Catalogue for 1909-10

ANNOUNCEMENTS FOR 1910-11.

OF THE

University of Puget Sound

College of Liberal Arts
School of Education
School of Domestic Science and Art
Academy

College of Commerce
School of Public Speaking
School of Music
School of Art

Tacoma, Washington.
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CALENDAR OF EVENTS
1910-1911

September 12, 13—Registration for Fall Term.
September 14—Recitations begin.
September 14—Matriculation Day Address, 10:30 A. M.
September 20—University Reception.
November 24—Academy Declamation Contest.
December 15-17—Term Examinations.
January 2—Registration for Winter Term.
January 3—Recitations begin.
January 26—Day of Prayer for Colleges.
February 17—College Oratorical Contest.
February 22—University Day.
March 10—Annual Program Altrurian Literary Society.
March 16-18—Term Examinations.
March 19-26—Spring Vacation.
March 27—Registration for Spring Term.
April 7—Annual Program H. C. S. Society.
April 13—Campus Day.
April 14—Prohibition Oratorical Contest.
April 21—Annual Program Amphictyon Literary Society.
April 28—Annual Program Kappa Sigma Theta Society.
April 29—Cap and Gown Day.
May 12—Annual Program Philomathean Literary Society.
May 19—Exercises of University Dramatic Club.
May 30—Memorial Day.
June 5—University Picnic.
June 9, 10, 12—Term Examinations.
June 11—Baccalaureate Sermon.
June 11—Address to Christian Associations.
June 12-15—Annual Exhibitions of various Schools and Organizations.
June 13—Meeting of the Board of Trustees and Visitors.
June 13—Annual Meeting of Woman's University League.
June 15—Commencement Day.
The Corporation

OFFICERS

E. L. BLAINE, Esq., A. B., President of the Board of Trustees
R. L. McCORMICK, Esq., Vice-President
ALFRED LISTER, Secretary
C. E. HILL, Treasurer

TRUSTEES

Term Expires 1910.

E. L. BLAINE, Esq., A. B., Seattle, Wash.
J. B. HAWTHORNE, Esq., Tacoma, Wash.
REV. D. G. LeSOURD, Tacoma, Wash.
REV. J. A. HANSON, Seattle, Wash.
CLARENCE HILL, Esq., Tacoma, Wash.
MRS. G. W. BULLARD, Tacoma, Wash.
REV. L. N. B. Anderson, Tacoma, Wash.

Term Expires 1911.

R. L. McCORMICK, Esq., Tacoma, Wash.
J. P. ATKINS, Kalama, Wash.
P. J. BRIX, Astoria, Ore.
REV. G. A. LANDEN, Bellingham, Wash.
J. O. RUDINE, Esq., Mt. Vernon, Wash.
REV. B. F. BROOKS, Aberdeen, Wash.
ALFRED LISTER, Tacoma, Wash.

Term Expires 1912

REV. J. P. MARLATT, D. D., Ph. D., Seattle, Wash.
E. S. COLLINS, Esq., Ostrander, Wash.
T. S. LIPPY, Esq., Seattle, Wash.
GEORGE SCOFIELD, Tacoma, Wash.
HON. DAVID COX, Walla Walla, Wash.

The regular meetings are the third Tuesday, at 6 p. m. of every alternate month, beginning with October. The June meeting always being on the Tuesday of Commencement week.
Official Visitors

C. A. WILLIAMS, .................................................. Hoquiam, Wash.
G. W. FRAME, .................................................. Puyallup, Wash.
R. J. REID, .................................................. Centralia, Wash.
C. A. BOWEN, .................................................. Seattle, Wash.
E. F. NAFTZGER, .............................................. Bellingham, Wash.
C. E. GIBSON, .................................................. North Yakima, Wash.
W. P. JINNETT, .................................................. Ellensburg, Wash.
H. L. BEIGHTOL, .............................................. Wenatchee, Wash.

Executive Committee

E. L. BLAINE R. L. McCORMICK ALFRED LISTER
C. E. HILL GEORGE SCOFIELD

Auditing Committee

W. P. HOPPING J. B. HAWTHORNE D. G. LeSOURD

Faculty Committee

E. L. BLAINE J. P. MARLATT ALFRED LISTER
Alumni Association

Officers

1910-11

President, .......................................................... JAMES E. MILLIGAN, '08.
Vice-President, ....................................................... EDITH BERKMAN, '03.
Secretary, ............................................................ ADAH HOLKER, '07.
Treasurer, .............................................................. ADA HOOTON, '09.
Historian, .............................................................. MARY LeSOURD, '05
Executive Committee, ............................................. THE OFFICERS

WOMEN'S UNIVERSITY LEAGUE

Officers

President, ............................................................. MRS. GEORGE W. BULLARD
First Vice-President, ............................................... MRS. B. E. COINER
Second Vice-President, ........................................... MRS. R. A. PATTERSON
Third Vice-President, .............................................. MRS. E. R. ROGERS
Recording Secretary, ............................................. MRS. E. A. REDDISH
Corresponding Secretary, ......................................... MRS. THOMAS W. LANE
Treasurer, ............................................................. MRS. S. M. COGSHALL
Faculty

Julius Christian Zeller, B. O., M. A., D. D., D. C. L.,
President and Professor of Economics and Sociology.

B. A., Grant University, 1893; B. O., Grant University, 1893; B. A., University of Chicago, 1904; M. A., Grant University, 1906; D. D., University of Chattanooga, 1909; Professor of Philosophy and Sociology, Illinois Wesleyan University, 1905-9; President of University of Puget Sound, 1909; D. C. L., Illinois Wesleyan University, 1910.

Lee L. Benbow, B. A.,
Dean of Normal School.

B. A., Northwestern University, 1892; Principal of Summer Normal School, 1894-7; Professor of History, Tacoma High School, 1897-1903; Superintendent of Schools, Pierce County, 1903-7; Vice-President of University of Puget Sound, 1907-8; President of University of Puget Sound, 1908-9; Dean of Normal School, University of Puget Sound, 1909-10.

Walter Scott Davis, B. A., M. A.,
History.

B. A., DePauw University, 1889; M. A., Cornell University, 1892; Student of History, University of Leipzig, 1892-3; Fellow in History and Political Science, University of Chicago, 1894-1896; Instructor in History, Richmond, Ind., High School, 1897-1907; Professor in History and Political Science, University of Puget Sound, 1907-.

Arthur Lyman Marsh, B. A.,
Ancient Languages and Registrar.

B. A., University of Puget Sound, 1908; Instructor in Greek and Latin, University of Puget Sound, 1905-8; Professor of Ancient Languages and Registrar, University of Puget Sound, 1908-.
FRANCIS WAYLAND HANAWALT, B. A., M. A.,  
Mathematics and Astronomy.

B. A., DePauw University, 1884; Head Teacher of Mathematics and Astronomy, 1884-93; Instructor of Mathematics, De Pauw University, 1893-8; Professor of Mathematics, Iowa Wesleyan University, 1898-1903; M. A., De Pauw University, 1902; Professor of Mathematics and Astronomy, Albion College, 1904-8; Professor of Mathematics and Astronomy, University of Puget Sound, 1908-.

MABEL RILEY SIMPSON, B. S., M. A.,  
Biology.

B. S., University of Wisconsin, 1899; Principal, Florence, Wis., High School, 1899-1900; Supervisor of Schools, Taylor’s Falls, Minn., 1905-6; Assistant in Botany, University of Washington, 1907-8; M. A., University of Washington, 1908; Assistant Professor of Biology, University of Washington Summer School, 1908; Algologist, Puget Sound Marine Station, 1909; Professor of Biology, University of Puget Sound, 1908-.

RUPERT EICHHOLZER, B. A., M. A.,  
Modern Languages.

B. A., University of Minnesota, 1907; M. A., University of Minnesota, 1908; Instructor Minnesota Agricultural College, 1908; Professor of Modern Languages, University of Puget Sound, 1909-.

*MABEL ELECTA BULAND, B. A., Ph. D.,  
English.

B. A., University of Washington, 1904; Assistant and Graduate Student, University of Washington, 1904-5; Teacher of English, Castle Rock High School, 1905-8; Graduate Student in English, Yale, 1906-7; Graduate Student in English, Columbia University, 1907-8; Ph. D., Yale, 1909; University of Puget Sound, 1909-10.

F. A. RICHARDSON, B. A., B. S., M. D.,  
Chemistry and Physical Director.

B. A., and B. S., Harvard, 1896; M. D., Harvard, 1901; Assis-
tendant Surgeon, U. S. Navy, 1903-6; Mathematics, Tacoma High
School, 1906-7; Physics and Chemistry, Pennsylvania State
Normal, 1907-8; University of Puget Sound, 1909-10.

THOMAS BLAKE SCOTT, B. S., L. L. B.,
Political Science and Law.
Minden Normal School, Ontario, Canada, 1896; B. S., North-
western University, 1906; Instructor of Pedagogy, Grand Prai-
rie Seminary, Onarga, Illinois, 1906-7; Athletic Director and
Financial Agent, Illinois Wesleyan University, 1907-10; L. L.
B., Law School of Illinois Wesleyan University, 1910.

WALTER CONKEY GOLD, B. A., M. A.,
Ancient Languages.
B. A., Amherst College 1908; M. A., Graduate School of Harvard
University, 1910.

ROBERT A. CUMMINS, B. S., M. A.,
Philosophy and Education.
B. S., Illinois Wesleyan University, 1909; Laboratory Assistant
in Physics and Biology, Illinois Wesleyan University, 1906-9;
M. A., University of Illinois, 1910.

ROSE ABEL, B. A., Ph. D.,
English.
B. A., Kansas State University, 1901; College Instructor Eng-
lish State Agricultural College, of Iowa, 1902-6; Student at
Oxford University, England, 1907-8; Ph. D., Yale University,
1910.

ALBERT BYARD WRIGHT, B. S., M. A.,
Physics and Chemistry.
B. S., Illinois Wesleyan University, 1907; Instructor in Chem-
istry, Illinois Wesleyan University, 1906-7; Instructor of Phys-
ics and Chemistry, Maryville, Mo., High School, 1907-8; Law
School, 1908-9; M. A., Illinois Wesleyan University, 1910.
CHRISTIAN MYERS GRUMBLING, B. A., M. A.,

Librarian.

B. A., Mt. Union College, 1867; Professor of Mathematics and Astronomy, Simpson College, 1870-82; Professor of Physics and Biology, Iowa Wesleyan University, 1883-97; Professor of Mathematics, Iowa Wesleyan University, 1897-8; Principal Washington Academy, Ia., 1898-1901; Professor of Chemistry, Physics and Mathematics, Puget Sound University, 1901-3; Professor of Chemistry and Mathematics, University of Puget Sound, 1904-9; Librarian, University of Puget Sound, 1909; M. A., Mount Union College, 1910.

LUCY ESTABROOK NEWMAN, B. A., M. A.,

Domestic Science and Art.

B. A., Lincoln College, 1903; Graduate Domestic Science and Art, Lincoln College, 1908; M. A., in Domestic Science from Teachers College, Columbia University, 1910.

WATT LEMUEL PRICHARD, B. S.,

Director College of Commerce.

