

1930

Seattle Pacific College Catalog 1930-1931

Seattle Pacific University

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Seattle Pacific College Bulletin

Catalogue Number
1930-31



Seattle, Washington

IMPORTANT NOTICE

Before coming to the Seattle Pacific College, students should in all cases make sure that they are eligible to enter. Standards which must be met are of two kinds—scholastic and moral.

SCHOLASTIC STANDARDS. All new students should present their application and credentials by mail before the opening of school, if possible. For this purpose see blanks on the following pages. To enter the College of Liberal Arts (including the Normal Department) one must be a graduate from an accredited four-year high school.

To enter the High School one must be a graduate from the eighth grade.

Students transferring from other colleges or high schools should send credentials showing their standing when last in school.

MORAL STANDARDS. The above list of scholarships records required of those expecting to enter the Seattle Pacific College is just the common requirements of all standard schools. Because of the purposes of this school, however, its standards of personal character must be higher than those of the average school. Building of character is the first responsibility of the Seattle Pacific College. But building of character is a co-operative task. The school can make no progress without the sympathetic co-operation of the student. For this reason only those students are desired who are seriously in earnest in getting assistance in developing a high type of moral character. To safeguard the school, therefore, each prospective student is expected to furnish evidence of high personal standards and a desire to live in harmony with the ideals of the school. The blanks on the following pages give opportunity to do this.

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March 1930

No. 3

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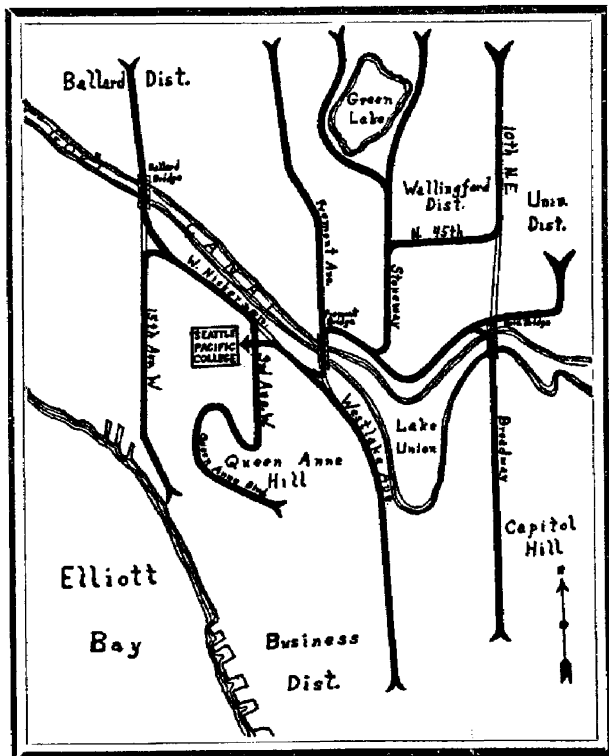


THIRTY EIGHTH YEAR

Register of Students
1929 - 1930

SEATTLE, WASHINGTON
3307 Third Avenue West

Located in the very heart of Seattle on the North side of Queen Anne Hill five blocks west of Fremont Bridge



Beautiful 8-acre Campus, easy to reach by Auto or Street Car

Take street car No. 28, get off at Third Avenue West,
walk block south.

APPLICATION BLANK

For Admission to the College of Liberal Arts of the
Seattle Pacific College

(See back of this page for High School Application Blank)

Name in full..... Date.....

Address in full.....

Age last birthday..... Date of birth.....

Name of Parent or Guardian.....

Address of Parent or Guardian.....

What is your Church preference?.....

Are you a member?..... Of what nationality are you?.....

How many years in high school?..... Did you graduate?.....

When did you graduate?..... Give the names and
locations of high schools attended, together with length of
time in each.....

Give below the names and addresses of two responsible persons
who are acquainted with you and who will vouch for your
character:

.....

.....

Have you used tobacco in any form during the last year?.....

Is it your intention to co-operate with the school in maintaining
high character standards?.....

(Signed).....

APPLICATION BLANK

For Admission to the High School Department of the

Seattle Pacific College

Name in full..... Date.....

Address in full.....

Date of birth..... Age on last birthday.....

Name of Parent or Guardian.....
(If neither parent is living please state the fact)

Address of Parent or Guardian.....

Church membership of Parent or Guardian.....

Are you a graduate from the Eighth Grade?.....

When?..... Where?.....

Have you ever attended High School?.....

Where?..... How long?.....

How would you be classified? (Fresh., Soph., etc.).....

Give below the names and addresses of two responsible persons
who are acquainted with you and who will vouch for your
character:

.....

Have you used tobacco in any form during the last year?.....

Is it your intention to co-operate with the school in maintaining
high character standards?.....

(Signed).....

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CALENDAR

1930 - 1931

FIRST SEMESTER

Sept. 12	Friday evening, at Portland	Annual Meeting Oregon Chapter Alumni Association
Sept. 16	Tuesday, 9:00 to 4:00	Registration Day
Sept. 17	Wednesday, 8 A. M.	Instruction Begins
Sept. 19	Friday evening	All College Hike
Sept. 21	Sunday, 11 A. M.	Fall Convocation
Sept. 26	Friday, 8 P. M. (Juniors in Charge)	All College Night
Oct. 26 to Nov. 9	(Movable)	Evangelistic Services
Nov. 17	Monday, 8 A. M.	Mid-Semester, Second Term Begins
Nov. 21	Friday, 7:30 P. M.	College Community Reception
Nov. 26	Wednesday, 3:30 P. M.	Thanksgiving Recess Begins
Dec. 1	Monday, 8 A. M.	Classes Resume
Dec. 19	Friday, 3:30 P. M.	Christmas Vacation Begins
Jan. 5	Monday, 8 A. M.	Christmas Vacation Ends
Jan. 16	Friday, 7:30 P. M. (Sophomores in Charge)	All College Night
Jan. 29	Thursday, 3:30 P. M.	First Semester Closes

SECOND SEMESTER

Feb. 2	Monday, 9:00 to 3:00	Registration of New Students
Feb. 3	Tuesday, 8:00 A. M.	Instruction Begins
March 2 to 8		Fifth Annual Christian Education Convention
March 4	Wednesday	Annual Trustee Board Meeting
March 13	Friday (Seniors in Charge)	All College Night
April 2	Thursday, 3:30 P. M.	Spring Recess Begins
April 7	Tuesday, 8:00 A. M.	Mid-Semester, Fourth Term Begins
April 17	Friday, 10:00 A. M.	Investiture Program
April 17	Friday, 8:00 P. M.	Faculty-Senior Reception
May 8	Friday, (After morning assembly)	Campus & Field Day
May 15	Friday, 8:00 P. M. (Freshmen in Charge)	All College Night
May 29	Friday	Annual Boat Trip
June 2	Tuesday, 7:30 P. M.	Final Student Service
June 3	Wednesday, 8:00 P. M.	Annual Musical Recital
June 5	Friday, 8:00 P. M.	Normal Graduation Program
June 6	Saturday, 8:00 P. M.	High School Graduation Program
June 7	Sunday, 3:00 P. M.	Baccalaureate Service
June 8	Monday, 10:00 A. M.	Thirty-eighth Annual Commencement
June 8	Monday, 6:00 P. M.	Annual Alumni Dinner

Board of Trustees

<i>Accession</i>		<i>Expiration</i>
1908	Charles S. McKinley, Yakima, Wash.	1932
1915	Wells Gwinn, Seattle, Wash.	1932
1916	Wilbur N. Coffee, President, Salem, Ore.	1934
1916	Clayton E. Gibson, Secretary, Seattle, Wash.	1931
1919	Albert H. Stilwell, Treasurer, Seattle, Wash.	1931
1924	Alex. Kennedy, Seattle, Wash.	1930
1924	W. F. Matthewson, Bellingham, Wash.	1930
1924	Harry O. Mickey, Wenatchee, Wash.	1930
1924	Silas M. Smith, Penawawa, Wash.	1930
1926	A. J. Marston, Seattle, Wash.	1932
1926	Ray Trullinger, Woodburn, Ore.	1933
1927	Ralph J. Milton, Boise, Ida.	1930
1928	John Whitehead, Roy, Wash.	1931



Executive Committee

Wells Gwinn, <i>President</i>	A. H. Stilwell, <i>Secretary</i>
A. J. Marston	C. E. Gibson
	Alex Kennedy

FACULTY

CHARLES HOYT WATSON, A. M., *President and Professor of Education.*

A. B., University of Kansas, 1918; A. M., University of Kansas, 1923; Instructor, Orleans Seminary, 1910-1911; 1913-1914; Principal, Central Academy, 1914-1916; Assistant Professor of Education, University of Kansas, 1918-1923; Head Science Department, Seattle Pacific College, 1923-1925; Associate in Education, University of Washington, 1925-1926; President, Seattle Pacific College, 1926—.

JACOB MOYER, A. M., *Dean and Professor of Chemistry.*

A. B., Greenville College, 1901; A. M., University of Michigan, 1907; Mathematics and Science, Spring Arbor Seminary, 1901-1905; Teaching Assistant Engineering Chemistry, University of Michigan, 1905-1907; Dean, Greenville College, 1907-1910 and 1912-1917; Head Science Department, Greenville College, 1907-1917; Instructor in Chemistry, Fargo High School, 1917-1919; Instructor in Chemistry and Research, North Dakota Agricultural College, 1919-1921; Head Chemist North Dakota State Food Laboratory, 1921-1925; Professor, Seattle Pacific College, 1925—.

S. RICHEY KAMM, A. M., *Registrar, Professor of History and Speech.*

A. B., Greenville College, 1925; A. M., University of Michigan, 1927; Dean and Registrar, Wessington Springs Junior College, 1925-1929. Professor of History and Speech, Wessington Springs Junior College, 1925-1929. Professor, Seattle Pacific College, 1929—.

C. MAY MARSTON, A. M., *Professor of English and Director of Social Activities.*

A. B., Greenville College, 1902; A. M., University of Washington, 1914; Instructor in Foreign Languages, Seattle Seminary, 1902-1910; Instructor in Foreign Languages, Seattle Pacific College, 1910-1916; Professor of German, Central Academy and College, 1916-1918; Professor, Seattle Pacific College, 1918—.

CANDIS J. NELSON, A. M., *Professor of Education and Director of Normal School.*

A. B., 1905; A. M., 1910, University of Nebraska; Principal Elementary School, 1901-1906; Professor of Educational Psychology, Nebraska Wesleyan University, 1908-1909; Assistant Superintendent

of Training, Valley City State Normal, 1910-1912; Associate Professor of Education and Psychology, Valley City State Normal, 1912-1917; Head Teachers' Training Department, Madison State Normal, 1917-1919; Lecturer of Education, University of Southern California, 1919-1920; Head Teachers' Training School, San Francisco State Normal, 1920-1921; Professor and Director of Normal School, Seattle Pacific College, 1921—.

* **C. FLOYD APPLETON, Ph. D.,** *Professor of Biblical Literature and Director of Bible School.*

A. B., Seattle Pacific College, 1922; A. M., University of Washington, 1922; Ph. D., University of Washington, 1924; sixteen years a missionary in China; Professor and Head of Bible Department, 1924-1925; Director of Bible School, Seattle Pacific College, 1926—.

WILLIAM FRAME CLARK, A. B., *Associate Professor in Bible and History.*

A. B., Ohio Wesleyan University, 1902; Instructor, Bible Department, Seattle Pacific College, 1919-1920, 1925-1926; Associate Professor, 1926—.

P. F. ASHTON, A. M., *Associate Professor of Psychology and Secondary Education. Principal of High School.*

A. B., University of Washington, 1927; A. M., University of Washington, 1929. Instructor in Mathematics Centralia High School, 1927-1928; Instructor in Mathematics Seattle Y. M. C. A. High School 1928-1929; Associate Professor, Seattle Pacific College, 1929—.

ANNA ELLEN BURNS, A. B., *Instructor in English.*

A. B., University of Washington, 1913; High School Principal, Sargent, Colorado, 1917-1920; Instructor in English, Idaho Falls, Idaho, 1920-1921; Instructor in English, Seattle Pacific College, 1922—.

ETHEL GERTRUDE RAYMOND, B. S., *Instructor in Spanish and Botany.*

B. S., Colorado Agricultural College, 1912; Instructor, Nelson High School, 1914; Instructor in Spanish, Central Academy and College, 1916-1918, and 1920-1922; Instructor in Seattle Pacific College, 1922—.

* On leave of absence 1929-30.

CLAUDE E. V. HENDERLITE, A. M., *Associate Professor of English.*

A. B., University of Washington, 1921; A. M., University of Washington, 1926; Instructor in English and History, Granite Falls High School, 1921-1922; Head, English Department, South Kitsap Union High School, 1922-1923; Instructor in English, Oregon State College, 1923-1925; Instructor in Education, Wessington Springs Junior College, 1925-1926; Associate Professor, Seattle Pacific College, 1926—.

BURTON L. BEEGLE, A. B., *Professor of Mathematics and Director of Religious Activities.*

A. B., University of Washington, 1917; Instructor in Mathematics and Physics, Seattle Pacific College, 1917-1922; Missionary, Panama Canal Zone, 1922-1926; Instructor in Mathematics, Seattle Pacific College, 1926-1927; Professor, Seattle Pacific College, 1927—.

ELSIE C. WATSON, *Dean of Women.*

University of Kansas. Instructor, Orleans Seminary. Member Western Division, Deans of Women. Dean of Women, Seattle Pacific College, 1926—.

JOYCE F. JOHNSON, *Professor of Piano, Director of School of Music.*

Student and Teacher, Peabody Conservatory at Baltimore, 1908-1911; Private Teacher in Music, 1912-1920; Head Piano Department, Epworth Seminary, 1920-1922; Director of Music, Millerburg College, 1923; Pupil of George F. Boyle, Virginia C. Blackhead and Marie Schneider; Instructor in Piano, 1925-1926, Seattle Pacific College; Acting Director of School of Music, Seattle Pacific College; Professor of Music, Seattle Pacific College, 1928—.

ALLISON F. BARNARD, A. B., B. M., *Professor of Music.*

Student, Oberlin Conservatory of Music, two years; voice pupil Hans Biederman, Chicago, two years; Hugh Anderson, Chicago; one year; Edoardo Sacerdote, Chicago; graduate Public School Supervisor of Music, North Western Institute Musical Art, Minneapolis, 1916; graduate Macalester College Conservatory of Music, 1924; A. B., B. M., Macalester College, St. Paul, 1928. Private Teacher of Voice and Director of Music, Wessington Springs Junior College, 1924-27. Professor, Seattle Pacific College, 1929—.

H. H. LANE, A. B., *Instructor in Social and Commercial Sciences.*

A. B., Seattle Pacific College, 1929. Graduate student University of Washington. Instructor, Seattle Pacific College, 1929—.

GRACE L. MARSTON, *Supervisor of Primary Department.*

Graduate Brockport Normal, 1908; Instructor, Grammar Department, Seattle Pacific College, 1914-1920; Supervisor, Training School, Seattle Pacific College, 1920—.

VIOLA K. WATKINS, *Supervisor of Intermediate Department.*

Graduate, Kearney State Normal, 1907; twenty years Instructor in Elementary Schools of Washington; Supervisor, Seattle Pacific College, 1926—.

MABEL JONES MOYER, *Accompanist and Instructor in Music.*

Graduate Greenville College, School of Music, 1901; Pupil of Rudolph Ganz, Chicago Musical College, 1902; Assistant in Piano, Greenville College, 1899-1901; Head of Music Department, Spring Arbor Seminary, 1903-1907; Director of Music, Greenville College, 1907-1910; Instructor in Music, Seattle Pacific College, 1925—.

SUSIE M. BARNARD, B. M., *Instructor in Music.*

Student private schools England and Germany; graduate Chicago Musical College; studied pianoforte and harmony in Royal Conservatory of Music, Dresden and in the Rolfus Akademie of Musik, Dresden, two years; B. M. American Conservatory of Music, Chicago, 1917; correspondent student advanced harmony F. L. Willgoose, New York; private student Gabriel Fenyves, St. Paul, 1927-1928, modern arm weight and relaxation method. Director of Music, College of Montana, Deer Lodge; Howard Payne College, Fayette, Mo., taught in American Conservatory of Music, Chicago; Illinois Woman's College, Jacksonville, Ill.; Principal, Hudson Memorial Hindustani Girls Boarding School, Cawnpore, India; Head of Piano Department, Wessington Springs Junior College, 1924-1927. Instructor, Seattle Pacific College, 1929—.

