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Vol. XII

JUNE 1919

No. 1

THE QUARTERLY

OF THE

Washington State Normal School
Ellensburg

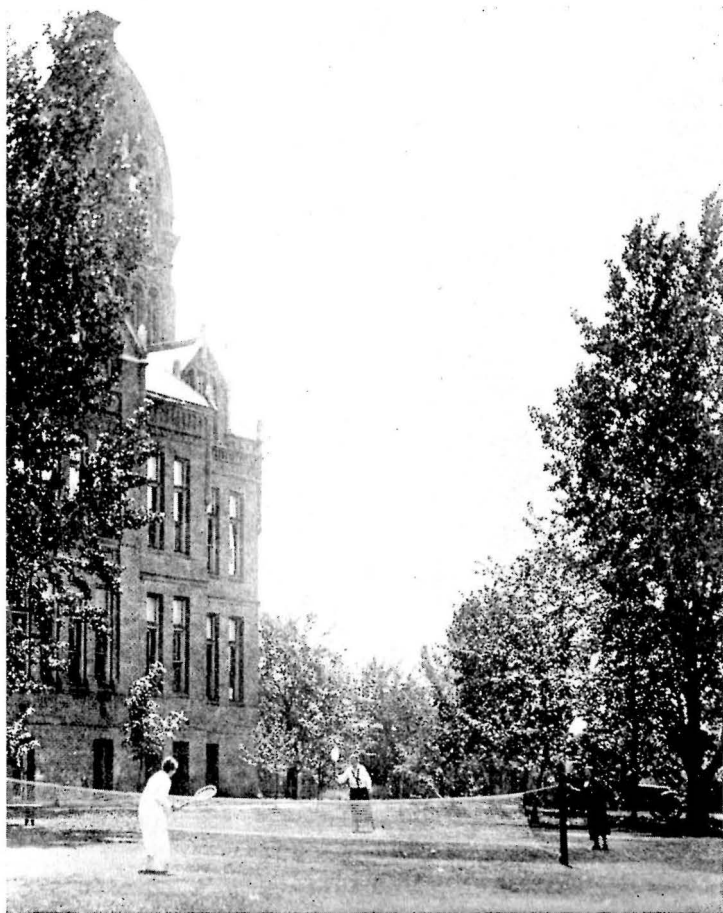


CATALOG

1919

**Published Quarterly by the Washington State Normal School
at Ellensburg, Washington**

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ADMINISTRATION BUILDING

VOL. XII

JUNE 1919

No. 1

THE QUARTERLY

OF THE

Washington State Normal School

ELLENSBURG



CATALOG NUMBER

OLYMPIA:

FRANK M. LAMBORN  PUBLIC PRINTER

1919

CALENDAR FOR 1919-1920

First Quarter

Registration.....	September 29-30
Classes Meet.....	October 1
Thanksgiving Vacation	November 27-December 1
Quarter Closes	December 19
Christmas Vacation.....	December 19-January 5

Second Quarter

Registration.....	January 2 and 3
Classes Meet.....	January 5
Quarter Closes.....	March 19

Third Quarter

Registration.....	March 20
Classes Meet.....	March 22
Commencement.....	June 7

Fourth Quarter

(Summer Session)

Registration.....	June 7 and 8
Classes Meet.....	June 8
First Term Closes.....	July 16
Second Term Opens.....	July 19
Quarter Closes.....	August 27

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B. S., Northwestern University; Graduate Student University of Wisconsin and Teachers' College, Columbia University, New York.
- _____, Observation Teacher, First Grade, Training School.
- _____, Observation Teacher, Fourth Grade, Training School.
- _____, Instructor in Chemistry, Physics, and Agriculture.

THE WASHINGTON STATE NORMAL SCHOOL

AT ELLENSBURG

GENERAL INFORMATION

FOREWORD

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. It is this type of preparation of teachers that the Washington State Normal School at Ellensburg accepts as its chief responsibility in serving the State of Washington.

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 never has the need been more imperative in the teaching profession than at the present time. All who are willing to undertake this important and much needed service will be welcomed to this School and given every opportunity for thoro preparation for teaching.

LOCATION

Ellensburg is situated in the Kittitas Valley, an extensive basin surrounded by 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 advantage of a healthful climate, good roads and good schools, excellent transportation facilities and a thriving and progressive people. The region has the highest record in the state for the relative number of days of sunshine during the year.

HOW TO REACH ELLENSBURG

Ellensburg, the business center of the Kittitas Valley, 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 & St. Paul Railroad between Seattle and Spokane, therefore is directly accessible from all points east and west.

Trains on the Northern Pacific at the present time arrive from the east at the following times (train numbers are given):

3:05 A. M. on No. 41
6:40 A. M. on No. 3
4:25 P. M. on No. 333
5:05 P. M. on No. 1

and from the west the trains arrive at Ellensburg at the following times:

5:30 A. M. on No. 334
1:10 P. M. on No. 4
9:20 P. M. on No. 42
10:50 P. M. on No. 2

Trains on the Chicago, Milwaukee & St. Paul, at the present time, arrive from the east at the following times:

7:20 A. M. on No. 17, the Columbian
4:23 P. M. on No. 15, the Olympian

and from the west the trains arrive at Ellensburg at the following times:

12:02 A. M. on No. 18, the Columbian
2:15 P. M. on No. 16, the Olympian

A regular daily stage line connection is maintained from Wenatchee and the upper Columbia River points direct to Ellensburg, leaving Wenatchee about 7:00 A. M. and arriving at Ellensburg about 11:35 A. M. Special rates will be made to Normal School students on this stage line. Students should pay the full fare on coming and by application at the Registrar's office of the School a certificate of attendance in the Normal School will be issued which will secure a partial rebate of fare, making a special rate for all students traveling on the stage line.



KAMOLA HALL



KAMOLA HALL LIVING ROOM

Highways. Ellensburg is easily accessible by automobile, for it is on the main trunk line of all cross-state highways, including the Sunset Highway, the Inland Empire Highway, the Yellowstone Trail and the Evergreen Highway.

CAMPUS, BUILDINGS AND EQUIPMENT

The campus of the Washington State Normal School is located about four blocks from the main business district of Ellensburg. It is attractively laid out, with many trees, broad stretches of lawn and clumps of shrubbery. Beside the Training School is a large playground, equipped with playground apparatus made in the Manual Training shops, and a baseball diamond, with plenty of room for all athletic activities. Beyond Kamola Hall are large clay surfaced tennis courts.

The Administration Building

The Administration building contains the offices of the President, the Dean of Women, the Accountant, and the Registrar. These administrative offices are a continuous suite on the main floor. Many of the regular departmental class rooms and offices are in this building, including the laboratories for agriculture, biology, and psychology, the music studio and also the piano practice rooms, the art studio with the work rooms for basketry and clay-modeling.

The library also is on the main floor of this building and is a most attractive suite of three reading rooms, librarian's office and work room. The library is one of the best professional libraries in the state, complete and up-to-date in all departments. It is open for the free use of students and thus eliminates the need of their buying large numbers of text books.

The department of physical education occupies quarters on the ground floor. The gymnasium is large and well-equipped for floor work and all gymnastics; in connection with this are adequate shower baths and ample locker space. A separate room is used for corrective work, well-equipped with all the necessary apparatus for the correction of physical defects which can be corrected by gymnastic exercises. Then there is also a separate room and office for physical examinations of the students. The closest care is exercised to give each individual student whatever help is necessary to make for good health. The plans for the new wing for the dormitory, now under way, include a modern 60-foot swimming pool. It is hoped that this will be ready for the coming year.

A students' rest room, quiet and comfortably furnished, is available on the second floor, and also a well-furnished Y. W. C. A. room is maintained for meetings of that Association.

MANUAL ARTS BUILDING

The Manual Arts Building contains the manual training shops, which include woodworking benches, shops for forge, metal, and cement work, and a well-equipped print shop where a large portion of the school printing is done and courses in printing are open to students.

This building also houses the laboratories of the home economics department, including a kitchen with the most modern, up-to-date equipment, a dining room completely furnished, and a sewing room.

The chemistry and physics laboratories are also in this building.

THE TRAINING SCHOOL

The Training School contains all elementary grades from the Kindergarten to the Eighth grade, inclusive. A well selected library is provided in this building for the pupils of all the grades. A large assembly room is on the second floor for assemblies, programs and all such meetings.

RURAL TRAINING CENTERS

In addition to the practice facilities of the training school the Normal School maintains two rural training departments, one at the Broadway School in Yakima county, and the other at Flensted School near Enumclaw, King county. Each rural training department is in charge of a regular supervisor and furnishes facilities for six student-teachers at a time for a period of six weeks. At each center is a furnished cottage where the supervisor and the student teachers live. These cottages are built by the district and furnished by the Normal School, and they serve not only as residences for the students but offer facilities for the handling of school lunches and the practice teaching of domestic science in connection with the school; they also furnish a home center for community work. In their work at the rural training departments the students are brought into direct contact with conditions which they will meet when they enter upon their actual duties as teachers and as a result have been notably successful in their later teaching experience.

ADDITIONAL BUILDINGS

By virtue of special appropriation made by the State Legislature in 1919 a Women's Building is now being erected to furnish additional accommodations for students and to provide modern dining room and cafeteria facilities under the direction of the Department of Home Economics. This new structure will constitute the home center for all social activities of the student body. It will be ready for use during the latter part of the session of 1919-1920.

DORMITORIES

The two dormitories for women, Kamola Hall and Eswin Hall, accommodate about one hundred and twenty-five students.

Kamola Hall is located on the campus near the main building and is an attractive modern building. It is steam-heated and electric lighted thruout, and the rooms are furnished with rugs, tables, chairs, dressers, single beds and bedding. The laundry is large and is equipped with stationary tubs, running water, hot and cold, and electric connections are provided for ironing. An infirmary consisting of a suite of two rooms, bath, hall and kitchenette, all furnished completely, is segregated entirely from the rest of the house. Large living rooms are provided for social assemblies of students and faculty. The dining room is large and attractive and accommodates students not resident in the Hall as well as all resident students.

Eswin Hall is situated about two blocks from the campus and is an attractive and homelike building. It has recently been remodeled and refurnished. The addition of a large, well screened sleeping porch on the second floor accommodates about a dozen students who particularly desire the advantage of sleeping outdoors. This Hall is also steam-heated and is equipped with laundry for the use of students. A homelike living room with fireplace provides for social assemblies.

Administration. Not only does the Dean for 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.

Student's Outfit. Students residing in the halls are expected to provide the following outfit:

1. Table napkins approximately 22 by 22 inches.
2. A napkin ring.
3. Three pairs of sheets approximately 1½ by 2½ yards. (Single beds are used.)
4. Three pillow slips 20 by 28 inches.
5. The necessary towels and dresser covers.
6. Muslin curtains for the windows.

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

A charge of 50 cents a quarter will be made for the use of electric current for ironing. Students are required to furnish their own electric irons, but one iron may be owned by two or more students jointly.

Students are required to care for their own rooms and keep them in order. Assignment of rooms in the dormitories is made upon order of application accompanied by a deposit of \$4.00, one month's room rent. The supply of single rooms is limited. Applications for rooms should be addressed to Miss Edith M. Peckham, Secretary, Washington State Normal School, Ellensburg, Washington.

Rooms in 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 for Light Housekeeping. Altho not especially recommended by the School, 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. However, for all who desire to do so, the School will exert every effort to give assistance in securing such accommodations. The lists of rooms in private homes may be obtained from the Dean for Women by the student upon arrival in Ellensburg.

EXPENSES

Library Fee. A fee of \$10.00 is required to be paid by each student on admission; \$5.00 of this fee is remitted directly to the Library Fund. The remaining \$5.00 is held as an indemnity and is returned at the close of the year, less any charges for loss or damage to school property in the hands of the student.

Associated Student Body. The Associated Student Body is directly responsible to the School for the conduct of all student activities, and charges an annual fee of \$2.00. This fund is held in trust for use as directed by the Associated Student Body.

Diplomas and Certificate Fees. A fee of \$1.00 is required by law for each certificate, diploma and life diploma issued by authority of the State of Washington. This fee must accompany the appli-

cation for such certificate or diploma. It is remitted by the School to the respective counties in which the students reside.

Board. Board in the Hall is \$4.00 a week. A continual rise in food prices may compel the increase of this rate, but no change will be made unless it is found to be a necessity.

Due to the unusually low rate no rebate is made for absence from meals.

Room Rent. Rooms in the Halls are \$1.00 a week for each person in a double room. For a single room the rate is \$1.50 a week. Board and room rent are payable by the month in advance.

To reserve a room in advance a deposit fee should be made of one month's rent for a room, namely: \$4.00 for the reservation of a double room, \$6.00 for the reservation of a single room.

Electricity. A charge of 50 cents a quarter is made for the use of electricity for ironing.

The estimated average cost of one year is approximately \$200.

STUDENT ACTIVITIES

Students find definite illustrations of the democratic spirit of the School and opportunities for training in initiative and leadership in the various student organizations and activities carried on, especially as they share the major responsibility and management of these.

The **Associated Student Body** is composed of all the students of the School. They elect their own officers, follow their own constitution formulated by the student body, and organize committees to take care of the various phases of social and business life that may come up concerning the student body as a whole.

Kamola Hall Association is made up of all the students who live at the dormitory and the young women make their own rules, have their own constitution, pronounce their own judgments, and inflict their own penalties for misdemeanor. In a similar way the students direct all the social activities of the household.