B. S., Valparaiso University, 1896; Principal of Shorthand Department, Draughon's Business College, Savannah, Georgia, 1899-1900; Principal of Public Schools, Troy, Texas, 1900-3; Special Student, Harvard, 1903-4; Principal of Crowley Ridge Institute, Forrest City, Ark., 1904-5; History and Book-keeping, Wenatchee, Wash., Schools, 1905-7; University of Puget Sound, 1907-.

*MARTHA LENORE ADAMS,

Shorthand and Typewriting.

Instructor in Shorthand and Typewriting, University of Puget Sound, 1903-.

C. WARREN JONES,

Stenography, Typewriting, Penmanship.

State Normal School, Cheney, Wash.; Student State Agricultural College, Pullman, Wash., 1902-3; Blair Business College, Spokane, 1904; Teacher in Rose City Business College, Portland, Oregon, 1905-10.
*W. Eugene Knox,*

*Director School of Public Speaking.*

Drake University; Student with E. A. Ott; Director School of Public Speaking, 1904-.

**Ethel Mildred Crowe, B. A.,**

*Director School of Public Speaking.*

B. A., Lawrence College, Appleton, Wis., 1903; Graduate Cum-nock School of Oratory, 1905; Elocution and Physical Culture, West Virginia Wesleyan College, 1906-8; Elocution and Physical Culture Beaver College, 1908-10.

**Jason Moore,**

*Dean School of Music.*

Graduate Albion College Conservatory of Music 1900; Engaged in private teaching 1900-1906; Organist American Church, Berlin, Germany, 1906-1909; Director of Morningside College Conservatory of Music, 1909-1910; Pupil of Monsieur Alexandre Guilmant, Organist du Trocadero; Monsieur Charles Marie Wildor, Organist du Saint Sulpice in Paris, France; Königlichin Professor Franz Grunicke, Organist and teacher in the Klindworth-Schwarvenka Konservatorium in Berlin; Herrn Richard Burmeister, Concert Pianist and pupil of Franz Liszt; Madame Varrette Stepanof, Pianist and Vorbereiter for Theodore Leschetizky; Mrs. Grace MacKenzie-Wood, Singing Teacher and disciple of Della Sedie; Edgar Stillman Kelley, composer and theorist, of Berlin.

**Lois M. Todd, B. S.,**

*Piano and Pipe-Organ.*

B. S., Simpson College, 1899; Simpson Conservatory; New England Conservatory, Boston, Mass.; Buffalo, N. Y.; Albert Ross Parsons, Harry Rowe Shelley, William F. Sherman, New York City; Morristown Normal College, 1899-1901; The People's University, Olympia, Wash., 1902-3; Private Teaching, North Tonawanda, N. Y., and Indianola, Ia.; University of Puget Sound, 1907-.
GERTRUDE MARY HORNER,

Voice.

Professor J. Harry Horner, Pittsburg, Pa.; Carlo Minnetti, of Milan, Italy, Pittsburg, Pa.; Graduate American School of Opera, under direction of S. C. Bennett, Carnegie Hall, New York; Reno College, Pittsburg, 1905-7; Assistant to Mr. Bennett, New York; University of Puget Sound, 1909-.

SADIE GRUMBLING,

Violin, Guitar and Banjo.

MARIE CAREY DRUSE,

Director of Art School.

Winona Normal School (Minnesota); Museum of Fine Arts, Boston; Boston School of Drawing, 1902; Geer, De Combes, of Paris, Boston; Marshal Fry, New York; Erie Pape, of Ecola Des Beaux Arts under Geroma, 1905; University of Puget Sound, 1907-.

*LILLIAN MAE BARMORE,

Assistant Water Colors, China; Juvenile Work.

De Kalb, Ill., Normal; Art Institute, Chicago; Beachy Van Court Sneider; Randall, Edgar Forkner, 1908-9; University of Puget Sound, 1909-10-.

MARIE WEBER,

Basketry, Raffia.

St. Cloud Normal; University of Minnesota; Pratt Institute, New York, 1909; University of Puget Sound, 1909-.

SADIE DAVIS REYNOLDS, B. S.,

Modeling in Brass and Copper.

B. S., Lawrence University; Miss Moeler, London; Member of London Arts and Crafts; University of Puget Sound, 1909-. 
*Melvina M. Rushmore,
*Commercial Art, Posters, Lettering, etc.*
University of Puget Sound Art School, 1909.

John Dupertuis,
*Potter and Firer.*
University of Puget Sound Art School; Buettgen; University of Puget Sound, 1909.

Irvin Horatio Hill, B. S.,
*Architecture.*
B. S. School of Architecture, University of Illinois, 1898.

Ernest Thornton Mock,
*Projection Drawing.*

Alta Florence West,
*Commercial Art.*
School of Art, University of Puget Sound, 1909-10.

Edward Antoine Rich, Ph. B., M. D.,
*Professorial Lecturer in Physiology.*
Ph. B., Hamline University, 1897; M. D., Jefferson Medical College; F. R. O. S., Berlin, 1906; University of Puget Sound, 1909.

John Onesimus Foster, M. A., B. D.,
*Lecturer in Bible History.*
Diploma Garrett Biblical Institute, 1862; M. A., Cornell College, 1882; B. D., Garrett Biblical Institute, 1882; University of Puget Sound, 1905.

Rev. Wilfred O. Benadom,
*Lecturer in Old Testament History.*
University of Puget Sound, 1909.
L. J. Covington, B. A., M. A., S. T. B.,
Lecturer in Applied Philanthropy.
B. A., Little Rock University 1886; M. A., Little Rock University, 1889; S. T. B. School of Theology of Boston University, 1890; Secretary Washington Children's Home Society.

Warren N. Cuddy, B. S.,
Lecturer in Advertising and Salesmanship.
B. S., University of Puget Sound, 1908; Manager, Rhodes Bros., Department Store 1909.

Ernest N. Card, B. A., LL. B.,
Lecturer in Law.
B. A., Leland Stanford University, 1901; L. L. B., Cornell University, 1904.

J. R. Brown, B. A., M. D.,
Lecturer in Practical Hygiene.
B. A., Augustana College, 1892; Graduate School Yale University, 1895; M. D., Northwestern University Medical School, 1899.

Libbie Marie Whipple, B. A.,
Instructor in English.
B. A., Williamette University, 1904; University of Puget Sound, 1909-10.

Mae Reddish,
Assistant in Latin.
University of Puget Sound, 1909.

Bertha Elizabeth Day,
Laboratory Assistant in Biology.
University of Puget Sound, 1909.
MEMBERS OF FACULTY RECENTLY ADDED

WILFORD SHERMAN SMILEY, Ph. B., M. A.,
Head of Training Department.
Ph. B. Grinnell College, 1905; M. A., University of Iowa, 1910; Graduate Student in School of Education, of University of Chicago, three summers.

MRS. ANNABELLE MCINTYRE DICKEY,
Teacher of Voice.
Special Student under Mme. Etta Edwards; B. A., Ripon College; American College of Music, 1908.

FRANCES BRADSHAW,
Teacher of Violin.
B. A., Christian College, 1905; under Henry Cox, School of Music, University of Iowa; Teacher of Violin, Ellis Conservatory of Music, Omaha, Nebraska.

MME. KAETHE PIECZONKA,
Teacher of Violoncello.
Studied under Piatti, the renowned cellist; six years under J. Klengel in the Leipzig Conservatory; traveled in Europe with leading Symphony Orchestras.

MAUD ALLISON LEWIS,
Assistant Water Colors and China.
Graduate Iowa State Normal School; Student Chicago Art Institute.

WINIFRED WEALTHY WADSWORTH,
Basketry and Raffia.
Student in Minneapolis School of Arts and Crafts.
MARY FLORENCE HAMILTON, B. A.,
Assistant in English.
B. A., University of Puget Sound, 1910.

CHARLES WESLEY BLANPIED, B. A.,
Assistant in Mathematics.
B. A., University of Puget Sound, 1910.

MRS. MATTIE L. CARR,
Preceptress

FRANK G. RILEY,
Instructor in Gymnastics.

JUNIA L. TODD, Ph. B.,
Grade Work.
Ph. B., Simpson College; N. E. Conservatory of Music; Teacher, Morristown Normal College, 1900-1; University of Puget Sound, 1907.

NELLIE FLORENCE RINEHART,
Secretary to the President.

*Resigned
College of Liberal Arts
Admission to the Freshman Class.

Students will be admitted to the Freshman class by certificate in the following cases:

I. Graduates of accredited high schools in the State of Washington who have pursued the requisite courses or of high schools of like grade in other States,

2. Graduates of the secondary course in a Washington State Normal or of normal schools of like grade in other States.

3. Graduates of approved academies.

Candidates who are not graduates of approved schools may pass an examination at the opening of the Fall term upon a sufficient number of subjects as indicated below.

A term of work represents a course of study pursued through twelve weeks with five recitations per week in periods of not less than forty-five minutes; two periods of laboratory work to count as one of recitation.

Candidates for admission to the Freshman class must present an aggregate of forty-eight terms of work as indicated below, twenty-four of which are required for each course. Each prospective student should write to the president for an entrance requirement blank, which when properly filled by the principal of the school in which the work has been done may be forwarded to the registrar who will determine his standing before the opening of the College year.
1. Requirements for admission to all courses,
   English—9 terms (three years).
   Algebra—4½ terms (one year and a half).
   Geometry (Plane and Solid)—4½ terms (one year and
   a half).
   Science—3 terms (one year).
   U. S. History—3 terms (one year).

2. Additional requirements for admission to the Classical and
   Latin Scientific courses. Foreign language, 12 terms (four years)
   not less than nine of which must be Latin.

3. Additional requirements for admission to the Scientific and
   Modern Language courses; Foreign Language, 9 terms (3 years),
   not less than six of which must be German or French, and three of
   Latin; Science, 6 terms (two years).

ELECTIVES.—The remaining number of terms of work neces-
   sary to make up the necessary total of forty-eight may be chosen
   from the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Terms</th>
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<tbody>
<tr>
<td>English</td>
<td>1 to 3 terms</td>
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<tr>
<td>Bible Study</td>
<td>1 to 2 terms</td>
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<tr>
<td>Greek</td>
<td>3 to 6 terms</td>
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<td>French</td>
<td>3 to 6 terms</td>
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<td>German</td>
<td>3 to 6 terms</td>
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<td>Latin</td>
<td>3 to 6 terms</td>
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<td>Spanish</td>
<td>3 terms</td>
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<td>Scandinavian</td>
<td>3 terms</td>
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<tr>
<td>Astronomy</td>
<td>1 term</td>
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<tr>
<td>Botany</td>
<td>1 to 3 terms</td>
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<tr>
<td>Physics</td>
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<td>Chemistry</td>
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<td>Geology</td>
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<td>Zoology</td>
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<td>Physiology</td>
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<td>Physiography</td>
<td>1 to 3 terms</td>
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<tr>
<td>History</td>
<td>1 to 6 terms</td>
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<tr>
<td>Economics</td>
<td>1 term</td>
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<tr>
<td>Public Speaking</td>
<td>1 to 2 terms</td>
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<tr>
<td>History of Music</td>
<td>1 term</td>
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<tr>
<td>Harmony</td>
<td>1 term</td>
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The following collectively from 1 to 6 terms.

Stenography and Typewriting.................1 to 3 terms
DESCRIPTION OF SUBJECTS REQUIRED AND ACCEPTED FOR ADMISSION

The chief facts concerning the work in each subject both as regards quantity and quality is stated below.