ETHEL L. CHASE, *Instructor in Physical Education.*

Graduate Regina Normal School; Instructor, Seattle Pacific College, 1928—.

GLADYS B. KAMM, A. B., *Librarian and Instructor in English.*

A. B., Asbury College, 1926; Instructor in English and Mathematics, Westington Springs Junior College, 1926-1929, Instructor, Seattle Pacific College, 1929—.

RUTH A. PEPPER RENGSTORFF, B. Mus., *Instructor in Violin and Director of Orchestra.*

B. Mus., University of Washington, 1917; violin teacher private studio, 1909-1927; first violin in string quartet six years; Member Mu Phi Epsilon and Musical Art Society-Achoth; Instructor, Seattle Pacific College, 1927—.

MRS. S. F. GILPATRICK, *Instructor in Wind Instruments.*

Studied under Professor Benjamin Lewis of the National Normal University of Lebanon; Professor Wolfe of Valparaiso College; Professor Hyatt of the State University of Indiana; Professor Sterling and Professor Walters of Seattle; Instructor, Seattle Pacific College, 1923—.

IDA MAGNUS, A. B., *Instructor in Training School.*

A. B., Seattle Pacific College, 1925; Instructor Training School, Seattle Pacific College, 1929—.

MABEL SHIPLEY, A. B., *Instructor in Bible.*

Graduate of North Pacific Evangelistic Institute, 1927; A. B., Seattle Pacific College, 1929; Instructor Seattle Pacific College, 1929—

JOSIE R. WEES, *Preceptress.*

Preceptress Seattle Pacific College, 1927—.

Administrative Officers

C. HOYT WATSON	<i>President</i>
JACOB MOYER	<i>Dean</i>
S. RICHEY KAMM	<i>Registrar</i>
ELSIE C. WATSON	<i>Dean of Women</i>
CANDIS J. NELSON	<i>Director of Normal School</i>
C. FLOYD APPLETON	<i>Director of Bible School</i>
JOYCE F. JOHNSON	<i>Director School of Music</i>
P. F. ASHTON	<i>Principal of High School</i>
GLADYS B. KAMM	<i>Librarian</i>
ADIS TRINTERUD	<i>Secretary to the President</i>
GLENN BLAIR	<i>Bookkeeper</i>
ALICE CARTER	<i>Office Secretary</i>

Campus Officers

JACOB MOYER	<i>Dean of Men's Hall</i>
ELSIE C. WATSON	<i>Head Matron</i>
JOSIE R. WEES	<i>Preceptress and Matron Ladies' Hall</i>
MABEL JONES MOYER, <i>House Mother and Matron Men's Hall</i>	
P. F. ASHTON	<i>Proctor, Men's Hall</i>
H. H. LANE	<i>Assistant Proctor, Men's Hall</i>
SUSIE DARLING	<i>Matron, Junior Girls</i>
ETHEL CHASE	<i>Matron, Junior Boys</i>
FLORA ASHTON	<i>Assistant Matron</i>
DOROTHY LANE	<i>Supervisor of Laundry</i>
ALBERT DARLING	<i>Supervisor of Student Labor</i>
ZONA PHILLIPS	<i>College Cook</i>
EDWIN READ	<i>Superintendent of Buildings</i>

Faculty Officers

C. HOYT WATSON	Chairman
JACOB MOYER	Vice Chairman
GERTRUDE RAYMOND	Secretary
ANNA BURNS	Treasurer
H. H. LANE	Manager Bookstore
S. RICHEY KAMM	Marshall School and Public Gatherings
P. F. ASHTON	Fire Marshall
CANDIS J. NELSON	Director Professional Staff Meetings

Faculty Committees

Administrative—Moyer, Kamm, Nelson, C. May Marston, Elsie C. Watson, Ashton

Social Activity—C. May Marston, Moyer, Elsie C. Watson, Lane, Beegle

College Chapel—Moyer, Johnson, Beegle, Barnard

High School Chapel—Ashton, Johnson, Raymond, Lane, Barnard

Students' Meeting—Beegle, Ashton, Barnard, Raymond

Athletic—Ashton, Lane, Chase, Henderlite, Moyer

College Literary Society—C. May Marston, Henderlite, Kamm, Mabel J. Moyer, Barnard

High School Literary Society—Burns, Lane, Gladys B. Kamm, Susie M. Barnard

Debate—Kamm, C. May Marston

STUDENT PUBLICATIONS

S. P. C. News—Henderlite, C. May Marston, Burns

Cascade—C. May Marston, Henderlite.

Study Hall—C. May Marston, Ashton, Raymond, Lane.

Publicity—Henderlite, Moyer, Barnard

Library—Kamm, Nelson, Mabel J. Moyer, Gladys B. Kamm.

Student Religious Activities—Beegle, Shipley, Barnard, Clark

Training School Activities—Nelson, Grace Marston, Watkins,
Magnus

Credentials and Advanced Standings—Moyer, Kamm, Nelson, Ashton

Student Scholarship and Aid—Beegle, C. May Marston, Nelson,
Magnus

Bureau of Appointments—Nelson, Kamm, Moyer, Watkins, Grace
Marston

Curricula and Catalogue—Moyer, Kamm, Nelson, Ashton



GENERAL INFORMATION

COLLEGE POLICY. The Seattle Pacific College was founded more than thirty-four years ago as a Christian school for the training of Missionaries and other Christian workers. Although the College curriculum has been materially expanded since that time, the school stands today as definitely as ever before for vital Christianity. The school is operated under the auspices of the Free Methodist Church, but students of all churches are admitted upon equal terms. It is a College of Arts and Sciences which stands unequivocally for the Inspired Scriptures, the Diety of Christ, His Atonement, the necessity for the new birth, holiness of heart and life, resurrection of the body and Christ's second coming. It takes a stand in direct opposition to the theory of evolution, and denies that man is a product of such a process.

Maintaining this type of school meets with the approval of those thousands of adherents to the Fundamentals of the Christian Faith scattered throughout the various denominations. This accounts for both the large patronage and the support given to the school by people from various churches.

AIMS. The aim of Seattle Pacific College can be stated correctly in a general way by saying it is to train students for active and useful Christian citizenship. There are, however, two very definite aims in the minds of those supporting the Seattle Pacific College.

First, to give young men and young women an opportunity to gain an excellent intellectual training in an environment distinctly congenial, altruistic, and Christian, under teachers whose instruction inspires to greater faith in God rather than to rationalistic doubting.

Second, to make possible a high type of advanced education which will qualify for places of Christian leadership in the Church and the State. To more fully accomplish this aim special courses are given for those who wish to enter teaching, the ministry, Y. M. C. A. and Y. W. C. A., religious, educational and missionary fields.

ITS PLAN OF ORGANIZATION. The standard four-year Liberal Arts course leading to the A. B. Degree is offered. The academic subjects given are divided into nine separate groups. Each group contains one or more departments. These are English, Foreign Language, Science, Social Science, Philosophy, Mathematics, Education, Bible and Music. Graduation requirements are stated in terms of departments and groups.

Majors Offered. Departmental majors for upper division students are offered in English, Chemistry, Mathematics, History, German, Bible, Music and Education.

Special Two-Year Diploma Courses. Special departments or "schools" are maintained within the College which provide specialized two-year curricula. These draw from the entire college and lead to graduation. There are three such special schools:

- The Normal School,
- The Bible School,
- The School of Music.

Special sections of this Catalogue are devoted to each of these respectively.

LOCATION. Seattle Pacific College is located in the very heart of Seattle, Washington. Seattle has a population of approximately 400,000 and is located on the beautiful Puget Sound. The Cascade Mountains to the east, the Olympics to the west, are snow-capped the year around. The entire situation is such as to make a very mild and healthful climate.

The College campus comprises about eight acres of land on one of the main thoroughfares of the city. The Lake Washington Government Canal, which contains locks second only to those on the Panama Canal and which has made Seattle known the world over for its fresh water harbor, passes within a block of the campus. To see the great ocean liners moving gracefully along this canal is a most interesting sight. The Pacific auto highway is but five or six blocks

from the campus. Cars of the street railway system stop at the corner of the campus.

Seattle is the western terminus for five of the transcontinental railroads. These are the Union Pacific System; Northern Pacific Railway; Great Northern Railway; Chicago, Milwaukee, St. Paul and Pacific Railway, and the Burlington Railway. In addition to these, Seattle is reached by connection with the Southern Pacific Railway at Portland and the Canadian Pacific and Canadian National Railroad at Vancouver, B. C.

One of the things for which Seattle is noted is the fact that it is the largest city for its age in the world. Those in position to know predict that this city is destined to be the Chicago of the West.

BUILDINGS. The *Administration Building* is located in the center of the eight-acre campus, and is a modern structure of pressed brick. In this building all the activities of the school are centered. Here are the large assembly hall, chapel for religious worship, library, laboratories, office, library, laboratories and recitation rooms, all well equipped.

The *Ladies' Hall* is of modern architecture. It is located in the extreme north of the campus and faces one of the main avenues. In this building are a large parlor, beautiful reception hall, with tiled floor, two large dining rooms with fireplace and mantel, and sleeping rooms. The bedrooms are provided with large windows, have hot and cold water and are lighted by electricity.

The *Men's Hall* is a substantial four-story structure. The rooms are large and pleasant. The building has forty rooms, and is furnished with shower baths. This building is located at the south of the campus and commands a view of the grounds and other buildings.

A seven-room *Grade Building*, well adapted for practice teaching, has been erected separate from the other buildings. This is the training school for the normal department.

The *Gymnasium* is a pavilion-shaped building forty by ninety-two feet, providing for the physical training and athletic activities of the student body. Shower and locker rooms are provided.

LABORATORIES. Well equipped laboratories are located on the first floor of the Administration Building, for both general and specific scientific work.

Chemistry. The Chemistry desks provide individual sets for experimentation. Each table, including the teacher-demonstration table, is equipped with gas, water and electricity. Hoods are provided for the evaporation of materials with noxious fumes. Several delicate analytical balances make it possible to do excellent work in Quantitative analysis. An automatic electric oven is a part of the equipment. A good supply of necessary chemicals and apparatus is kept in the supply rooms adjoining the laboratory.

Physics. The Physics laboratory room is equipped with ample table space. These contain many excellent storage cupboards. Gas, water, and electricity are available. An adequate supply of apparatus makes possible all the essential work of a general course in Physics.

Biology. The Biological laboratory occupies another corner room on the ground floor of the Administration Building. A good supply of material and equipment, including compound microscopes, herbaria, etc., is kept in the storeroom. Being located on Puget Sound, our students have access to the marvelous variety of vegetation which is so luxurious in this mild climate; and also to the interesting marine life, both plant and animal, which flourishes in salt water as well as in fresh.

Home Economics. The Home Economics laboratory is located just off from the Biological laboratory. Three new duplex tables were recently installed. Each is equipped with German silver sinks, gas and water.

LIBRARY. The Library is located in the Administration Building, and contains several thousand choicely selected reference works, distributed in subject matter among the different departments of instruction and books of general interest. Many new books are added to the Library each year. The annual budget for this purpose is \$600. The Library is classified and catalogued according to the Dewey system and a librarian is always on duty. More than fifty standard periodicals are received regularly by the library. The students of

the college have, in addition, easy access to the city library of over 350,000 volumes, and also to the library of the University of Washington, which contains 260,000 volumes.

ADMISSION. The outstanding advantage of any small college, and the small conservative Christian college in particular, are such that careful selection must be made in its student body. As indicated on the inside page of the front cover of this catalogue, candidates for admission must submit credentials which supply ample information concerning character and scholarship. These credentials should be filed with the Registrar at least two weeks before the opening of the fall semester. Acceptable credentials should include the following:

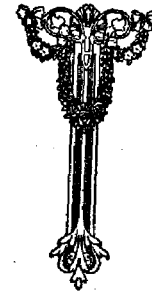
- (1) Statement by the applicant regarding his plans and purposes.
- (2) Official transcript of work done in high school or other evidence that the preparation of the applicant has been such as to meet the academic requirements of graduation from an accredited high school.
- (3) Satisfactory statement by responsible persons concerning the personal qualifications, character and general promise of the applicant.

Provision has been made for students from non-accredited high schools, and others whose training warrants it, to be admitted to the college by examination. Those planning to take entrance examinations should apply to the Registrar for information concerning the same.

Student Help

Most of the work about the buildings and the campus is done by students. This gives several students opportunity to assist in meeting their expenses. Because of the routine nature of the work, however, only those individuals who can be thoroughly relied upon will be given such opportunity. When any task has been assigned to an individual it is guaranteed only so long as such task is done properly and regularly. To all students who can qualify as dependable workers

the school promises work to the extent of one dollar per week. The rate paid for work varies with the age and ability of the individual and the character of the work, but is approximately 25 cents per hour for College students, 20 cents per hour for High School students. A limited amount of work without pay is required of the younger students from time to time for training purposes. Payment of student help is made, with approval of the parent, to the student at the middle and at the close of each term. No wage is allowed unless regular work slips, properly signed and approved, are turned in at the office. Written contracts are required of all students who are employed at the school.



The Student Council

The students of the College and High School are organized into separate "Associations." Each of these associations has a "Student Council" made up of representatives elected from the various classes. The Tuesday assembly period is given over to the associations for a business session. Other matters pertaining to student affairs, such as pep rallies, stunt programs, etc. are cared for at this time. The High School and College students meet in separate rooms for assembly on Tuesday, Wednesday and Friday.

The officers of the Associated Student groups work with representatives from the faculty in promoting the general welfare of the school. Officers are elected twice each year. These organizations provide opportunity not only for good business training for students, but also for bringing about a congenial spirit of cooperation between faculty and students.

The Board of Control

The Board of Control is made up of four College and three High School students together with two faculty members. The functions of this Board are:

- (a) To approve appropriations of student funds made by either student group.
- (b) To determine action to be taken when the two student groups cannot agree.
- (c) To review, with veto power and power to modify, all business transacted by the student groups.

Athletics

The necessity for an athletic program is tied in with several of the chief objectives of education. A considerable degree of physical activity is necessary for the health of the body. Society is constantly demanding more training for the proper use of leisure time. Students should learn such means of employing their leisure time as will not contribute to injury or idleness.

Seattle Pacific College encourages its students, both men and women, to learn and participate in the various athletic games as freely as possible. Although the policy of the school does not provide for inter-scholastic games, very definite provision is made for intra-mural sports. These consist of various tournaments in basketball, tennis, hand ball, volley ball and other activities. Teams represent various classes and clubs within the organization. Cups and letters are awarded the winning teams and their members.

Regular classes in calisthenics and physical education are conducted. Physical education is required as one of the prerequisites for graduation. No provision is made for exemption from this requirement. Students unable to take the strenuous exercise of the classes will be required to earn credit through individual work. All students are examined in the school clinic, which is conducted on the campus, where the necessary professional advice regarding corrective gymnastics is obtained.

A most excellent addition to our athletic facilities during the past year was two concrete tennis courts. These were provided wholly by student activity. Tennis will now be an all year activity.

Publications

The *Seattle Pacific College Bulletin* is the name of the periodical published quarterly by the College. The March number is the Annual Catalogue. The other three numbers contain general information and announcements regarding the College. The Bulletin is sent without charge to all whose names are on our mailing list. This list consists of the names of all the friends, donors, and prospective students of the school whose addresses are available. If you desire to receive the Bulletin, just send in your name and address.

The *Seattle Pacific College News* is a bi-weekly newspaper published by the Associated Students of the College. The staff is chosen annually by the students themselves. The subscription price is one dollar per year. This paper should have the support of the Alumni and patrons as well as of the faculty and student body.

The *Cascade*, the student annual, has been a welcome contribution by the Associated Students to the published literature of the school every spring for many years. It is a handsome, profusely illustrated volume which reflects the extra-curricular side of S. P. C. student life.

The *Alumni Broadcast* is a quarterly publication put out by the Alumni Association of the College. It is mailed without extra charge to all members in good standing. It may be obtained by others upon the payment of the regular subscription price of fifty cents.

