work and Applied Art for Rural Schools. (See Department of Fine and Applied Arts, Course 5, page 52.)

Farm Accounting. (See Department of Business Education, Course 2, page 54.)

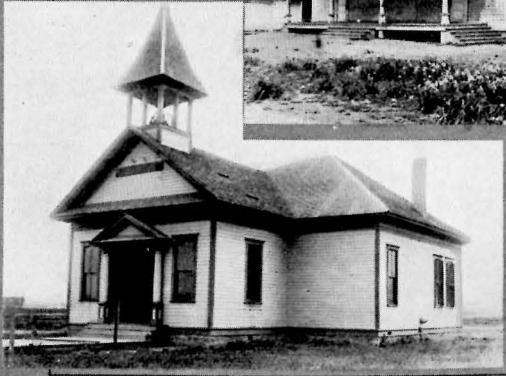
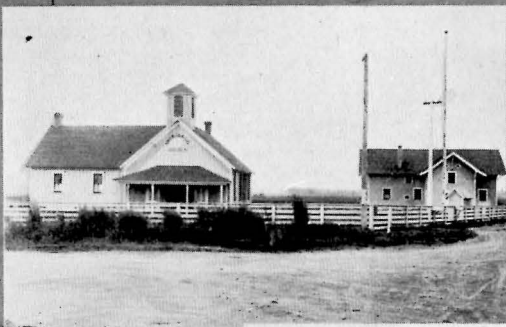
Rural Manual Training. (See Department of Manual Training, pages 68-69), for the following courses: Course 9, Forging, Harness Mending, Shoe Repairing, Soldering; Course 10, Cement Work; Course 12, Rural Carpentry; Course 13, Rural Printing.

Rural Teachers Course in Music. (See Department of Music, Course 3, page 70.)

Rural Cookery and Domestic Art. (See Department of Home Economics and Household Administration, Courses —, page 62.)

AGRICULTURE (Mr. Lechner).

1 and 2. Fundamental Principles of Agriculture. This course deals with the important fundamental principles in the field of agriculture, and the general practice in crop production, tillage, plant propagation, orcharding, poultry-raising, dairying, meat production,



Typical Rural Schools Used for Training Centers

etc. Primarily, the aims will be to give the teacher a clear conception of the broadness of this field, to teach underlying principles and to show the relation of agriculture to other rural subjects. The nature of this course also makes it especially desirable as an elective. It is required of all students in the rural department.

3. Farm Dairying. A course including a study of dairy breeds, dairy cattle judging, improving dairy herds, use of Babcock Test and milk scales, testing associations, principles of feeding and other phases as related to dairying in the state.

4. Poultry Raising. The farm flock, also, poultry raising on the city lot will be studied in this course. Breeding and breeds, feeding, housing, raising and selling of products will be taken up in-so-far as they mean success to poultry production as a side line.

5. Gardening. The home vegetable and small fruit garden will be the central thought in this course. Some idea will be given concerning gardening as an occupation, also of school gardening, but the work will center on a model home garden to be made by the students.

6. Fruit Growing. A course designed for those wanting the important principles of commercial fruit growing, including starting the orchard, selection of varieties, pruning, picking, packing and marketing, etc. The home orchard will be considered in some detail.

7. Floriculture and Landscape Gardening. Beautification of home grounds is the central theme of the course. Hardy flowers, shrubs, shade trees and their culture, also the principles of laying out home grounds most attractively will be included in this study.

8. Farm Machinery. A course designed to give training and experience in handling and care of different kinds of farm machinery. Laboratory work in setting up machinery and study of gasoline engines will be included. The history of important farm implements and machines will also be studied.

9. Nutrition. First in the course will be given the general principles of nutrition as applied to man and animals. This will be followed by work in feeds and feeding for different farm animals.

10. Judging Farm Crops and Products, Exhibiting. Teaching the meaning and importance of quality in crops and produce. Work will begin by taking up fundamental principles of judging and practice will be given along as many lines as possible. Practice in preparing exhibits for fairs will be included.