Astronomy. One term. A familiar acquaintance of the facts of Descriptive Astronomy as formed in the study of the planets, primary and secondary, eclipses, comets, stars, etc., such a course as found in Young’s Elements.

Algebra. Four and one-half terms. An elementary course including the fundamental operations, factoring with factor theorem, fractions, equations through quadratics, exponents and radicals, binomial theorem, graphs, proportion and progressions, logarithms, solution of practical problems. The grade of the work should be such as that found in Well’s Algebra for Secondary schools.

Geometry. Three terms of Plane and one and one half terms of Solid. Besides the regular book demonstrations, a large number of exercises on construction work, loci, supplementary theorems, and numerical problems requiring algebraic processes, should be completed. It is scarcely possible for one to assimilate geometry without this original work. If it should happen that a graduate from an accredited school has not taken solid geometry he must pursue the subject in College before taking the required Freshman Algebra and Trigonometry, but he will receive college credit for the work. Basis of work, Well’s Essentials.

N. B.—It is very desirable to take part of algebra and geom-
entry during the fourth year of the high school course. Otherwise students should review these subjects prior to entering, for it is very necessary to know preparatory mathematics at the time college work begins.

**English.** Nine terms required; three terms elective.

The requirements for admission are of two kinds:

A. **Composition and Rhetoric.** The examination in English Composition will be designed to test the student's ability to write clearly, correctly, and idiomatically. The student will be required to write an essay of at least five hundred words on a subject selected from his own experience or from the course of prescribed reading mentioned below. No student will be passed who is seriously deficient in spelling, punctuation, grammar, sentence structure, or paragraphing.

B. **English Literature.** The candidate will be required to pass an examination on the books included in the following lists:

**For Study and Practice.**

Shakespeare's Macbeth, Milton's Lycidas, Comus, L'Allegro and Il Penseroso, Burke's Speech on Conciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration, Macauley's Life of Johnson, or Carlyle's Essay on Burns.

**For Reading.**

**Group I.** (two to be selected).
Shakespeare's As You Like It, Henry V., Julius Caesar, The Merchant of Venice, Twelfth Night.

**Group II.** (one to be selected).
Bacon's Essays; Bunyan's The Pilgrim's Progress, Part I.; The Sir Roger de Coverley Papers in the Spectator; Franklin's Autobiography.

**Group III.** (one to be selected).
Chaucer's Prologue; Spencer's Faerie Queen (selections); Pope's The Rape of the Lock; Goldsmith's The Deserted Village; Palgrave's Golden Treasury (First Series) Books II. and III., with special attention to Dryden, Collins, Gray, Cowper and Burns.
Group IV. (two to be selected.)
Goldsmith's The Vicar of Wakefield; Scott's Ivanhoe and Quentin Durward; Hawthorne's The House of Seven Gables; Thackeray's Henry Esmond; Mrs. Gaskell's Cranford; Dicken's A Tale of Two Cities; George Elliot's Silas Marner; Blackmore's Lorna Doone.

Group V. (two to be selected.)
Irving's Sketch Book; Lamb's Essays of Elia; DeQuincey's Joan of Arc, and The English Mail Coach; Carlyle's Heroes and Hero Worship; Emerson's Essays (selected); Ruskin's Sesame and Lilies.

Group VI. (two to be selected.)
Coleridge's The Ancient Mariner; Scott's The Lady of the Lake; Byron's Mazeppa and The Prisoner of Chillon; Palgrave's Golden Treasury (First Series) Book IV., with special attention to Wordsworth, Keats, and Shelley; Macaulay's Lays of Ancient Rome; Poe's Poems; Lowell's The Vision of Sir Launfal; Arnold's Sohrab and Rustum; Longfellow's The Courtship of Miles Standish; Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News From Ghent to Aix, Evelyn Hope, Home Thoughts From Abroad, Incidents of the French Camp, The Boy and the Angel, One Word More, Herve Riel, Pheidippides.

These ten books are to be read carefully, and in addition to familiarity with their most important parts, the student should have some knowledge of the lives and characters of the authors and the history of their lives.

American History and Civil Government. A term's work in Civil Government, using such texts as Fiske, Formon, McCleory, or James and Sanford's will be accepted and two terms work of American History, in which any of the standard high school texts have been used, such as Elson, Hart, Channing, Montgomery, Johnson, Adams and Trent, or a full year's work in American History will be accepted. This one year's work of United States History and Civil Government will be required of all the candidates for admission to the Freshman Class.

Ancient, European and English History.
In addition to the required United States History, candi-
dates for admission to the Freshman class may offer three terms work each in Ancient, European, and English History. Aside from map books and collateral reading, the following texts are recommended. Ancient History: West, Myers, Goodspeed, Wolfs; European History: Myers' Medieval and Modern; Houling's Essentials of European History, West's Modern History, Munro and Whitcomb's Medieval and Modern History. English History: Larned, Andrews, Terry, Gardiner, or Corum and Kendall.

Physics. One to three terms. A thorough study of the subjects usually presented as in Carhart and Chute, or Millikan and Gale, including both recitation work and laboratory work, with a carefully prepared note book of the same.

Chemistry. One to three terms. The equivalent of one year's work in high school. Satisfactory evidence must be shown of a reasonable amount of work done in a properly equipped laboratory. The record of which should be submitted bearing the endorsement of the instructor.

Botany. Botany may be offered as one or one half year of three terms. In the former case it should consist of at least two recitations and four hours laboratory a week, for nine months. In the latter case, similar work for at least half that time. The student should be familiar with the gross anatomy of the different classes of plants, some knowledge of plant physiology, and ecology. He should be well acquainted with the use of the compound microscope, and above all, he should have a good set of drawings and laboratory notes as evidence of his year's work. Courses 1, 2 and 3, are designed for students who do not offer botany for entrance.

Zoology. No requirements are necessary for entrance to courses 10 and 11. Students offering Zoology as a credit for entrance should present well-prepared note book with drawings. One, or one half year of three terms allowed, depending upon the amount of work done.

Physiology. Students entering from accredited high schools may offer physiology as one-half or one year, depending on length of time put upon the subject.

Physiography. Students may offer physical geography as one half or one year. A well-prepared note book must be exhibited as evidence of work done.
Latin. First Year—Any standard text of Beginning Latin.

Second Year—Caesar, Books I., II., III., IV. (Or equivalent). Prose composition equivalent of one hour per week throughout the year.

Third Year—Cicero. Six orations; four against Catiline, Archias, and Manilian Law (or substitute). Prose composition equivalent of one hour per week throughout the year.

Fourth Year—Vergil. Six books.

Greek. Elementary—Burgess and Bonner’s, White’s or any other standard text.

Anabasis—Four books with Prose Composition.

German. Three years of this language may be offered, divided as follows:

First Year’s Work:—Mastery of the essentials of grammar, exercises in composition, practice in conversation and pronunciation, and the reading of some easy prose.

Second Year’s Work:—Advanced grammar with liberal application by means of composition and conversation. The reading of at least four works of intermediate grade.

Third Year’s Work:—The reading of selected works in poetry and prose as Lessing’s “Minna von Barnhelm,” Heine’s “Die Hartzreise,” Freitag’s “Die Joumolisten,”

French. One or two years’ work will be accepted in French.

First Year’s Work—Includes a knowledge of elementary grammar, pronunciation, and simple composition, with some easy reading.

Second Year’s Work—Requires a proficiency in advanced grammar and composition, and the reading of three or four works of standard authors.

Bible Study. One to three terms. Bible history, biography and geography in the Old Testament or in the New Testament pursued in a methodical manner.
Public Speaking. One term will be allowed for conscientious study under a competent instructor.

History of Music. One term may be offered. The work must be equivalent to one lesson per week throughout the entire school year. The work must be based upon a satisfactory text book and certified to by the teacher.

Harmony. One term will be accepted for the work equivalent to one private lesson per week throughout the entire school year. The work must be certified and based upon a suitable text book as in the case of History of Music.

The merit of work in the other subjects given under electives not specified here will be passed upon by the heads of the proper departments.

ADVANCED STANDING

Students from other colleges will be given credit for work equivalent to that done in this institution upon the presentation of proper certificate of honorable dismissal, and also of work accomplished certified to by the registrar.

Graduates of the advanced grades of the normal schools of the State may enter the College of Liberal Arts as Juniors but they will be required to make up any deficiencies in the course they select.

Such persons who are not candidates for a degree may be admitted as special students and pursue selected studies subject to the same regulations as regular students.

ADMISSION TO SPECIAL STANDING.

Students who are at least twenty-one years of age may enroll for special courses of study for which they are prepared. Before enrolling, a complete statement of work accomplished in an accredited high school or academy must be submitted; this will be
used in determining whether or not the applicant is prepared to pursue college grade work. Others whose previous courses have not been taken in such accredited school may have their preparation to do work determined by examination. Such students will not be given a degree unless they satisfy the regular entrance requirements.

REGULATIONS FOR CLASSIFICATION

1. Students who are able to enter three college classes and whose deficiencies do not exceed forty term hours, may be classified as Freshmen.

2. Students whose deficiencies do not exceed twenty-four term hours below the Sophomore grade may be ranked as Sophomores, provided no person can be ranked Sophomore who has any conditions in entrance qualifications.

3. Students whose deficiencies do not exceed twelve term hours may be classified as Juniors.

4. No student who lacks more than fifty-four hours of graduation shall be classified as a Senior.

5. Students not candidates for degrees will be catalogued as special students.

6. In equating academy and college work, five hours of the former are considered as equal to four of the latter.

LIST OF ACCREDITED HIGH SCHOOLS

Aberdeen  Burton  Clarkston
Anacortes  Burlington  Colfax
Arlington  Castle Rock  Colville
Asotin  Centralia  Coupeville
Auburn  Cashmere  Davenport
Ballard  Chehalis  Dayton
Bellingham  Chelan U. H. S.  Edmonds
Blaine  No. 1  Ellensburg
Bremerton
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<th>Town</th>
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<tr>
<td>Elma</td>
<td>North Yakima</td>
<td>Spokane</td>
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<td>Everett</td>
<td>Olympia</td>
<td>(North Central)</td>
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<td>Garfield</td>
<td>Palouse</td>
<td>(South Central)</td>
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<td>Goldendale</td>
<td>Port Angeles</td>
<td>South Bend</td>
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<tr>
<td>Harrington</td>
<td>Port Townsend</td>
<td>Sprague</td>
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<td>Holy Names</td>
<td>Pullman</td>
<td>Sumner</td>
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<td>Academy, Spokane</td>
<td>Puyallup</td>
<td>Sunnyside</td>
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<td>Hoquiam</td>
<td>Prosser</td>
<td>Tacoma</td>
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<td>Kelso</td>
<td>Pomeroy</td>
<td>Tekoa</td>
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<tr>
<td>Kent</td>
<td>Ritzville</td>
<td>U of Puget Sound</td>
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<tr>
<td>Kennewick</td>
<td>Rosalia</td>
<td>Prep. Dept.</td>
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<td>Kirkland</td>
<td>Roslyn</td>
<td>Vancouver</td>
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<td>LaConner</td>
<td>Seattle,</td>
<td>Waitsburg</td>
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<td>Latah</td>
<td>Queen Ann</td>
<td>Walla Walla</td>
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<td>Lynden</td>
<td>Lincoln</td>
<td>Waterville</td>
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<td>Marysville</td>
<td>Broadway</td>
<td>Wenatchee</td>
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<td>Montesano</td>
<td>Sedro-Woolley</td>
<td>Wilbur</td>
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<tr>
<td>Mt. Vernon</td>
<td>Shelton</td>
<td>Whitman Academy</td>
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<tr>
<td>Newport</td>
<td>Snohomish</td>
<td>(Walla Walla)</td>
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The accredited school list from other states will be accepted by the University of Puget Sound. Graduates from such schools must present a certified record in detail of work, the same as students residing within the State.
General Information

OUR STANDARD

To conserve the culture of the ancient classics;
To hold securely the settled truths of modern science;
To respect the old in education and not decry the new;
To reverence truth and welcome progress;
To read a divine purpose in nature and the society of men;
To choose athletics for health rather than strength;
To prize learning for service rather than accomplishment;
To have helpful companions and feel the joy of lasting friendships,
To know the inspiration of great books and devoted teachers;
To play the manly part, worship the God of Heaven and of Earth;
And more sincerely love the Christ in thought and toil shall be our goal
And the measure of our endeavors.