Alumni Information

The Alumni Association is made up of the following:

- (a) All college graduates.
- (b) All high school and normal school graduates up to and including the classes of 1928.
- (c) Former students (not included in the above) who wish to join the association and who pay the required fees, provided they are graduates from our high school or have done the equivalent of one year's work in the college.

The annual banquet and business meeting is held during commencement week each year at which time the officers are elected and association business transacted. In the Fall, another meeting is held for the purpose of promoting general good will and inspiration.

The Alumni Dues are \$1.00 per year. In cases where both husband and wife are members the dues are \$1.50 for the two. The *Broadcast* is the official quarterly publication of the Association and is mailed without extra charge to all members of the Association in good standing. Others desiring to receive it may do so upon the payment of the subscription price of fifty cents.

The officers of the Association for 1929-30:

President, Edward Fuller, '10
First Vice-President, Elmer Root, A. B. '22
Second Vice-President, George Upton, A. B. '23
Executive Secretary, Edwin A. Haslam, A. B. '16

Additional information may be had by addressing the Executive Secretary, S. P. C. Alumni Association, 3307 Third Avenue West, Seattle, Wash.

The Oregon Chapter of the Association meets in Portland early in the fall of the year. The next meeting date is Sept. 12, 1930. The officers of this chapter are: Wm. Robinson, '16, President; Agnes T. Richards, A. B. '27, Vice-President; Mrs. A. C. Johnson, '15, Secretary-Treasurer.

Alumni Scholarship

The Alumni Association through special invested Endowment Funds provides for an Annual Scholarship of \$100. This scholarship is given on the basis of need, scholarship and general merit. Applications must be in the hands of the faculty committee by May 1st previous to the year the scholarship is to be used. Announcement of the successful candidate is made at the Annual Alumni Meeting. Mr. Edward Blair, class of 1931, holds this scholarship for the year 1929- 1930.

General Regulations

When a student enrolls in any department of Seattle Pacific College it is assumed that he agrees to have due regard for all regulations of the institution. Every effort, in keeping with efficient work and high spiritual morale, is made to allow for liberty of each member of the group. This means, of course, that frequently social enjoyment and personal wishes must be subordinated to the regulations which years of experience show are necessary for the most efficient work. Some of the general regulations are suggested below.

Dormitory students are not allowed to entertain friends or relatives in their room overnight nor to take them to the dining room without permission from those in charge.

Students from abroad are required to live in the College dormitories during the school year unless they are living with relatives or working for their room and board at the place where they are staying. (Exception to this rule is made only by consent of the President and the payment of the "Supervisory Fee.")

Arrangements by students from abroad to work off the campus for their board and room must be approved. See the Dean of Women or the Dean of Men.

Students who are known to use tobacco are not permitted to register and any one using it while a member of the student group is subject to dismissal.

Study hour is to be observed by all students each evening after seven o'clock except Friday and Sunday evenings and the evening before a holiday.

Social engagements, class and school functions which interfere with the observance of the evening study period are not allowed. This means that all such functions which are to be held in the evening must not be scheduled for Saturday evening nor for any other evening preceding a school day.

All students are required to attend the morning chapel services daily.

All students residing at the college, or within reasonable walking distance are required to attend the Students' Meeting on Tuesday evening. All others must attend at least once each term.

Regular College students, both day and boarding, are expected to attend, regularly, Sunday School and preaching services in their own church. Every effort possible will be made so each student will continue to function in his or her own denomination. The College requests in all cases, however, that Tuesday evening be kept open for the weekly devotional meeting of Faculty and students in the College Chapel. The foregoing statements apply to high school students, also, with the exception of boarding students, High School students boarding on the campus are expected to attend the College Church except by special permission of the president.

It is expected that all students will dress in a way becoming those attending a Christian School.

At any time a student may be required to submit the names of two responsible persons who can speak as to his moral character.

Dormitory students must observe the dormitory regulations regarding quietness, care of rooms, reporting for meals, leaving the campus, etc.

All High School and Lower Division College students are required to remain in the Study Hall during their vacant hours unless excused by the Dean.

All High School and Lower Division College students must take Physical Training.

Each college and high school student is expected to become a participating member of one of the Literary Societies of the school.

The following exceptions are allowed to this regulation: Members of official college or high school quartets, members of varsity athletic teams, College seniors, the Student manager, Business manager, and Editor of Student publications.

Day students, as well as boarding students, are not to participate in any hike, party or such activity, religious or social, in which other students of the school are involved except a chaperon approved by the Social Committee is present.

Students leaving books about the buildings at any time or leaving their personal belongings during the summer vacation or when leaving school, do so at their own risk.

For convenience the school year is divided into two semesters, and each semester into two terms of about nine weeks each.

Expenses

Tuition. Tuition and all fees must be paid in advance at the beginning of each term except by special arrangement. See further note under "Terms."

COLLEGE OF LIBERAL ARTS—

Tuition in all departments, per term \$30.00

College students carrying in excess of 16 or below 12 hours will be charged at the rate of \$2.50 per hour per term for the same. The minimum charge is \$12.00. Foreign students are charged \$5.00 extra per term.

HIGH SCHOOL—

Tuition per term \$20.00

Students carrying more than four regular subjects or less than three, will be charged at the rate of \$5.00 per term for each.

TRAINING SCHOOL—

Grammar Grades (7th and 8th Grades)

Tuition per term \$15.00

Elementary Grades (First Six Grades)

Tuition per term \$12.00

General and Special Fees

Laboratory Fees

General College Courses in Science, per hour per term	. \$.50
Advanced Chemistry Courses, per hour per term	1.00
High School Science Courses, per term	1.50
Typewriting, per term	2.50
Bookkeeping, per term	2.50

Sundry Fees

Medical Fee, all students, per term	\$.50
Late Registration Fee	1.00
Change of Registration	.50
Special Examination Fee	1.00
Examination for Credit, per Credit hour	1.00
Examination Fee, class test	.50
Transcript Fee (after first which is free)	.50
Supervisory Fee (Students from distance boarding off the campus), per term	10.00

Library Fees

All Students above Elementary Grades, per term	\$.50
Education 35—Periodical Fee	1.00

Activity Fee—

College Students, per term	\$ 1.50
High School Students, per term	1.00
Training School Students, per term	.50

Diploma and Graduation Fees

College Diploma	\$ 6.00
Normal Diploma	5.00
High School Diploma	4.00
Graduation Fee	1.00

MUSIC AND ALLIED DEPARTMENTS

Private Lessons in Piano, Violin and Voice as follows:

College Students, per term (8 lessons)	\$12.00
High School Students, per term (8 lessons)	11.00

Training School Students, per term (8 lessons) . 10.00
(For 16 lessons per term either in piano or voice the charge is 50% more than for 8 lessons.)

Piano Rental, per term 2.00
(Required also of Voice students using school piano for practice)

Private lessons in Wind Instruments,
per term (8 lessons) \$12.00

Orchestra, per term 1.00

Chorus or Glee Club, per term 1.00

ROOM AND BOARD

Board and Room, per term	\$57.50
Single room, when available, per term extra	7.50
Holiday board and room, per day	1.00
Laundry, per term (Required of all Dormitory students)	5.00

Terms

All accounts must be paid in advance at the beginning of each term, except by special permission. A carrying charge of 5 per cent is made for any account not paid in full in advance. In all cases accounts must be cared for before the close of each term.

In no case will a student be allowed to take final examinations or enter the last two weeks of the school year unless his account is in the clear. Students who work are required to pay the full amount in advance just the same as the others. See note regarding method of paying in paragraph "Students' Help".

In case of withdrawal during the term, students will be charged pro rata for board and room for the time in attendance, plus one-fifth. No refund will be made on tuition for the balance of any term following withdrawal. A similar regulation obtains with respect to charges for students entering school after the opening of a term. The full charge is made for tuition but the charge for board and room is pro rata for the balance of the term plus one-fifth. The term rates as published do not include board during the Christmas and Spring vacations.

A reduction of one-fourth in tuition will be made to children of missionaries and of ministers engaged in regular work when such children are dependent upon their parents. This does not apply to tuition in special departments, such as Music.

The Medical Fee makes possible the maintenance of a clinic and dispensary on the campus. The dispensary is in charge of a nurse and is open at a certain specified time each day. Free service is given only at the dispensary. No provision is made for the Doctor or the Nurse to minister to the needs of the students outside the hours designated. The clinic also cares for the physical examination of every student. The school doctor spends one hour each week in the clinic. His services during this hour are free.

Students furnish pillows, sheets, covers, towels, soap, napkins, rugs, pictures, etc.

SUMMARY OF EXPENSES

The following is a conservative estimate of the regular expenses in the various departments for a semester or half year. It does not include railway fare, clothes nor other items of a personal nature.

ESTIMATE OF EXPENSES FOR A SEMESTER

	College	High School	Training School
TUITION	\$60.00	\$40.00	\$30.00
BOARD, ROOM and LAUNDRY	\$125.00	\$125.00	\$125.00
FEES	\$12.00	\$9.00	\$4.00
BOOKS	\$8.00	\$6.00	\$5.00
TOTAL	\$205.00	\$180.00	\$164.00

Text Books and School Supplies

Students provide their own books and stationery. A College Book Store is maintained on the campus under the supervision of the school. Books and supplies are provided at publisher's regular rates. The cost of the books varies with the grade and class, usually from \$6.00 to \$20.00 per year.

The College of Liberal Arts and Sciences

GENERAL STATEMENT

Seattle Pacific College is a College of Liberal Arts and Sciences which provides for instruction in ten groups of subjects as shown on page 33. Graduates receive the Bachelor of Arts Degree. Provision is made, also, for students expecting to enter the technical and professional schools to get their preliminary work. By properly selecting courses, one can complete the essential requirements for such preliminary courses as pre-medical, pre-law, and pre-engineering.

As indicated later in this catalogue, one can also satisfy requirements for graduation from the two-year Normal course, Bible School and School of Music, by properly selecting subjects during the first two years of the four-year college course.

ACCREDITATION

Seattle Pacific College enjoys excellent accreditation by many of the leading universities of the country. Credits are transferable without discount to these schools. Graduates from here are given full standing, upon our recommendation, in the graduate school of the University of Washington, Stanford University, University of Southern California, University of Wisconsin, Oregon State College, University of Idaho, University of Oregon, University of Minnesota, and others. This means that our graduates could earn a Master's degree by doing the customary amount of graduate work without being required to work off a handicap or differential as is required from some other small colleges.

Admission Requirements

Those who wish to enter College without condition must have creditably completed a four-year high school course of standard grade, or its equivalent. Fifteen units of completed high school work represents the minimum number of credits required for admission. Of these the following are specifically required by all:

English	3 units
Algebra	1 unit
Plane Geometry	1 unit
A Foreign Language	2 units

Any deficiencies in this group must be made up without credit by examination or otherwise during the first year of residence.

Beside these the applicant must show the completion of one unit of either Physics, Chemistry, Botany, Zoology, Physiology, or Geology. Also a unit of American History, or combined United States History and Civics.

The remaining six units may be selected from the following groups:

English	½ to 1 unit
Mathematics	½ to 1 unit
Foreign Language	1 to 3 units
History and Civics	1 to 3 units
Science	½ to 3 units

In addition to these, the student may offer not to exceed three units from other courses of study, which are usually offered in high schools, but no accounting will be made of drill, spelling, physical training or of any kind of work which will be considered largely as a school activity.

The "unit" mentioned above is the work completed in one academic subject pursued through a year of at least 36 weeks and with five recitations per week.

Advance standing for work done in high schools, and in excess of requirements for admission, will not be allowed except by examination.

GROUP REQUIREMENTS: The courses of study are organized into the following groups:

Group No.	Group Name	Name of Department
I.	ENGLISH	English M Public Speaking
II.	FOREIGN LANGUAGE	Greek and Hebrew Latin French German M Spanish
III.	SCIENCE	Biology Chemistry M Physics
IV.	SOCIAL SCIENCE	Sociology History M Political Science Economics and Business Administration
V.	PHILOSOPHY	Psychology Philosophy and Logic
VI.	MATHEMATICS	Mathematics M
VII.	EDUCATION	Normal Training Education M
VIII.	BIBLE	Bible M
IX.	MUSIC	Music M
X.	MISCELLANEOUS	Art Physical Education

Majors are offered in those Departments marked "M."

REQUIREMENTS FOR GRADUATION

Bachelor of Arts Degree

A candidate for graduation must meet requirements which have to do with the following:

A. Time in residence; B. Lower division group requirements; C. Completion of major; D. Amount of credit earned; E. Reading Knowledge of a Foreign Language; F. Quality of work done.

A. Residence Requirement

While the College will accredit work done in other standard institutions, students presenting such credits must meet our requirements for graduation and be in residence for at least two semesters, and earn at least 28 semester credits. Degrees will not be conferred upon non-resident students.

Freshman-Sophomore Requirements

Lower Division

B. Lower Division Requirements

A sharp distinction is made between courses designed to meet the needs of students in the first and second years and those for more advanced classes. Courses numbered above 50 are reserved for upper division students. Only in most exceptional cases will lower division students be permitted to register for a course numbered above 50.

During his Freshman and Sophomore years a student must meet the following group requirements:

Group I, English—Five credit hours.

Group II, Foreign Language—Six credit hours of Ancient Life and Literature, or its equivalent, and sufficient foreign language to acquire a reading knowledge.

Group III, Science—Counting entrance credits in science, must have the equivalent of five credit hours in a biological science and five credit hours in a physical science.

Group IV, Social Science—

(a) Five credits in History if but one year of history was offered for admittance.

(b) Six credits in Sociology, Economics, or Political Science.

Group V, Philosophy—Three credit hours in General Psychology

Group VI, Mathematics—No specific requirement.

Group VII, Education—No specific requirement (Except for those taking the Normal Course.)

Group VIII, Bible—Three credits in Bible Literature.

Group IX, Music—No specific requirement.

Group X, Miscellaneous—Four credits in Physical Education.

Junior-Senior Requirements

Upper Division

A student may be admitted to Junior standing when he has earned 64 credit hours and has completed the Freshman-Sophomore requirements as outlined above or upon presenting a transcript of credits from an approved junior college, normal school, or college, showing that he has creditably completed an equal quantity of work.

The work of the Junior and Senior years must include a minimum of 60 credit hours. These may be chosen from the entire list of courses offered in the college, subject to the following limitations: (1) At least 40 hours must be chosen from courses numbered above 50. (2) Enough credits must be earned in some department to constitute a major. (3) If during the Freshman-Sophomore years less than six credits were earned in Bible Literature, enough more credits must be earned in this department during the Junior-Senior years to make a total of at least six credits.

C. A Major Is Required

Before graduation a student must complete a major course in some one department which shall consist of at least 24 hours and not more than 40 hours in the specific department, and not less than 30 hours nor more than 60 hours in the group which contains the major subject. At least twelve hours of the specific departmental work must come from courses numbered above 50.

D. Total Credit Required

The total number of credit hours required for graduation is 124.

E. Foreign Language Requirement

Reading knowledge of a foreign language is required for graduation. Students may take the examination to satisfy this requirement during either semester by applying at the Dean's office.

F. Quality Credits.

The work of the student will be graded on the following percentage basis:

- A equals 96-100
- B equals 88-95
- C equals 78-87
- D equals 70-77
- E equals unsatisfactory, failure.
- W equals withdrawal
- I equals incomplete

During the first four weeks of a semester, a student may drop a subject with the written consent of his teacher and receive a grade of "W." After four weeks such grade can be obtained when dropping a subject only when the student, at the time, is doing passing work and obtains the written consent of both the teacher and the dean. Otherwise the grade when a subject is dropped is "E."

A grade of "I" must be removed by the close of the next succeeding semester in attendance or such grade automatically becomes "E".

The quality of the work which the student does is credited on the basis of the grade and the credit hour. A grade receives value per credit hour as follows:

- Each credit hour receiving grade A earns 2 quality credits.
- Each credit hour receiving grade B earns $1\frac{1}{2}$ quality credits.
- Each credit hour receiving grade C earns 1 quality credit.
- Each credit hour receiving grade D earns $\frac{1}{2}$ quality credit.