11. Teaching Agriculture, Methods and Aids, Community Agriculture. A course offered to give students ways and means of

making rural school agriculture a live subject and adaptable to the community. Using materials at hand in every rural school will receive special emphasis. At least a general course in agriculture is prerequisite.

12. Special Study of Crops. A course for students who desire to make a more thoro study of crops of communities where they expect to teach. Special studies will be made of as many crops of the state as the needs of the class demands. Much individual work will be done.

13. Soils, Soil Fertility and Soil Management. This course will deal with essential principles and practice concerning crop production and keeping up soil fertility. Soil properties, and soil types will be studied.

SOCIAL SCIENCES.

HISTORY, SOCIOLOGY AND ECONOMICS

1. American History. A general survey of the development of modern organic democracy, modern industry, transportation and international relations thru the last hundred and fifty years.

2. American History—Special. This course will emphasize special phases of American History—different phases in different quarters: (a) Industrial history, (b) International relations—commercial, diplomatic, cultural, (c) Expansion, etc.

3. American History Stories. A study of stories useful in teaching history in the grades.

4. Civics. A study of social as well as political citizenship—international as well as local citizenship. Attention will be given to methods of training for active citizenship as distinct from a knowledge of citizenship.

5. Northwestern and Local History. A study of the history of the Pacific Northwest with some attention to methods of utilizing the local unwritten sources in the memories of pioneers and others.

6. Modern Europe. From Napoleon to the Great War. A general survey of the recent history of Europe with a view to understanding the ideals and forces now active.

7. The Great War. The causes, the changes brought about by it and the changes in education which should follow. A sociological rather than an historical study.

8. European Background of American History. This course includes not merely the European history which precedes and influences American history but also the European history which is contemporaneous with our history and related to it.

9. Elementary Economics. A rapid survey of the development of economic theory and theories of the nature of wealth with attention to present tendencies, and economic programs of various groups—social reformers, single taxers, socialists, etc.

10. Industrial History and Economics. This course will cover such general topics as production, distribution, value, price, etc., and will include a general survey of the industrial development of the Northwest and an examination of the same from the standpoint of the student of economics.

11. Rural Economics. A study of cooperation, rural credit, taxation, tenancy, marketing and other economic matters especially concerned with rural life.

12. Economics of Education. A study of the real economic sources of income for educational purposes and of education as a wealth producing process with attention to vocational guidance, vocational training, continuation schools, etc.

13. Descriptive Sociology. A study of the social life, institutions and legislation of some one country with comparisons with other countries. The work will center about different countries in different quarters: (a) England, (b) Germany, (c) New Zealand and Australia, etc.

14. Sociology and Modern Social Problems. A study of the elements of social science in connection with modern social problems—poverty, crime, defectives, conditions of labor, the position of women, child welfare, etc.

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

16. General Sociology. This course will place main emphasis upon social origins and social organization. The course is intended to introduce students to the analysis of social institutions, thus enabling them to participate effectively in the solutions of social problems and to support those elements and processes that are conducive to social welfare.

17. Sociology. A study of the family as a social institution.

18. Rural Sociology. A study of the social conditions of rural communities and of the factors which contribute to rural life. The

course will also include actual work in the making of social surveys of rural communities.

18. Democracy. A study in history and literature of the growth of the ideal of democracy with attention to some of the recent developments of initiative, referendum, recall, commission government for cities, the short ballot, proportional representation as related to democracy. Some of the relations of democracy to literature, art and religion will be considered.

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

STUDENTS, 1916-1917

SENIOR CLASS

Graduated January 26, 1917

Agnew, Corliss	Hermiston, Ore.
Cameron, Fawn	Ellensburg
Carey, Verna	Cowiche
Danaher, Catherine	Walla Walla
Ellis, Eleanor	Seattle
Ellis, Mattie	Snohomish
Ganders, Harry	Bickleton
Hertges, Vera	Tacoma
Johnson, Eva May	Tacoma
McInnis, Ethel	Meridian
Maxwell, May	North Yakima
Titlow, Ione	Tacoma
White, Allene	Cowiche
Williams, Mrs. Bernice	Chinook
Williams, Thomas J.	Chinook