The University of Puget Sound stands for Christian Education. It was organized for the purpose of providing the young men and women of the Northwest with symmetrical development. Sane physical training, and wholesome moral guidance were to have equal recognition with mental culture. The University knows no forbidden fields of knowledge, but in all departments seeks to
know and reverence the truth. The aim of the school is to develop Christian character and fit men and women for the everyday demands of life. While the University is under the auspices of the Methodist Episcopal Church there is no discrimination made among members of the faculty or student body because of creed or religious views. The broadest sympathy obtains towards all who seek the truth and are striving for the uplifting of humanity, and the advancement of civilization.

ORGANIZATION

The university includes the following Colleges and Schools:

I. College of Liberal Arts.
   II. School of Education.
   III. School of Domestic Science and Art.
   IV. Academy.
V. College of Commerce.
   VI. School of Public Speaking.
    VII. School of Music.
    VIII. School of Art.

Each of these has a distinct organization, but all of them are under the control of the Board of Trustees and the supervision of the President of the University.

LOCATION.—Situated midway between the business and residence sections of the city of Tacoma, our students have easy access to the leading churches, the city library, State Historical Society, Ferry Museum and other institutions representing the cul-
ture life of the city. Moreover, it affords our students many opportunities for obtaining employment in order to work their way through school.

**EQUIPMENT.**—The University campus is a tract of seven acres located in the geographical center of the city of Tacoma. On this property are the Administration Building, the Chapel, Gymnasium, University House used by the School of Art, Ladies' Dormitory, Men's Hall, and Conservatory of Music. Adjoining the Gymnasium is a fine athletic field well enclosed with a high-board fence and admirably suited for football, baseball and track athletics.

**LABORATORIES.**—The Biological, Physical and Chemical Laboratories are housed in separate quarters. Each has an adequate and growing equipment. Orders have just been given for a new microtome, micrometer, and ten microscopes of superior quality to be made by Ernst Leitz, of Wetzlar, Germany, which are to be installed in the biological laboratory by the opening of the Fall Term. Additional apparatus is also being purchased for the physical and chemical laboratories. Proximity to Puget Sound and the forests of the Cascade mountains affords unusual opportunities for securing specimens of plant and animal life on sea and land.

**LIBRARY.**—The library is open to all the students of the University. It is located in the Chapel Building and is under the direction of a librarian. It contains a spacious and well-lighted reading room where students gather to study during vacant periods. Nearly a thousand volumes have been added during this last school year. Through the interest and efforts of Congressman
W. W. McCredie and Senator Wesley L. Jones, the University Library has been designated as a depository for copies of government publications. In addition to the general library several departmental libraries have already begun. The library has been largely augmented by gifts of private collections and is always pleased to publicly acknowledge contributions of books or funds to purchase new books and magazines.

COURSES OF STUDY.—The College of Liberal Arts presents the choice of four parallel courses of study, each extending through four years, known as the Classical, Latin-Scientific, Scientific, and Modern Language Courses. In the Classical courses the study of Greek is required for the first two years. In the Latin-Scientific Course Latin is required in the first year, and in the Scientific Course and Modern Language Course both Greek and Latin are made elective, in order to give more extended opportunity for the study of modern languages, science, literature and the historical sciences.

DEGREES.—The degrees conferred by the University are B. A., B. S., M. A., and only in exceptional cases the honorary degrees of D. D. and LL. D. The Classical, Latin-Scientific and Modern Language Courses lead to the degree of B. A. and the Scientific Course to that of B. S.

REQUIRED HOURS.—In each course of the College of Liberal Arts 188 term hours are required for graduation. One hour per week for a term constitutes a term hour.

REQUIRED AND ELECTIVE STUDIES.—In each college course all the studies of the Freshman year are required. In the Sopho-
more. Junior and Senior years, the amount of required work is progressively diminished, the student being allowed to complete his quota by selecting from a wide range of elective studies. The work of the Senior year is all elective. The student is expected, however, to regulate his choice of electives, either during the Sophomore or the beginning of the Junior year, so that his electives shall indicate that he is specializing in at least one of the following groups of studies: Ancient Language, Modern Language, Science, Literature, or the Historical Sciences. The student is not allowed to select studies which he is not qualified to pursue in the judgment of his adviser.

ADVISERS.—Every student who registers in the institution is assigned to a member of the faculty as his adviser, whose duty is to guide him in the selection of studies and the proper planning of his course. The adviser is to be regarded as the student’s friend and may be consulted freely by him concerning any subject pertaining to his welfare. On general principles the adviser is to be the teacher with whom the student is taking the major portion of his work.

ATHLETICS.—The University believes in a sound mind in a sound body. Every student is urged to take regular and systematic physical exercise. In all college athletics all rowdyism, profanity, gambling, and professionalism is strictly forbidden. All athletics are directly under the supervision of the faculty. The University provides the services of a well-trained athletic coach and a competent instructor in the gymnasium.

LITERARY SOCIETIES.—The students maintain five literary societies known as the Altrurians, Amphictyons, Philomatheans, H.
C. S., and Thetas. All students are advised to become identified with one of the literary societies. The faculty feel that there is no single factor in college life that does so much to fit students for speaking in public and learning to think while in the act of speaking, as the training of the literary societies.

Religious Organizations.—Both the Young Men's Christian Association and the Young Women's Christian Association are well attended and include in their membership almost the entire student enrollment. The midweek college prayer meetings are always helpful and uplifting. The Oxford Club composed of the young men looking forward to the work of the Christian ministry is a growing and an aggressive organization.

College Paper.—The Monthly Maroon is the regular student publication. It is ably edited and well managed by representatives of the student body. It affords a field for practical newspaper work, and is an important factor in expressing the student life in all athletic, literary and religious enterprises and in arousing college spirit.

The Employment Bureau.—Many students come to us every year who feel the need of earning part of their expenses. The city of Tacoma, by reason of its size, affords many opportunities for self help. The stores, banks, hotels, mills, factories, restaurants and homes offer employment to a large number of students. No person has been compelled to leave school for want of employment. No young person of fair health and plenty of determination need fail to receive an education. The President of the University is always glad to correspond with any person who desires to work his way through school.
BUREAU OF RECOMMENDATIONS OR TEACHER’S AGENCY. — Every year a number of our graduates from the College of Liberal Arts and from the Normal School seek and secure teaching positions in the grades and high schools. In order to get positions they have to depend on their individual exertions or the teachers’ agencies. Many have hesitated to join these agencies owing to the fact of a percentage of their salary being exacted by the agency that obtained the position for them. The fact that so many have gotten positions without the assistance of agencies is an evidence of the high regard in which our College work is held. All students of the University intending to teach are invited to register with the Bureau, which will be glad to render them any assistance in its power to obtain good positions without extra cost to them. The Bureau extends the same invitation to our alumni and desires to get into touch with those who are now teaching.

NUMBER OF STUDIES ALLOWED STUDENT.

The full quota of studies allowed each student in the College of Liberal Arts will be eighteen hours per week in the Freshman year and sixteen hours per week in the Sophomore, Junior and Senior years, exclusive of gymnasium and literary work. Any deviation from this rule, unless occasioned by a change in the schedule, will require the recommendation of the adviser and the vote of the faculty. In order to secure additional hours above the schedule allowance the student must have made first grades in at least half of his or her previous studies and none lower than second grades. For each additional hour above the required quota
one dollar per term will be charged. No additional charge will be made however, for one extra hour that is made necessary by the arrangement of the schedule of studies.

GRADES.

Students are graded in their studies on the scale of 100. The final grade in any study is made up from daily recitations, tests, final examinations and any other work that may be assigned by the teacher in charge. Those receiving 90 or upward are classified as first grade; 80-90, second grade; 70-80, third grade. Those failing to receive 70 are not passed.

EXAMINATIONS.

Oral and written tests are given from time to time during the term at the option of the individual teacher. At the close of each term a written examination of two hours is given in each study. No student, whose absence from the required exercises in any study are so many as to disqualify him from the class membership, will be admitted to the term examinations in that study except by a special vote of the faculty. Such permission will only be given when the faculty are convinced that the absences are not due to culpable negligence. Students absent from term examinations, or who fail to pass the same will be granted special examinations at specified times, with the understanding that an extra charge of one dollar will be made for such examinations unless the faculty are convinced that the absence or failure was not due to the carelessness of the student.

SCHOLARSHIPS.

The University will grant a scholarship to the valedictorian or
salutatorian of every four-year high school or academy in the State of Washington yielding free tuition for one year. Such scholarships shall be continued in force throughout the entire four years’ college course, or so long as recipient of same continues to make first grades in all of his or her studies. Upon failure to do the same after the first year, during which free tuition is guaranteed, such scholarship will then be cancelled. The purpose of these scholarships is to place the emphasis upon excellent work and and to assist those who are worthy but may be in needy circumstances.

LOANS.

The Board of Education of the Methodist Episcopal Church from year to year makes loans to needy and worthy young men in limited amounts, who are members of this denomination. In order to obtain such assistance the student must be in actual attendance at the University, must be doing satisfactory work in his studies and be recommended by the faculty for the same.

NON-RESIDENT WORK.

The University will not grant degrees of any description for mere non-resident work. Academic degrees of any description will only be granted after one year of residence in the institution. Work can be done in non-residence, however, that will equate against residence requirements.

In order to receive credit for such work done outside of the classroom said studies must be taken under an instructor authorized by the faculty and not fewer than one fourth of the regular recitation hours must be taken under the personal tuition of each in-
strucctor For such work the student must pay the University the same tuition, exclusive of incidentals, as would be charged for regular classroom work in addition to the fees charged by the individual instructor.

GRADUATE WORK FOR MASTER DEGREES.

All candidates registering for the master's degree as resident students who have successfully completed work for the bachelor's degree, and hold the same from this institution or one of equal standing, shall be required a minimum of fourteen hours of work for each week during three terms. Such candidate shall select work in some department as a major subject and in one or two other departments as a minor subject or subjects. No candidate shall be allowed to have more than two minors. As far as possible each candidate shall confine his or her work to the departments in which the major subject has been chosen. The candidate shall register in such courses as advised by the head of the departments, in which work is being done. The candidate shall be required to write a thesis in each course, a final thesis of not less than 5,000 words in the principal department, and do such additional work as the heads of the departments concerned shall judge necessary and sufficient.