Student Post Office and Book Exchange. These are maintained under the direction of the Associated Student Body. The Post Office furnishes boxes, free of charge, for each student of the School and is in charge of a Postmistress who is held responsible for the details of its operation.

The students are not asked to buy many text books as the library is freely used for most of the professional work. Books may be

bought at cost at the Book Exchange and returned at a reasonable discount. Thus the Book Exchange is a medium of much financial help and of great convenience to the student body. It has its headquarters at the Post Office.

The **Treble Clef Club** is made up of those students who are interested in music. They give at least one big musical program during the year and furnish songs for other programs. Their special study of music is taken up for the pleasure and benefit of the members of the Club.

Student Opinion is the weekly School paper compiled and edited by the Associated Student Body and expressive of the activities and opinion of the students of the School. It is a medium of exchange between the former students in the field and the present student body.

Athletics. While no definite clubs have been organized in sports there is constant activity in the different athletic sports. These activities center around tennis tournaments, hikes, field days, campus fetes, and various types of athletic contests.

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. Meetings are held once a week in the Y. W. C. A. rooms in the main building.

Ellensburg has a Young Men's Christian Association, to the privileges of which all men students are invited. Special arrangements have been made so that young men who desire to do so may secure rooms in the Y. M. C. A. building at very reasonable rates. 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.

Alumni

The large Alumni organization is a live, active one and extends into all parts of the State and into other States. *Alumnus Day* comes just before Commencement each year and brings back an enthusiastic gathering to the Campus. Local branch alumni groups have been formed in sections of the State where a large number of them are working. These serve to keep graduates acquainted and cooperative, and make stronger the tie with the larger School Alumni Association.

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.

A limited number of women students are needed to assist in the Kamola Hall dining room. A maximum of \$2.00 a week may be earned for this service.

Men are given many opportunities to earn part of their expenses in homes, stores, or shops.

An employment bureau under the direction of the Dean for Women will be maintained thruout the year for the purpose of providing students with opportunities for self-help.

RELIGIOUS PRIVILEGES

There are in Ellensburg the following churches: Baptist, Christian, Christian Science, Episcopal, Lutheran, Methodist, Presbyterian and Roman Catholic. These churches are all interested in the students, and the students are made welcome at all regular services and also in all the young people's societies of the churches.

SCHOOL PUBLICATIONS.

From time to time bulletins on professional subjects are issued by the various departments of the School along lines that will be specially beneficial to teachers. Typical examples of these are the Library Bulletin and "Beginning Reading." These may be obtained by request from the President's office.

ASSEMBLIES, LECTURES AND ENTERTAINMENTS

One period a day is set aside for possible assemblies—student affairs, assemblies, special lectures, music assemblies and dramatic events. Ordinarily there will be two regular assemblies each week which all students are expected to attend. Besides these there are special lectures by distinguished people from a distance who will speak to students and the general public.

The Lyceum Course and the Ellensburg Chautauqua will be open to students at lower cost than to other persons. During the School year of 1919-1920 the Ellensburg Normal, in cooperation with other institutions of higher education in the Northwest, is planning to bring several distinguished men who are good speakers from the

East especially to address the students of this and the other institutions.

NORMAL SCHOOL LOAN FUNDS

Three permanent loan funds are administered thru the School, namely, the Normal Students' Benefit Fund, which is directly under the control of the Board of Trustees, the Dumas Fund, which is controlled by a special board responsible to the donor of the fund, J. L. Dumas, and a Students' Loan Fund, available for the coming year. Information and application blanks can be obtained at the President's office upon request.

PRACTICE TEACHING FACILITIES

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.

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 cooperative 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.

Rural Training.

Because of the wide diversity of conditions in graded town schools and in country schools in which from one to three teachers



INTERMEDIATE PROJECT

undertake to do all the work of 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, one of which is located in Yakima county within a few miles of the city of Yakima, and one in King county near the city of Enumclaw. Each of these training departments has, in addition to the regular teachers, a rural supervising teacher who is in direct charge of the practice work and professional training of the Normal School students. Each term of six weeks of the year a group of six students is sent from the Normal School to work in each of these training centers. These young people live at the School cottage and spend all of their time observing the activities of the School, teaching in it, assisting with the social activities of it and studying at first hand the problems of organizing and conducting such a school. This training work is all done under the personal supervision and direction of the supervising teacher. In this way the students secure a 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 eight hours for the term, or a half quarter's work.

Kindergarten

More and more attention is being given to the Kindergarten as its value is being appreciated in connection with the problem of Americanization.

The Legislature of 1917 enacted a law permitting the establishment of free kindergartens for children over four years of age, with the contingent permission for the districts to receive school money on the basis of the attendance of such children. Since this time many kindergartens are opening in all parts of the State.

The Washington State Normal School at Ellensburg is the only state institution officially designated to train kindergarten teachers. The department provides for intensive study of the problems of the kindergarten, and opportunity for practice teaching and observation is offered every quarter, including the summer session. The department is a part of the graded training school and is fitted up with all the necessary and most modern equipment.

EXTENSION WORK

In the daily program of every educational worker, whether teacher, principal, or superintendent, there arise problems that tax to the utmost his resources of training and thought. It is the purpose of the Department of Extension Service to offer to every teacher and school official, direct intensive assistance in the solution of these problems.

Such problems as the following may be taken as the basis of this extension service:

1. Adapting the course of study to meet local conditions,
2. Measuring the progress of pupils thru the grades in reading, arithmetic, spelling, writing or other subjects,
3. Preparing to meet the requirements of the new physical education law,
4. Arousing in the community a greater interest in the activities of the school,
5. Estimates on the cost of equipping a school for special courses in manual training or domestic science,
6. Giving mental tests to children of exceptional promise to learn if they deserve double promotion,
7. Use of the new "Project Method" in teaching,
8. Interesting a community in opening a kindergarten,
9. Use of the socialized recitation,
10. How to keep in touch with the best books and magazine articles in education.

The kind of assistance offered by the Normal varies with the type of problem and the accessibility of the school. Personal letters addressed to President George H. Black, or to Ralph W. Swetman, Director of the Extension Department, Washington State Normal School, Ellensburg, will be referred for immediate attention to the specialists best fitted to answer the inquiries. Instructors from the Normal School are available for supervision of progressive educational experiments. Speakers are sent to talk to community gatherings on such subjects as: "Child Welfare"; "Vocational Education"; "Americanization." Entertainments for community center work are furnished by the departments of music and dramatic arts. The regular courses of the Normal School are given to teachers in the field either as correspondence courses or thru extension classes in the larger centers.

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 parcel 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 Grace Leaf, Librarian, care of Washington State Normal School, Ellensburg, Washington.

Lyceum Entertainment. Entertaining programs for use in community center work in the form of lectures, musical and dramatic work, will be offered by the Normal School to all schools wishing to avail themselves of such service.

Correspondence Work. For the benefit of the teacher in the remote rural community the Normal School will offer such courses by correspondence as the applicant is prepared to take. Credit will be given on the same basis as for other extension work.

Extension Class Work. Extension classes are conducted in the larger centers by regular members of the Normal School faculty who will attempt to reach the needs of the undergraduate teachers in service, as well as those more progressive teachers who are alert and who wish to keep in touch with the discussion of modern problems in education. Credit will be given for the work done in these classes in compliance with the recent law which provides that "not more than one-fourth of any course leading to graduation shall be taken in extension courses." This construed in credits would mean a maximum of 24 hours out of 96.

Inquiries concerning any extension service should be addressed to George H. Black, President Washington State Normal School, Ellensburg, or to Ralph W. Swetman, Director of Extension Department.

NOTICE TO STUDENTS

1. Since October, 1918, the School has been operating on a basis of four quarters of twelve weeks each, with the fourth quarter, or summer school, divided into two terms of six weeks each. Thus it may be seen, if a student wishes for any reason to work steadily he may do the full two years' work in approximately a year and a half by attending two summer sessions. Students may enter at the opening of any quarter and graduate at the close of any quarter.

For dates of opening of quarters see calendar, page 2.

2. Credits under the new system will be reckoned in hours, a minimum of 16 hours a week for each quarter being required and rated as 16 credit hours. Ninety-six credit hours, or six quarters' work, will be required for graduation and will be reckoned equivalent to the former 80 credits in two years required for graduation prior to October, 1918.

3. Those students who are changing from credit units under the old system to hour units under the new system will not be subject to loss of credit, as 80 credits will be rated equivalent to 96 hours pro rata, according to time in attendance.

4. Students asking for advanced standing must furnish credits from institutions formerly attended, together with detailed information as to course and time in attendance.

5. No student may graduate or receive an elementary certificate from the School who has done less than a year (36 weeks) of satisfactory work in residence.

6. Grades will be accepted from approved institutions of higher learning.

7. The Appointment Committee of the School assists students and graduates in securing those positions to which they are by training best adapted.

ADMISSION.

1. The minimum requirement for admission to the regular session of the State Normal Schools of the State of Washington is graduation from a four-year high school or its equivalent.

2. The above requirement for admission is suspended in the case of special students, in short courses, in extension work and in the summer quarter.

3. A candidate twenty-one 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 provisional classification, which will become permanent automatically after one quarter of satisfactory work in any of the regular courses.

6. Advanced Standing. Credit is accepted by this School from all Colleges, Universities and Normal Schools accredited by the State Board of Education of Washington. Credit from other institutions may be granted upon special application made to this institution,

such application to be accompanied by official transcript of credit from the institution concerned. Upon receipt of credentials and credit from other institutions as referred to above the applicant will be given a statement of advanced standing and required credit to finish the course for graduation from the Normal School. 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.

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

1. Teachers for graded elementary schools.
2. Teachers especially trained for rural schools.
3. Teachers of kindergarten schools.
4. Principals and supervisors for elementary schools.
5. Teachers of home economics, of manual training, and of physical education 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. Jointly with the University of Washington and the State College of Washington, the basal training for county and city superintendents of schools.

CERTIFICATES AND DIPLOMAS

The State Normal Schools of Washington may grant the following certificates and diplomas:

Normal School Elementary Certificate, upon the completion of a one-year elementary course of 48 credit hours, including a minimum of 45 actual hours of practice teaching. This certificate is not renewable.

Normal School Elementary Diploma, upon the completion of a two-year elementary course of 96 credit hours, including a minimum of 90 actual hours of practice teaching.

Special Normal School Diploma, upon the completion of a three-year advanced course.

Graduate Normal School Diploma, to college and university graduates upon the completion of a one-year advanced course.

Normal School Life Diploma, to the holder of any of the above diplomas upon evidence of 24 months of successful teaching experience.

A fee of \$1.00 is required by law for each certificate or diploma and must accompany application for the same.

COURSES OF STUDY

All courses are planned in quarter units of 12 weeks to the quarter, based upon 16-hour assignments, rated as 16 credit hours to the quarter.

The courses offered are as follows:

(1) Elementary Certificate Course, one year for high school graduates, leading to the granting of an elementary certificate which is good for two years and not renewable.

(2) A Two Year Course, leading to the granting of the Normal School Elementary Diploma in the special fields of Kindergarten, Primary, Intermediate, Grammar Grades and in Rural School preparation.

(3) A Three Year Course, leading to a special Normal School Diploma in Elementary School Supervision, in Home Economics, in Manual Training, in Physical Education, in Art and in Music.

(4) One Year Advanced Course open to graduates of Colleges and Universities, leading to the Graduate Normal School Diploma.

(5) Normal School Life Diploma granted without additional credit to all holders of the elementary, special or graduate diploma who show "professional growth and who furnish evidence of not less than 24 months of successful teaching."

All courses are classified either as professional or academic. Professional courses include three types of courses as follows:

(1) General Educational Theory, including Applied Psychology; (2) Special Educational Theory, including Observation, Methods, and Practice Teaching; and (3) courses in academic subjects directly related to the elementary school course of study.

For graduates of two year courses 58 credits must be chosen from the professional group, the remaining 38 credits may be taken in pure academic fields.

Academic courses are courses of College grade in all departments of the Liberal Arts, all these courses are equivalent to similar courses offered in the first and second years of College work. Students are permitted to elect up to 38 credits in pure academic fields in any of the two year courses.

Students in the three year courses may take additional academic elective courses above the limit of 38.

ONE YEAR COURSE OR JUNIOR YEAR

The electives referred to in this course may be selected from any of the academic departments, from courses outlined on pages 30-56.

First Quarter:

Education 1.....	5 hrs.	
Electives	11	—
		16

Second Quarter:

*English	5 hrs.	
Electives	11	—
(* Required of all unless exempted.)		16

Third Quarter:

General Methods	2 hrs.	
Teaching	4	
Reviews	4	
Electives	6	—
		16

Total.....	48
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NOTE.—Students who are not candidates for certificates at the end of the Junior Year may substitute 16 hours' elective work in the third quarter.)

TWO YEAR COURSES

I. GRAMMAR GRADES

For Junior Year, see One Year Course, page 24.

Senior Year

General Educational Theory.....	13
Special Education Theory.....	12
(Including Observation, Methods, and Practice Teaching)	
Electives:	
Library Science.....	2
Physical Education.....	3
Free Electives.....	18
	23
Total.....	48



PHYSICAL MEASUREMENTS

II. INTERMEDIATE GRADES

Junior Year, see One Year Course, page 24.

Senior Year

General Educational Theory.....	13
Special Educational Theory.....	12
(Including Observation, Methods, and Practice Teaching)	
Electives:	
Library Science.....	2
Physical Education.....	3
Free Electives.....	18
	<hr/>
Total.....	48

III. PRIMARY GRADES

Junior Year, see One Year Course, page 24.