Graduated March 23, 1917

Griffeath, Glen	Fresno, Calif.
Hall, Maude	Centralia
Hendricks, Ada	Ellensburg
Martin, Lois	Kent
Neff, Charity	Grandview
Shoemaker, Bessie	Ellensburg
Upham, Celia	Naches

Graduated May 29, 1917

Ames, Adelyn	Ellensburg
Anderson, Grace	Tacoma
Backus, Hazel	Tacoma
Barquist, Eva	Seattle
Becker, Lottie	Ellensburg
Boucher, Elise	Kent
Bower, Ada	Ellensburg
Brand, Inez	Tacoma
Bull, Elsie	Auburn
Burch, Clara	Ellensburg
Callihan, Margaret	Union, Oregon
Christiansen, Claire	North Yakima
Cline, Dorothy	Kahlotus
Cowan, Catherine	Dash Point
Curry, Margaret	Chimacum
DeWees, Lillie	Ellensburg
D'Spain, Grace	Tacoma
Duncan, Ruth	Sunnyside
Eaton, Elvis R.	Elma
Eidal, Elmer	Ellensburg
Flowers, Goldie	Chehalis
Frederickson, Edith	Tacoma
Glenn, Lena	Sunnyside
Goehring, Bernice	Tacoma
Hanley, Doris	Tacoma
Hanson, Stella	Kennewick
Harders, Ruth	Puyallup
Harders, Ella	Puyallup
Hawkes, Sylvia	Buckley
Henstone, Bertha	Yelm
Hoff, Queenie	Stellacoom
Holgerson, Gilda	Tacoma
Hubbart, Harriet	Auburn
Larkin, Lorine D.	Tacoma
Larsen, Sophia	Bickleton
Lee, Jean E.	Enumclaw

Light, Naomi	Steilacoom
Lorenz, Alida	Tacoma
Mabry, Eva	North Yakima
Monahan, Marie	Tacoma
Moore, Bernice	Tacoma
Mullis, Ella	Friday Harbor
Pebbles, Helen	Fall City
Peck, Edith K.	Lind
Perkins, Ida	Tacoma
Peterson, Ivy	Beaverton, Ore.
Pratt, Anne	Tacoma
Price, Stella	Outlook
Randall, Mrs. Gertrude	Ellensburg
Roseburg, Clara	Cle Elum
Sangesand, Hazel	Tacoma
Schonhard, Helen	Rochester
Selleck, Marion	North Yakima
Shelton, Laura	Ellensburg
Shelton, Marvin	Ellensburg
Sherman, Mary	Ellensburg
Slusser, Susie	Mabton
Snider, Marguerite	Tacoma
Swartwood, Margaret	North Yakima
Temperley, George	Roslyn
Tregloan, Etta	North Yakima
Wakefield, Opal	Union, Ore.
White, Frances	North Yakima
Winslow, Helen	Ellensburg
York, Helen	Tacoma
Young, Elizabeth	Mabton
Zeh, Vera C.	Thompson Falls, Mont.

Graduated July 27, 1917

Baker, Anna L.	Port Angeles
Benham, Veva	North Yakima
Bond, Elsie	Mabton
Bozorth, Mrs. Lena F.	Ellensburg
Case, Gretchen	Cameron, Mo.
Connahan, Frances	Auburn
Danielson, Anna	Waitsburg
Garver, Robert W.	Ellensburg
Hansen, Nellie	Du Pont
Hayton, Gladys	Puyallup
Heath, May Terry	Port Townsend
Hoffman, Isabelle	North Yakima
Lemieux, Rosalba	Seattle
More, Mildred	Tacoma
Newton, Jessie	Oakville
Pedersen, Anna B.	Ellensburg
Pierson, Marie	Ellensburg
Purvis, Mrs. Agnes	Sumner
Rogers, Hallie	Nagrom
Scott, Ethel	Grandview
Senders, Carrie	Albany, Ore.
Smith, Emily	White Salmon

GRADUATE STUDENTS

Dillon, Berneice	Hood River, Ore.
Kaynor, Mrs. Ella	Ellensburg
Rollinger, Pauline	Ellensburg