It is expected that the student shall make as many quality credits as hour credits each semester, and in order to be eligible for graduation he must present, along with his 124 credit hours of completed work, an equal number of quality credits.

HONORS—Honors for good work are of four kinds:

1. *Individual Honors.* Students carrying full work and receiving no grades below "A" will be named banner students when the semester grades are announced. Similarly, students whose average is "B" with no grade below "C" will be named honor students.

2. *Class Honors.* The College class receiving the highest general average for the semester will be entitled to hold the R. E. Elkin trophy for the succeeding semester. In like manner the high school class receiving the highest average for the semester will be entitled to hold the Wells Gwinn trophy for the succeeding semester.

3. *Year Honors.* Students completing at least 30 credit hours during the year and maintaining themselves as banner or honor students will be entitled to honorable mention at the annual commencement.

4. *Graduation Honors.* The degree of Bachelor of Arts will be conferred "cum laude" upon students who present at least 175 quality credits earned during their course. Those who earn at least 205 quality credits will receive their degree "magna cum laude." In like manner those who present at least 225 quality credits will receive their degree "summa cum laude." To be eligible for any one of these honors a student must have done his upper division work in this College.

CLASSIFICATION—For convenience in organization, students will be classified at the beginning of the year as follows:

Freshmen—Those who have less than 24 credits.

Sophomores—Those who have 24 but less than 51 credits.

Juniors—Those who have 51 but less than 85 credits.

Seniors—Those who have 85 or more credits.

Being ranked with a class in this grouping does not insure graduation with that class.

The Student's Load

Courses are arranged so that a student may carry 16 hours of work each semester, and qualify for graduation at the end of four years. This is considered full work. By special permission, students who are able to do work of a high quality may be allowed to carry as many as eighteen hours. *Under no condition will a student be allowed to carry more than nineteen hours including all fractional credits.*

High School Teacher's Course

By recent action of the State Board of Education, the standards for certification to teach in high school have been materially raised. The new standards require five years of work beyond high school graduation, and the satisfaction of certain other specific requirements. Those who wish to secure the M. A. degree during this additional year of study must be careful in planning their undergraduate work. Most of the specific requirements can be met during the regular four year course, and thus make it possible to reserve the fifth year for real graduate work looking toward the graduate degree.

The specific requirements which can be met in the regular college course are:

(a) Earn 15 credits in Education as follows:

Education 52	3 Credits
Education 54	2 Credits
Education 55	3 Credits
Education 60	2 Credits
Education 85	3 Credits
Electives in Education	2 Credits

(b) Complete an academic major consisting of 24 to 30 credits in a subject which is taught in the average high school.

(c) Complete an academic minor consisting of 14 or 15 credits in some subject which is taught in high school.

Consult the department heads for the respective departmental requirements for teaching majors and minors.

Pre-Medical Course

While the Seattle Pacific College does not offer a professional course in medicine, it does make provision for those expecting to enter some medical school to complete the pre-medical requirements. Some medical schools require but a two-year pre-medical course before being admitted. Leading medical schools, however, now require a four-year pre-medical course before being admitted. Students expecting to enter a medical school should keep in touch with the requirements of the school into which they intend to go after completion of the pre-medical course.

By properly selecting his courses a student can earn the Bachelor of Arts degree and qualify for entrance to the medical school at the same time. The following suggested course would accomplish this.

<i>Freshman Year</i>	<i>Sophomore Year</i>
English 5 credits	Psychology 3 credits
Ancient Civilization 6 credits	Physics 10 credits
Chemistry 10 credits	German 5 credits
Mathematics 4 credits	Bible Literature 3 credits
German 5 credits	Biology 5 credits
Physical Education 2 credits	Physical Education 2 credits
	Electives 4 credits
<i>Junior Year</i>	<i>Senior Year</i>
Chemistry 10 credits	Philosophy 6 credits
Social Science 6 credits	Chemistry 5 credits
History 3 credits	Biology 5 credits
English 3 credits	Bible Literature 3 credits
Electives 8 credits	Electives 11 credits

The Bible School

FACULTY

C. HOYT WATSON, A. M., *President*

JACOB MOYER, A. M., *Dean*

Science

* C. FLOYD APPLETON, Ph. D., *Director*

Biblical Literature, Hebrew

C. MAY MARSTON, A. M.

English and Greek

CANDIS J. NELSON, A. M.

Education

P. F. ASHTON, A. M.

Psychology

GERTRUDE RAYMOND, A. B.

Religious Education

Wm. F. CLARK, A. B.

Philosophy and Church History

ALLISON F. BARNARD, A. B., B. M.

Vocal Music

MABLE SHIPLEY, A. B.

Religious Activities

S. RICHEY KAMM, A. M.

Oratory and History

* On leave of absence 1929-30.

Seattle Pacific College lays special emphasis upon the study of the English Bible and related subjects. Indeed the fundamental purpose in the establishment of this school was to train young men and women for the different departments of Christian Ministry. A large part of the student body is definitely Christian and the majority of the graduates during the last few years have gone out to some form of Christian activity. The student body maintains organized groups for practical training under the leadership of a member of the department.

The curriculum for the Bible Department offers courses for the following groups: Active ministers, missionaries, Sunday School workers and general courses for all students.

Both regular and special students are received into the Bible classes. Regular students are those regularly enrolled in College and working towards the Bachelor's degree. A limited number of credits in Bible literature will be recognized by the University of Washington. Students planning on entering directly into the ministry or missionary work may take up their major work in this department. The following courses are included in the requirements for a major in this department: Bible 1 and 2, 10 hours of either Hebrew or Greek, at least 12 hours of upper division work, 6 of which must be direct English Bible study. A total of 40 hours must be earned in the department. Collateral courses strongly advised are Psychology 1 and at least 10 hours in history.

Special students are those not regularly enrolled in the College. Such students may register for one or more terms in the Bible department but will receive no College credit for work done. Those finishing thirty hours of elective work in English, Psychology, History and the Fine Arts, including Expression and Vocal Culture, will be given a certificate of Graduation from the Christian Worker's Course.

Field Work. Theory and practice must go hand in hand if proper training is had in any field of activity. This is especially true in the realm of religious service. Because of this, Seattle Pacific College puts special stress upon the application of the principles of Christian service in the daily life of the student.

Seattle, with its 400,000 population, offers a most excellent field

for practical Christian work. More than thirty S. P. C. students were teaching in various Seattle Sunday Schools last year. Far more than this number would have been so engaged had others not given their extra time to Gospel team and choral work in the churches in and near Seattle. This work is supervised by the Bible Department through the Director of Religious Activities.

Student Religious Organizations. To more definitely systematize the field work, the students divide themselves voluntarily into several associations. The more important ones are:

The Ministerial Association. This is made up of students who are looking forward definitely to the work of the ministry. Aside from their regular meetings and their assistance in various church services, the association has had charge every Saturday evening at the Seattle Olive Branch Mission.

The Evangelistic Band is somewhat broader in its scope than the Ministerial Association. This group includes all students who are looking forward to any kind of Christian service and are ready to respond. Various prayer bands and gospel teams are organized and many are inspired through their messages in song and in testimony.

For years Seattle Pacific College has maintained a *Student Volunteer Association*. Through this very active group missionary interest is promoted. Students are eligible who have definitely enlisted for Christian service in foreign lands. The Student Volunteers, however, are not postponing the period of Christian service to the future. They are living very much in the present. Much deputation work is done and many meetings are held.

Certain fundamental courses are offered each year but more advanced and special courses are offered but once in two years.

In addition to offering a regular college major, this department provides a two-year Bible course. This makes possible an intensive study of subjects pertaining to religion and the completion of a regular course by those who cannot spend four years or who wish to prepare more definitely for religious service. The total amount of work required for graduation from this course is sixty-four semester credits.

(For description of the courses offered, turn to the section of the catalogue "Description of Courses.")

Curriculum for Two-Year Bible Course

First Year

First Semester

English 1 3 credits
 Bible 1 3 credits
 Bible 20 2 credits
 Bible 46 2 credits
 Public Speaking 1 2 credits
 Psychology 1 3 credits
 Physical Education . . . 1 credit

Second Semester

English 2 2 credits
 Bible 2 3 credits
 Bible 24 3 credits
 Bible 35 2 credits
 Public Speaking 2 2 credits
 Social Sciences 3 credits
 Physical Education . . . 1 credit

Second Year

First Semester

Philosophy 2 2 credits
 Science or Language . . . 5 credits
 Bible 11 3 credits
 Bible 42 2 credits
 Bible 53 3 credits
 Physical Education . . . 1 credit

Second Semester

English 3 credits
 History 3 credits
 Bible 44 2 credits
 Bible 51 3 credits
 Bible 62 2 credits
 Education or Music . . . 2 credits
 Physical Education . . . 1 credit

The Normal School

FACULTY

C. HOYT WATSON, A. M., *President*

JACOB MOYER, A. M., *Dean*

Science

CANDIS J. NELSON, A. M., *Director*

Methods and Practice Teaching

P. F. ASHTON, A. M.

Psychology

ALLISON F. BARNARD, A. B., B. M.

Public School Music

Wm. F. CLARK, A. B.

Bible Literature

C. MAY MARSTON, A. M.

Foreign Language

S. RICHEY KAMM, A. M.

History

C. E. V. HENDERLITE, A. M.

English

GERTRUDE RAYMOND, A. B.

Biology

B. L. BEEGLE, A. B.

Mathematics

GRACE L. MARSTON

Supervisor

VIOLA K. WATKINS

Supervisor

IDA MAGNUS

Art and Training School Instructor

GLADYS B. KAMM

Librarian

ADMISSION REQUIREMENTS:

1. Graduation from a four-year accredited high school.
2. Special Students:
 - (a) Students at least twenty-one years old.
 - (b) Students specializing in some particular field.

COURSE OF STUDY:

The Seattle Pacific College believes that if a teacher is to be strong and virile, she must have the background of as broad and liberal a training in subject matter as two years, at least, can offer. This is in harmony with the normal schools which are seriously considering the exchange of their old time courses on the common branches for a two-year junior college course including professional training and practice. It is with this conception of the significance of new subject matter to the teachers, and the entire feasibility of using it as a background for the common branches that the following course is planned.

Curriculum for Normal Students

FIRST YEAR

English 1 and 2	5
Greek and Roman Civilization	6
Bible Literature 1 or 2	3
Science: Physical or Biological	5
Education 1 (History or Principles)	3
Education 12 (Hygiene of School Child)	2
Education 21 (Psychology of Childhood)	3
Art 20	2
Physical Education	2
Music 2	1

SECOND YEAR

Sociology 1	3
Economics 1 or American History	3
Speech Arts	2
Music 6	2
Education 20	1
Education 6	3
Education 4	2
Education 15	3
Education 35	2
Education 25	3
Physical Education	2
Electives	6

Common Branches—At the close of the first semester all students preparing to teach are expected to take an examination in the common branches. Those who fail to pass with a creditable standing must enroll for a thorough review without credit, during the semester.

Training School—The laboratory of the Department of Education is a training school of over a hundred children below the rank of the senior high school. The organization harmonizes with the general plan of the elementary schools of the state. Classes are

composed of groups of children of similar abilities and promotions occur every nine weeks. There is no marking of time, neither is there any slurring over of work with slovenly standards. An effort is made to have every child feel that the problem of his education is his and only incidentally that of his teacher's. This does not lessen the teacher's responsibility but rather increases it. The old methods of driving are easier in so far as the teacher is concerned.

The course of study for the elementary school, which will be published later, has been worked out with an attempted approach to modern demands for eliminations and additions. It offers exceptional advantages to children, who are supplied with stimulating material and opportunities, in order that they may realize to the fullest their own capabilities.

The Clinic—All children enrolled in the Training School enter through the clinic, where they are weighed and measured for malnutrition, examined by the school nurse for physical handicaps and are rated for intelligence.

Teachers in training understand through first-hand material the need for eliminating waste in our educational system by seeing the relation of well bodies to well minds. Dr. Emerson says the undernourished child is "a matter of great importance to the school", since "no teacher can tell what amount of pressure a sick child can bear, and a mal-nourished child is a sick child."

The child physically unfit progresses through the grades about ten per cent more slowly than the well child, which means one or more extra years in the elementary school. Young teachers must learn that we do not have the moral right to send a child with a starved and impaired body to meet its life problems if the causes are remedial.

Graduation—Candidates for graduation from the Normal Course who wish to be recommended for elementary teaching, must be graduated from an approved high school and must have finished two full years in academic and professional study as prescribed by the school, which includes satisfactory teaching in the training department.

Scholarship.—Along with the required number of credit hours offered by a candidate for graduation must be offered an equal number of quality credits. See pp. 35 and 36.

Special students will be allowed a comparatively free range in the selection of such professional work as they deem will meet their need.

Accreditation. The Normal School of Seattle Pacific College is recognized and fully approved by the State Board of Education. Graduates who have a satisfactory grade in the State Manual will be granted the State Certificate to teach in the elementary schools of Washington.

An Appointment Bureau. An appointment bureau is maintained by the Department and teachers are assisted in securing a position without charge.

For further regulations and fees with respect to the Normal students, turn to "General Regulations" and "Expenses" in the forepart of this catalogue.

New State Rule.—By recent action of the State Department of Education the required course in all the Normal schools of the state is to be changed from a two- to a three-year course after 1931. The additional year is not to be imposed all at once, however. Provision has been made for three steps. Students who finish the two year course before Sept. 1, 1931 will receive the state certificates according to present standards. Those who graduate between Sept. 1, 1931 and Sept. 1, 1932 must complete at least 2 1-3 years. Those who graduate between Sept. 1, 1932 and Sept. 1, 1933 must complete at least 2 2-3 years; and those who graduate after Sept. 1, 1933 must have completed 3 full years.

This new rule applies to students in all the Normal schools of the state, both public and private.

It is clear from the foregoing that first year Normal students during 1929-30 can continue the present curriculum and graduate in June 1931. Those who begin their work, however, in the fall of 1930 must arrange to do work during the summer in order to graduate in June 1932. Consult the Director regarding this additional work.

(For description of the courses offered, turn to the section of the catalogue "Description of Courses.")



School of Music

FACULTY

C. HOYT WATSON, A. M., *President*

JACOB MOYER, A. M., *Dean*

JOYCE F. JOHNSON, *Director*

Piano

ALLISON F. BARNARD, A. B., B. M.

Voice

MABEL JONES MOYER

Piano

SUSIE M. BARNARD, B. M.

Theory

RUTH RENGSTORFF, B. MUS.

Violin, Orchestra

MRS. S. F. GILPATRICK

Wind Instruments

GENERAL STATEMENT

The School of Music offers a thorough course of instruction in Piano, Voice and Violin; also a theoretical course including Harmony, Counterpoint, Form and Analysis, Musical History, Composition and Public School Music, sufficient to equip young men and young women for definite professional work in the studio, the church and the school. In each branch a systematic course leading to graduation will be pursued. Time for completion varies, the length of the course depending upon the pupil's ability and intelligent devotion to work.

MUSIC is not a luxury, but is essential to the happiness and welfare of people. A more general recognition of its dignity and high standing as a professional calling has resulted in a distinct inclination to regard music as a branch of higher education.

PURPOSE: The aim of this school is to train young men and young women to become Christian Musicians, capable of being a blessing to humanity through the ministry of Music. A successful pursuit to this end demands breadth of outlook on life, mental and spiritual development, appreciation of æsthetic values as well as technical requirements. The aim will be to afford students opportunity for development and education, and exercise an influence making toward a fuller and more just appreciation of Music as a profession.

ENTRANCE: Pupils who expect to graduate from the School of Music must enter at the beginning of the school year. Those not wishing to graduate may enter at any time of the year. Upon entrance pupils are examined, classified and placed in their fitting grade by the director.

BACHELOR OF ARTS DEGREE with a MAJOR in MUSIC: Any college student may elect music as a major. A major in music requires a minimum of 30 credit hours, two-thirds of which must be in theoretical subjects, and at least twelve of which must be from courses numbered above 50.

DIPLOMA OF THE SCHOOL OF MUSIC: This diploma is awarded to any student who completes the required four years in any branch of Applied Music, together with the following theoretical work: 9 credits in Harmony, 2 credits in Solfeggio, 4 credits in Form and Analysis, 4 credits in Counterpoint, and 5 credits in the History of Music. One public recital to be given from memory in the junior and one in the senior year.