Senior Year

General Educational Theory.....	13
Special Educational Theory.....	12
(Including Observation, Methods, and Practice Teaching)	
Electives:	
Child Literature.....	3
Primary Handwork.....	2
Music.....	3
Physical Education.....	3
Nature Study.....	2
Library Science.....	2
Free Electives.....	8
	<hr/>
Total.....	48

IV. KINDERGARTEN

Junior Year, see One Year Course, page 24.

Senior Year

General Educational Theory.....	9
Special Educational Theory.....	26
(Including Observation, Methods, and Practice Teaching)	
Electives:	
Library Science.....	2
Physical Education.....	3
Nature Study.....	3
Primary Handwork.....	2
Free Elective.....	3
	<hr/>
Total.....	48

V. RURAL COURSE

Junior Year, see One Year Course, page 24.

Senior Year

General Educational Theory.....	12
Special Educational Theory.....	12
(Including Observation, Methods, and Practice Teaching)	

Electives:

Library Science.....	2
Physical Education.....	3
Agriculture	3
Social Science.....	3
Free Electives.....	12
	23
	—
Total.....	48

THIRD YEAR HOME ECONOMICS COURSE

For Special Normal School Diploma

First Year outlined on page 24; Second Year on pages 24-26.

First Quarter:

(b) Home Economics 11, Methods and Observation in Home Economics.....	2
(c) Home Economics 3, School Lunch, Cookery and Management	3
Home Economics 15, Household Administration....	2
Manual Training 6, Beginning Benchwork.....	3
Social Science 12, Scientific Management.....	2
Elective	4

16

Second Quarter:

(b) Home Economics 11, Methods and Observation in Home Economics.....	2
(c) Home Economics 12, Practice Teaching.....	2
Home Economics 9, Costume Design.....	3
Home Economics 23, Advanced Nutrition.....	2
Home Economics 4, Invalid Cookery.....	2
Social Science 11, Democracy.....	3
Home Economics 17, Laundering.....	2

16

Third Quarter:

(b) Home Economics 12, Practice Teaching.....	2
(c) Home Economics 5, Food Problems.....	3
Home Economics 10, Millinery.....	3
Home Economics 16, Home Nursing.....	2
Elective	6

16

Total.....	48
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THIRD YEAR MANUAL TRAINING COURSE

For Special Normal School Diploma

First Year outlined on page 24; Second Year on pages 24-26.

The work of the third year will be supplementary to the work elected in the Junior and Senior years, hence certain requirements must be made for admission to the work of this year.

The following courses or their equivalent will be accepted in preparation for this year's work: Manual Training 1, 2, 3, 6, 7, 10, and 11; Art. 4, 5, and 11.

Third Year

First Quarter:

Manual Training 14.....	2
Manual Training 8.....	2
Social Science 7.....	2
Elective in Manual Training Department.....	2
Free Electives.....	8
	—
	16

Second Quarter:

Manual Training 16.....	2
Manual Training 14.....	2
Elective in Manual Training.....	2
Free Electives.....	10
	—
	16

Third Quarter:

Manual Training 15.....	2
Social Science 12.....	2
Elective in Manual Training.....	2
Free Electives.....	10
	—
	16

Total.....	—
	48

PHYSICAL EDUCATION COURSE

For Special Normal School Diploma

Junior Year

This will be the regular Junior Year work (see page 24) elementary course, as required with the special requirements of 15 credits in Physical Education and associated courses (Biology, Nutrition and Social Science).

Senior Year

This is the regular Senior Year of the elementary diploma course with the special requirement of one extra elective in Physical Education each quarter.

Third Year

Work for the third year should cover any of the following requirements not previously met and such electives as desired:

Mechanics of Exercise.....	3
Playground Management.....	2
Physical Education 1, 2, or 3 (if not previously taken).....	3
First Aid.....	2
Scouting	2
Practice Supervision of Physical Activities.....	12

Electives from the following list.....	24
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Biology—Organic evolution and heredity or Neurology. Education.	48
Psychology.	
Social Science.	
English—Dramatization in the Grades and Special Programs.	
Music—Appreciation, types of rhythm for various activities.	
Manual Arts—Related courses.	

THIRD YEAR SUPERVISOR'S COURSE**For Special Normal School Diploma**

First and second years as outlined (see pages 24-26).

Third Year*First Quarter:*

(a) Education 4, Elementary School Organization and Administration	3
Education 5, History of Education.....	3
(b) Special Methods and Observation.....	4
(c) Business Education 3, Public School Finance and Accounting	2
Elective	4

16

Second Quarter:

(a) Education 4, Elementary School Organization and Administration	3
Education 8, School Management and School Law...	2
(b) Special Methods and Observation.....	4
(c) Elective	7

Third Quarter:

Elective	16
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Total.....48

Free electives for each course may be chosen from any of the courses offered in all departments.

A minimum of 16 hours a week is required in all courses and 18 hours is the maximum for which credit may be allowed.

SUBJECTS REQUIRED IN ALL COURSES

Three-fifths of the total credit of 96 hours in the two year courses, must be taken in the following fields: (a) General Educational Theory; (b) Observation, Methods and Practice Teaching; (c) Related subject matter courses bearing directly upon elementary school courses.

Library Science is required for all candidates for diplomas.

Physical Education is required of all students in all courses.

NEW COURSES.

By special action of the State Board of Education at its meeting July 31, 1919, special three-year courses were authorized in Art and in Music. Outlines of these courses will be furnished upon request.

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 additional courses where special demand for such courses presents itself.

AGRICULTURE

(To be chosen)

1. General Agriculture. This course will deal with important fundamental principles in the field of agriculture and the general practice of crop production, tillage, plant propagation, orcharding, poultry-raising, dairying, meat production, etc. Primarily, the aim will be to give the teacher a clear conception of the scope of this field, to teach underlying principles and to show the relation of agriculture to other rural subjects.

2. Handling and Marketing of Crops. This course will take up the matter of handling the crop from the time it is harvested until it is put into the hand of the purchaser. The crops to be studied will depend, largely, on the students in the course, since we want to make it just as practical as possible for the teacher in each locality. It will include such things as the packing and shipping of fruit, handling of tuber crops and preparing them for market, shipping of poultry, produce, etc. This course will also take up work in farm budgeting and accounting.

3. Farm Projects. A course for teachers who wish to go out into the country and organize the project work among the boys and girls. The course may be taken by teachers who are now doing work in the country schools as well as those who are preparing for such work. The work will include frequent visits to localities where certain projects are being handled. Students may take up the projects in which they are especially interested, making it possible for several kinds of projects to be handled at the same time. Pig, canning, sewing, corn, rabbit, poultry, garden, sheep and other projects that may be called for will be given. The work will be handled in such a way that the one taking it can make immediate application in his or her community. This will necessitate keeping in touch with the actual workers on the farm and in the home, school and factory.

ART

MISS LATHE

NOTE.—Course numbering in this Department is changed beginning session 1919-1920.

1. Drawing as a Language. This is a course in those fundamentals of graphic expression which are of constant use in the schoolroom. It aims to aid students in their teaching by enabling them to use drawing freely as a means of illustration, especially in such subjects as geography, history, nature-study, arithmetic, construction and literature. It will include drawing from memory, from imagination and from the object; map drawing, diagrammatic sketches, and the representation of three dimensions in terms of two. The blackboard will be the chief medium.

2. General Design. General principles of design and color as applied to clothing, furniture, bulletin boards, school papers and booklets, announcements, decoration of school-rooms and other problems in design which every teacher must solve. The course includes the development of a fair degree of skill in free hand lettering, in the use and recognition of color and in the selection and arrangement of simple forms and materials.

3. Art for Primary Grades. Subject matter and methods of teaching drawing and design in the primary grades. Technical practice and discussion of methods, aims and standards of attainment in free illustration, elements of a graphic vocabulary, visualization, color recognition, rhythmic repetition, etc.

4. Applied Design and Industrial Art. General principles of design as applied to interior and exterior decoration. The principles of harmony in line and color as applied to painting, wall paper, tinting, carpets, rugs, hangings and other decorations. The physical and psychological effect of color, with suitable schemes for floor, wall and ceiling. Studies of rooms in elevation, plan and perspective. Different types of dwellings with advantages or objections with reference to location.

This is a unit of a composite course to be taken in connection with and complementary to Manual Training 3, and Home Economics 14.

5. Art for Intermediate Grades. Subject matter and methods of teaching drawing and design in intermediate grades. Technical practice and discussion of aims, methods and standards of attainment. Development of illustration, design motives, lettering, dimensions, matching color, etc.

6. Art for Grammar Grades. Subject matter and methods of drawing and design for grammar grades or junior high schools. Technical practice and discussion of aims and interests, methods and standards of attainment. Problem-solving in illustration, community projects, art for use, lettering, drawing as a method of planning construction, color, harmony, etc.

7. Art for Rural Schools. Special subject matter and methods of teaching drawing, design, and handicrafts in one room schools. How to adapt the same problems, to different ages, how to select groups of problems, standards of attainment. Special needs and special advantages of the situation.

8. Practice Teaching. Prerequisite courses 1 and 2 or their equivalent, and the methods course for the grade. Observation, planning and teaching under supervision.

9. Advanced Drawing. A course in drawing and painting for the development of greater skill in the use of drawing as a language. Various mediums and their particular excellence. Composition, and decorative treatments. Prerequisite course 1.

10. Advanced Design. A course in design and color leading to finer discriminations in constructed objects in regard to form, color, decoration and suitability. The influence of tools, materials, forms of construction and the play spirit upon designs. Lettering and poster design. Individual variations of problems to fit personal desires in constructive work. Prerequisite, course 2.

11. Survey of Art. A course in the history and appreciation of art which reveals the arts of different peoples as the mirror of their ideals, religion, habits of life and manner of thought. Some of the most beautiful and significant buildings, sculpture and painting are studied. The so-called minor arts receive especial attention. Art in America, and America's need for art and artists present living issues.

12. Primary Handwork. Construction and applied design for primary and for kindergarten grades. Play as education, the sand table, building blocks, clay, paper, and other simple materials will be used.

13. Intermediate Handwork. Construction and applied design for intermediate grades. Subjects and materials chosen for their illustrative value and for their personal appeal to children.



BIOLOGICAL LABORATORY

BIOLOGICAL SCIENCES

DR. MUNSON

1. General Biology. Lecture course on general biological sciences, anatomy, histology, ecology, taxonomy, distribution, embryology of plants and animals; genetics; differentiation, specialization, division of labor; the development of plant and animal tissues and organs; the fundamental biological functions of reproduction, nutrition, growth, self-preservation by protective devices and instincts—sensibility, sense organs and movement—animal behavior.

2. 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.

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 characteristics, 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 disease.

This is a unit of a composite course offered with Physical Education 7.

7. 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.

8. Advanced Physiology. A lecture course on comparative physiology and its bearings on advanced human physiology; physiology of nerve and muscle; sense organs; the function of irritability and contractility; work and fatigue, motion, respiration, nutrition, secretion, digestion, absorption, circulation, assimilation, growth, excretion, decay, old age, regeneration, and the struggle for existence.

9. Botany. Lectures, laboratory work and frequent recitations on:

(a) Cryptogamic botany—a study of protophytes, algae, fungi, lichens, liverworts, mosses, ferns—plant morphology, physiology and reproduction—gamogenesis, alternation of generations, symbiosis, etc.

(b) Spermatophytes—Structure, function and adaptation of roots, stem, leaf, flower, fruit, seeds, seedling, germination, distribution and classification of gymnosperms and angiosperms; plant societies and ecology.

10. Nature Study. A study of the environment of the school with special needs of teachers in the grades in view.

(a) Development of proper attitude to the subject.

(b) Familiarity with the common things—rocks, soil, streams, hills, rain, sunshine, clouds, fog, evaporation, condensation, thunder and lightning, winds, ice, frost, snow, floating bodies, atmosphere, germs, gas, burning coal, temperature, seasons, plants and animals, landscape architecture, tree planting, etc.

(c) Material for general exercises based on the science of common things.

11. Vertebrate Anatomy and Histology. A study of the organs of the frog and their relations; their adaptation to the various functions; preparation, examination and interpretation of the tissues; and a study of their origin in the embryo. Microscopic technique and laboratory methods. Necessary for teaching 7th and 8th grade physiology.

12. Invertebrate Zoology. A study of types of animal life below the mammals; their structure, habits, ecology, distribution and classification. Beginning with protozoa, representatives of higher classes and orders are studied in the order of their complexity. Lectures and laboratory work.

13. Philosophy of Scientific Education. A lecture course on the essential methods of science; formal training for scientific study and investigation; the achievements of modern science; its contributions to modern civilization, to modern thought, and to modern education.

BUSINESS EDUCATION

MR. DRAPER, MISS COLLINGS

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 Shop Management. A non-mercantile course dealing with farm and shop records and accounts, factors of cost of production, and the character and purpose of Financial and Profit-and-Loss Statements. Given in conjunction with Manual Training 10.

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.

This is a unit of a composite course given with Education 6.

4. 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.

5. Higher Arithmetic. The aim of this course is to develop skill in computation and power to see and interpret the quantitative relations that arise in modern every-day life, and give a knowledge of the solution of mathematical problems associated with industrial practices.

7. 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.