SENIORS

(Course not completed)

Beard, Helen	Fort Worden
Bennett, Isabel	Mabton
Bille, Margaret	Tacoma
Brennon, Dorothy	Tacoma
Carpenter, Orville	Hoquiam
Crow, Evaline	Hampton, Ore.
Dills, Mary	Wheeler
Donohue, Alfred	Ellensburg
Glidden, Claribel	North Yakima

Godbold, Beth	Walla Walla
Green, Ray	Ellensburg
Hanks, Grace	Ellensburg
Hart, Ruth	Puyallup
Jenkins, Lucia Marta	Pigeon Springs
Johnson, Mrs. Ora	
Kindschy, Eva P.	Hingham, Mont.
Lester, Mrs. Carrie J.	Cle Elum
Louderback, Louise	Willapa
Miller, Mrs. Nora	Ellensburg
Mires, Eve	Ellensburg
Morris, Helen	Tacoma
Nylen, Lillian	Stellacoom
Renier, Iverna	Bremerton
Smith, Bertha May	Centralia
Smith, Leta May	Ellensburg
Thomas, Mrs. Winnifred	Sunnyside
Tomlinson, Cora M.	North Yakima
Towne, Mertice	Aberdeen

JUNIORS

Abbott, Mabel	Centralia
Adams, Ada	Redmond
Adams, Mary	Roslyn
Anderson, Mabel	Ellensburg
Baker, Laura Anita	Roslyn
Baker, Glaydes	Ellensburg
Bales, Hazel	Tacoma
Bardwell, Verl	Wapato
Bayley, Vivian	Auburn
Bedell, Orange	Ellensburg
Berg, Hannah	Tacoma
Bishop, Ruth	Walla Walla
Black, Dorothy	Ellensburg
Boalch, Eloise	North Bend
Booker, Winnifred	Los Angeles, Calif.
Boss, Alberta	Moxee
Boucher, Cara	Kent
Bradbury, Mae	Parker
Brightrall, Daisie	Tacoma
Brown, Anita	Seattle
Brown, Isabella	Elma
Brown, Gwenyth	Tacoma
Briskey, Frances	Naches
Buren, Doris	Tacoma
Burge, Cecile	Naches
Busick, Eunice	Union, Ore.
Calkins, Myrtle	Tacoma
Campbell, Elizabeth	Tacoma
Campbell, James	Ellensburg
Campbell, Jean	Ellensburg
Carter, Faye Marie	Sumner
Carter, Howard	Ellensburg
Chambers, Retta E.	Roy
Coats, Gladys	Raymond
Cobb, Hazel	Wapato
Crawford, Mary	Ellensburg
Crego, Emma	Union, Ore.
Crook, Sybil	Jonathan
Crowley, Vica	Ellensburg
De Mass, Frances	Puyallup
Donohue, Mary Alice	Ellensburg
Dysart, Fern	Rathdrum, Idaho
Eaton, Clara	Tacoma
Eaton, Mary	
Erickson, Edith	Orting
Everett, Hazel	Grandview
Farris, Albert	Ellensburg
Faulkner, Rieta	Bickleton
Fera, Angelina	Roslyn
Fiegle, Ruth	Roslyn
Filer, Floy	Ellensburg
Flower, Alma	Bickleton