This course is open to students not enrolled in the College of Liberal Arts as well as to those regularly enrolled. To graduate, the student must have completed at least the standard high school course. Three-fourths of the required work must earn a grade of "C" or better, with at least "B" average in the applied work.

CERTIFICATE COURSES FOR TEACHERS OF PIANO OR VOICE: This certificate will be granted to those who may acquire sufficient ability in Applied Music, and complete 8 credit hours of Harmony, 2 credit hours of Solfeggio, and 4 credit hours in Musical History. This course may be completed in two years, provided the student shows enough proficiency in the chosen branch of Applied Music.

Graduation from any of these courses is not dependent alone upon the time spent, but rather upon the ability of the student to successfully do the work.

Piano

The courses outlined by the piano department are those suggested by the most outstanding authorities in this field. They include works from the most elementary type through the grades until, on examination, one is admitted to the advanced or College work leading to graduation.

For *PIANO TEACHER'S CERTIFICATE*, a thorough technical command of scales, arpeggios and cadences. Study, a satisfactory number of etudes (Czerny Dexterity, Cramer Progressive Studies and others of similar difficulty.); of all the two and three part Inventions of Bach, and six of the preludes and fugues from the Well-Tempered Clavichord; of three sonatas of Mozart and three from Beethoven; a satisfactory number of pieces selected from the classic, romantic and modern school. Ability to play (preferably from memory) a Prelude and Fugue of Bach; a sonata of Beethoven (selected by the teacher) some modern composition, for instance Gondoliera or Liebestraume of Liszt, Nocturne of Chopin, Intermezzo of Brahms, an Etude of Moskowski; a Prelude, Fugue and piece studied without the aid of the teacher.

For *GRADUATION*: The candidate is required to give a finished and satisfactory public recital, the program based on similar lines, but on a higher general standard of musicianship.

Voice

Too much stress cannot be placed upon the importance of vocal culture. There are but few who do not have sufficient voice capability to sing well if they know how to use the talent God has given them. The purpose in vocal study is more flexible than are the courses for piano and violin. Study is made to develop the voice. (In the study of instrumental music the instrument is simply handed to the student, in voice, the student has to build his own instrument) and to gain a good musical understanding that the best in vocal music may be intelligently studied and properly interpreted.

To receive credit in Voice toward an A. B. degree the student must complete a systematic study of deep breathing, the formation of pure vowel sounds and consonants, and have a varied study of scales and vocalization. During the time of study the student must be a regular attendant at chorus and glee club activities.

The following are some of the works studied: Concone, Sieber, Lamperti, Marchesi; songs of Schubert, Schumann, arias from various operas, oratorios and cantatas.

While four years is a fair estimate of the time necessary to complete the course, it must not be understood that four years necessarily means graduation. Graduation is dependent upon the earnest effort and progress made by the student. The course must be satisfactorily completed before a diploma can be presented.

CHORUS: One period. All students in the college and citizens in the college district who have the requisite ability are invited to become members of the College Choral Society.

The aim of the work will be to further the musical ability of the class through the study and rendition of such chorales of the great masters as the class may be deemed able to undertake.

Violin

The courses outlined are not arbitrary. They only indicate the amount and character of work a student in Violin is expected to cover for Music Degree. Credit will be given for equivalent courses pursued elsewhere prior to entering college. The following is characteristic of the work required: Studies—Rosen, Wohlfart, De Beriot, Blumenstengel, Mazos and Schraedick. Etudes—Kreutzer and Dancla. Sonatas—Handel and Bach. Concertos—De Beriot, Bruch, Mendelssohn, Wieniawski and Vieuxtemps.

Ensemble

All students of the college who love or are interested in music are invited to take part in some one or more of the various ensemble activities carried on in connection with the School of Music; chorus, glee clubs, orchestra or band. The benefit to be derived from participation in these activities is invaluable, not alone from the actual benefit through participation, but from the background of music which is formed through contact with great musical works. The opportunity should be eagerly grasped by every alert and ambitious student.

A special feature of the School of Music is the attention given to special group singing. Quartets and Glee Clubs are maintained by the school and receive coaching from the instructor. Emphasis is placed upon gospel singing, various singing groups being sent out to participate in gospel meetings and evangelistic campaigns.

Diploma Course in Music

FIRST YEAR		SECOND YEAR	
Music 1, 2 Theory . . .	2 credits	Music 9, 10 Theory . . .	5 credits
Music 7, 8 Theory . . .	5 credits	Music 13, 14 Theory . . .	4 credits
Music 11, 12 Applied . . .	4 credits	Music 21, 22 Applied . . .	4 credits
Music 48 Chorus . . .	0 credits	Music 48 Chorus . . .	0 credits
THIRD YEAR		FOURTH YEAR	
Music 51, 52 Theory . . .	4 credits	Music 53, 54 Theory . . .	4 credits
Music 55, 56 Theory . . .	4 credits	Music 57 or 58 Theory . . .	2 credits
Music 61, 62 Applied . . .	4 credits	Music 71, 72 Applied . . .	4 credits
Junior Recital	1 credit	Senior Recital	1 credit

Description of Courses

Explanation. This section of the catalogue contains a list of all the courses offered in the College. The departments are arranged alphabetically. In most departments the courses are arranged to cover a two-year cycle; some courses being offered every year, others in alternate years. This gives a wider range of electives over a period of years than could otherwise be offered.

Courses bearing numbers from 1 to 49 are lower division courses, and normally offered to freshmen and sophomores. Upper classmen can register in these, but they will receive lower division credit. Courses bearing numbers above 50 are open only to juniors and seniors and constitute upper division courses.

The credit mentioned in connection with each course is the "semester credit", based on the class period per week for one semester.

Art

Miss Magnus

1. *Drawing and Design.* Free hand drawing and study of perspective. Principles of design in line, and dark and light values. Brush, pen and ink. Wood-block cutting. Two credits.

20. *Art Methods.* A general course in methods and problems for elementary teaching. The course includes work with crayons, water color, paper and scissors. Principles of design, color and drawing demonstrated by problems. Pre-requisite, Course 1 or equivalent. Two credits.

21. *Advanced Art Methods.* Special study of some of the grade problems. Lettering, posters, book-binding, home and school decoration. Pre-requisite, Course 1 or equivalent. Two credits.

Bible

Professor Clark, Miss Marston, Miss Shipley

1. *Bible Literature.* A general survey of the books of the Old Testament as a background for more intensive courses. Three credits.

2. *Bible Literature.* A general survey of the books of the New Testament. Three credits.

11. *Systematic Theology*. A general study of the principal doctrines and institutions of Christianity—the existence of God, the Deity of Christ, the personality and Deity of the Holy Spirit, the Trinity, the fall of man, free moral agency, the atonement, repentance, faith, justification, regeneration, adoption, perseverance of the saints, Christian perfection, the resurrection, the judgment, the future state, the evidence of Christianity, the morals of Christianity, the Sabbath, baptism and the Lord's Supper. Three credits.

16. *Elementary Study of the Hebrew Language*. A mastery of the more important parts of Robinson's Hebrew Grammar. Five credits.

17. *A Study of Hebrew Narrative*. The reading in the original Hebrew of selected portions of Genesis, the Psalms and the Prophets. Five credits.

20. *Bible Geography*. An historical study of the topography, climate, history and customs of the principal places and countries mentioned in the Bible. Two credits.

24. *Church History*. A general survey of the history of the Christian Church from the Apostolic days to the present. Three credits.

35. *Introduction to Religious Education*. A general survey of the Sunday-school, day-school Bible class and vacation Bible-school movements. Two credits.

36. *Methods of Religious Education*. An examination of the principles involved in studying and teaching religion and methods of class room management. A course for Sunday School and other religious teachers. Two credits.

37. *Beginner's Greek*. A study of the elementary principles of Greek Grammar. Five credits.

38. *The Greek New Testament*. The reading in the original of selected books of the New Testament. Five credits.

42. *Homiletics and Pastoral Theology*. A study in the preparation and delivery of the sermon and of the pastoral work of the Christian minister. Two credits.

44. *History of Missions*. A study of the modern missionary movement, missionary agencies and the progress of missions. Two credits.

45. *The History of Asia*. A general survey of the Continent of Asia, including China, Japan, India, Persia, Mesopotamia, Western Asia, the Philippines and Siberia. Three credits.

46. *The Bible as Literature*. A study of the literary develop-

ment and material of the Bible, with special emphasis upon the poetical literature. Prerequisite, Bible 1 or its equivalent. Two credits.

51. *The Apostolic Age*. A study of the early Christian church as revealed in the Acts of the Apostles and in the Epistles. Three credits.

53. *The Life of Christ*. An intensive study of the life of Christ with considerable collateral reading. Three credits.

62. *The History of the Reformation*. A study of the Lutheran Reformation, causes, movements and historical development. Two credits.

64. *The History of Methodism*. A study of the Wesleyan movement, its origin, polity and development, and of the early history of the Free Methodist Church. Two credits.

66. *The History of the Jews*. A study of the history of the Jews from the time of Abraham to the present Jewish problem including the Zionistic movement. Three credits.

68. *The Messages of the Prophets*. A study of the major and minor prophets of the Old Testament and the Book of Revelation—their messages to their own generations and the predictive prophecies for future generations. Prerequisite, Bible 1 or its equivalent. Three credits.

70. *Elementary Hebrew*. A study of Hebrew for Upper Division Students. Five credits.

71. *Hebrew Narrative*. The reading in the original language of selected portions of the Old Testament, for Upper Division Students. Five credits.

72. *Elementary Greek*. For Upper Division Students, a study of Greek Grammar. Five credits.

73. *Greek New Testament*. For Upper Division Students. The reading of selected books in the New Testament. Three credits.

76. *History of China*. Cultural and institutional features constituting the background of the Chinese people. Contemporary China studied in the light of the background. Open to lower division students for lower division credit by special permission of instructor. Two credits.

77. *History of Japan*. A study of the development of the Japanese nation. History of the political, economic and social features of the past in the light of the present. Lower division students may enroll for lower division credit by special permission of the instructor. Two credits.

Biology

— and Miss Raymond

1. *Introductory Course in Botany.* A brief study of the structure, growth, and reproduction of typical plants in the four divisions of the plant kingdom. Presents the subject as a unit, rather than in its divisions of morphology, ecology, etc., lectures, recitations, field and laboratory work. Five credits.

5. *General Biology.* Lectures and demonstrations. Basic principles of plant and animal biology. Studies of representative plants and animals and their tissues. Three credits.

30. *Physiology.* Course covering general principles of physiology with emphasis upon human conditions. Lectures, class work and laboratory. Offered according to the demand. Three credits.

51. *Comparative Anatomy.* The morphology of vertebrates including muscular, skeletal, gascular and nervous systems. Offered according to demand. Three credits.

Business Administration

Mr. Lane

1. *Accounting.* Fundamental principles of bookkeeping. Functions of accounts, trial balances, profit and loss statements, books of original entry, ledgers, various business forms, etc. Not open to those presenting bookkeeping as entrance credit. Fee \$2.50. Three credits.

2. *Advanced Accounting.* Course 1 continued. Fee \$2.50. Three credits.

3. *Accounting Analysis and Control.* Corporation accounting, financial statements and reports. *Prerequisite,* Course 2. Fee \$2.50. Three credits.

10. *Typewriting.* Fundamental Principles of Typewriting. Fee \$2.50. No credit.

11. *Typewriting.* Course 10 continued. Fee \$2.50. No credit.

25. *Shorthand.* Fundamental Principles of Shorthand. No credit.

51. *Cost Accounting I.* Organization of cost department; relation to other departments; cost finding methods; material and labor records, etc. *Prerequisite,* Course 3. Fee \$2.50. Two credits.

Chemistry

Dean Moyer

Students who elect Chemistry as their major will be expected to complete in addition to the requirement in that group the following courses also: Mathematics 51 and 52 and Physics 1 and 2. A reading knowledge of German is urged as important.

1. *General Inorganic Chemistry.* A systematic study of the chemical elements, their principal compounds, the laws of chemical reactions and the most important theories. Recitations, laboratory, and discussion. Five credits.

2. *Continuation of Course 1.* About twelve weeks of the semester will be devoted to a preliminary study of Qualitative Analysis. Five credits.

5. *Household Science.* The first half of the course takes up some of the principles, theories, and typical reactions most frequently applied in the study of fuels, foods, textiles and dyes. The second half deals with selected topics in mechanics, sound, and heat. Five credits.

51. *Qualitative Analysis.* Recitations and laboratory exercises. Important laws and theories will be reviewed during the semester. Five credits.

52. *Quantitative Analysis.* Recitations and laboratory exercises. Gravimetric and volumetric experiments will be performed by the students. Review of laws and theories continued. Five credits.

62. *The Carbon Compounds.* An elementary course in Organic Chemistry, discussing some of the more important compounds of carbon, and the laws of their reactions. The course is introductory. Any wishing to make Chemistry a profession should prepare to pursue advanced courses in Organic Chemistry later. Five credits. (Offered as required.)

63. *A Continuation of Course 62.* Five credits.

75. *History of Chemistry.* Recitations, readings, papers and discussions. Three credits. (Offered as required.)

Economics

Professor Kamm, Mr. Lane

1. *Principles of Economics.* An analysis of the principles of value, supply, demand, prices, distribution and rent, and their application to modern economic life. Three credits.

2. *Geographic Backgrounds of Industry.* A study of the geographical distribution, development and conservation of the world's resources and the commerce and trade routes effecting the same. Two credits.

51. *History of Economic Thought.* A study of the leading economists and their contributions to the subject of economic thought. Three credits.

Education

Miss Nelson, Professor Ashton

1. *History and Principles.* A discussion of the history and principles of education in the early organization of the school, the great social and cultural movements that have come down to the present, the men who have given definite impulses to educational movements, and the historic development of the curriculum. Three credits.

4. *Classroom Management.* A discussion of classroom procedure, programming, organization, sanitation, class management, group and individual instruction, and observation. Two credits.

6. *Methods in the Common Branches.* This course is required of Normal students in their senior year and is a discussion of the content and methods of subject matter in the common branches. Observations, conferences and curriculum study is a part of the course. Three credits.

12. *Hygiene of the School Child.* This course is a discussion of the physical well being of the child; dealing with the malnourished child and other physical handicaps, as well as the positive problem of child and educational hygiene. Particular attention is given to the teaching phase of the subject. Two credits.

18. *Common Branches.* Class meeting two times per week for one semester to review the common branches. See page 45. No credit.

20. *The State Manual.* This study deals with both the State laws and State course of study. An effort is made to meet the needs of teachers going into the public schools. One credit.

21. *Psychology of Childhood.* (See Psych. Course 21.) Three credits.

25. *Teaching.* Teaching in the Training School involves the principle of putting the learner through the reaction, the student teacher is given an opportunity to teach in primary, intermediate

and junior high school under supervision, she then selects her field and does six weeks intensive work trying to find herself in her own problem. Three credits.

35. *Current-Educational Problems.* Current problems. A discussion of current problems both in the field of pedagogy and such other related fields as affect education. Two credits.

36. *Juvenile Literature.* This course aims to give a knowledge and appreciation of the best literature available for children in the elementary field. A study of masterpieces and the method of teaching them. Two credits.

40. *Vocation Problems.* A discussion of the history and development of vocational education with special attention to the Smith-Hughes bill as it is being worked out in the various states. Two credits.

45. *Social Education.* A discussion of the school as a social institution, transmitting culture, training leaders, co-operating with the home and other social agencies in problems of human welfare, and its place in a democracy. Two credits.

52. *Educational Psychology.* (See Psych. Course 52.) Three credits.

54. *Secondary Education. Problems of a High School Teacher.* This is a discussion of the present day high school including such topics as its history and background, curriculum making, elimination, individual differences, characteristics and objectives, recent tendency, etc. Two credits.

55. *Methods and Management of Instruction.* A practical course in the methods and management of Secondary instruction. The various types of teaching are presented in lectures, discussions, class demonstrations, and observation of work in high schools. Three credits.

60. *Special Methods Course.* Methods and problems in the teaching of the various specific high school subjects. Offered when there is sufficient demand. Two credits.