10. Typewriting. A continuation of Course 7 for those who desire to become proficient enough to become a trained typist.

8. Stenography. An elective course in beginning shorthand.

9. Stenography. Continuation of Course 8. Prerequisite, course 8.

11. Handwriting. A course in muscular movement writing. Special emphasis is laid on blackboard writing and penmanship methods.

12. Principles of Accounting. An advanced course in Book-keeping and Accounting, being a continuation of Course 1. Prerequisite, course 1.

13. Business Organization and Management. A study of the principles governing the internal organization and conduct of the modern business establishment, including types and units of management, standardization of equipment and wages, control of labor and materials, and office methods.

This is a unit of a composite course to be taken with Social Science 12.

14. Theory of Investments. Character and kinds of capital. Law of return from capital. Nature of securities, types of Stocks and Bonds. Prerequisite, Social Science 6.

15. Household and Institutional Budgets and Accounts. A non-mercantile course dealing with household and institutional accounts. Designed particularly for students of Home Economics, and offered in conjunction with Home Economics 15.

CHEMISTRY

(To be chosen)

1 and 2. General Chemistry. A general course in chemistry for students who have not had chemistry in high school. Courses will continue thru two successive quarters. Credit 10 hours.

3 and 4. Advanced Chemistry. This course is designed especially for students in the department of Home Economics.

5, 6 and 7. Advanced General Chemistry. This is a continuation course in General Chemistry of college grade for students who have finished the high school course in Chemistry or who have taken courses 1 and 2 above. Five hours credit each quarter.

EDUCATION AND PHILOSOPHY

MR. STEPHENS, MR. SWETMAN, MISS LYTTON, MR. WHITNEY

1. Principles of Education. The aim of this course is to lay the foundation for the practice of teaching. 1. A general introduction to the profession, with special reference to (a) the duties and privileges of the teacher, (b) the opportunities and rights of the child, (c) the problems and demands of the community. 2. An attempt is made to formulate a body of educational principles applicable to the problems of the elementary school. These principles are derived from the present facts of (a) psychology, (b) original nature of the child, (c) classroom practice.

2. Educational Origins. An attempt is made to formulate a philosophical basis for educational theory and practice through a study of the origin and evolution of educational practice as influenced by (a) biology, (b) psychology, (c) sociology.

3. Social Aspects of Education. In this course an attempt is made to emphasize the school system as a social institution, both from the standpoint of origin and function. Special attention is given to the following topics: Social meaning of education, social function of the school, educational values, social motivation of the curriculum, social recitation, socialization of pupil activities, organization and utilization of the educational resources of the community, democratization of school organization, method and administration.

4. Problems of Elementary School Administration and Supervision. This course is designed to cover the problems of town and city school administration. The course is intended primarily to furnish expert training for those who are looking forward to grade supervision and elementary school administration. Special attention is given to the function, organization and administration of the elementary curriculum. The problems of this course are derived very largely from surveys and first hand studies of the conditions and needs of the different school systems and localities of the state.

5. History of Education. This course is presented strictly from a vocational point of view. 1. A survey of such institutional movements, theories and practices of other nations past and present as are calculated to throw light upon our problems of education. 2. A survey of the history of elementary education in the United States for the purpose of bringing the teacher into sympathetic touch with such phases of growth and development of our national system as are necessary for the advancement of our present movements in educational organization and administration.

6. 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.

7. 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.

8. Comparative School Systems and School Law. This course includes (1) a study of school law; (2) a survey of a number of the best state school systems of the country together with an intensive study of our own state system.

9. The Measurement of Educational Products. This course deals with the necessity for knowing the amount of change that takes place in human beings thru education. Emphasis is placed on measuring educational products objectively rather than by personal opinion. An acquaintance is made with the standard scales available for present use. During the last weeks of the course the students give several of the tests in nearby schools, score the papers and interpret the results.

Other quantitative problems in education are included such as retardation, correlations, graphical representation of educational facts, a rational system for teachers' marks.

10a. Recent Educational Readjustments. The purpose of this course is to keep the teacher in touch with the vital changes now taking place in public education due to the influence of the present war. Special attention is given to the problems confronting England, France and America, together with the respective conditions and methods of solution.

10b. Education of Women. The development of co-education and the present day specialized training for women in industry and the professions.

11. Introduction to Philosophy. An elementary study of the problems of philosophy.

12. Elements of Ethics. Study and application of ethical principles to the problems of professional and economic life, government and religion.

13. Unit Courses. These courses will be designed to meet the needs of those who desire to do research work along special selected lines—such as gradation, retardation, consolidation, departmental teaching, junior high schools, curricula making, school organization, school surveys, tests and measurements, school architecture, etc. The work will be conducted by the seminar method.

SPECIAL EDUCATIONAL THEORY

MRS. MORTON, MISS MORRIS, MISS SHOLTY, MISS FARWELL, MISS MEISNER,
MISS STUART, MISS BYERS, MR. WHITNEY, MISS LIBERT.

23. General Methods Applied to Rural Schools. This course will be an intensified study of the principles and procedures used in the teaching of common school subjects in rural schools.

Commencing with the session 1919-1920 the administrative plan for training teachers thru courses in Methods, Observation and Practice Teaching will involve the test of the "composite course" organization, in keeping with which, students will be assigned for half

day periods (2½ hours) in one of the four major departments, viz., Primary, Intermediate, Grammar grades and Kindergarten. This assignment will constitute ample provision for observation of actual teaching, for practice teaching and for the necessary conferences on theory and method. Students will be held responsible for library and reference reading in connection with this assignment on the same time-basis as in all courses assigned on the regular one-hour-recitation-period basis.

14a. Special Methods and Observation in Rural Schools. This course will be offered in connection with actual observation and teaching in rural school training centers. b. Practice teaching in rural schools.

16. Special Methods, Observation and Practice Teaching for Grammar Grades. This course is required of all students in the Senior Year who are specializing as Grammar Grade teachers and who are candidates for the Elementary diploma. It will consist of observation, conferences and practice teaching in all branches of the curriculum of the 6th, 7th and 8th grades.

19. Special Methods, Observation and Practice Teaching in Intermediate Grades. This course is required of all students in the Senior Year who are specializing as Intermediate grade teachers and who are candidates for the Elementary diploma. It will consist of observation, conferences, and practice teaching in all branches of the curriculum of 4th and 5th grades.

22. Special Methods, Observation and Practice Teaching in Primary Grades. This course is required of all students in the Senior Year who are specializing as Primary Grade teachers, and who are candidates for the Elementary diploma. It will consist of observation, conferences and practice teaching in all branches of the curriculum in the 1st, 2nd and 3rd grades.

24. Current Problems in Industrial Arts. This course discusses the problems entering into the teaching of courses in practical arts in the elementary schools.

25. Current Problems in Domestic Arts. This course discusses the problems of teaching and administering courses in domestic arts in the elementary schools.

26. Criticism and Supervision of Instruction. Practice in the supervision of teaching in the elementary grades.

27. Observation and Practice Teaching in the Kindergarten. This course is required of all students in the Senior Year who are

specializing as Kindergarten teachers and who are candidates for the Elementary diploma. It will consist of observation, conferences and practice teaching in all branches of the curriculum in the Kindergarten.

DEPARTMENT OF ENGLISH AND MODERN LANGUAGES

MR. HINCH, MISS DAVIDSON

This department believes that its most important work is to awaken the linguistic consciousness of its students and so stimulate linguistic ardor and pride that will result in raising the standard of speech in the school and community and so gradually help in raising the standard among the whole people.

We hope to do this by active and systematic cooperation with all the other departments of the institution so that good speech will be a more constant model in all the classes, by example more than by precept, and by fostering habits of reading good English in books, magazines, and newspapers. As little attention as possible is paid to those things that will be forgotten soon, and much stress is attempted on habits of speech and reading, which will remain habits in adult life.

To be able to speak and write correctly, appropriately, and forcefully from habit firmly established; to think clearly, logically, and promptly; to be able to spell and punctuate what we write in standard fashion; to read the printed page aloud so well that others will desire to listen; to present children's stories effectively; to know and love good books; and to know how to help others, especially children, to such knowledge and such love—this is the goal which we ask our students steadfastly and joyfully to seek.

1. Child Literature. The material for the English courses in the primary grades will be examined and students will familiarize themselves with the best methods for utilizing it.

2. Juvenile Literature. The material most suitable for reading and study in the upper grades will be examined and students will familiarize themselves with it.

3. Reading and Voice Culture. This course aims to fit students to place their voices so that they may use them most effectively, whether reading or speaking. Principles properly understood, constant practice, and abundant opportunity to change wrong habits for better ones, using material suitable for grade work, ought to make this a popular course as well as a very beneficial one.

4. Types of Poetry. This course offers a careful, intensive investigation of the various types or forms of poetry, narrative poetry



MENTAL TESTING

(epic, ballad, tale, romance), lyric poetry (sonnet, ode, elegy, song, etc.) Appreciation of the message rather than scientific investigation, except as that may help in the appreciation, is the real aim here.

5. British Poets of the Nineteenth Century. Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Mrs. Browning, Arnold, Morris, Rossetti, Swinburne are used as the basis to win an appreciation for the poetry of the greatest period of English literature. It is a study of poetry itself, not of the men who produced it.

6. Types of Prose. This is a parallel course to 5, but deals with prose forms. The essay, the novel, and the short story are used to win an appreciation of our great prose literature.

7. The English Drama. The Miracle Play, the Morality, the Interlude will be examined to show the rise and progress of the English drama with the people. The secular drama of the university, the university wits, Lyly, Greene, Peele, Kyd, Marlowe, culminating in Shakespeare to the closing of the theaters in 1640 will form the core of the work, with the stress upon the genius of Shakespeare.

8. Contemporary Literature. The contemporary field of poetry, prose, and the drama will alternate from quarter to quarter to offer to the student an outlook and an estimate upon our wonderfully prolific period.

9. Remedial English. This is a required course for students in general and those who meet the standard tests will be exempted. The object of the course is to awaken a strong desire in all to use correct English. No prudery or over preciseness is sought, but just a genuine desire to practice the better forms of our mother tongue and rid ourselves of the wrong habits of childhood. It is thru this course that all departments of the School will cooperate in an effort to obtain better habits of speech. *The Century Handbook of Writing* will be the text, and Cunliffe and Lomer's *Writing of Today* will be used as the chief reference book.

10. Business English and Correspondence. This course will offer as correct work as possible in the best practices of business houses in conducting their business from the point of view of English. Davis and Lingham will be the text.

11. Dramatization 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.

12. The Bible as World Literature. This is simply a reading course to offer opportunity for becoming acquainted with the world's greatest storehouse of first-rate literature.

13. Dramatics. The work consists of technique of play production and presentation of plays under student management with special reference to rural social center work.

14. Practical Public Speaking. Entirely practical course will be offered in preparing and presenting short original talks. The aim of the course is to train students to think and express themselves on their feet before an audience. The subject matter will be selected by students from current literature and present-day problems.

15. English Composition. This will be a practical course in writing the various forms of prose composition: Description, Narration, Exposition, and Argument. The work will not be theoretical. Cunliffe and Lomer's *Writing of Today* is used as a source book for models.

16. Newswriting. This course will be a general introduction to newspaper work and practice in collecting and reporting news.

17. Versification. This course will offer an investigation of the principles of English versification, with practice in verse writing. Some consideration will be given to vers libre.

18. Chaucer. This course is a reading course for appreciation of our first modern English poet and story-teller.

19. Shakespeare. This course will use some still unread comedies and tragedies of Shakespeare as a means of winning appreciation of the greatest poetry of all time.

20. American Literature. This course will deal with the literature of the United States, with particular attention towards our national life and characteristics as expressed in the poetry, prose, and drama of our best writers.

21. Milton. This course will offer as complete a study as the time will permit of Milton's entire work as a poet, with the emphasis on *Paradise Lost*.

22. Tennyson. This course will be a study in appreciation of Tennyson's poetry as the great poetic expression of English life and ideals in the Nineteenth Century.

23. Browning. This course will not attempt to do more than win an appreciation of Browning's poetry as it expresses wonderful optimism, Christian faith and trust, and extraordinary study of character.

ROMANCE LANGUAGES**French**

1, 2, 3. Elementary French will be offered five times a week for three quarters. French will be used as much as possible in the class while at the same time the students will learn the grammar and vocabulary to enable them to begin reading as soon as possible.

4, 5, 6. Reading of Modern French Texts. Three hours per quarter for three quarters. Prerequisite for these courses will be one year of elementary French or its equivalent. The texts will be selected from the following: *Carnet de Campagne*, by Nicholas; *Sous Les Armes*, by Moraud; *Colomba*; *Voyage de Monsieur Perichon*; *Moi*, and *La Poudre aux Yeux*, by Labiche and Martin; *Maupassant's Huit Contes Choisis*; *Daudet's Trois Contest Choisis* and *La Belle Nivernaise*; *About's La Mere de la Marquise*; *Sand's La Mare au Diable*; *Dumas's La Tulipe Noire*.

Spanish

1, 2, 3. Elementary Spanish. It will be offered five times a week for three quarters. The text used will be Haenssler and Parmeter's *Beginning Spanish*. The method will be partly the grammatical and partly the direct. A reader, probably *Roesler and Remy's*, will be used during the second and third quarters.

4, 5, 6. Reading of Modern Spanish Texts. Three hours a week for three quarters. Reading of some of the best Spanish literature of the nineteenth century from South America as well as from Spain.