Flynn, Norma	Ellensburg
Foster, Florence	Boistfort
Foster, Margery	Buckley
Freiheit, Elsie	Tacoma
Funk, Lydia	Ethel
Garlick, Virginia	Tacoma
Gilbert, Eva	North Yakima
Gilkey, Gussie	Pacific Beach
Goore, Myrtle	Tacoma
Goss, Lillian	Sumner
Grimes, Versa	North Yakima
Hansen, Betilda	Kittitas
Harris, Neva	Centralia
Hayton, Mildred	Puyallup
Heraty, Agnes	Ellensburg
Hickey, Anita	Tacoma
Hickok, Mina B.	McMinnville, Ore.
Higgins, Myrl	Walla Walla
Hilton, Rosalie	Centralia
Hull, Tressa	Buckley
Hunsinger, Lucile	
Huntington, Helen	Kennewick
Irving, Lucille	Raymond
Jarvis, Annie	Port Townsend
Jaureguy, Estelle	Tacoma
Jensen, Emil	Bickleton
Johnson, Dehlia	White Swan
Johnson, Marie	Enumclaw
Johnson, Mrs. Ora	
Kauffman, Charlotte	Ellensburg
Kelly, Hilda	Auburn
Killman, Cathryn	Tacoma
Kizer, Mildred	Seattle
Knoell, Philopine	Puyallup
Kordes, Marie C.	Cle Elum
Korth, Eleanor	Naches
Larsen, Johanna	Bickleton
Leach, Frances	Olympia
Lee, Minnie	Lind
Lehmkehl, Sara	Zillah
Leonard, Della	Ellensburg
Lucas, Harriet	North Yakima
Luff, Erna	Ellensburg
Lyness, Margaret	Centralia
McClanahan, Ellen	Quilcene
McClanahan, Ruth	Quilcene
McInnis, Grace	Meridian
McLean, Florence	Hoquiam
Martin, Madeline	Wilkeson
Martin, Marjorie	Kent
Martin, Freda	Oregon City, Ore.
Meyers, Catherine	Powell Butte, Ore.
Meyer, Edith	Centralia
Meyer, Louise	Tacoma
Middleton, Leona	Outlook
Means, Stella	North Yakima
Moe, Rachel	Ellensburg
Molander, Irene	Portland, Ore.
Mooney, Lila	Tacoma
Morgan, Edna	Roslyn
Morgan, Gladys	Ridgefield
Mosebar, Ruby	North Yakima
Moseback, Gertrude	Tacoma
Moser, Celesta	Ellensburg
Mundt, Alvina	Aberdeen
Nelson, Myrtle	Gertrude
Nesbit, Margaret	Ellensburg
Neville, Esther	White Salmon
Ogden, Della	Pomeroy
O'Neil, Kathleen	Ellensburg
Pakenham, Mary	Tacoma
Paschal, Patience	Chico
Pearson, Dorothy	Aberdeen
Peed, Teresa	Ellensburg

Petty, Viva	North Yakima
Powers, Theodore	Portland, Ore.
Purdy, Vera	Kennewick
Rawson, Temple	Centralia
Rice, Marion	
Rowlands, Mary Catherine.....	Lexington, Ill.
Ryan, Catherine Mary.....	Seattle
Rydh, Tillie M.....	Seattle
Sample, Mary	Roslyn
Smith, F. L.....	Tacoma
Smith, Helen	Thorp
Snyder, Raymond	Ellensburg
Spaulding, Ellen L.....	Ellensburg
Stackhouse, Austa	North Yakima
Swearingen, Mary	Walla Walla
Stewart, Jessie	Outlook
Stroud, Kate	Puyallup
Sullivan, Evelyn	Tacoma
Titlow, Constance	Tacoma
Tripler, Marion S.....	Eatonville
Truesdale, Eva	Tacoma
Underwood, Mary L.....	Tacoma
Vertner, Idell	Ellensburg
Visell, Marion	Tacoma
Walton, Helen	Tacoma
Weed, Florence	North Yakima
Westling, T. Melvia.....	Tacoma
White, Vernon	Montesano
Williams, Dorothy	North Yakima
Woodruff, Ruth	Union, Ore.
Wrigglesworth, Lovella	Chehalis
Wright, Kittie	Ellensburg
Yenney, Anne	Walla Walla
Zengel, Zulie	Byron

SOPHOMORE

Alexander, Rhoda	Hanford
Boedcher, Hazel	Ellensburg
Boling, Zula	Porter
Butler, Elizabeth	Duringer
Crowdson, Frank	Ellensburg
Dinsmoor, Twyla	Moclips
Champie, Mrs. June.....	Ellensburg
Greenwalt, Charlotte	North Yakima
Hodgson, Genevieve	Easton
Howard, Winnifred	Appleton
Lynch, Viola	Astoria, Ore.
McIvor, Helen	Naches
Mitchell, Georgia	Kalama
Schauble, Agnes	Kalama
Swanson, Hilda	Burton
Turner, Mildred	Cle Elum
Wing, Ada R.....	Toledo