70. *Educational Measurements.* A course dealing with the history, development and use of tests and scales in education. Some attention will be given to elementary statistical methods as applied to the handling of facts and educational data. Two credits.

80. *The Junior High School.* History and development of this new movement in American Education. Attention is given to its important features, objectives, and problems. Two credits.

85. *Practice Teaching in the High School.* One period each day throughout one semester is devoted to observation and practice teaching under supervision in one of the high school classes. Also one lecture a week and conference with the supervisor. Assigned readings. Prerequisites, eight hours of Education including courses 54 and 60. Three credits.

English

Miss Marston, Professor Henderlite

1. *English Composition I.* A study of the principles of composition. Special attention to the paragraph, the sentence, and the word. Practice in writing in exposition, argument, description, and narration. Required of all Freshmen. Exemption only by examination. Cannot be counted toward a major. Three credits.

2. *English Composition II.* Continuation of Course I. Required of all Freshmen. Cannot be counted toward a major. Two credits.

5. *Library Methods.* This course aims to give the student a knowledge of the reference facilities of the college library and how to use the various guides and aids to reference material. One credit.

6. *Library Cataloging.* An elementary course in the principles of book classification and cataloging. Should be preceded by Course 5. Courses 5 and 6 should give the student sufficient information to be able to direct or assist in the supervision of a high school library. One credit.

10. *Survey of English Literature.* General survey of English literature from Beowulf to the 19th Century. A pre-requisite to all upper division courses. Open to Freshmen and Sophomores. Three credits.

11. *Survey of English Literature.* Continuation of Course 10. Prerequisite to upper division work. Three credits.

15. *Survey of American Literature.* A survey of American literature from 1607 to the present. Lectures on historical background-movements and tendencies. Direct study and class discussion of representative literature of each period. Required of all English majors. Three credits.

16. *Survey of American Literature.* Continuation of Course 15. Required of English majors. Three credits.

46. *The Bible as Literature.* (See Bible, Course No. 46.) Two credits.

51. *Nineteenth Century Poetry.* Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Swinburne, Morris, Arnold and Rossetti. Three credits.

52. *Nineteenth Century Prose.* A study of Nineteenth Century ideas as reflected in the works of Lamb, DeQuincy, Macaulay, Carlyle, Ruskin, Arnold, Newman, Pater and Stevenson. Three credits.

55. *Shakespeare's Tragedies.* The development of Shakespeare's dramatic art as seen through a study of selected tragedies. Three credits.

56. *Shakespeare's Comedies.* The development of Shakespeare's dramatic art as seen through a study of selected comedies. Three credits.

60. *Contemporary Literature.* Study of plays, novels, and poetry reflecting European and American thought in the Nineteenth Century and later. Three credits.

62. *The English Novel.* History and development of the English novel. Selected novels for careful study. Two credits.

63. *The English Novel.* Continuation of Course 62. Two credits.

75. *Chaucer.* A study of Chaucer as reflected in the life and thought of the Middle Ages. Two credits.

76. *Spenser.* A study of Spenser and the Renaissance spirit as revealed in his works. Two credits.

77. *Milton and His Age.* A study of the Puritan spirit in English literature as reflected in the poetry of John Milton. Three credits.

French

1. *Beginning French.* Grammar, prose, and drill in pronunciation. Five credits.

2. *Beginning French.* Course No. 1 continued with drill in conversation. Five credits.

3. *French Reading.* Reading of modern texts. Three credits.

4. *French Reading.* Course No. 3 continued. Three credits.

German

Miss Marston

1. *Essentials of German*. Grammar drill in pronunciation, conversation, written reproduction of English exercises. Five credits.
2. *Course No. 1* continued and reading of easy prose. Five credits.
3. *Advanced Reading*, composition and conversation. Three credits.
4. *Course No. 3* continued. Three credits.
51. *Classical Drama*. Reading and discussion of drama from Schiller, Lessing, Goethe and others. Three credits.
52. *Course 51* continued. Two credits.
61. *Modern Drama*. Representative drama of Grillparzer, Hauptmann and others. Two credits.
62. *Course 61* continued. Three credits.

Greek and Latin

1. *Beginner's Greek* (See Bible Course No. 37.) Five credits.
8. *The Greek New Testament*. (See Bible Course No. 38.) Three to five credits.
11. *Ancient Life and Literature I*. Greek Literature. The masterpieces in English translations. Three credits.
12. *Ancient Life and Literature II*. Roman civilization. Classroom work on the private life of the Romans and lectures illustrating the part played in history by the Romans to modern civilization. Three credits.

Hebrew

(See Bible Department.)

History

Professors: Kamm, Appleton, Clark

Students who major in History are advised to take Sociology I, Economics I, Political Science 10, and History 1, 5, and 10. In addition they should select sixteen other credits in History, twelve of which must be taken in upper division work in European and American History.

1. *European History*. A general survey from the Roman Empire to our own times. Five credits.
10. *English History*. The political history of the English people from the Saxon conquest to the present time. Five credits.
20. *United States History*. A study of the growth of American institutions from colonial times to the present. Five credits.
24. *Church History*. (See Bible Dept. Course No. 24.)
30. *Ancient History*. A study of the early nations with the emphasis placed on Greece and Rome. Five credits.
42. *Jewish History*. A survey of the Hebrew people in their various relations. Three credits.
45. *History of Asia*. (See Bible Dept. Course No. 45.)
55. *Oriental History*. A study of the history, civilization, and problems of China and Japan, together with their relations with the European peoples and the United States. Three credits.
58. *Latin America*. A study of the rise and progress of the Latin-American states. Two credits.
60. *Medieval Civilization*. The development of continental Europe from the decline of the Roman Empire to the Renaissance Era. Two credits.
61. *Renaissance and Reformation*. An intensive study of the main factors in these movements. Two credits.
63. *French Revolution and Napoleonic Era*. A study of the causes and leading events of this period. Three credits.
64. *Europe, 1815-1870*. The governmental changes in France and England, the unification of Italy and the federation of Germany. Two credits.

65. *Europe Since 1870*. Historical background, fundamental causes and development of the issues preceding the World War. Three credits.

66. *History of the Jews*. (See Bible Dept. Course No. 66.)

70. *English Constitutional History*. A study of the origin and development of the English Constitution. Two credits.

72. *Puritan Revolution*. A study of the Puritan movement in the seventeenth century. Two credits.

75. *The British Empire*. The history of the development of the Empire and the establishment of the Dominion States. Three credits.

76. *Canadian History*. A survey of the progress of the Dominion of Canada from early Colonial times. Two credits.

81. *The Colonial Period*. A course dealing with the political, social, and cultural life in the American colonies. Three credits.

82. *Rise of the American Nation*. The political, constitutional, and economic problems of the United States from the Revolution to the Civil War. Three credits.

83. *National Problems*. The History of the United States from the Civil War to the present time. Three credits.

84. *The American Frontier*. The Westward movement and its effect on American ideals. Two credits.

85. *The Pacific Northwest*. The discoveries, explorations, settlements, and government of the Pacific Northwest. Two credits.

Home Economics

1. *Food Preparation*. A study of different classes of food, their composition and nutritive value. Includes general principles of preparation and care of foods. A practical course in cookery. Three two-hour periods per week. Three credits.

2. *Dietetics and Advanced Cookery*. Attention is given to the more complex forms of cooking, including the study of menus; the technique of serving formal dinners and luncheons. Lectures, demonstration and recitation. Three two-hour periods per week. Prerequisite Course No. 1. Three credits.

Journalism

Professor Henderlite

1. *Newswriting*. Practice in reporting and newswriting. A study of news sources. Two credits.

25. *Advanced Reporting*. A study of the principles of reporting, features of the newspaper story, copy reading, make up, etc. Practical work on school paper. Prerequisite, Course No. 1. May be taken for upper division credit by upper division students. Two credits.

Mathematics

Professor Beegle

Students majoring in Mathematics must earn 26 credits, 14 of which must be in courses numbered above 50. Majors will be required to take courses 3, 4, 5, 51, and 52. The group requirement of 30 credits may be satisfied by Physics I.

1. *Advanced Algebra*. A study of linear and quadratic equations, fractions, functions and their graphs, progressions, imaginaries, the binomial theorem, and logarithms, etc. Prerequisites, One year of algebra; one year of plane geometry. The class will meet five times a week. Three credits.

2. *Solid Geometry*. A study of the properties of the plane, regular polyhedrons, prisms and cylinders, pyramids and cones, and the sphere. Prerequisite. One year of plane geometry. Three credits.

3. *College Algebra*. A study of properties of equations, variation, progressions, mathematical induction, complex numbers, per infinite series. Prerequisite Mathematics 1. Four credits.

4. *Plane Trigonometry*. A study of the relationship existing between the various parts of a triangle and the solution of problems involving them. Prerequisite. Mathematics 1. Four credits.

5. *Plane Analytical Geometry*. A study of Cartesian coordinates, curve plotting, the straight line, the circle, the parabola,

ellipse, and hyperbole, functions and their graphs, transcendental curves. Prerequisite, Mathematics 4. Four credits.

51. *Differential Calculus*. A study of limits, rates of change in variables, derivatives, differentials, maxima and minima, expansion of functions into series, radius of curvature, etc. Prerequisite, Mathematics 5. Five credits.

52. *Integral Calculus*. Integration, by parts, definite integral, etc. Prerequisite, Mathematics 51. Five credits.

61. *Advanced Trigonometry*. A study of DeMoiyre's and Euler's theorems, trigonometric series, hyperbolic functions, and spherical trigonometry. Prerequisites, Math. 2 and 4. Two credits.

63. *Theory of Equations*. A study of important properties of algebraic equations of higher order, the solution of the cubic and quartic equations, reciprocal equations, the n-th roots of unity with application to the problems of the trisection of angles, the duplication of the cube, and the inscriptibility of regular polygons in a circle, Budan's and Sturm's theorems, determinants, etc. Prerequisite, Mathematics 52, or must be taken simultaneously. Three credits.

64. *Differential Equations*. A discussion of the principles and devices which will enable the students to integrate most of the equations which he will meet in the further study of Pure Mathematics or Mathematical Physics. Some of the topics of discussion are: Exact differential equations, integrating factors, variables separable, homogeneous equations, linear equations, transformation of variables, differential equations of the first order and higher degree than the first, applications, singular solutions, total differential equations, and linear differential equations with constant coefficients. Prerequisite, Mathematics 52. Two hours credit.

Music

Miss Johnson, Professor Barnard, Mrs. Barnard, Mrs. Moyer, Mrs. Rengstorff

1. *Solfeggio*. A study of the fundametnals of theory and notations, sight reading and ear training. Two periods each week. One credit.

2. *Solfeggio*. Advanced sight reading and ear training. Pre-

requisite Music I or equivalent. Two periods each week. One credit.

6. *Public School Methods*. A study of the problems and purpose of music in the public school; treatment of the child voice in general with particular attention to monotone condition. Materials and method of presentation in primary and intermediate grades. Prerequisite Music 1. Two credits.

7. *Harmony*. A study of the harmonic series, intervals and chord structure. Use of the primary harmonies. Prerequisite Music 2, or taken simultaneously. Two credits.

8. *Harmony*. A continuation of Music 7. Prerequisite Music 7. Three credits.

9. *History of Music*. A study of the progress of musical development from the primitive period to the present day. Prerequisite Music 1, or taken simultaneously. Two credits.

10. *History of Music...* A continuation of Music 9. Two credits.

11, 12. *Applied Music*. (Freshman)

- a. Voice
- b. Piano
- c. Violin

21, 22. *Applied Music*. (Sophomore)

- a. Voice
- b. Piano
- c. Violin

61, 62. *Applied Music*. (Junior)

- a. Voice
- b. Piano
- c. Violin

71, 72. *Applied Music*. (Senior)

- a. Voice
- b. Piano
- c. Violin

One credit per semester may be obtained in Piano, Voice or Violin by taking one thirty-minute lesson per week with a practice period of not less than one hour per day; also two credit hours per semester may be obtained by taking two thirty-minute lessons per week with a minimum of two hours practice per day. Credits in applied music will be granted when the work required for each grade is satisfactorily completed regardless of time limitations.

13. *Advanced Harmony...* Secondary Harmonies and Modulation. Prerequisite Music 8. Two credits.

14. *Advanced Harmony.* Continuation of Music 13. Two credits.

16. *Public School Music.* A study of the problems in the advanced grades and high school. Prerequisite Music 6. Two credits.

45. *Orchestra.* Gives opportunity for students who are sufficiently qualified to study the better grades of orchestral composition, and to take advantage of the development that comes from sight reading. The orchestra meets twice a week for rehearsal, at which time program and concert material is worked out. One credit.

48. *Chorus.* All college students and citizens in the college district interested in choral music and who have the requisite ability are invited to become members of the College Choral Society. The aim of the Society will be to further the musical ability and appreciation of its members through the study and rendition of such chorals of the great masters as it may be deemed able to undertake. No credit.

51. *Form and Analysis.* A study of musical forms in the more simple compositions. Prerequisite Music 14. Two credits.

52. *Form and Analysis.* A continuation of Music 51. Two credits.

53. *Counterpoint.* A study in simple counterpoint in strict style; in two, three and four parts. Prerequisite Music 8. Two credits.

54. *Counterpoint.* A study of four and more parts, invertible counterpoint and imitation. Prerequisite Music 51. Two credits.

55. *Elementary Composition.* Prerequisite Music 51. Two credits.

56. *Elementary Composition.* Continuation of Music 55. Two credits.

57. *Teacher's Course in Piano Methods.* A study of the principles underlying piano technique. Practice teaching required. Two credits.

58. *Teacher's Course in Voice Methods.* A vocal master class for advanced students of voice. Practice teaching required. Two credits.

Philosophy

Professor Clark

1. *Introduction to Philosophy.* A general survey of the history of thought with a view to tracing and criticizing ideas rather than laying stress upon a large number of facts. Three credits.

2. *Ethics.* A study of moral principles and their application to present-day life problems. Two credits.

45. *Philosophy of Religion.* This and a few kindred subjects form a group which is probably the most largely selected in the colleges of America.

In itself it is of high cultural worth; of worth both by discipline and by the seizure of human values. The Philosophy of Religion ventures farthest, farther than mere psychology, into these evaluations, and that often without other foundation or testimony. A leap not of reason but on intuition—of faith. Fully accepting the word of God as the final standard, this course designs three major things.

First, a sweeping vision of the whole plan of redemption with each phase philosophically related. Second, an absolute conviction of our inability to solve at any point the religious problem without the aid of divine revelation. Third, the laying of a sure foundation of personal experience which though it cannot be fully rationalized in demonstration, nevertheless, is finally and vitally substantial. Two credits.

Physical Education

Mr. Lane, Mrs. Chase

All students are required to enroll in Physical Education and earn four credit hours during the first two years of their college work. Provision is made for two classes for men and two classes for women. The work consists of callisthenics, general setting up exercises and games. Much emphasis is placed upon activities involving rivalry. The intra-mural sports are closely coordinated with the Physical Education program.

1. *For Men.* Classes meet Tuesday and Thursday, one hour each day. One credit.

3. *For Women.* Classes meet Monday and Wednesday, one hour each day. One credit.

Physics

Dean Moyer, Professor Beegle

1. *General Physics I.* Mechanics, Heat and Sound. Two lectures, one class period, two double laboratory periods. Prerequisites, High School Physics and Trigonometry. Five credits.

2. *General Physics II.* Light and Electricity. Two lectures, one class period, two double laboratory periods. Prerequisites, Physics I. Five credits.

Political Science

Professor Kamm

10. *Comparative Government.* A study of the government of the United States with comparisons with the governments of England and the leading European powers. Three credits.

51. *Principles of Politics.* A study of the origin, form, functions, and nature of the state. Two credits.

52. *Political Theory.* An historical study of the leading political theories. Two credits.

61. *European Governments.* A comparative study of the governments of the leading states of Europe. Three credits.

62. *Constitutional Government.* A study of the framing of the American Constitution, its spirit, its interpretation and the government of the state of Washington. Three credits.

71. *International Relations.* An inquiry into the principles underlying the relations of modern states. Two credits.

72. *Foreign Relations of the United States.* American relations with foreign nations from colonial times to the present. Two credits.