HOME ECONOMICS AND HOUSEHOLD ADMINISTRATION

MISS LIBERT, MISS MACLIN

1. Elementary 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.

2. Advanced Cookery. Lecture and laboratory work. Intensive study and manipulation in preparation of foods. Serving meals, refreshments and packing lunches.

3. School Lunch Room Cookery and 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. Lunch room accounting.

4. Invalid Cookery. Planning, cooking and serving of meals adapted to the needs of sick and convalescent. Arrangement and decoration of trays.

5. Food Problems. Background work in specific food problems, preservation of foods, the place of demonstration in practice teaching with methods of demonstration and practice.

6. Elementary 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.

7. 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 mixed woolen materials used. As great a variety of garments as possible will be made.

8. 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.

9. 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.

10. Millinery. Making, trimming and renovating of hats. Stress laid on fundamental principles of hat making, shape, appropriateness of materials.

11. Methods of Teaching Cooking 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.

12. Practice Teaching. Teaching of cookery and sewing in the Training School.

(a) A course in the planning and teaching of cookery in the Training School.

(b) A course in the planning and teaching of cookery in the Training School.

(c) A course in the planning and teaching of sewing in the Training School.

(d) A course in the planning and teaching of sewing in the Training School.

13. Field Work in Domestic Arts. A course in the practical organization and administration of domestic arts courses in the extension field.

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. This is one of a composite series of courses and should be taken in connection with Manual Training 4.

15. 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.

16. Home Nursing. Emergencies, first aid, study of communicable diseases. Home care of the patient and sick room.

17. 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.

18. See courses 1 and 2 under Chemistry.

19. See course 3 under Physics.

20. See courses 3 and 4 under Chemistry.

21. Nutrition. Principles of nutrition as applied to the needs of groups of various ages under normal conditions in practical everyday living and underlying the principles of health.

A composite course to be given in connection with Health 7, Social Science 13, and Biology 6.

THE KINDERGARTEN TRAINING COURSE

MISS MEISNER, MISS H. 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.

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 11, page 31.)

2. Play Materials. Study of toys, good and bad. Study of Frobellian 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, Montessori devices and other play materials found in the stores and homes.

Literature for Children. (See English Department, Course 1, page 40.)

Kindergarten Songs and Rhythm Work. (See Music Department, Course 7, page 50.)

6. History of Kindergarten Education. 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. Wide illustration of principles from experiences of every day living in the home, school and general social relationships. Other experiments of the past and present in pre-school education.

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.

8. Kindergarten Methods. See Education 27.

9. Practice Teaching. See Education 27.

10. Kindergarten Literature. A study of interesting and significant portions of Froebel's writings, which reveal his philosophy and educational principles; consideration of these in the light of modern psychology educational principles. This is an alternative course with No. 6.

LIBRARY METHODS FOR TEACHERS

MISS LEAF

This course aims: (1) To familiarize the student with the arrangement of libraries and with the key to an intelligent use of them. (2) To acquaint him with the best books for supplementary reading in the grades, and aids for selecting books for an elementary school library. (3) To prepare him to organize and administer a school library, and to teach pupils how to use it intelligently. The course includes twelve lessons on the reference use of a library,

six lessons on children's literature, and six lessons on the selection, purchase and management of a school library. Lectures and laboratory work.

MANUAL TRAINING COURSES

MR. WHITNEY, MR. ANDERSON, MR. LINDBERG

1. A general view of the field of manual training and industrial training. This course is designed as a culture course for all Normal students that they may be informed concerning so important a field of educational endeavor. Lectures and assigned readings. No prerequisite. Non-laboratory.

2. **Beginning Mechanical Drawing.** Use of drawing instruments; working drawings, freehand and mechanical; geometrical construction; tracing and blueprinting. No prerequisite.

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

This is a unit of a composite course to be taken in connection with and supplementary to Art 4 and Home Economics 14.

4. **Furniture Design and Appreciation.** This is a course planned to develop appreciation for and ability to select good furniture, in taste, and suitable for the purpose designed. It will deal with the principles of design as applied to furniture construction, a study of period furniture, of the present trend in furniture design, of furniture suitable in design for the different rooms of the house, for different conditions, etc. It will deal with the selection of good substantial details of house furnishings and how to make inexpensive furniture artistic.

Open to all Normal students without prerequisite. Course will consist of readings, class discussions, visits to homes and furniture stores, study of catalogs, etc.

This is one unit of a composite course for rural teachers given in connection with and supplementary to Art 4 and Home Economics 14.

5. **Machine Design.** This course includes the drawing of standard machine parts, making working drawings from machines, and assembly drawings from working drawings. Courses 2 and 3 required.

6. **Beginning Bench Work.** The use of the common wood-working tools will be taught by demonstration and practice. The practice in their use will be had by making small pieces of furniture. Enough drawing will be given to enable students to draw the things

they make. Emphasis will be placed on problems suitable for elementary grades. No prerequisite.

7. 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. Course 6 required.

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

9. 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 2 and 3 or their equivalent required.

10. Rural Manual Training. A course planned for teachers who are going into rural communities to teach in one or two room schools. The type of work suitable for the rural community; equipment and plans for organization where both room and equipment is limited, will be taken up in lectures and discussions. Laboratory work will consist in working out typical problems.

This is one unit of a composite course for rural teachers given in connection with and supplementary to Art 2 and Home Economics 14.

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. Beginning Printing. No prerequisite.

13. Administration and Supervision of Manual Training. In this course problems in connection with the administration and supervision of manual training will be considered. Third year only.

14. 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



FIFTH GRADE STORE



DOMESTIC SCIENCE

as nearly like regular school work as possible. Required of all manual training students.

15. Studies in Vocational Education. An analysis of the conditions underlying the social demand for vocational education. Studies of current experiments and proposals for improving the scope and quality of the subject in such a way that Normal students may use in a practical way the material presented. No prerequisite.

16. Methods, History, Development, Present Status, Aims in Manual Arts. Lectures and assigned readings. Emphasis will be placed on present status, aims and methods. A study of some current experiments in industrial arts will be made. Elective and required of special manual training students.

17. Elementary Manual Training. A course planned to meet the needs of primary and intermediate grade teachers. The psychological and educational problems underlying hand work, type of work suitable for the different grades, problems of equipment and organization will be taken up in readings, lectures and class discussions. Laboratory work will consist in working out toys and other typical problems.

18. Field Work in Industrial Arts Education. A course in the practical organization and administration of industrial art courses in the extension field.

19. Art Metal Work. A course designed for students interested in making useful articles of copper and brass, also simple jewelry, such as trays, bowls, picture frames, stick pins, fobs, rings, pendants, brooches, etc. The principles of design and color as applied to metal will be taken up, and students will design their own pieces and work them out in the shop.

MUSIC

MISS ROSSMAN

1. 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. Public School Music. A course dealing with the problems of the kindergarten and work of the various grades, choice and use of material, voices and interpretations, work in practice teaching. Subject matter and methods for ungraded and small schools in third class districts.

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

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

5. History of Music and Appreciation. A course covering the progress of musical development from primitive periods to the modern. It is planned to include a fundamental knowledge and appreciation of the various movements and masterpieces by the use of the victrola and lectures.

7. Kindergarten Songs and Rhythm Work. 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 feelings for music thru rhythm work, inventing simple melodies, etc.

8. Voice and Piano. Several 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).

9. Piano Class Lessons. (2 credits.) A course in accompaniment of school songs. Its purpose is to develop rhythm, the harmonizing of simple melodies on the piano, and the playing of the songs of various grades, marches and folk dances. (Arrangements for piano practice must be made at the business office, the cost is \$1.00 a month.)

10. Voice Training Class. (2 credits.) A course in fundamentals of voice training, to secure ease in singing, naturalness in enunciation and intelligent expression. Its purpose is chiefly to develop confidence thru the establishment of a proper level in tone production.

11. Community Singing and Conducting. An advanced course based upon previous working knowledge of sight-reading, voice work, and an ability to supervise teaching of public school music in grades and high schools. It offers acquaintance with musical and other material adapted to various forms of community work.

PHYSICAL EDUCATION

MISS WILMARTH, MISS LUTZ

1. Plays and Games, with special reference to the lower elementary grades, including games suited to the schoolroom and playground and singing games. The meaning of play in the life of the growing child—the play period of childhood.

2. Plays and Games, with especial reference to intermediate and grammar grades, including playground theory, origin and development of the playground movement, equipment and supervision of playgrounds. The social and educational possibilities of play and the development of play in the individual and in society.

4. Athletics and Swimming, including baseball, field hockey, volley ball, basket ball, captain ball, tennis and hiking, assigned according to the physical condition of the student.

5. Folk Games and Dances of the Various Nations. Rhythmics.

6. Corrective Gymnastics. Special corrective exercises designed to give personal instruction and individual training to those students whose physical condition requires special treatment.

7. Health Problems and Physical Diagnosis, designed to enable the teacher to detect easily the ordinary defects of the child which bar his progress in school life, to suggest a means for the remedy of defects and for the maintenance of good health. The health of the teacher.

This is a unit of a composite course to be taken in connection with Biology 6, Social Science 13, and Home Economics 21.

8. First Aid. The cause, nature and treatment of wounds, bruises, sprains, fractures, faints, shock, etc., poisons, antidotes, stimulants, bandaging, dressings, antiseptics, disinfectants, etc.

9. Scouting. The Scout movement. The value of Scouting; practice in all of the principal scouting activities and requirements; methods of establishing and maintaining scouting as a community enterprise.

10. Playground. Management, equipment, administration, use of apparatus, track and field events, festivals, etc.

11. Mechanics of Exercise, including a study of the most important muscles and their function in definite gymnastic exercise; the general and special effects of such exercise upon posture as well as upon organic functions. Prescription of exercise, diagnosis selection and arrangement to meet the needs of the individual.

PHYSICS

1 and 2. General Physics. A general course in Physics for students who have not finished Physics in the high school. Courses will be continuous thruout two quarters. Total credit 10 hours.

3. Household and Schoolroom Physics. This is a course focused specifically upon the problems of the home and of the school, a course particularly in Applied Physics. Credit 5 hours.

4, 5, and 6. Advanced General Physics. This course is a continuation course of College grade open to students who have finished high school physics or who have taken Courses 1 and 2 above. Total credit, 15 hours.

PSYCHOLOGY

MISS GRUPE

9. Child Psychology. A study of the literature and technique of mental diagnosis with actual practice for the purpose of inducing the prospective teacher to feel that one of the first steps in the teaching process is a mental diagnosis of the individual child. This course presupposes or runs parallel with a course in Physical diagnosis. Native ability and disability, individual differences, maturing of abilities and other topics which grow out of the diagnosis will be considered. The statistical treatment and the use of results of different types of tests will be studied. As far as available vocational tests will be discussed and used. Terman Measurement of Intelligence will be in the hands of the students. A generous use of tests and standardizations by Pinter, Pyle, Otis, Thorndike, Seashore and others will be made. The laboratory is well equipped with test material, language and performance tests, form boards, constructive tests, muscular control apparatus, and some vocational tests.

This course may be taken as a composite course with Physical Education 7.

7. Psychology of Elementary School Subjects and Educational Measurements. (a) A study of the results of experimentation in a number of elementary school subjects for the purpose of obtaining a scientific background for the formulation of method of teaching these subjects. Each will be analyzed from the standpoint of mental processes involved. The child mind will be analyzed in regard to when he has the maturity to grasp, and how he can most economically learn the particular subject. Special abilities and disabilities which affect the learning of the specific subject will be considered.

(b) A study of the literature and technique of educational meas-

urements will also be made. The students will give tests for various subjects in the school room and learn how to interpret ability, method, etc., in the light of the results, and how to make re-adjustments in grading and teaching. Huey, Freeman, Hollingworth, Bronner, Seashore, Ayer, Monroe, DeVoss and Kelley are authors most frequently used.

11. Elective Psychology. An appreciation or cultural course conducted in an informal manner which will attempt to satisfy the questions of a psychological nature which students always bring with them, and to clear up false but widespread ideas and doctrines which students also bring with them. A few of the topics which will inevitably be considered are inheritance, recapitulation, phrenology, formal discipline, so-called mind reading, dreams, nature of mind, etc. Students will be given access to the best scientific data on all topics under discussion and will be held responsible for substituting for their own opinions and traditions the findings of scientific experimentation.

1. Some Phases of Child Behavior. After a study at first hand of the child and the results of learning, students will be ready to pursue a general course in the psychology of the child with greater understanding and interest. This course will be largely one of getting acquainted with the best literature on the subject, emphasis being put upon original and acquired nature, learning, the nervous mechanism back of behavior, individual differences with regard to heredity, sex, and age, and relation between physical and mental abilities. Norsworthy and Whitley: "Psychology of Childhood," will be in the hands of the students.

2. The Psychology of Learning and Thinking. (a) An intensive study of formation of habit, acquisition of skill, practice, memory, transfer of learning with reference to economy in the learning process. (b) An analysis of the higher thought processes of thinking and reasoning and conditions most favorable to efficient thinking. Freeman: "How Children Learn"; Miller: "Psychology of Thinking"; and Dewey: "How They Think."

5. Social Psychology. A course designed to meet needs of the students themselves for the formation of view points of regulated social life. Topics such as customs, traditions, prestige, fashion, recreations, vocations of men and women, war, antisocial individuals, and others that may arise are analyzed 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.

6. Mental and Vocational Tests. The purpose of the course is to give acquaintance with the psychological, educational and vocational tests and scales now available; to give practice in the statistical treatment of results and in the standardization of new tests.