PRIZES.

During the past year the following prizes were awarded: To the most proficient and accomplished English student during the entire college course an Unabridged Standard Dictionary, which was presented by Rev. J. M. Weaver of Raymond, Washington, to Miss Florence M. Hamilton.
To the student writing the best original college song and having appropriate music composed for the same, a prize of $10.00 was awarded by President J. C. Zeller to W. D. Boyde. The college song was entitled “Our University,” and the music composed for the same by Miss Gertrude Hollingworth.

A third prize of $5.00 is offered to the student who will suggest the best local name for the monthly student publication by the first of October, 1910.

A prize of $10.00 given by Mrs. Lina M. Fisher for the best essay upon the subject of “The Relation of Individual Total Abstinence to the Prosperity of the Nation” was awarded to Mr. Samuel Dupertius.

In the academy declamatory contest the first prize of $15.00 was awarded to Miss Beulah Mirise and the second prize of $10.00 was awarded to Miss Ruth Carr and Mr. Daniel Dupertius who tied for second place.

DORMITORIES.

The University maintains a dormitory for ladies and a hall for men. Both dormitories are fitted with heavy furniture. Students rooming in the halls will be expected to bring with them linen, covers, towels, and such furnishings as they would desire to make their rooms attractive according to their individual taste. The ladies’ dormitory is under the charge of a preceptress who gives her undivided attention to the supervision of the young ladies. It is expected that all the younger classmen in the school among the ladies, who are not compelled to make other arrangements will go
to the ladies' dormitory. Because of the nearness to the University and the social life, the ladies' dormitory has become a center for the women of the school. The men's hall will be in charge of a caretaker this coming year and will receive more attention and supervision than heretofore. Some new furniture is also to be added. It is the policy of the University to improve the accommodations for the young men and women as rapidly as means can be secured for the accomplishment of this purpose.

**NUMBER OF STUDENTS FOR A COURSE.**

No course will be given, unless it be a required study in the regular curriculum, for less than five students. While it is not the policy of the institution to encourage large classes, nevertheless, for purposes of economy, a minimum must be fixed.

**HONORS.**

Students on completion of courses in the College of Liberal Arts will be given graduating honors on the following basis:

**Summa Cum Laude:** Rarely and for special excellence only.

**Magna Cum Laude:** Not more than two grades below first, and none lower than second.

**Cum Laude:** Two-thirds first, none lower than second.

**Honorable Mention:** For successful and sustained work in one or more departments of study.
**UNIVERSITY TUITION AND FEES**

**COLLEGE OF LIBERAL ARTS.**

<table>
<thead>
<tr>
<th>Term</th>
<th>Tuition</th>
<th>Incidents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>$15.00</td>
<td>$6.00</td>
<td>$21.00</td>
</tr>
<tr>
<td>Winter</td>
<td>$12.00</td>
<td>$6.00</td>
<td>$18.00</td>
</tr>
<tr>
<td>Spring</td>
<td>$12.00</td>
<td>$4.00</td>
<td>$16.00</td>
</tr>
<tr>
<td><strong>Total for year</strong></td>
<td><strong>$55.00</strong></td>
<td></td>
<td></td>
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</tbody>
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One course of not less than three hours, tuition........ 5.00
One course of not less than three hours, incidentals 3.00  8.00
Two courses not less than six hours, tuition........ 10.00
Two courses not less than six hours, incidentals...  4.00  14.00
Three or more courses, full tuition and incidentals.

**ACADEMY.**

<table>
<thead>
<tr>
<th>Term</th>
<th>Tuition</th>
<th>Incidents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>$12.00</td>
<td>$6.00</td>
<td>$18.00</td>
</tr>
<tr>
<td>Winter</td>
<td>$9.00</td>
<td>$6.00</td>
<td>$15.00</td>
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<tr>
<td>Spring</td>
<td>$8.00</td>
<td>$4.00</td>
<td>$12.00</td>
</tr>
<tr>
<td><strong>Total for year</strong></td>
<td><strong>$45.00</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One course not less than four hours, tuition........ 4.00
One course not less than four hours, incidentals... 3.00  7.00
Two courses not less than eight hours, tuition...... 8.00
Two courses not less than eight hours, incidentals... 4.00 12.00
Three or more courses, full tuition and incidentals.
Tuition in Schools of Education and Domestic Science same as that of College of Liberal Arts.

See description of Schools of Art, Music, Commerce and Public Speaking for their respective tuitions.

**LABORATORY FEES IN COLLEGE OF LIBERAL ARTS.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botany, per term</td>
<td>$1.00</td>
</tr>
<tr>
<td>Zoology, Physiology and Physiological Psychology, per term</td>
<td>$1.00</td>
</tr>
<tr>
<td>Biology and Methods, per term</td>
<td>$2.00</td>
</tr>
<tr>
<td>Histology and Bacteriology, per term</td>
<td>$2.00</td>
</tr>
<tr>
<td>General and Inorganic Chemistry, per term</td>
<td>$3.00</td>
</tr>
<tr>
<td>Advanced Courses in Chemistry, per term</td>
<td>$4.00</td>
</tr>
<tr>
<td>Physics, per term</td>
<td>$3.00</td>
</tr>
<tr>
<td>Domestic Science, per term</td>
<td>$3.00</td>
</tr>
<tr>
<td>Normal Art, per term</td>
<td>$1.00</td>
</tr>
<tr>
<td>Graduation Diploma</td>
<td>$2.50</td>
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<tr>
<td>Degree Diploma</td>
<td>$5.00</td>
</tr>
<tr>
<td>Returnable dormitory deposit</td>
<td>$3.00</td>
</tr>
<tr>
<td>Special examination fee</td>
<td>$1.00</td>
</tr>
<tr>
<td>Extra charge for student postponing registration after regularly appointed time</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

**ALL UNIVERSITY BILLS ARE PAYABLE IN ADVANCE**

The University does not refund money paid for tuition and fees but will extend credit to the student for the same.
Faculty Organization

J. C. Zeller, President.
W. S. Davis, Recording Secretary.
A. L. Marsh, Registrar.
C. M. Grumbling, Librarian.

STANDING COMMITTEES

SCHEDULE
Davis, Hanawalt, Simpson.

ADMISSION AND CLASSIFICATION
Marsh, Eichholzer, Hanawalt.

RELIGION
Hanawalt, Junia Todd, Mrs. Adams, Mrs. Carr, Marsh.

STUDENT PUBLICATIONS
Buland, Druse, Davis.

ATHLETICS
Richardson, Davis, Eichholzer, Simpson.

SOCIAL LIFE
Druse, Buland, Horner, Knox, Eichholzer, Simpson.

ORATORY AND DEBATE
Knox, Buland, Davis.

DORMITORIES
Adams, Carr, Marsh.

LIBRARY
Grumbling, Davis, Eichholzer, Buland.

LABORATORIES
Simpson, Hanawalt, Richardson.

EMPLOYMENT BUREAU
Eichholzer, Prichard, Richardson, Lois Todd.

BUREAU OF RECOMMENDATIONS
Davis, Marsh, Simpson.
ANCIENT LANGUAGES

PROFESSOR GOLD.

The aim of this department is to pursue not only a thorough but an appreciative study of time-honored classics of representative Greek and Latin authors. *Intensive* work in the mastery of forms, vocabulary, and idioms is insisted upon for the sake of the splendid discipline afforded in the acquisition of a highly inflected language; but *extensive* work in rapid reading and sight reading is pursued throughout all the courses. Collateral study of authors read and contemporaneous social and political life is made to supplement and enliven the translation. Both free and literal translation is required, with emphasis placed on *natural* reading.

Greek

1, 2, 3. **Elementary Greek.** Thorough drill in fundamentals. Analytic and constructive, combined with memoriter methods in the study of forms. Rational study of grammatical construction, and comparison with Latin syntax. Special attention to vocabulary, and emphasis on the writing of Greek sentences. First book of Xenophen's Anabasis read in the spring term. Text: Burgess and Bonner's Elementary Greek. For classical Freshmen. Five hours per week throughout the year.

4, 5, 6. **Anabasis; New Testament Greek.** Two terms devoted to the Anabasis (Books II., III., IV.) Emphasis on forms and syntax. Prose composition (Pearson's text.) one day per week. In the spring term the gospel of Luke will be read with sight reading from the Gospel of John. Prerequisite 1, 2, 3. For Classical Sophomores. Four hours per week.

7. **Herodotus.** Selections. Careful attention to dialect and style. Prose composition. Sight reading from the Cyropaedia. Prerequisite 4, 5, 6. Four hours per week. Fall term.


11. Plato...The Apology... Socrates' famous defense and martyrdom. Teachings of Socrates from a philosophical standpoint. His place in history and in philosophy. Plato as an author and philosopher. Prerequisite 4, 5, 6. Four hours per week. Winter term. (Not offered in 1910-11.)


Latin


2. Latin Poetry. Attention to meter. Prequisite same as 1. Four hours per week. Winter term.

3. Plautus and Terence. One or more plays of each. Study of Roman comedy. Prerequisite same as 1. Four hours per week. Spring term.

4. Cicero. De Amicitia and De Senectute. Comparison with such modern essayists as Bacon, Emerson and others. Prerequisite same as 1. Four hours per week. Fall term and one-half winter term.

5. Tacitus. Germania and Agricola. Study of the character, customs and religion of the early Germans, compared with the conditions in Rome at the time of Tacitus. The conquest of Britain. The emperors Domitian and Trajan. Prerequisite 4. Four hours per week. One half winter and spring terms.
MODERN LANGUAGES

PROFESSOR RUPERT EICHHOLZER

The courses of this department are arranged to give the student that accurate, practical comprehension of the Modern Languages, which will enable him to apply his knowledge to the reading, writing and conversation of the same. Thru a study of the best works, both classic and modern, he is made familiar with the literature, customs and character of the people and the times. The conversational method is used entirely, supplemented very largely by means of composition and discussion, to familiarize him with the idiom of the language and to train the ear as well as the eye.

German

1, 2, 3. German Grammar, Composition and Reading. This course, while making a careful study of the elements of grammar, devotes much time to correct pronunciation, vocabulary, memorizing of simple poems, and conversation. In the third term some easy work like Storm's "Immensee" is read. Five hours. Fall, Winter, Spring.

4, 5, 6. Open to students having completed the above. This course deals largely with the application of the principles of grammar and syntax, by means of composition and conversation. Some of the easier works of German literature are also read as Hillern's "Hoher als die Kirche," Jensen's "Die braune Erica." Five hours. Fall, Winter, Spring.

7, 8, 9. Open to students having completed courses 4, 5 and 6. This course begins a study of the German Drama, particularly those of Goethe, Lessing and Schiller, with a study of the life of the authors, and the history of their time.
"The Harzreise" of Heine and some of his best poems are also read. Composition work is regularly required. Four hours. Fall, Winter, Spring.

10, 11, 12. In this course a study of the more difficult of the classic dramas is made, as Lessing’s "Emilia Galatti," Goethe’s "Egmont," etc., also a study of the present day drama in Germany, some work of Hebbel, Sudermann and Hauptmann being studied. Theme work required. Four hours. Fall, Winter, Spring.