FRESHMAN

Carlson, Hildore	Willapa
Crowdson, Clara	Ellensburg
Bonney, Wm. A.....	Ellensburg
German, Claude	Ellensburg
Kelly, Lawrence	
Kropp, Nancy	Eagle Gorge
MEEK, Della	Mabton
Miller, Nell B.....	Pomeroy
Myers, Ethel	Willapa
Pederson, Mary	Ellensburg
Proctor, Belle	Tacoma
Smith, Mary	Forks
Spaulding, Harold	Ellensburg

SPECIAL

Abbott, Pearl	Centralia
Adams, Hazel	Union, Ore.
Clerf, Mildred	Ellensburg

Champie, R.	Ellensburg
Heness, Mrs.	Ellensburg
Johnson, Carrie	Tacoma
Kelly, Gladys	Tacoma
Lewis, Ethel	Tacoma
Minielly, Myrtle	Ellensburg
Smith, Birdie	Ellensburg
Stewart, Mrs. Emma	Ellensburg
Wilson, Miriam	Kittitas
Zweisler, Mrs. A. Frances	

CORRESPONDENCE STUDENTS

Beck, George	Neppel
Foulon, J. L.	
Stoner, Bertha	Toledo
Whitehouse, Vera	
Youngs, Ramona	Boistfort

LIFE DIPLOMAS, 1917

Abercrombie, Blanche	Tacoma
Ames, Helen	Ellensburg
Auld, Grace	Granger
Bair, Mary Eudocia	Stellacoom
Baker, Anna L.	Port Angeles
Bennett, Carlotta Antha	Cashmere
Calhoun, Ethel Marion	Ellensburg
Cox, Bernice	Stellacoom
Cropsey, Katherine Margaret	Ellensburg
Ganders, Mary Louise	Bickleton
Gibson, Henry Vance	Ellensburg
Gross, Luella E.	North Yakima
Gwin, Byrl Newton	Oakville
Hall, Grace I.	North Yakima
Hayton, Mabel J.	Puyallup
Hedger, Zillah Rush	Spokane
Hinckley, Loretta	Tacoma
Huntley, Mary	Centralia
Klaeboe, Regna	Seattle
Matterson, Elsie J.	North Yakima
Maxwell, Rose	Sunnyside
Meisner, Hilda A.	Raymond
Nelson, Selma P.	Burton
Payne, Camilla S.	White Swan
Peck, Edith K.	Lind
Pierson, Ida	Chico
Randall, Mrs. Gertrude Sheets	Ellensburg
Sangesand, Ella M.	Tacoma
Schafer, Gretchen	Elma
Schafer, Mabel A.	Centralia
Shelton, Laura	Ellensburg
Shuman, Jennie	North Yakima
Simmons, Mrs. Estelle Shoemake	Ellensburg
Smith, Helen Browning	Ellensburg
Stewart, Harriett Mae	Outlook
Tewes, Dora J.	Puyallup
Thomas, Leila Herr	Ellensburg
Tierney, William T.	Rochester
Wahlgren, Selma	Everett
Waite, Vervian	Tacoma
Willey, Viola	North Yakima
Wilson, Elma	Ellensburg
Wise, Lillian	Prosser
Wittenberg, Anne	Seattle

SUMMARY OF ATTENDANCE

Graduates 1916-1917.....	110
Seniors not graduated	29
Post-graduate students	3
Juniors	160
Sophomores	17
Freshmen	13
Special and unclassified	13
Correspondence	5

Total registered students (regular session)..... 350

Total registered students (summer session 1917)..... 292

DIPLOMAS AND CERTIFICATES, 1917

Number of life diplomas issued 1917.....	44
Number of diplomas issued	110
Number of secondary certificates.....	77
Number of elementary certificates.....	34

Total number of diplomas and certificates issued, 1917.... 265

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