8. A General Course in Descriptive and Experimental Psychology. This course is offered for those who have decided to specialize in the psychological field.

3. Advanced Courses. Courses designed to meet individual needs either thru more extensive reading of psychological literature or thru experimentation will be provided upon consultation with the head of the department.

SOCIAL SCIENCES

MR. SMYSER

1. American History. This course presupposes a high school course in American History and is an advanced course rather than a review course.

2. Development of Political Institutions. A study of the development of the state, the theory of the state, and of methods of administration.

3. Current History. A study of the more important tendencies of the times as indicated by the events and the thought of the day as reflected in periodicals and new books. It is intended to form better habits in the process of continuous self education thru daily reading, by helping to an appreciation of the service and limitations of such periodicals as the Independent, the Nation, the North American Review, the Outlook, the yellow journals, etc.

4. Pacific Northwest. This course will include the physical resources and the history of the Pacific Northwest and especially of Washington. It will include the more important stories of the state history and such descriptive facts as should lead to a genuine appreciation of the accomplishments and opportunities of the people of the state.

6. Introduction to Economics. This course is introduction to the science of processes by which the peoples of the world are getting a living by conscious and unconscious cooperation. It deals with the fundamental laws of economics, the technical terms, the men who have contributed most to our present thought, the processes of industry, the human and psychological factors in supplying people with the necessities of life.

7. Types of Industries and Occupations. This course includes a study of the general principles of business and industrial organization, a study of the chief industries of the Northwest and the vocations and occupations connected with them.

8. Descriptive Sociology. This course includes a very brief outline of Sociology based upon Hayes: "Introduction to Sociology," followed by a comparative study of the social institutions, organization and legislation of two or three countries. The countries selected will vary in different quarters but will include some of the following: England, Germany, Japan, France, China, Denmark, Australia. The main purposes of the course are to furnish a study of sociology, and appreciation of the accomplishments of peoples' different from ourselves and to provide more abundant and more human material for teachers of geography.

9. Social Surveys and Elementary Statistics. 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.

10. Rural Sociology. A study of the social conditions of rural communities and of the factors which contribute to rural life, the problems of rural society, the remedies and the changes that are taking place in it.

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

13. Social Agencies for Health. A study of the governmental, civic, semi-public and private agencies for the conservation of health. This study of the organizations, laws, official and other means of protection from disease and for the development of positive health habits and ideas is intended to enable the teacher as a social worker to know what means she has at hand to use in promoting health.

14. English History. A study of the political, social, intellectual and economic development of the English nation from Saxon times to the present. (Corresponding to University of Washington, History 5-6.)

15. History of Europe Since 1814. A study of political, industrial and commercial development having reference to international problems following the Great War. (Corresponding to University of Washington, History 130.)

16. Economics. Continuing Course 6 which is a prerequisite.

17. Social Problems and Programs. A study of the causes and remedies for the major social problems, poverty, crime, etc.

18. Commercial Geography. This study is concerned with international co-operation in production and exchange of products and the physical and geographical condition underlying world trade as well as some of the problems that grow out of the competition of commerce between peoples.



LIBRARY

STUDENTS, 1918-1919

GRADUATE STUDENTS

Fisher, Lois	Dupont
Nelson, Minnie	Seattle
Tregloan, Etta	Yakima

LIFE DIPLOMAS

December 20, 1918

Beach, Adelaide	Tacoma
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March 28, 1919

Anderson, Maude E.	Queets
Ellis, Mattie	Snohomish
Flowers, Goldie	Chehalis
Foye, Elizabeth	Seattle
Hammar, Ruth	Virginia, Idaho
Hornibrook, Myrtle	Thorp
Hough, Mabel	Yakima
Jones, Annie Laura	Cle Elum
Marion, Helen	Yakima
Wills, Bertha	Ellensburg

June 12, 1919

Anderson, Mabel T.	Ellensburg
Barkley, Vera	Ellensburg
Barnes, Daisy	Ellensburg
Barnes, Howard	Ellensburg
Baker, Virginia	Bremerton
Berg, Gena	Auburn
Bozarth, Mrs. Lena Frasier	Ellensburg
Collins, Margaret	Auburn
Corey, Hazel M.	Tacoma
Cornwall, Mabel	Ellensburg
Dillon, Bernice	Walla Walla
Dixon, Elizabeth	Ellensburg
Dixon, Elmer	Ellensburg
Felch, Elaine	Ellensburg
Foltz, Florence	Ellensburg
Foster, Dorothy	Buckley
Fulton, Ruby	Ellensburg
Garvey, Mabel	Ellensburg
Hogue, Glenn H.	Thorp
Holgerson, Gilda A.	Tacoma
Hubbart, Harriet	Auburn
Hulbert, Mildred	Seattle
Johnson, Anna	Kapowsin
Martin, Connie	Seattle
McNeil, Catherine	Centralia
Mitchell, Nellie C.	Montesano

Moe, Nettie Amelia	Dupont
Moore, Grace T.	Sunnyside
Nelson, Helen M.	Burton
Poyns, Ethel M.	Centralia
Remick, Grace Ingalls	Toppenish
Richardson, Myra Harrold	Ellensburg
Saindon, Corrine	Roslyn
Scott, Ethel	Mabton
Shrader, Stanley	Yakima
Shultz, Celia B.	Portland, Ore.
Smith, Emily	White Salmon
Sprenger, Emma	Tacoma
Stauffer, Jessie	Ellensburg
Warren, Lucile	Port Townsend
White, Frances E.	Yakima
Williams, Ruth	Newport
Young, Lorene	Sumner

August 29, 1919

Anderson, Ingeborg	Gig Harbor
Baisinger, Heber	LaVerne, Cal.
Barkee, Genevieve	Leavenworth
Bevilacqua, Alice	Seattle
Brazil, Angeline	Seattle
Bull, Elsie M.	Auburn
Burke, May E.	Seattle
Clark, Abigail C.	Ellensburg
Culmsee, Corine	Yakima
Erb, Odell	Roslyn
Herzog, Helen	Tacoma
Hoopingarner, Hazel	Plainsville, Ind.
Johnson, Ella Pearl	Kent
King, Beatrice A.	Portland, Ore.
Krafft, Carolyn K.	Seattle
Schneider, Margaret	Tacoma
Staley, Elsie M.	Chehalis
Tope, Mrs. Eva	Olympia
Vinsonhaler, Louise	Seattle
Warren, Lulu May	Raymond
White, Ruth M.	Montesano
Young, Dollie Alice	Mossy Rock

DIPLOMAS

December 20, 1918

Beach, Adelaide V.	Tacoma
Brightrall, Daisie M.	Tacoma
German, Helen	Ellensburg
Mann, Dorothy	Kennewick
Moser, Celesta	Ellensburg

CERTIFICATES

Kerrick, Gladys	Walla Walla
Riddell, Vera	Sumner

DIPLOMAS

March 28, 1919

Anderson, Ingeborg	Gig Harbor
Hammar, Ruth	Virginia, Idaho
Kiekenapp, Hortense	Ellensburg
Radabaugh, Esther McGillis	Roslyn
Towne, Mertice	Aberdeen
Young, Lorene	Sumner

CERTIFICATES

Leenhouts, Sadie	Yakima
Stewart, Mrs. Emma	Ellensburg
Tonnemaker, Queen	Zillah

DIPLOMAS

June 12, 1919

Anderson, Grace	Selah
Barkee, Genevieve	Leavenworth
Barton, Mildred	Cle Elum
Benhke, Clara	Sunnyside
Berg, Gena	Auburn
Brannon, Myrtle Jane	Auburn
Booker, Winnifred	Los Angeles, Cal.
Burroughs, Kathryn	Ellensburg
Chambers, Fern	Grandview
Crowley, Wilma	Ellensburg
Donohue, Alfred	Ellensburg
Eidal, Sarah	Ellensburg
Ellis, Myrtle	Ellensburg
Filer, Floy	Ellensburg
Gordon, Bertha	Ellensburg
Green, Ray	Ellensburg
Johnson, Ethel M.	Tacoma
Kaseberg, Frankie	Walla Walla
MacNicol, Anna	Buckley
Martin, Virginia	Wilkeson
McCredy, Rosamond	Seattle
McNeil, Katherine	Centralia
Mitchell, Nellie	Montesano
Morgan, Cornelia	Ridgefield
Morgan, Edna C.	Roslyn
Noble, Hallie	Ellensburg
Nordine, Ida	Ellensburg
Phillips, Mrs. Effie	Tacoma
Poyns, Ethel M.	Centralia
Reed, Winona	Ellensburg
Shrader, Stanley	Ellensburg
Shultz, Celia	Portland, Ore.
Stauffer, Jessie	Ellensburg
Taylor, Henrietta	Tacoma
Thompson, Mae	Union, Ore.
Tripler, Marion	Tacoma
Utley, Marie	Portland, Ore.

Warren, Lucile	Port Townsend
Whitcomb, Alice	Burlingame, Kan.

CERTIFICATES

Bowers, Esther	Ellensburg
Boyd, Caroline	Wapato
Boyes, Mildred	Carbonado
Brooks, Benieta	Wapato
Brown, Elizabeth	Yakima
Bush, Ruth	Yakima
Charters, Mabel	White Salmon
Charters, Ruth	White Salmon
Choiniere, Aurore	Onalaska
Christian, Ida	Montesano
Cline, Faith	Ellensburg
Cline, Lois	Ellensburg
Collier, Marian	Tacoma
Darby, Lillian	Montesano
Dickson, Mary	Moxee City
Ellison, Estelle	Puyallup
Erickson, Hattie	Orting
Ferguson, Zella	Ellensburg
Fincke, Mabel	Tacoma
Gaupp, Maggie	Tacoma
Hanna, Bonnie	Ellensburg
Henderson, Bernice	Sunnyside
Johnson, Alice	Burnett
Memmelaar, Trina	Granger
Montgomery, Gladys	Enumclaw
Page, Bessie	Sumner
Printz, Gladys	Buckley
Quimby, Christie	Montesano
Quimby, Claire	Montesano
Russell, Mimie	Ellensburg
Saliger, Louise	Chehalis
Spero, Frances	Thorp
Tauscher, Ada	Chehalis
Wilson, Anne	Bellingham
Yolo, Mary	Wapato
Zwicker, Clara	Ellensburg

DIPLOMAS

July 25, 1919

Balsinger, Heber	LaVerne, Cal.
Brazil, Angeline	Seattle
Burke, May	Seattle
Erb, Odell	Roslyn
Gleason, Maude	Fairfax
Herzog, Helen	Tacoma
Hoopingarner, Hazel	Plainsville, Ind.
Hutter, Mary	Cle Elum
Johnson, Ella Pearl	Kent
Lee, Minnie	Ritzville

Lynn, Gladys	Tacoma
Manlow, Elizabeth	Holcomb
Nelson, Minnie	Seattle
Riddell, Vera	Sumner
Scotten, Jessie	Battle Ground
Spaulding, Alice Baxter	Seattle
Stackhouse, Austa	Sunnyside
Tope, Mrs. Eva	Olympia

CERTIFICATES

Anderson, Margaret	Ellensburg
Beck, Ida	Alpha
Brallier, Ida	Mabton
Castle, Evelyn	Elma
Chambers, Mae	Roy
Dimmick, Hallie	Yakima
Dysart, Fern	Addie, Idaho
Eaton, Luella	Enumclaw
Fischer, Myrtle	Tacoma
German, Neva	Ellensburg
Gessell, Lena	Forest
Greenwalt, Charlotte	Yakima
Macaulay, Gladys	Tacoma
McCay, Ruth	Olympia
Webster, Vera	Yakima
Williams, Vern	Granger

DIPLOMAS

August 29, 1919

Chambers, Retta	Roy
Clark, Abigail	Ellensburg
Culmsee, Corine	Yakima
Davies, Olga	Great Falls, Mont.
Fertig, Mrs. Emma	Ellensburg
Fladebo, Martha	Clear Lake
Leonard, Della	Seattle
Magill, Marian	Tacoma
McEwen, Cora	Ellensburg
Meyer, Louise	Tacoma
Morton, Edith J.	Ellensburg
O'Connor, Frances	Hillsboro
Owen, Elizabeth	Kennewick
Paschall, Patience	Chico
Smith, Elsa	Tacoma
Stalley, Elsie	Chehalis
Stewart, Mrs. Emma	Ellensburg
Vinsonhaler, Louise	Seattle
Warren, Lulu May	Raymond
White, Ruth M.	Montesano
Young, Dollie Alice	Mossyrock

CERTIFICATES

Beach, Carol	Toppenish
Browning, Jeannette	Chehalis

Cox, Dora E.	Toppenish
Crowdson, Clara	Ellensburg
King, Helen	North Bend
Meeck, Della	Mabton
Simsen, Adeline	Kennewick