Psychology

Professor Ashton, Miss Nelson

1. *General Psychology.* A study of the general facts and generalization with respect to human nature and behavior; man's native equipment, his sensations, feelings, emotions and acquired types of reaction. Lectures, recitations and elementary experiments. Three credits.

21. *Psychology of Childhood.* A discussion of psychology of childhood and youth. It seeks to discover a knowledge of child nature and social and economic conditions as they affect home, food and education. An attempt will be made to study a number of cross-sections of child life between the ages of five and fifteen years, although the earlier years will not be entirely neglected. Three credits.

51. *Neural Basis of Behavior.* A study into the neurological theory concerning action, learning, thinking, etc. Prerequisite; Psychology 1. Three credits.

52. *Educational Psychology.* A discussion of educational psychology in its attempt at economical placement of children in the grades. Contributions from the intelligence tests, educational measurements, and child hygiene will be examined. The project method will be used, and the training school will offer exceptional advantages on the practical side of the problem. Three credits.

55. *Applied Psychology.* The general psychological principles which apply to the problems of business practice. A fundamental course for those interested in general application of psychology. Prerequisite Course No. 1. Two credits.

70. *Educational Measurements.* (See Education 70.) Two credits.

Public Speaking

Professor Kamm

1. *Essentials of Public Speaking.* The aim of this course is to lay the foundation for a direct, forceful manner of public address. Attention is given to the development of individual thought and an organized, purposive expression of that thought. Two credits.

2. *Advanced Public Speaking.* A more technical study of the problem of speech delivery than Public Speaking 1. Here the em-

phasis is laid upon the development of the speaking voice and the proper coordination of mind and body in public address of all types. Two credits.

6. *Voice and English Diction.* A foundation course in speech training. Lectures, discussions, demonstrations. An analysis of the vocal apparatus. The student will be given a thorough understanding of what the vocal mechanism is and how it works. Practical application to actual speech in interpretative reading before the class. Two credits.

20. *Platform Hour.* A laboratory course for the training of students in platform deportment, correct attitude toward the audience, projection of voice and personality, action and business, carriage, walk, general effectiveness. Two credits.

30. *Argumentation and Debate.* Analyzing a subject, drawing a brief, the presentation of evidence, persuasive composition, argumentation. A practical course in the art of formal and informal debate. Should be preceded by Course 1. Two credits.

51. *Forensic Seminar.* A course open to those who participate in intercollegiate forensics. Prerequisites: Public Speaking 1 and 30. One to four credits.

54. *Forms of Public Address.* The study, preparation and delivery of various forms of public address, extemporaneous speaking. Should be preceded by Course 1. Two credits.

58. *Interpretative Forms.* Purpose is to present to the student a classification of the various forms of literature according to their dramatic significance in Oral Interpretation. Examples of the lyric, the dramatic, monologue, the ode, sonnet, and short story are studied to aid in developing a sound method in getting the thought and emotion for oral interpretation. Two credits.

Sociology

Miss Nelson

1. *Principles of Sociology.* An inquiry into the nature of Society, the course and factors of social relations. Three credits.

2. *Social Psychology.* A psychological study of human nature in society. Two credits.

51. *Social Problems.* A study of some of the concrete problems of social relations. Three credits.

Spanish

Miss Raymond

1. *Elementary Spanish.* Grammar and reading Practice in conversation. Five credits.

The High School

FACULTY

P. F. ASHTON, A. M., *Principal*

Mathematics

ANNA E. BURNS, A. B.

English

JACOB MOYER, A. M.

Physics and Chemistry

B. L. BEEGLE, A. B.

Mathematics

H. H. LANE, A. B.

Social and Commercial Sciences, Physical Education

GERTRUDE RAYMOND, A. B.

Foreign Language and Biology

MABEL SHIPLEY

Bible

ALLISON F. BARNARD, A. B., B. M.

Music

JOYCE F. JOHNSON

Piano

ETHEL CHASE

Physical Education

General Statement

Seattle Pacific College maintains a regular four-year high school of high merit. Its general activities are coordinated closely with those of the College. This accounts in part for the especially high type of work obtained from our high school students.

Most students choose the regular "College Preparatory Course". Provision is made however, for those who wish to do so and are not intending to enter college to pursue and graduate from the "English Course". In both cases, sixteen units of work are required for graduation. You will find specific requirements in each course listed below.

Accreditation

The High School Department of Seattle Pacific College is fully accredited by the State Board of Education and the State University of Washington. The State High School Inspector in his last reports to the State Board of Education has the following to say of this department of our work: "This high school is functioning in a good way. The students are earnest and are working to a good end. Special attention is given to extra-curricular activities. The College equipment is used by the preparatory department. Discipline is seldom, if ever, a question. Library is well kept."

Requirements in College Preparatory Course:

English	3	units
A Foreign Language.....	2	units
Laboratory Science	1	unit
Bible Literature	1	unit
Mathematics	2	units
History (Inc. Am.)	2	units
Physical Education	½	unit
Electives	4½	units

Requirements in English Course:

English	4	units
Mathematics	1	unit
Bible Literature	1	unit
History	2	units
Physical Education	½	unit
Electives	7½	units

The high school operates on the same schedule as the college. There are eight fifty-minute periods per day in addition to the thirty-minute Chapel period. Students are not required to be in attendance the first nor the last periods if not scheduled for class work at these periods. School opens at 8:10 in the morning.

In addition to the sixteen units of work required for graduation, there is a further requirement with respect to quality of work done. To graduate with sixteen units, two-thirds of the grades must be "C" or better. Students whose average is below this will be required to earn extra units before graduation.

For other information regarding requirements and fees in high school read "General Regulations" and "Expenses" in the forepart of this catalogue.

HIGH SCHOOL COURSES OF INSTRUCTION

Art

The purpose of this course is to give the pupil a knowledge of some of the technique and principles involved in drawing, painting and design. We believe that proper appreciation of the beautiful is greatly enhanced by a practical study of this kind. One unit.

Bible

This course is required of all High School students. An interesting and intensive study is given to the English Bible. One unit.

Bookkeeping

An Elementary Course in Accounting. Introductory sets of double entry, wholesaling, retailing, by double entry; partnership; single entry; trial balances; balance sheets, profit and loss statements, various bookkeeping forms; handling checks, drafts, vouchers and other business papers in common business usage. Fee \$2.50 per term. One unit.

Botany

A study of plant life with relation to the structure of the plant, its work, and reproduction. Frequent excursions are made to gather typical material. Three recitations and two double laboratory periods per week. One unit.

Chemistry

A study of the more common elements, their compounds and typical reactions. The end of the course is to familiarize the student with his every-day environment, rather than to stress mere technical knowledge. Three class sessions and two double laboratory periods per week. One unit.

Civics

A study of the principles of democracy with an analysis of various systems of organized government. Special effort is put forth to make this course significant in the development of true citizenship. One-half unit.

Economics

Introductory course to the general principles of Economics. Details in problems of production, consumption, wages, profits, etc. One-half unit.

English

English I. Rhetoric and English composition offered in the Junior High School. One unit.

English II. Rhetoric and English composition continued. Study made of typical English classics. Outside reading required. One unit.

English III. A study of English literature with continued emphasis on words, forms and composition. Oral and written speeches required. One unit.

English IV. Study of American literature, argumentation, and debate. Special stress is laid upon the oration. Readings and reports. One unit.

General Science

The purpose of this course is to bring the student into contact in an elementary way with the present-day fund of scientific knowledge. This work is organized so as to appeal to the interest of the pupils rather than according to the logical order of any special science. One unit.

German

First Year. Elementary German, easy prose, drill in pronunciation and conversation, with reading of easy texts and memory work. One unit.

Second Year. Grammar continued and more difficult readings. One unit.

History

World History. A general survey of the history of the world, beginning with the ancient nations down to the present time. Special emphasis is laid upon historical development. Reading and reports. One unit.

American History. Opening with the survey of the European background of the American nation, the leading movements of our history are traced and analyzed. Problems of social and political life together with the economic factors involved are included. Industrial revolution and westward movement are emphasized. Readings and reports. One unit.

Home Economics

Domestic Science. An elementary course in the principles of food preparation and selection, costs, etc. Three classes and two double laboratory periods per week. One-half unit.

Latin

First Year—Beginning Latin. A study of grammar and the reading of easy prose. One unit.

Second Year—Caesar's Gallic Wars. Review of grammar, prose composition. One unit.

Mathematics

Beginning Algebra. Special stress is placed upon the fundamental operations and the representations of variables by means of equations and graphs. One unit.

Plane Geometry. Theorems having to do with the properties of planes, circles, polygons and other figures. Special emphasis is placed upon original exercises. One unit.

Advanced Algebra. This work includes the review of the fundamental operations and continues the work through quadratics. Special theorems, determinants, progressions, etc. One-half unit.

Music

The presence of the School of Music of the College gives high school students a most excellent opportunity to obtain training in voice, piano, violin, and the wind instruments. In addition to private lessons in these lines, high school students who can qualify are permitted to join the choral groups. See section of catalogue "Expense" for specific fees.

Voice. Private lessons by appointment.

Chorus. Open to those who can qualify. Meets twice each week throughout the year. One-tenth unit per semester.

Piano. The work in this department covers in detail definite work for the various musical grades. No time limit can be set for each grade. Talent, application and opportunity for practice must be taken into consideration in each case. Recitals are given during the season.

To earn high school credit one must have completed the Junior grade and be able to play by memory a study—such as one of the easier Heller Studies, Op. 47; Stamaty, Op. 37; Reinhold, "Miniatures", Op. 39; Koehler, "Short School of Velocity"; "First Year Bach", edited by Arthur Foote. A movement of an easy Sonata or similar work—such as Clementi's Sonatina in G (complete); Kuhlau's Rondo in F or Sonatinas, Op. 55, Nos. 1 and 2; Beethoven's Six Little Variations in F. A Piece—such as Marschal-Loepke's "Merry Procession"; Tchaikowsky's "Song of the Lark"; Schytte's "The Little Shepherdess"; Frey's "Arioso". Major and Minor Scales through four sharps and four flats.

The following constitute the requirement in piano for the four grades in the high school:

For First High Grade pupils must be able to play by memory a study—such as one of the more difficult studies of Heller, Op. 47, or one of Heller, Op. 46; Duvernoy, "School of Mechanism"; Schytte, "Modern

Etude Cycle", Op. 106, Part 1 ("Melody"). A movement of a Sonata or similar work—such as Beethoven's Six Variations in G or Sonata, Op. 49, No. 2; Clementi's Sonatinas, Op. 36, Nos. 3, 4 and 6; Kuhlau's Sonatina, Op. 55, No. 3, or Rondo in A. A Piece—such as Frontini's "Sui Monti"; Merkel's "Spring Song" or "Butterfly"; Sternberg's "Out, to the Woods!"; Barbour's "Revel of the Wood Nymphs". All Major and Minor Scales.

For Second High Grade pupils must be able to play by memory a Study—such as the more difficult ones of Heller, Op. 46; Berens, "School of Velocity", Op. 61, Book 1; LeCouppéy, "Twenty-five Studies", Op. 20 ("Agility"); Schytte, "Modern Etude Cycle", Op. 106, Part 1 ("Elegance"). A movement of a Sonata or similar work—such as Beethoven's Sonata, Op. 49, No. 1, or "Nel cor piu" Variations; Mozart's Sonata in C (No. 1 in Cotta Edition). A Piece—such as Schutte's "Canzonetta" in D; Schytte's "Witches' Dance"; Chaminade's "Serenade"; Moszkowski's "Tarentelle", Op. 77. All Major and Minor Scales; and Tonic Triads with their inversions.

For Third High Grade, pupils must be able to play by memory a Study—such as Heller, Op. 46; or "LeCouppéy, "Preface to the Velocity Schytte, "School of Modern Piano Playing", Op. 174, Book 4. A movement of a Sonata of similar work—such as Mozart's Sonata in G, Sonata in F (No. 4 in Cotta Edition), or Rondo in D; Haydn's Sonata in F (No. 3 in Cotta Edition) or "Gypsy Rondo". A Piece—such as Hambourg's "Volkslied"; Moszkowski's Etude, Op. 18, No. 3; Tchaikowsky's barcarolle, "June"; Schumann's "Slumber Song"; Roger's "Etude Melodique"; Dennee's "Esprit du Soir". All Major and Minor Scales in quarter-, eighth-, triplet-, and sixteenth-note rhythms; and their complete cadences.

For Fourth High Grade pupils must be able to play by memory a Study—such as a Czerny Velocity Study; a Cramer Study; Moszkowski's "Dexterity and Style", Books 1 and 2; Schytte's "Polyrhythms", Op. 75; and, in addition, one of the Bach two-part Inventions or one of the Bach "Eighteen Little Preludes and Fugues". A movement of a Sonata or similar work—such as Beethoven's Rondos in C and G, Sonata in F minor, Op. 2, No. 1, or Sonata in E major, Op. 14, No. 1; Mozart's Sonatas in C, F, and F (Nos. 5, 6 and 7, respectively, in Cotta Edition); Haydn's Sonata in E flat (No. 14 in Cotta Edition, No. 3 in Schirmer Edition); Mozart's Fantasia in D Minor or Theme and Variations from Sonata in A. A Piece—such as MacDowell's "Woodland Sketches"; Moszkowski's Melody in F Flat or Waltz in A Flat; Sinding's "Rustle of Spring"; Grieg's Nocturne; Paderewski's Scherzino, Op. 10, No. 3. All Major and Minor Scales in Parallel and contrary motion; and complete cadences in all positions. Arpeggios.

Violin. Private lessons by appointment.

Wind Instruments. Private lessons by appointment.

Orchestra. Meets twice each week. One-tenth unit per semester.

Physical Education

Separate classes are maintained for boys and girls. Calisthenics and group activities closely correlated with intra-mural sports. Required of all high school pupils. Meets twice each week throughout the year.

Physics

A laboratory science covering the study of mechanics, heat, sound, light and electricity. Three class sessions and two double laboratory periods per week. Notebooks are required. One unit.

Shorthand

Fundamental principles of shorthand. Speed is developed through frequent dictations and transcriptions. To secure credit, a student must attain a high degree of proficiency both in speed and accuracy. One unit.

Spanish

First Year. Grammar, drill in pronunciation, practice in conversation, and written exercises. One unit.

Second Year. Continuation of the study of grammar with more practice in conversation. Reading of selected material. One unit.

Typewriting

First Year. Special exercises in touch typewriting. Aim is to develop rapidity and accuracy. Minimum speed for a passing grade the first semester is twenty words net and the minimum speed at the end of the year for a passing mark is thirty words net. Fee \$2.50 per term. One unit.

Second Year. Devoted to increasing speed of the student on the typewriter. Much practice in making copies of the different kinds of correspondence and legal forms. Fee \$2.50 per term. One unit.

The Training School

FACULTY

Candis J. Nelson, A. M.	Director Normal Training
Grace L. Marston	Supervisor Primary Department
Viola K. Watkins	Supervisor Grammar Department
Ida Magnus, A. B.	Instructor and Art Supervisor
Viola La Gasse	Clinic

As suggested elsewhere in this catalogue, the Training School of Seattle Pacific College is the laboratory for the Normal Department. Viewed from this angle, the Training School gives opportunity for perfecting various teaching devices, and developing skill and technique in teaching. It is a demonstration school where various methods are applied in the presence of cadets for their instruction and direction.

Viewed from the point of view of the students and the Training School itself, however, it is not thought of as a place for illustrating professional methods, but rather as a model school in which the welfare of the boys and girls is kept pre-eminent. The work in every department of the training school is organized on a very high plan and results are most gratifying. Three special departments are maintained.

Time and attention are given to the character development of all students and all activities are conducted under separate organization.

These departments are under trained supervisors. Because of the small classes, greater opportunity is given for attention to the individual needs of each pupil. The presence of cadets makes possible even greater opportunity for individual attention in special cases.

THE NEEDS OF THE COLLEGE

Seattle Pacific College was established to provide a liberal education in a Christian environment under teachers of genuine Christian piety as well as profound scholarship. Maintaining a school with such high ideals through the past thirty-six years has been done only at the cost of heroic sacrifice and devotion. At times in the past when adverse conditions were present and it seemed that the school could continue no longer, friends of the school in many instances jeopardized almost all their earthly possessions in assuming the school's financial obligations so as to tide it through the crisis.