French

1, 2, 3. The first year in the study of French aims to acquire a knowledge of the rudiments of the grammar, correct pronunciation, vocabulary, and easy composition. During the second and third terms special attention is given to a study of the verbs, and some easy work is read. Fraser and Squair's grammar is used. Five hours. Fall, Winter, Spring.

4, 5, 6. In this course, advanced constructions of grammar and composition are carefully studied. Special time is given to the irregular verb forms. Several works are read during the year, as Merimee's "Colomba," "L'Abbe Constantin," and a play or two by Moliere.

ENGLISH

PROFESSOR ROSE ABLE

It is essential that a course in English shall instill a love of reading, and cultivate the discriminating taste which is called aesthetic appreciation. Independence in criticism should be attained early in the study of literature; the acquisition of power, rather than of information, is the ideal held before the students of this department. To this end, the best productions in our mother tongue are studied, with attention to the development of type forms, the history of literary periods, and the individuality of authors. In the courses outlined below, effort is turned toward
attaining familiarity with English literature, and directing and enjoying it. Since literary sense is quickened by creative effort, composition goes hand in hand with the reading of the works of the masters.

English

1, 2, 3. Freshman Rhetoric...This course is a serious study of the principles of effective writing with training in composition. Two or three short themes are written each week, unless replaced by one large composition. Illustrative reading in the main forms of literary composition is required, among others, essays from Newman and Pater. Texts: Gentung’s “The Working principles of Rhetoric,” Cody’s “The World’s Greatest Short Stories.” Required of all Freshmen. Four hours a week. Fall, Winter, Spring. 12 credits.

4. Essays of The Nineteenth Century. The reading of this prose is accompanied by lectures. Works selected for particular study are: Carlyle’s, “Heroes and Hero Worship,” DeQuincey’s “Revolt of the Tartars,” and “The English Mail-Coach,” Lamb’s “Essays of Elia,” Ruskin’s “Sesame and Lilies,” and “Queen of the Air,” Arnold’s “On the Study of Celtic Literature,” and Stevenson’s “Travels with a Donkey.” Three hours. Fall. 3 credits.

5, 6. Nineteenth Century Poetry. The study of the poems of representative poets of the century, particularly Wordsworth, Shelly, Tennyson, Browning, Arnold, Rossetti, and Morris. Page’s “British Poets of the Nineteenth Century” is supplemented by lectures. Three hours. Winter, Spring. 6 credits.

7, 8, 9. Shakespeare and the Contemporary Drama...A short review of the political, social and literary conditions of the Elizabethan age is followed by an intensive study of Shakespeare’s “Hamlet,” and “Lear,” and the reading of his “Richard III.” 1 and 2 Henry IV. “Twelfth Night,” “Much Ado About Nothing,” and “The Winter's Tale.” Representative Elizabethan plays are then read, among others, the morality “Everyman,” Udall’s “Ralph Router Dolster,” Sackville’s “Gorbaduc,” Kyd’s “The Spanish Tragedy,” Marlowe's “Tamburlaine” and “Doctor Faustus,” Greene’s “Friar Bacon and Friar Bungay,” Johnson’s “Every Man in His Humor” and “The Alchemist,” Dekker’s “The Shoemaker's Holiday,”

10, 11. Old and Middle English. Readings from Cook's "First Book in Old English," Cook and Tiner's Translation from Old English Poetry," and selected Middle English texts. This course is designed to give an introduction to the early English language and literature. The study of Old English grammar is accompanied by lectures upon the history, structure, and vocabulary of the English language, with special attention to the relation between the earlier and the modern periods. Three hours. Fall, Winter. 6 credits.

12. Chaucer. Reading from the Oxford Chaucer, The Canterbury Tales are read, also portions from Troilus and Criseyde, and selections from the minor poems. Three hours. Spring. 3 credits.

13, 14 Browning. A study of Browning's poems with special attention to their philosophy of life. Some of the contemporary poets are taken up for the better comprehension of the period. Three hours. Fall, Winter. 6 credits. Given in 1909-10.

15. Tennyson. The reading of the greater number of Tennyson's poems, with an attempt to discover what poetry of the highest order is. Three hours. Spring. 3 credits. Given in 1909-10.

16, 17, 18. Literary Interpretation. A wide reading of prose and poetry, with special attention to emotional interpretation and the principles of criticism. The course will consist largely of reports made by the students upon selected readings, the purpose of the course being to secure power of interpretation, and to cultivate aesthetic appreciation. Expressive reading is attempted in the class room, and standards in literary criticism are studied in the works of Ruskin and Arnold.

20. **Practical Oratory.** General principles of oratory, study and analysis of model orations, illustrating the principles of the various styles of forensic speech. Original and extemporaneous orations. Three hours. Winter term, 1912. Given by Professor Cummins.

21. **Extemporaneous Speaking.** The principles underlying extemporaneous speaking. The preparation of thought. Voice culture. Psychology of gesture. Topics will be assigned in advance, and careful preparation of material required, but the debate, or address will be constructed when the student is face to face with his audience. Buckley’s "Extemporaneous Oratory" will be used as a text. Three hours. Winter term, 1912. Given by Professor Cummins.

**MATHEMATICS**

**PROF. FRANCIS W. HANAWALT.**

The purpose of this department is two-fold, to furnish mental discipline and to show the practical application of mathematical forms and principles to the different arts and sciences. Clear thinking and the expression of such thoughts in graphic form or by clear and concise English, are emphasised; mechanical methods of obtaining results are avoided. The various courses are not taught merely as pure mathematics, but their practical application is kept in mind also; the wisdom of this course is evident when it is remembered that mathematical principles underlie the great mechanical enterprises of modern civilization.

1. **Solid Geometry.** A course in demonstrative Geometry of three dimensions, including the sphere, with emphasis on the spherical triangle, similar to that given in the fourth year of the academy; it is required of all college students who have not pursued the subject before entering Freshman. College credit will be given to those students who do not need it for college entrance, but it is not to be substituted for any of the required mathematics. Such students may take Descriptive Astronomy the remainder of the year and thus
easily arrange a year's work. Fall term, four hours. Text: Well's Essentials of Geometry. Prerequisite, Plane Geometry and Academic Algebra.

2. **College Algebra.** A brief review of some of the fundamental principles of elementary algebra will be taken. Identities, symmetry, graphs, logarithms, theory of quadratics, series, convergency and divergency, a fundamental course fitted for the following courses of college mathematics. Required of all Freshmen. Fall term, five hours. Text: Metzler, Roe and Bullard's College Algebra. Prerequisite, Academic Algebra and Geometry.

3. **Trigonometry, Plane and Spherical.** The development of the ordinary formulas and their use in the solution of plane and spherical triangles; exercises in analytic reductions, solution of equations, application to dihedral angles of common solids, practical problems in heights and distances, as a basis for surveying, practical astronomy, etc. Required of all Freshmen. Winter and Spring terms, five hours. Prerequisite, courses 1 and 2.

4. **Analytic Geometry.** A course in the Cartesian and polar coordinates of the point, line, circle, parabola, ellipse, and hyperbola. Problems in loci are given their due importance; the beauty and power of algebraic geometry is amply illustrated. Required of scientific Sophomores. Fall term, four hours. Prerequisite, courses 2 and 3.

5. **Calculus, Differential and Integral.** An ordinary course covering the fundamentals of both branches of this useful subject, but sufficiently thorough for those going on to engineering courses. Integral calculus is introduced at an early date; certain other curves besides the conic sections are used in the early practical application of the subject to geometry, physics and engineering. Required of scientific Sophomores. Winter and Spring terms, four hours. Prerequisite, courses 3 and 4.


7. **Differential Equations.** An elementary course for those who wish the subject as a tool for physics and engineering;
these practical applications will be kept constantly in mind. Winter and Spring terms, three hours. Prerequisite, courses 4 and 5.

8. **History of Mathematics.** This course will be especially helpful to those intending to teach mathematics. It will be based on Ball and Cajori. Fall and Winter terms, three hours. Prerequisite, courses 4 and 5.

Instead of courses six, seven, eight, elective courses may be arranged with proper prerequisites under Modern Higher Algebra, Determinants, Solid Analytic Geometry and Analytic Mechanics.

**ASTRONOMY**

**PROF. FRANCIS W. HANAWALT.**

Astronomy is one of the branches of applied mathematics. A clear idea of spherical geometry is needed even in an elementary course, and spherical trigonometry is used more and more as one advances. In astronomical mythology, biography and history a wealth of material is found to make this science very interesting.

1. **Descriptive Astronomy.** An elementary course whose purpose is to give the student a conception of the solar system and stellar heavens; naked eye observation, and with the 4½-inch equatorial telescope will be a regular feature of the work. Attention will be given to the constellations and current celestial phenomena. Winter and Spring terms, four hours. Prerequisite, admission requirements to Freshman class in algebra, geometry, and academic physics.

2. **General Astronomy.** Practical observations with the naked eye and (equatorial) telescope (made by Alvan G. Clark's Sons), star charting, tracing courses of planets, calculation of suitable problems introductory to Practical Astronomy, use of nautical almanic, and other supplemental work in connection with Young's Manual of Astronomy. Fall, Winter and Spring terms, three hours. Prerequisite, courses two and three of mathematics and academic physics.
3. **History of Astronomy.** A course based on Ball's History of the science, tracing the development of modern ideas and methods of this the oldest science. Supplemental work on biography and present-day achievements in the observatory. Spring term, three hours. Prerequisite, course 1 or 2.

**PHYSICS**

**PROF. A. B. WRIGHT.**

Because of the practical value of physics and the universal and constant application of the principles of this science in every-day life, a knowledge of its principles and methods is essential to a broad and liberal education. This need the department will seek to supply by offering courses which are designed to give a full, clear and comprehensive exposition of the chief theories and laws of physics.

The method of study will be mathematical rather than historical and thus the student will become familiar with the methods of science and secure a valuable training in the accurate and concise reasoning demanded by such a study. Although intended as general courses for the student who wishes to broaden his outlook upon science they will be found valuable to those who contemplate technical training or advanced work in physics as a foundation.

1. **Mechanics, Heat.** A mathematical study of the general principles in mechanics and heat. The development of the important formulas of mechanics and the application of the molecular theory of heat will be objects of special attention. The text will be supplemented by laboratory exercises illustrating the leading generalizations. Text: Duff's Text book of Physics. Laboratory Manual, Franklin, Crawford and MacNutt. Fall term, four hours. Prerequisite, Academy Physics, Trigonometry.

2. **Wave Motion, Sound and Light.** A continuation of the general study of physics using the same text as in 1. A study
of vibrations and their behavior as explained by the theory of wave motion. Emphasis will be given to the portion of the work devoted to optical measurements. Winter term, four hours. Prerequisite, Physics 1.

3. Magnetism, Electricity and Radio-Activity. The general theories and laws of magnetism and electricity will be presented as well as the investigation of their more practical phases such as the electro-magnet, dynamo, wireless telegraph, etc. The subject of radio-activity will be thoroughly discussed from the standpoint of the disintegration theory. Text: Same as 1 and 2. Spring term, four hours. Prerequisite, Physics 1, 2.

4. Heat. A study of the theory of heat for advanced students, this course will include a determination of the densities and co-efficients of viscosity of gases and liquids, vapor pressures, latent heat, specific heat, etc. Fall term, four hours. Text: Thomson’s Heat. Prerequisite, Physics 1, 2, 3. Calculus.