SENIORS

Anderson, Grace M.	Selah
Anderson, Ingeborg	Gig Harbor
Baisinger, Heber J.	LaVerne, Cal.
Barkee, Genevieve	Leavenworth
Barton, Mildred	Cle Elum
Beach, Adelaide	Tacoma
Behnke, Clara	Sunnyside
Berg, Gena	Auburn
Booker, Winnifred	Los Angeles, Cal.
Brannon, Myrtle	Auburn
Brazil, Angeline	Seattle
Brighttrall, Daisie	Tacoma
Brown, Gwenythe	Tacoma
Burrell, Mrs. Prescott	Yakima
Burroughs, Kathryn	Ellensburg
Chambers, Fern	Grandview
Cheney, Mrs. Hazel	Ellensburg
Cole, George M.	Husum
Crowley, Wilma	Ellensburg
Donohue, Alfred	Ellensburg
Egan, Marie	Tacoma
Eidal, Sarah	Ellensburg
Ellis, Myrtle	Ellensburg
Fertig, Mrs. Emma	Ellensburg
Filer, Floy	Ellensburg
Fladebo, Martha	Clear Lake
German, Helen	Ellensburg
Gleason, Maude	Fairfax
Gordon, Bertha	Ellensburg
Green, Ray	Ellensburg
Hall, Mrs. Nita	Seattle
Hammar, Ruth	Virginia, Idaho
Herzog, Helen	Tacoma
Hoopingarner, Hazel	Plainsville, Ind.
Hord, Harriet	Missoula, Mont.
Hotes, Mrs. Florence	Alder
Hutter, Mary	Cle Elum
Johnson, Ethel	Tacoma
Kaseberg, Frankie	Walla Walla
Kerrick, Gladys	Walla Walla
Kiekenapp, Hortense	Ellensburg
Lee, Minnie	Ritzville
Lynn, Gladys	Tacoma
Magill, Marian	Tacoma
MacNicol, Anna	Buckley
Manlow, Elizabeth	Holcomb
Mann, Dorothy	Kennewick

Martin, Virginia	Wilkeson
McCredy, Rosamond	Seattle
Mitchell, Nellie	Montesano
Morgan, Cornelia	Ridgefield
Moser, Celesta	Ellensburg
Munson, Ellen	Mabton
Nelson, Minnie	Seattle
Noble, Hallie	Ellensburg
Nordine, Ida	Ellensburg
O'Connor, Frances	Hillsboro, Ore.
Owen, Elizabeth	Kennewick
Payne, Hazel	Kittitas
Phillips, Mrs. Effie	Tacoma
Poyns, Ethel M.	Centralia
Radabaugh, Esther	Roslyn
Reed, Winona	Ellensburg
Riddell, Vera	Sumner
Shrader, Stanley	Ellensburg
Shultz, Celia	Portland, Ore.
Stackhouse, Austa	Sunnyside
Stauffer, Jessie	Ellensburg
Stewart, Mrs. Emma	Ellensburg
Taylor, Henrietta	Tacoma
Thompson, Mae	Union, Ore.
Towne, Mertice	Aberdeen
Tripler, Marion	Tacoma
Utley, Marie	Portland, Ore.
Vinsonhaler, Louise	Seattle
Warren, Lucile	Port Townsend
Whitcomb, Alice	Burlingame, Kan.
Young, Dollie Alice	Mossyrock
Young, Lorene	Sumner

JUNIORS

Anderson, Lucile	Ellensburg
Anderson, Margaret	Toppenish
Apple, Alberta	Ellensburg
Baker, Lessie	Ellensburg
Bates, Gladys M.	Ellensburg
Beach, Carol	Toppenish
Beck, Ida	Alpha
Bonney, Winnifred	Sumner
Bowers, Esther	Ellensburg
Boyd, Caroline	Wapato
Boyes, Mildred	Carbonado
Brallier, Ida	Mabton
Brooks, Benieta	Wapato
Brown, Elizabeth	Yakima
Browning, Jeannette	Chehalis
Buckley, Ruie	Selah
Busch, Ruth	Yakima
Castle, Evelyn	Elma
Chambers, Mae	Roy
Champie, Mary	Ellensburg

Charters, Mabel	White Salmon
Charters, Ruth	White Salmon
Choiniere, Aurore	Onalaska
Christian, Ida	Montesano
Clark, Abigail	Ellensburg
Cline, Faith	Ellensburg
Cline, Lois	Ellensburg
Cline, Naomi	Ellensburg
Collier, Marian	Tacoma
Cox, Dora	Toppenish
Crewdson, Clara	Ellensburg
Darby, Lillian	Montesano
Desmond, Alice	Ellensburg
Dickson, Mary	Moxee City
Dimmick, Hallie	Yakima
Eaton, Luella	Enumclaw
Ellison, Estelle	Puyallup
Erickson, Hattie B.	Orting
Faler, Angie	Camas
Farnsworth, Mrs. Cordella	Ellensburg
Ferguson, Zella	Ellensburg
Fincke, Mabel	Tacoma
Fischer, Myrtle	Tacoma
Flynn, Marie	Ellensburg
Fortner, Mrs. Lela	Ellensburg
Fuerst, Nettie	Grandview
Gallaner, Myra	Ellensburg
Gaupp, Maggie	Tacoma
German, Neva	Ellensburg
Gessell, Lena	Forest
Hanna, Bonnie	Ellensburg
Hart, Mrs. Bertha	Port Angeles
Henderson, Bernice	Sunnyside
Johnson, Alice	Burnett
Jordan, Grace	Bickleton
King, Helen Frances	North Bend
Knadle, Elizabeth	Maple Valley
Kuett, Isabel	Tacoma
Lake, Mrs. Louise	Ellensburg
Larson, Emma A.	Bickleton
Leenhouts, Sadie	Yakima
Macaulay, Gladys	Tacoma
Marlatt, Nellie	Freewater, Ore.
McCay, Ruth	Olympia
McKeeman, Madge	Ellensburg
McIver, Jean	Naches
McMillan, Mrs. Hazel	Ellensburg
McNeil, Katherine	Centralia
McQueen, Ayleen	Ellensburg
Meek, Della	Mabton
Memmelaar, Trina	Granger
Montgomery, Gladys	Enumclaw
Moore, Mrs. Katherine	Yakima
Owenby, Jessie	Ellensburg

Owens, Viva	Raymond
Page, Bessie	Sumner
Prickman, Robert	Olympia
Printz, Gladys	Buckley
Quimby, Christie	Montesano
Quimby, Claire	Montesano
Richardson, June	Kittitas
Rothrock, Marinda	Trinidad
Russell, Annie	Ellensburg
Russell, Minnie	Ellensburg
Saliger, Louise	Chehalis
Simson, Adeline	Kennewick
Spero, Frances	Thorp
Stone, Myrtle	Tacoma
Tauscher, Ada	Chehalis
Thayer, Dorothy	Everett
Tonnemaker, Queen	Zillah
Tope, Mrs. Eva	Olympia
Ubelacker, Alvena	Ellensburg
Ubelacker, Geneva	Ellensburg
Webster, Vera	Yakima
Welty, Loretta	Ellensburg
Williams, Vern	Granger
Wilson, Anne	Bellingham
Yolo, Mary	Wapato
Zwicker, Anna	Ellensburg
Zwicker, Clara	Ellensburg

UNCLASSIFIED

Anderson, Mrs. Orah	Ellensburg
Beach, Virginia	Tacoma
Cudahy, Dorothy	Vernita

STUDENTS IN SUMMER SCHOOL, 1919

Graduate Students

Booker, Winnifred	Los Angeles, Cal.
Byers, Jean	Portland, Ore.
Cornwall, Mabel	Ellensburg
Danielson, Anna L.	Waitsburg
Dixon, Pearl	Ellensburg
Gordon, Bertha	Ellensburg
Hubbart, Harriet	Auburn
Hicks, Bessie	Ellensburg
Kiekenapp, Hortense	Cle Elum
Shultz, Celia	Portland, Ore.
Thompson, J. L.	Kittitas
Turple, Georgia	Redmond
Welty, Ruth	Ellensburg
Whitcomb, Alice	Burlingame, Kan.

UNDERGRADUATES

Adams, Ada A.	Redmond
Arland, Effie	Vancouver
Artz, Nellie	Mabton
Apple, Alberta	Ellensburg
Baisinger, Heber J.	LaVerne, Cal.
Barkley, Lillian	Ellensburg
Batchelor, Wilda	Cashmere
Baxter, Allegra	Kennewick
Beach, Carol	Toppenish
Beck, Ida	Alpha
Billington, Donna	Ellensburg
Black, Elizabeth	Ellensburg
Boedcher, Florence	Ellensburg
Boss, Alberta	Moxee City
Bowers, Esther	Ellensburg
Bowman, Edna	Puyallup
Brallier, Ida	Mabton
Brazil, Angeline	Seattle
Breece, Ruth	Wapato
Brooks, Benieta	Chehalis
Browning, Jeannette	Chehalis
Buchanan, Cora	Richland
Burke, May E.	Seattle
Bushnell, Blanche	Kennewick
Butcher, Huber J.	Ellensburg
Carter, Faye	Sumner
Caster, Lulu Mae	Cle Elum
Castle, Evelyn	Elma
Chace, LaReta	Ellensburg
Chambers, Mae	Roy
Chambers, Retta	Roy
Chample, Eula	Ellensburg
Channer, Alice	Clear Lake
Charlton, Ferne	Ellensburg

Churchill, Dorris	Ellensburg
Churches, Evelyn	Everett
Clark, Abigail	Ellensburg
Claypool, Ethel	Ephrata
Cochran, Forrest	Mabton
Colbert, Catherine	Ilwaco
Collier, Marian	Tacoma
Collings, Ida	Dubuque, Iowa
Cox, Dora	Toppenish
Coy, Katherine	Yakima
Crewdson, Clara	Ellensburg
Culmsee, Corinne	Nada, Utah
Culp, Grace	Ellensburg
Cunningham, Marvel	Ellensburg
Davies, Olga	Great Falls, Mont.
d'Ablaing, Donald	Ellensburg
d'Ablaing, Caroline	Ellensburg
Deeringhoff, Gertrude	Moxee City
DeTienne, Effie	Washtucna
Deut, Angeline	Ronald
Dimmick, Hallie	Yakima
Donohue, Alice	Ellensburg
Dreyer, Gladys	Ellensburg
Dysart, Fern	Addie, Idaho
Eaton, Luella	Enumclaw
Egan, Marie	Tacoma
England, Ruth	Ellensburg
Erb, Odell	Roslyn
Eschbauch, Olivia	Yakima
Farnsworth, Mrs. Cordelia	Ellensburg
Faust, Marian	Ellensburg
Ferguson, Dorothy	Ellensburg
Ferguson, Zella	Ellensburg
Fertig, Mrs. Emma	Ellensburg
Fetter, Dorothy	Ellensburg
Fischer, Myrtle	Tacoma
Fladebo, Martha	Clear Lake
Flynn, Margaret	Ellensburg
Flynn, Rebecca	Ellensburg
Fuerst, Nettie	Grandview
Galloway, Jane	Cle Elum
Gehlen, Marie	Ellensburg
German, Neva	Ellensburg
Gessell, Lena	Forest
Gleason, Maude	Fairfax
Glesener, Magdalene	Toppenish
Gray, Myrtle	Richland
Greenwalt, Charlotte	Yakima
Griggs, Clara	Yakima
Haase, Madge	Buckley
Hanna, Bonnie	Ellensburg
Hale, Helen	Ellensburg
Hamilton, Janet	Ellensburg
Haney, Anna	Benton City

Hartman, Charlotte	Ellensburg
Hazen, Zela	Yakima
Heath, Mrs. Sara	Wenatchee
Herzog, Helen	Tacoma
Hicks, Mary	Ellensburg
Hicks, Frankie	Ellensburg
Holden, Blanche	Lebam
Holmes, Florence	Ellensburg
Hoopingarner, Hazel	Plainsville, Ind.
Hord, Harriet	Missoula, Mont.
Hughes, Mrs. Lucy M.	Seattle
Humphrey, Katheryn	Ellensburg
Humphrey, Viola	Ellensburg
Hurley, Kathleen	Pasco
Hutter, Mary	Cle Elum
Jackel, Arvilda	Centerville
Jacobsen, Harriet	Ellensburg
Johnson, Alice E.	Puyallup
Johnson, Ella Pearl	Kent
Johnstone, Vesta	Ellensburg
Karstens, Ruth	Glenco, Minn.
Kazee, Eula	Ephrata
Kerslake, Eliza	Yakima
King, Helen	North Bend
Killmore, Marguerite	Ellensburg
Killmore, Marie	Ellensburg
Kinkaid, Mary	Kennewick
Knadle, Elizabeth	Maple Valley
LaBissoniere, Celestine	Yakima
La Prarie, Vivian	Yakima
Leenhouts, Sadie	Yakima
Lee, Minnie	Ritzville
Leonard, Della	Seattle
Levin, Florence	Hatwood
Lichter, Anne	Ellensburg
Long, Helen K.	Cle Elum
Lothrop, Helen	Ellensburg
Lynch, Zora	Ellensburg
Magill, Marian	Tacoma
Macaulay, Gladys	Tacoma
Main, Elsie	Sequim
Manlow, Elizabeth	Holcomb
Masuda, Thomas	Ellensburg
McCay, Ruth	Olympia
McCoy, Helen	Outlook
McCullough, Hazel	Roslyn
McEwen, Cora	Ellensburg
McDaniels, Mary	Ellensburg
McGilley, Veronica	Cle Elum
McIver, Jean	Naches
Meek, Della	Mabton
Melvin, Thelma	Ellensburg
Meyer, Louise	Tacoma
Moe, Rachel	Ellensburg