Every visitor to the campus, who has been in position to speak authoritatively, has admitted freely that the magnitude and usefulness of the work being done here is out of all proportion to the size of the institution. There is still a great work for us to do. The need for a real Holiness School in the Northwest is even greater today than in the past. Our College must continue to advance. If the College is to maintain its educational standing, to say nothing about making progress in the future, it is imperative that an Endowment Fund be established in harmony with the demands of the College Accrediting Agencies. If you have money for philanthropic enterprises, will you not investigate the work being done here. If you do, it is confidently believed that you will see in Seattle Pacific College a place where your money, thus devoted to the building of real character, will yield the largest possible returns in trained Christian young people. There are four ways for assisting the school financially. Read them carefully and select the one which is best adapted to your desire.

(A) Gifts

Increasingly people with means are recognizing their responsibility to make their money do the most possible good in the world. Too frequently, however, this desire to bless the world through gifts is neglected from year to year with the thought that ultimately proper distribution of possessions will be made so as to do good in the world after one is gone. This neglect often results in one's possessions falling into the hands of those who do not need them and who are not sympathetic with this desire. If you have something to give to Seattle Pacific College, give it now. Your gift may be money, or it may be in the form of stocks and bonds, or deed to property. If you so desire, the use of your gift can be specified; for example (a) Endowment, (b) Building an Auditorium, (c) For the Library (d) For the Bible Department, (e) For Student Scholarships, (f) etc.

(B) The Annuity Plan

There are many who would be glad to give all or a portion of their possessions while they are living except for the fact that they need the income from it while they live. To make it possible for such people to be sure their desire is carried out and at the same time not sacrifice their income, Life Annuity Contracts have been provided.

Our Annuity plan is one of the simplest yet most satisfactory plans ever worked out for the mutual benefit of both the donor and the school. To the donor it is a *real income investment* for (a) it is secure, (b) it pays high dividends, the rate varying from 5 to 8½ per cent, based upon the age of the investor, (c) no re-investment is necessary, the rate being established at the time the Annuity is executed and never changes, (d) no further anxiety or expense, no bank book to use, no coupons to cut. Your interest is sent regularly as long as you live, (e) not subject to federal income tax.

Not only is an annuity to Seattle Pacific College a real income investment to the donor but it is also a *most satisfactory gift*. Indeed, a gift to assist in the great work being done here: (a) makes you a real missionary, minister and teacher, for you thereby become a partner in the unselfish service and activity of the scores of missionaries, ministers and Christian teachers who are constantly going out from the College to bless the world, (b) makes you an effective contender for the "faith of our fathers". Many leading church-men of today agree that the success of the forces of righteousness in the present war being waged against the fundamental doctrines of the Bible and Christianity is to be reached only through the proper training of the oncoming generation. Your gift to Seattle Pacific College will assist in bringing about victory in this conflict.

Write us further about our Life Annuity Contracts. There is no more certain way of making exactly the gift you want to make to the College than by this method, as there is no will to contest, nor any other bothersome legal formalities. This matter ought to challenge every friend and supporter of the College.

(C) Bequests

Because of the present status of your holdings, it may be impossible or not feasible for you to make an outright gift or an annuity to the College at this time. In such an event, you still have two means of helping in the future support of the school.

The first is bequeathing a part or all of your estate to Seattle Pacific College. The following form of bequest is given as a model to be followed in making such a gift:

Form of Bequest

"I give and bequeath to the Seattle Pacific College, a Corporation, Seattle, Washington, the sum of \$..... to be applied to the uses and purposes of the said College."

If you have property which you would like to bequeath to the College, the better way is to give the College a deed to such property and the College in turn will give you a life lease upon it. This will give you the use and income from such property during your life but will insure the College against the loss of the property through technicalities after you are gone.

(D) Wills

The second means of helping in the future support of the school, if it is not possible for you to make an outright gift at the present time, is to make provision in your will for a portion of your estate to be given to the College when you are through with it. If you have not made a will, do so now and be sure to mention Seattle Pacific College.

For further information, address correspondence to President C. Hoyt Watson, Seattle Pacific College, Seattle, Washington.

REGISTER OF STUDENTS

1929 - 1930

College Register

Achilles, Florence	Seattle
Amundson, Dorothea	Sequim, Wash.
Anderson, Ruth	Seattle
Angelo, Nina May	Nebraska
Arnold, Ellis	Quilcene, Wash.
Arquero, Lazaro	Philippines
Baaoa, Grandino	Philippines
Bambico, Martin	Philippines
Barruga, Severino	Philippines
Barrett, Bernice	Yelm, Wash.
Bardon, Jenny	Seattle
Batacan, Basilio	Philippines

Bautista, Raimundo	Philippines
Berg, Agnes M.	Seattle
Best, Mary	Seattle
Bishop, E. Ray	Seattle
Bisnett, Olive Wees	Seattle
Blair, Edward	Seattle
Blair, Glen M.	Alaska
Balderston, Helen	Seattle
Boone, Dorothy	Gold Bar, Wash.
Borowski, Irene	Newberg, Ore.
Bowerman, Willet	Seattle
Boyd, Dorothy	Seattle
Boyd, Myron	Seattle
Brown, Constance	Seattle
Bunkleman, Mabel	Seattle
Bunton, Alma	Warm Beach, Wash.
Canonica, Marie	Seattle
Carleton, Virginia	Seattle
Carter, Alice F.	Portland, Ore.
Chang, George	China
Cox, Delbert	Seattle
Damon, Edna	Seattle
Damon, Myrtle	Seattle
Darling, Albert W.	Seattle
Davies, Nena	Sedro Woolley, Wash.
Davis, Paul C.	Orting, Wash.
Dayton, Elsie J.	Seattle
Doran, Lois	Burlington, Wash.
DeNise, D.	Seattle
Dumpit, Frederico	Philippines
Ebey, Chas. W.	Newberg, Ore.
Edgbert, Faith	Whittier, Calif.
Eggers, Geraldine	Pennawawa, Wash.
Ferguson, Evelyn	Seattle
Fletcher, Beulah	Seattle
Flynn, Arthur	Seattle
Gibson, Evan K.	Seattle

Gladsjo, Martin S.	Arlington, Wash.
Goff, Mary	Kirkland, Wash.
Goodman, Dorothy	Seattle
Hadsell, Evelyn	Portland, Ore.
Harsh, Mildred	Idaho
Hedges, Earl J.	Edmonds, Wash.
Hemry, Geneva	Seattle
Hemry, Harold	Seattle
Hemry, Oral	Seattle
Himmerich, Florence	Seattle
Howe, Helen A.	Seattle
Howland, Carol	Whittier, Calif.
Hussey, Clifton	Spokane, Wash.
Iverson, Victor	Whidby Island
Johnson, Myrtle	Seattle
Johnson, Ruth C.	Idaho
Jones, Marlys	Seattle
Kellogg, Grace	Tonasket, Wash.
Kerr, Alpha	Hillsboro, Ore.
Kimble, M. R.	Seattle
Klein, Ivan J.	Bothel, Wash.
Kreider, Dellno W.	Grandview, Wash.
Lagasse, Viola	Portland, Ore.
Landis, Roderic M.	Arizona
Lane, Dorothy	Seattle
Larsen, Nina	Seattle
Larson, Joy	Seattle
Lewis, Beatrice	Seattle
Lewis, Florence	Seattle
Libby, Chas. P.	Seattle
Lingle, Lola L.	Portland, Ore.
Lord, Mrs. L. H.	Seattle
Lundquist, Grace	Seattle
McCall, Evelyn	Seattle
McClurg, Vera	Blaine, Wash.
McCormac, Weston	Seattle
McCormick, Wilbur	Seattle

Macy, Dorothy	Los Angeles, Calif.
Macy, Victor	Los Angeles, Calif.
Magnuson, Oscar	Seattle
Manning, Dorothy	Seattle
Mannon, Mabel R.	Seattle
Marston, Clifford	Seattle
Marston, Miriam A.	Seattle
Martin, Amy	Seattle
Martin, Haven	Seattle
Maxwell, Beryl	Colville, Wash.
Millican, Clayton	Seattle
Millican, Junia	Arlington, Wash.
Morgan, Alfred B.	Vancouver, Wash.
Morgan, Clifford	Sedro Woolley, Wash.
Morrison, Hunter	Seattle
Morton, Keith	Seattle
Moyer, Burton J.	Seattle
Mullin, Opal D.	Seattle
Neese, Edith E.	Seattle
Nelson, Royal S.	Idaho
Norris, Lois W.	Port Angeles, Wash.
Northrup, Claire	Seattle
Odde, Ann Marie	Seattle
Ogden, Horatio W.	Mt. Vernon, Wash.
Okuda, Mrs. Aya	Japan
Olsen, Helen	Seattle
Olsen, Margaret	Seattle
Olsen, Nellie	Seattle
Ottesen, Rose	Seattle
Palermo, Telly	Philippines
Panganiban, Valentin	Philippines
Pederson, Howard	Seattle
Perry, Pearl	Seattle
Perrson, Johannes	Sweden
Phelps, Rena	Portland, Ore.
Post, Edward	Los Angeles, Calif.
Roloff, Clifford	Portland, Ore.

Rolph, Elizabeth	Seattle
Root, Burton	Seattle
Root, Lois	Seattle
Rudolph, Doris	Seattle
Rudolph, Thelma	Seattle
Salyer, Rufus	Seattle
Samuelson, Joy	Wyoming
Samuelson, Lois	Wyoming
Schwarz, Richard C.	Seattle
Shipley, Mabel R.	Portland, Ore.
Shipley, Roy	Blaine, Wash.
Slingerland, Ruth	Seattle
Sparrow, Wilbur	Seattle
Stephens, Melba	Seattle
Sterner, Ruth H.	Seattle
Steiner, Pearl	Seattle
Sternberg, Kathryn	Seattle
Sutherland, Jean F.	Seattle
Swigert, Mrs. Rose	Bellingham, Wash.
Thun, William	Dundee, Ore.
Timbers, John C.	Seattle
Trinterud, Adis E.	Seattle
Velasco, Victoria	Philippines
Vera Cruz, Marcos	Philippines
Vimont, Albert	Medford, Ore.
Vimont, Mary L.	Medford, Ore.
Walker, Odessa	Richmond Beach, Wash.
Wallace, Ida E.	National, Wash.
Warren, Miriam	Los Angeles, Calif.
Watkins, Louis	Seattle
Watson, Warren	Seattle
Wenzelburger, Virginia	Othello, Wash.
Whalley, Emily	Seattle
Wilson, Jean	Seattle
York, Effie	Arlington, Wash.
Young, Alice	Seattle
Young, Roy	Seattle

Special Music Students

Ashton, Eunice	Seattle
Clark, Mrs. W. F.	Seattle
Cox, Lucile	Seattle
Eklund, Elenor	Seattle
Huston, Dorothy	Seattle
Lippy, Annette	Seattle
Mastod, Evelyn	Seattle
Wilson, Marian	Seattle
Wright, Hester	Seattle

High School Register

Asano, Miyoko	Japan
Axelson, Amsden	Alaska
Axelson, Clifford	Alaska
Beaudry, Clayton	Everett, Wash.
Beckwith, Alfred	Pennawawa, Wash.
Bixby, Harland	Newberg, Ore.
Blair, Donald	Seattle
Bodey, Helen	Spokane, Wash.
Booth, Clayton	Seattle
Boyd, Elden	Seattle
Bracy, Miriam	Seattle
Bussard, Pearl	Seattle
Butcher, Rae	Sulton, Wash.
Casberg, Wilma	Seattle
Chase, Marguerite	Seattle
Chase, Philo	Canada
Clark, Lois	Seattle
Clark, M. Sterling	Seattle
Clark, Wanda	Alaska
Clark, Warne	Seattle
Crowell, Edwin	Olympia, Wash.
Curtis, Neil	Seattle
Dean, Tom	Seattle

Devlin, Hazel	Seattle
Eklund, Vernon	Seattle
Ewing, Kenneth	Seattle
Fitzpatrick, Beula	Seattle
Frazee, Meryl	Seattle
Fuller, Margaret	Seattle
Gibbs, Elsie	Bend, Ore.
Harmer, Calvin	Snohomish, Wash.
Hauer, Madlyn	Seattle
Haugard, Gladys	Seattle
Hill, E. Joy	Seattle
Hurd, Jack	Seattle
Jones, Geneva M.	Centralia, Wash.
Jones, Virginia	Centralia, Wash.
Kennedy, Frances J.	Seattle
Klein, Lucile B.	Seattle
Leise, Jessie K.	Seattle
Lewis, Marjorie	Seattle
Lewis, Myra	Seattle
Lewis, Roland	Seattle
Lockard, Frisby	Seattle
MacDonald, Helen	Seattle
Mehl, Gordon	Seattle
Millican, Lois I.	Seattle
Miyahara, Etsuiji	Japan
Mork, La Verne	Seattle
Nutter, Mary	Seattle
Palmer, Richard	Seattle
Palmer, Willard	Seattle
Perry, Earlan	Seattle
Petry, Norman	Canada
Phelan, Ruth	Tacoma, Wash.
Quall, Alvin	Bellingham, Wash.
Roach, Mary	Seattle
Root, Alfred	Idaho
Shepherd, Amy	Salem, Ore.
Skeen, De Wand	Seattle

Slingerland, Lois	Seattle
Smith, Lois	Penawawa, Wash.
Smith, Mildred	Penawawa, Wash.
Sparks, Mildred	Seattle
Sparrow, Doris	Seattle
Steele, Clarence	Seattle
Steiner, Harold	Seattle
Vincent, Lois	Seattle
Waer, Lucile	Seattle
Ward, William	Seattle
Watson, Lola	Seattle
Watson, Lyle	Seattle
Willson, Woodrow	Seattle
Wolf, Lawrence	Seattle
Wood, Betty	Orchards, Wash.
Woolley, Evelyn	Seattle
Wright, Ruth	Albany, Ore.

Training School Register

Beegle, Dewey	Seattle
Beegle, Doris	Seattle
Braun, Billie	Canada
Braun, Clifford	Canada
Burns, Helen	Seattle
Byers, Enid	Seattle
Calhoun, George	Seattle
Chiddister, Harold	Seattle
Cooper, Alfred	Seattle
Creery Billy	Seattle
Fairchild, Harold	Seattle
Granger, Margaret	Seattle
Green, Dorothy	Seattle
Hanrahan, Francis	Seattle
Hanrahan, Mike	Seattle
Hanrahan, Russell	Seattle

Hinkle, Gordon	Seattle
Hinkle, Jay	Seattle
Hinkle, Myrtle	Seattle
Holt, Denver	Lake Stevens, Wash.
Jackson, Edmund	Seattle
Johnson, Edward	Seattle
Johnson, John	Seattle
Johnson, Melba	Montana
Klawitter, Sidney	Seattle
Lichty, Leo	Tacoma, Wash.
McClain, Lucile	Snohomish, Wash.
MacDonald, Rachel	Seattle
MacDonald, Ruth	Seattle
McMorn, Gerard	Seattle
Martin, Margaret	Yakima, Wash.
Mason, Maxine	Seattle
Merklinghaus, Ellis	Seattle
Merklingheus, James	Seattle
Miya, C.	Japan
Moore, Robert	Seattle
Morelock, Joyce	Seattle
Moulet, Bernard	Seattle
Newton, Jean	Seattle
Okuda, Esther	Seattle
Okuda, Tom	Seattle
Owen, Donald	Seattle
Peterson, Wayne	Seattle
Phillips, Clarence	Seattle
Phillips, Esther	Seattle
Phillips, Lloyd	Seattle
Rogers, Daisy	Seattle
Rogers, Sherrard	Seattle
Rolston, Blake	Seattle
Rolston, Glen	Seattle
Ross, Virginia	Seattle
Stankvitch, Frank	Seattle
Steele, Harold	Seattle

Temple, Ruth	Seattle
Tippery, Rex	Seattle
Tippery, Wayne	Seattle
Townsend, Ashley	Seattle
Townsend, Ruth	Seattle
Tremain, Russell	Seattle
Turner, Grover	Seattle
Walker, Betty	Seattle
White, Marjorie	Seattle
White, Winnifred	Seattle
Wignasta, Helen	Seattle
Wilder, Danna	Seattle

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