5. Sound. An advanced study of the nature of sound and its chief characteristics. The determination of the velocity of sound in different media, analysis of vibrations and the examination of pipes and other cavities will come in for especial attention. Winter term, four hours. Text: Thomson’s Sound. Prerequisite, Physics 1, 2, 3. Calculus.

6. Electricity and Magnetism. A course devoted to the examination of the theory of electricity and magnetism. Besides a thorough theoretical consideration of the subject, the course will include the determination of the more important constants and the application of the electro-magnetic theory. Spring term, four hours. Text. Webster's Theory of Electricity and Magnetism. Prerequisite, Calculus, Physics 1, 2, 3.

CHEMISTRY

PROF. A. B. WRIGHT.

The increasing complexity and demands of modern life require of every one some understanding of the principles and methods
of science. To this end the courses of this department are shaped with the added purpose, that, while the student may secure a broad grasp of the theoretical and practical nature of chemistry, he may at the same time discover the mutual relations and interdependence between the several sciences.

Particular attention will be paid to the practical application of the science and the work of this department will be found to be valuable for those contemplating the study of medicine, dentistry, pharmacy, engineering or household science. Courses in agricultural, sanitary and industrial chemistry will be added from time to time as the need of the work arises. Every effort will be made to give the most thorough and advanced undergraduate training possible for those who specialize in this subject.

The needs of the department make it necessary that Courses 4, 5, and 6 in qualitative and quantitative analysis be given in alternate years, the work in organic chemistry succeeding. This, however, will still make it possible for the student to do the entire work of the department in the four years’ course.

1, 2, 3. General and Inorganic Chemistry. A general survey of the principles of chemistry furnishing a foundation for advanced work in this department. It will combine a study of the properties and chemical relations of the more common elements with a development of the basic generalizations of chemical theory from the ionic standpoint. Smith’s Chemistry for College will be used as a text, supplemented by lectures and laboratory work. Throughout the year, five hours. Prerequisite, preparatory physics, geometry.

4. Qualitative Analysis. The principles of qualitative analysis from the standpoint of the theory of electrolytic dissociation and the law of mass action. This course will furnish methods for the detection and separation of elements and give an introduction to the theory of quantitative and general chemistry. Text: Bottgers’ Qualitative Analysis. Fall term, five hours. Prerequisite, Chemistry 1, 2, 3.

5. Quantitative Analysis. Designed for students desiring an introduction to the methods of practical analysis. The pre-
preparation and testing of re-agents, standardization of solutions and the estimation of the more common elements by gravimetric and volumetric methods will constitute the course and will be supplemented by exercises in stoichiometry. Text: Talbott's Quantitative Analysis. Winter term, five hours. Prerequisite, Chemistry 1, 2, 3, 4.

6. Advanced Analysis. A study of advanced technical methods used in the valuation of substances used in commerce, agriculture and the arts. Special attention will be given to estimation by volumetric and electro analysis. Olson's Quantitative Analysis and Sutton's Volumetric Analysis will be used as guides. Spring term, five hours. Prerequisite, Chemistry 1, 2, 3, 4, 5.

7, 8, 9. Chemistry of the Carbon Compounds. A study of the general principles and practical application of organic chemistry maintaining a careful balance between theory and practice. Several series of hydrocarbons and their derivatives will be studied as types and their chemical relations will be illustrated by the preparation of a number of organic compounds in the laboratory. Remsen's Organic Chemistry will be used as a text, with Orndorff for laboratory guide. Throughout the year, five hours. Prerequisite, Chemistry 1, 2, 3.

10. Food Analysis. An advanced course for those specializing in chemistry or in domestic science. The analysis of water, milk, butter, sugar, and all other important food stuffs, the estimation of alcohol in fermented and spiritous liquors, and the detection and valuation of adulterations in foods will comprise the laboratory work. Text: Leffman and Beam's Food Analysis. Fall term, five hours. Prerequisite, Chemistry 1, 2, 3, 4, 5.

11, 12. Physiological Chemistry. A course designed for those interested in domestic science or medicine. An examination of the chemical constituents of the body and the chemical changes involved in normal life processes. It includes the identification of the most important compounds and enzymes in the laboratory. Some quantitative estimations will be made, especial attention being given to blood and urinary analysis. Text: Long's Physiological Chemistry. Winter and Spring terms, four hours. Prerequisite, Chemistry 1, 2, 3, 4, 5, 10.
GEOLOGY

PROF. A. B. WRIGHT.

1. Descriptive Geology. Designed for those who wish to obtain an outline of the methods and principal results of science. A study of the earth's history as recorded in the rocks and of the agencies involved in producing this development. The changes in geographic conditions and the development of plant and animal life forms will receive special attention. Text: Scott's Introduction to Geology. Fall term, four hours. Prerequisites: Chemistry 1, 2, 3. Biology.

2. Economic Geology. A general survey of the mineral resources of the United States, accompanied by specific and typical illustrations of the more important classes of deposits. The economic and statistical aspects of the subject will be thoroughly investigated. Winter term, three hours. Prerequisites: Geology 1. Text: Tarr's Economic Geology of the United States.

3. Mineralogy. An investigation of the elements of crystallography and the physical and chemical proportions of minerals. This will include the study and identification of the more important minerals and common rocks. Text: Tillmans' Textbook of Important Minerals and rocks. Spring term, three hours. Prerequisite: Geology.
Our location on the shores of Puget Sound and our proximity to many fresh water lakes and streams puts us in the heart of veritable zoological and botanical gardens. The student is able to study fauna and flora in their natural surroundings and trips are made to the sea, the lakes and the forest for this purpose. The newness of the country offers a great field for research work.

LABORATORY.

The biological laboratory is a large, airy, well-lighted room with culture and store rooms adjoining. It is provided with twelve tables, commodious lockers, cases, running water, gas and electricity. The new microscopes made especially for this department have been added this year. A rotary microtome, stereopticon, sterilizing ovens, incubator, paraffine bath, delicate balances, together with all the equipment necessary, are here to facilitate the work in the courses offered. The stock room is well supplied with materials for study and research. Several of the latest works pertaining to biology are to be added to the reference library this year.

Botany

The courses in Botany are planned with the following ideas in view: To give the student an opportunity to become familiar with the plants of this region; to bring out the unity of structures and similarity of functions in the plant kingdom, as a part of a general education; to prepare the student for teaching or investigation.
Courses 1, 2 and 3 inclusive are primarily for those who do not offer a year of Botany for entrance. Courses 4, 5 and 6 are open to students who have completed 1, 2 and 3, or their equivalent. Given each year.

1. **Morphology, Physiology and Anatomy** of leaves, stems, roots and seeds; the relation of plants to soil, air, light and water, determined by experiment. Two lectures. Four hours laboratory. Credit four hours. Fall.

2. **Cryptogams.** A study of the type forms of Thallophytes, Bryophytes, and Pteridophytes. Their morphology, and ecology. Lectures and laboratory as in course 1. Winter.

3. **Spermatophytes.** Morphology and ecology of the Gymnosperms and Anisperms, together with a study of their typical fruits. Lectures and laboratory as in Course 1. Spring.

4. **Plant Physiology.** This course is concerned with the study of living plants, including a study of living protoplasm, of the phenomena of germination, respiration, and growth; of the movements of liquids in plant tissues; response to stimuli, variation and heredity. An experimental course. Prerequisite, Chemistry and Courses 1, 2, 3. One lecture. Six hours laboratory. Fall and Winter.

5. **Descriptive and Systematic Botany.** A general introduction to the systematic study of flowering plants. It aims to make the student familiar with the language of systematic Botany, to develop skill in manipulation and systematic habits of observation, illustrating the more important characters on which classification is based. Use of the analytical key. A herbarium of fifty flowering plants, analyzed and mounted, is required. Two hours of the laboratory period will be spent in the field. Prerequisite, 1, 2 and 3. Required of those preparing to teach high school Botany. One recitation. Four hours laboratory. Three credits. Given Spring, 1911.

6. **Ecology.** This includes geographical and zonal distribution of plants; determination of Hygrophytes, Mesophytes, and Xerophytes. How plants adapt themselves to their surroundings; relation of plants to animals, etc. This course takes up the more practical phases of plant activities and re-
relationships. Excursions are made to study the different plant societies. Collections representing the different groups of plants will be one of the features of the course. Lectures, laboratory and field work throughout the year. Three credits. Prerequisite, 1, 2, 3. Given 1911-12.

7. **Plant Histology.** Preparation of slides for the microscope. This includes imbedding, making of microtome sections, use of stains, examination of tissues, methods of drawing and measurements of magnification. Lectures on laboratory methods and development of the various tissues. Six hour laboratory, one lecture. Credit four hours. Prerequisite, High School or College Chemistry and Botany 1, 2 and 3. Chamberlain's Histology is used as a guide. Given 1909-10. Two terms.


9. **Biology and Methods.** Today, even to the kindergarten teacher, a broad scientific foundation is essential. With this in mind the following course is planned to give the teacher a comprehensive view of the biological field. Textbooks, lectures, and laboratory methods are combined, frequently field excursions will be substituted for laboratory work; our location offering very unusual advantages for the study of varied forms and aquatic life. Discussions and observations of the fundamental laws of living things and the methods of presenting the same to children. Open to Normal students only. No prerequisite is essential. Two lectures or recitations. Two laboratory periods. Credit four hours. Three terms. Fee, Four dollars.

**ZOOLOGY.**

**PROF. SIMPSON**

The courses in Zoology are developed from the broadly biological point of view. The lectures will treat of the development,
structure, relationships, and ecology of the different groups. The work is divided into three courses. A student can enter courses 11 or 12, but is advised to take the courses in their order to get a systematic development of the types of the animal kingdom. A well prepared notebook is required in all courses.

10. **Fundamentals of Zoology.** This takes up the structure and physiology of the cell, comparison of animal and plant cells, a systematic study of the Protozoans, Metazoans and lower phyla of the Invertebrates. Two lectures or recitations. Four hours laboratory. Fall term.

11. **Anatomy, Physiology and Type Forms of Crustaceans Arachnids and related forms, together with insects. Lectures and laboratory as in 10. Winter.**

12. **Vertebrate Zoology.** This takes up the work with the perch, the frog and the pigeon. Lectures and laboratory work as above. Spring.

13. **Entomology.** A systematic study of insects, including field observation and collecting, and museum methods of forming and arranging collections. Four hours laboratory. One lecture. Open to advanced students in Biology. Given 1910-11.

14. **Human Physiology.** The design of the course in Physiology is to investigate more thoroughly than is usually done in collegiate courses into the intricacies of physiological science. The work comprises lectures, laboratory work and discussions which bring the subject constantly down to the latest conceptions and findings. Preparatory for those who anticipate entrance to a medical course and for others who wish to investigate into the deeper workings of Physiology. Lectures two hours per week. Laboratory two hours. Credit three hours. Fall and Winter. Given 1910-11.

15. **Physiological Psychology.** Under this subject is arranged a series of lectures and demonstrations dealing with the anatomy and functions of the central nervous system. It is intended to outline the physiological nervous activities emanating from the brain and allied structures, and to investigate the physiology of the special senses, speech and thought. Prerequisite, course 14. Given Spring term, 1911.
Practical Hygiene. A special course of twelve lectures on Practical Hygiene in a systematic but necessarily brief manner. The more salient points of this very important branch of applied science will be taken up. An elementary knowledge of such important topics as food, air, soil, water, housing, disposal of sewage and garbage, disinfectants, quarantine, occupations, personal hygiene, vaccination, and disposal of the dead, is absolutely essential in these times when prevention of disease is a far more important subject than the curing of disease.