Montgomery, Gladys	Enumclaw
Morissette, Alice	Ellensburg
Morissette, Helen	Ellensburg
Munson, Ellen	Mabton
Munson, Rose	Mabton
Neifing, Florence	Puyallup
Nelson, Minnie	Seattle
Nicholson, Bernice	Chehalis
Nordine, Olena	Ellensburg
Odell, Ethel	Ellensburg
O'Connor, Frances	Hillsboro, Ore.
Olson, Anna V.	Brush Prairie
O'Neil, Kathleen	Ellensburg
Ortman, Ruth	Ellensburg
Owen, Elizabeth	Kennewick
Owen, Lilah	Eugene, Ore.
Owens, Viva	Raymond
Pape, Pearl	Toppenish
Page, Bessie	Sumner
Paschall, Patience	Chico
Pearson, Gwendolyn	Ellensburg
Pederson, Edna	Ellensburg
Pink, Hazel	Port Townsend
Prickman, Robert	Olympia
Printz, Gladys	Buckley
Remelin, Edith	Ellensburg
Renier, Iverna	Bremerton
Ridell, Vera	Sumner
Robinson, Belle	Ellensburg
Rowland, Laura	Chelan
Russell, Minnie	Ellensburg
Russell, Anna M.	Ellensburg
Saliger, Louise	Chehalis
Shaw, Helen Grace	Selah
Shaw, Mae	Ellensburg
Shoemaker, Gladys	Ellensburg
Simsen, Adeline	Kennewick
Smith, Mae	Ellensburg
Smith, Margaret	Ellensburg
Smith, Elsa	Tacoma
Soule, Nyda	Winchester
Spaulding, Mrs. Alice Baxter	Seattle
Stackhouse, Austa	Sunnyside
Stalley, Elsie	Chehalis
Stewart, Jessie	Bremerton
Stewart, Mrs. Emma	Ellensburg
Stoner, Bertha	Chehalis
Straight, Ruth	Teiton
Taylor, Eva	Monitor
Terry, Alto	Ephrata
Thompson, Mrs. Virginia	Kittitas
Thue, Harriet	Sedro Woolley
Tope, Mrs. Eva	Olympia
Van Arendonk, Henrietta	Yakima

Vinsonhaler, Louise	Seattle
Wangeman, Mrs. Minnie	Ellensburg
Warner, Cynthia Lucile	Mabton
Warren, Mrs. Lulu	Raymond
Wells, Ethel	Toppenish
West, Helen	Puyallup
Whitcomb, Alice	Burlingame, Kan.
White, Mrs. Ruth	Montesano
Whiteaker, Mrs. Sophie	Winlock
Whiteaker, Bernice	Puyallup
Wilkins, Bertha	Bandon, Ore.
Wilson, Anne	Bellingham
Wilson, Ella	Lakeside
Williams, Vern	Granger
Wise, Mrs. Edith	Bremerton
Witte, Frances	Zillah
Wolff, Wanda	Ellensburg
Workman, Mrs. Ruth	St. Johns, Ore.
Young, Dollie Alice	Mossyrock
Young, Myrtle Agnes	Wapato
Zwicker, Clara	Ellensburg
Zwicker, Anna	Ellensburg

SUMMER SCHOOL TRAINING DEPARTMENT AT TACOMA, 1919

Anderson, Lottie	Chehalis
Baker, Grace	Tacoma
Baidler, Agnes	Tacoma
Benedict, Mrs. Blanche	Vancouver
Benson, Lou M.	Tacoma
Benson, Mrs. Sarah	Tacoma
Boyle, Kathleen	Tacoma
Brown, Gwenyth	Tacoma
Bunn, Bessie	Puyallup
Burnett, Mrs. Effie	Shelton
Caldan, Ivy	Tacoma
Campbell, Mrs. R.	Tacoma
Chilvers, Myrtle	Chehalis
Clulow, Mrs. Edith	Wenatchee
Cobb, Hazel	Wapato
Cochran, Mary A.	Finley
Colby, Helen	Tumwater
Coleman, Gladys	Winlock
Coye, Dorothy J.	Tacoma
Crockett, Elizabeth	Tacoma
DeLacey, Mrs. Mae	Tacoma
Duey, Olga M.	Tacoma
Earl, Harry	
Edwards, Neta	Camas
Erickson, Saima	Kent
Foltz, Lila R.	Parkland
Ford, May M.	Tacoma
Fowler, Sophia R.	Mabton
Freelund, Sophia	Chehalis
Garnero, Lucy	Renton

Gaupp, Maggie	Tacoma
Gause, Wilma L.	Olympia
Hall, Inez	Tacoma
Hale, Gladys I.	White Swan
Harvey, Corwin S.	Milwaukee, Ore.
Hayton, Mildred	Puyallup
Hendricks, Ethel	Tacoma
Ingle, Elsie	Eatonville
Jacobson, Ethel	Eatonville
Johnson, Mrs. Louisa	Shelton
Jorgensen, Emma	Puyallup
Jurstrum, Vatalie	Gig Harbor
Kennedy, Margaret	Tacoma
King, Lottie	Tacoma
Landers, Helen	Puyallup
Langford, Mrs. Eliz	Tacoma
Larson, Charlotte	South Prairie
Lewis, Lillian A.	Seattle
Mahaffy, Evelyn	Hoquiam
Martin, Madeline	Wilkeson
Mattoon, Rose	Parkland
McIntosh, Frances	Tacoma
McKeeman, Madge	Ellensburg
Mellish, Neva	Sumner
Miller, Mrs. E. H.	Kasaan, Alaska
Miller, Hazel	Tacoma
Moller, Mrs. M.	Gig Harbor
Moore, Hildegarde	Vancouver
Morris, Maude M.	Spokane
Mullen, Loda H.	Tacoma
Nelson, Grace	Sumner
Nickolson, Jennie	Algona
Nyhus, L. G.	Tacoma
Olson, Marguerite	Tacoma
Ord, Mabel	Seattle
Owen, Myrtle B.	Seattle
Palo, Rosa W.	Tacoma
Pearce, Mabel E.	Tacoma
Peterson, Anita	Tacoma
Peterson, Ruth	Clay City
Powell, Clare	Tacoma
Rail, Mrs. Jessie	Tacoma
Rarey, Clara B.	Spokane
Redmayne, Edith	Tacoma
Reynolds, Joseph	Burton
Rhode, Elsie	Castle Rock
Rhode, Selma	Castle Rock
Roberts, Bessie	Hartline
Salmon, Bernice	Tacoma
Sargent, J. B.	Ephrata
Sargent, Mrs. J. B.	Ephrata
Sheffield, Pearle E.	Shelton
Sherrill, S. C.	Tacoma
Shervem, Henry O.	Tacoma

Stapleton, Mary	Tacoma
Stewart, Jessie	Outlook
Stone, Myrtle	Tacoma
Strunk, Sarah E.	Camas
Tenzler, Gertrude	Tacoma
Thompson, Mrs. Clara	Tacoma
Trueblood, Mrs. Ethel	Kelso
Tucker, Mrs. Olive	Shelton
Turner, Mabel	Olympia
Vinson, Carol	Tacoma
Ward, Mrs. Margaret	Tacoma
Watrous, Ruth	Tacoma
Watson, Grace	Olympia
Whitmoer, Pearle	Tacoma
Williams, Winnifred	Tacoma
Wing, Ada R.	Toledo
Wright, Julia	Oso

STUDENTS IN EXTENSION DEPARTMENT

Airth, Annie L.	Tacoma
Airth, Leila E.	Tacoma
Anderson, Mary B.	Tacoma
Anderson, Elma M.	Steilacoom
Atkins, Mrs. W. C.	Tacoma
Baker, Grace	Tacoma
Balfour, Guy	Winlock
Barnes, Mary	Tacoma
Barret, Grace	Tacoma
Barrett, Anna M.	Tacoma
Berkley, Grace	Tacoma
Bossee, Bertha H.	Tacoma
Bowman, Edna	Puyallup
Bramble, Kittie A.	Tacoma
Bringolf, Ella	Tacoma
Brooke, Sallie	Tacoma
Burgna, Maud M.	Tacoma
Butler, E. H.	Tacoma
Caldan, Hazel	Tacoma
Campbell, Pearl	Tacoma
Carey, Hazel	Tacoma
Carroll, Dorothy	Kelso
Clark, Ida	Tacoma
Clifton, Lois	Tacoma
Cowen, Mary	Tacoma
Cracker, Lucy	Tacoma
Crawford, Emily	Tacoma
Cunningham, Gertrude	Puyallup
Darrow, Lillian M.	Tacoma
Dorning, Helen	Napavine
Ellis, Etha	Centralia
Ellsworth, Isabella W.	Tacoma
Elvins, Cletus	Puyallup
English, Olive A.	Tacoma
English, Alice Marie	Tacoma

Erickson, Jennie	Tacoma
Evans, Mrs. Eva	Tacoma
Fitch, Helen F.	Tacoma
Flagg, Mrs. Adelaide	Tacoma
Flynn, Florence	Stevenson
Fowler, Pearle M.	Tacoma
Gaillac, Linnie	Tacoma
Garretson, Ivy I.	Tacoma
Gibson, Eva E.	Tacoma
Glenn, Nancy	Tacoma
Gradon, Madge	Tacoma
Grafton, Hope	Tacoma
Graham, Maud E.	Tacoma
Griffin, Jessie R.	Tacoma
Gwin, Mrs. Mabel	Woodland
Hawthorne, Alice	Tacoma
Hedman, Melita	Rochester
Henry, Margaret	Tacoma
Hill, Claudia	Tacoma
Hill, Ethel G.	Tacoma
Hinckley, Anna M.	Tacoma
Hitchcock, A. Annette	Tacoma
Hoggatt, Verner	Randle
Hopkins, Elizabeth	Tacoma
Howard, Inez M.	Tacoma
Irwin, Mary J.	Tacoma
Ingalls, Lila	Centralia
Johnson, A. A.	Tacoma
Johnson, Addie A.	Tacoma
Judd, Mrs. Anna Pool	Tacoma
Kennedy, Nellie May	Tacoma
Kenny, Blanche	Tacoma
Keto, Jennie	Eagleton
Kosola, Mayme	Rochester
La Prad, Elspeth	Tacoma
Larsen, Alice	Centralia
Lindh, Lillian	Brush Prairie
Makens, Winnifred	Tacoma
Manberg, Helena	Rochester
Mason, Laura E.	Tacoma
MacDonald, Sarah	Tacoma
Macfarland, Winnifred	Tacoma
McInnis, Ethel	Tacoma
McMurrey, Eleanor	Tacoma
McMurtrie, Bertie	Tacoma
Meade, Alice Belle	Raymond
Meade, Esther	Raymond
Meade, Helen	Kelso
Mercer, Villa	Tacoma
Meyer, Bertha E.	Tacoma
Miller, Maxfield	Offut
Minton, Mary A.	Tacoma
Mize, Edith B.	Tacoma
Mones, Carrie A.	Tacoma

Moore, Ruth L.	Tacoma
Moore, Mrs. Annie	Tacoma
Moye, Iva	Tacoma
Nachtsheim, Louise	Tacoma
Neff, Aletta	Tacoma
Nefin, N. F.	Tacoma
Nerud, Emma M.	Tacoma
Norton, Della	Tacoma
Olsen, Frances	Brush Prairie
Oram, Vida E.	Tacoma
Osborn, Wm.	Tacoma
Osmond, Louise M.	Tacoma
Osmond, Edith F.	Tacoma
Otto, Velma	Centralia
Oyster, Elizabeth	Kelso
Parrish, Grace L.	Tacoma
Pattee, Cecil	Chehalis
Perrine, Phoebe	Hillsboro, Ore.
Perry, Elsie J.	Puyallup
Peugh, Della	Elma
Prichard, Caroline	Tacoma
Reeves, Mary Elizabeth	Tacoma
Reid, Hane	Tacoma
Reif, Lucy M.	Tacoma
Reynolds, Nina G.	Tacoma
Robinson, Edna	Tacoma
Ryder, Carolyn	Tacoma
Salzer, Esther	Centralia
Salzer, Helen	Centralia
Sawyer, Dalza	Tacoma
Schoeltler, Flora	Tacoma
Schonhard, Alice	Centralia
Schonhard, Rose	Centralia
Schumacher, F. L.	Tacoma
Scott, Agnes	Tacoma
Sebree, Elizabeth	Tacoma
Sewright, Nettie M.	Tacoma
Shirley, Almy	Tacoma
Short, E. M.	Milton
Smith, Winnifred	Tacoma
Smith, Verna	Tacoma
Smith, Lillian	Tacoma
Smith, Anna T.	Tacoma
Smith, Julia	Tacoma
Staff, Selma	Kelso
Stenger, Margaret	Tacoma
Stenger, Regina	Tacoma
Stewart, Katherine Jean	Tacoma
Symonds, Bessy	Tacoma
Taylor, Edith B.	Tacoma
Taylor, Elizabeth	Tacoma
Thurston, Zylphia	Winlock
Townley, Inez	Tacoma
Van Bergh, Emma	Tacoma

West, Helen L.	Puyallup
Wiesinger, Mabel	Tacoma
Wilkin, Ada	Tacoma
Witter, Martha C.	Tacoma
Wood, D. Jennie	Tacoma
Wright, Alvarene	Tacoma

SUMMARY OF ATTENDANCE

Enrollment 1918-1919.....	187	
Enrollment Ellensburg Summer School, 1919.....	235	
Summer School Training Department in Tacoma.....	101	
Extension Department in Tacoma.....	149	
	<hr/>	
Total	672	
	74	
	<hr/>	
Less those counted twice.....		598

DIPLOMAS AND CERTIFICATES 1918-1919

Number of life diplomas issued.....	78	
Number of diplomas issued.....	89	
Number of elementary certificates issued.....	64	
	<hr/>	
Total number of diplomas and certificates issued 1918-19....		231

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