AGRICULTURE

1, 2, 3. Chemistry. A study of the properties and chemical relations of the more common elements with a development of the basic generalizations of the chemical theory from the ionic standpoint. Five hours. Fall, Winter, and Spring.

4. Physiological Chemistry. An examination of the chemical constituents of the body and the chemical changes involved in normal life processes. Identification of the most important compounds and enzymes in the laboratory; blood and urinary analysis. Text: Long's Physiological Chemistry 1, 2, 3.

5. Food Analysis. The analysis of water, milk, butter, sugar, and all other important food stuffs; the estimation of alcohol in fermented and spirituous liquors, and the detection and valuation of adulterations in foods. Texts: Leffman and Beam's Food Analysis. Fall term, five hours. Prerequisite, Chemistry 1, 2, 3, 4, 5, -10.


7. Plant Physiology. The study of living plants, including a study of living protoplasm; of the phenomena of germination, respiration and growth; of the movement of liquids in plant tissues; response to stimuli; variation and heredity. An experimental course. Prerequisite, Chemistry and Elementary Botany. One lecture. Six hours laboratory. Fall and Winter.
8. **Ecology.** This includes geographical and zonal distribution of plants, determination of Hygrophytes, Mesophytes, and Xerophytes. How plants adapt themselves to their surroundings; relation of plants to animals, etc. This course takes up the more practical phases of plant activities and relationships. Excursions are made to study the different plant societies. Collections representing the different groups of plants will be one of the features of the course. Prerequisite 1, 2, 3, or their equivalent. Throughout the year. Given 1911-12.

9. **Bacteriology.** Laboratory practice in preparing and sterilizing media and the isolation of pure cultures; methods of staining, studying and cultivating bacteria; lectures on the topics of spontaneous generation, the germ theory of disease, immunity and related problems. Prerequisite, Botany or Zoology and Chemistry. Given 1910-11. Fall, Winter.


11. **Economics of Horticulture.** A practical course in the development of orchards and vineyards, dealing with the selection of soils, proper planting, care and preservation; the control of pests, irrigation, and the commercial management of the product. A brief study of forestry is to be included in this course. Two hours, spring term, 1913.

12. **Economics of Gardening.** A practical treatment of the problems of both the small gardener and those operating on a larger scale, dealing with fertilization, methods of cultivation, selection of proper seed and vegetables and profitable management from the standpoint of the market. Members of class will be expected to carry on practical experiments in connection with class work. Two hours, Spring term.
Introductory Statement. The work of the department of History has been selected and will be conducted with the following aims in view:

1. To acquaint students with the general course of the main stream of human history from earliest times to the present time and to point out the growth of the chief institutions of society: the family, the state, the church, the school, and industry.

2. To give that general culture which constitutes a part of a liberal education.

3. The lessons of history are valuable in the solution of problems arising in the history of nations today. The pages are full of examples of patriotism and incentives to good citizenship and to wide human sympathy.

4. History is the storehouse of facts to which must come students of other social sciences—Political Science, Economics, Sociology and Philosophy.

5. History has the practical value of furnishing a basis for those contemplating law, diplomacy, the civil service, business, journalism, or the teaching profession.

History.

1. Mediaeval History. The social, political, military and religious history of Europe form the Germanic migrations to the discovery of America and the Protestant revolution; Empire of Charlemagne; Feudalism, Chivalry, and the Cru-
sades; struggle for supremacy between Empire and Papacy; laying the foundation of the modern nations; the Renaissance and the great awakening of the nations preceding modern times.

Instead of a uniform textbook, the class will use Richardson's "Syllabus of Continental European History." Required of Sophomores. Given annually. Fall term. Four hours.

2. **Modern History.** The Reformation period. A study in detail of the Reformers before the Reformation; of the lives and influence of Luther, Calvin, Zwingli, Melanchthon, Knox, and leading reformers; progress of the Reformation in Germany, France, The Netherlands, England, Scotland, and Scandinavia; the Catholic counter-reformation; the Thirty-Years' War and the Treaty of Westphalia; progress toward freedom and toleration. Text as in Course I. Winter term. Required of Sophomores. Given each year. Four hours.

3. **Modern History.** Continuation of Course II. From the treaty of Westphalia to the present time. The growth and development of the leading modern nations, with chief study of the nations of Europe. Progress toward constitutional liberty. Special study of the French Revolution, Napoleonic Era, and the Nineteenth Century, and of the history of the European Colonies. Text as in Courses I and II. Spring term. Required of Sophomores. Given each year. Four hours.

4. **American History.** The social, political, military and industrial history of the United States from the framing of the Constitution to the close of Madison's administration. Ames' Syllabus of American History and Volumes I. and II. of Schouler's History of the United States will be used as a basis. Elective. Three hours. Fall. Given 1911-12.


6. **American History.** From the outbreak of the Mexican War to the inauguration of President Lincoln. Special study of the anti-slavery movement and its leaders, development of the slave power, and of the causes of the Civil War.


Of the five great institutions of human society, the family, the state, the church, industry and the school, Political Science has to do with the state, or the political organization of society.

The work of this department in the University is intended to make the student acquainted with the various forms of American government, national, state, county, township, and municipal, together with comparative national government.


3. **American Legislatures and Legislative Methods.** An investigation of the functions of the National House and Senate as related to the State Legislatures; their procedure, apportionments and elections; forces influencing legislative action and the methods of perversion of legislatures, the merits and dangers of the legislative product. Reinsch's "American Legislatures and Legislative Methods" will be used as a guide. Three hours. Spring, 1912.

4.—**Municipal Government.** A study of American City Government, historically and practically considered. The growth of American cities from three per cent. of the population in 1790 to more than thirty-three per cent. at present. Perils of the city. Municipal progress and problems. Changes in the forms of city government. Study of typical American cities: New York, Chicago, Boston, Cleveland,


8. Constitutional Law. The questions that have arisen and continue to arise in regard to the exact meaning of the provisions of the Federal Constitution, and of the constitutions of the different states, are studied both historically and logically. Lectures on the subject are given to shed light on points of difficulty, and to explain the principles of a correct interpretation of American constitutional law. Text: McClain's "Constitutional Law". Four hours. Winter. Given 1910-11.

Reference: Scott's "Cases on International Law". Three hours. Spring. Given 1910-11. It is recommended that students taking this course also take History 10: "The History of American Diplomacy".


ECONOMICS

PROF. J. C. ZELLER

The work of this department is intended to provide theoretical and practical training in the various related branches of economics. Its distinct aims are to teach methods of work, to foster a judicial spirit, and to cultivate independent research.

These courses are offered both to those engaged in undergraduate work and those pursuing studies for the Master's degree. They are intended to provide special training for those contemplating commercial careers, public service, journalism, and teaching. Since institutions are an outgrowth of history, the historical element must always hold a place of prominence in studies of this character. Only those who have some training in history can hope to pursue these studies intelligently.

A part of the following courses will be offered each year, but they will be given in such a manner that a student specializing in this department may take all of them during his regular college course. The method of instruction will be that of lecture, recitation, class reports, written tests, and papers.

1. Introduction to Economics. An elementary course which considers the principles of production, distribution, money, banking and international trade. The labor movement,
monopolies, trusts, and the railroad problem are treated in outline. Seager's "Introduction to Economics" is used as the chief text. Four hours. Fall term, 1910.

2. **History of Commerce.** A study of the purpose and development of commerce, showing the various transformations through which it has passed from ancient to modern times. Attention is given to the town, land, and sea trade of mediaeval history, the influence exerted by exploration and discovery, the rise of the mercantile and industrial systems, and the development of modern transportation facilities. Special attention is given to the Commerce of the United States. "A History of Commerce", by Day, serves as the basis for this course. Four hours. Fall term.

3. **Economic History of the United States.** The course begins with the explorations and settlements that led to the colonization of the continent, and then traces the development of agriculture, manufactures, and transportation, and the growth of commerce, labor, and population from the simple rural conditions of colonial life to the complex industrial society of today. It attempts to show the economic causes of important events, and give the student a basis for the economic interpretation of history. Bogart's "Economic History of the United States" is used as a text. Four hours. Winter term, 1911.

4. **Money and Banking.** Examination into the history and principles of money, whether metallic or paper. A description of the functions of a bank, followed by the history of Banking in the United States, the National and State banking systems. Attention is given to the banking systems of England, France, Germany, and Canada. Four hours. Winter term, 1912.

5. **Financial History of the United States.** A comprehensive review of our monetary and banking system, tracing the different principles that have entered into its development. Also a treatment of tariff legislation in its connection with the national finances. Dewey's "Financial History of the United States", Bolles' "Financial History, 1789 to 1860," are used as guides. Four hours. Winter term, 1913.

6. **Trust Finance.** A study of the nature of the competitive situation out of which the trust arises; the motives to which the trust promoter appeals in presenting his proposition;
the part played by the underwriter, and the methods employed in disposing of the stocks; methods resorted to in order to obtain new capital; forms of capitalization and legislative regulation. Two hours. Spring term, 1912.

7. Railroad Transportation. A general course dealing with the most important principles and facts relating to railways and waterways. The development of the railroad, including its organization, management, and consolidation, together with the subject of rates, and public control. Johnson's "American Railway Transportation", Hadley's "Railroad Transportation" and Johnson's "American Transportation Problems" will be used as guides. Two hours. Spring term, 1911.

8. Ocean and Inland Water Transportation. An outline of the growth of ocean commerce, the development of the steamship, modern freight, mail, express, and passenger service, and the organization and regulation of ocean carriers. Also a study of the canals and inland water ways of the United States with special reference to Domestic Commerce. The excellent text of Emory R. Johnson will be used as a guide. Three hours. Spring term, 1912.

9. Real Estate. A course designed to give a practical knowledge of the legal and business aspects of the sale, purchase and management of real property. Subjects considered: Titles, mortgages, deeds, records, and abstracts; the valuation, location and management of office buildings; the handling and development of ranching property and irrigated lands; and the function of building and loan associations. Three hours.


11. Economics of Horticulture. A practical course in the development of orchards and vineyards, dealing with the selection of soils, proper planting, care and preservation; the control of pests, irrigation, and the commercial management of the product. A brief study of forestry is to be included in this course. Two hours. Spring term, 1913.
12. Economics of Practical Gardening. A practical treatment of the problems of both the small gardener and those operating on a larger scale, dealing with fertilization, methods of cultivation, selection of proper seed and vegetables, and profitable management from the standpoint of the market. Members of class will be expected to carry on practical experiments in connection with class work. Two hours. Spring term.

SOCIOLOGY

PROF. J. C. ZELLER.
REV. L. J. COVINGTON.

The purpose of this department is to present to the student a comprehensive and working knowledge of social organization. The evolution of society from its most primitive forms to its complex and highly organized state of culture will be traced. The differentiation in life produced by environment will be considered both in the institutions of the past and of the present.

Such courses have been selected as are calculated to meet the needs of those intending to enter the professions of the ministry, law, teaching, or journalism, and to develop in the student the power to use critically and constructively the historical method.

Work in this department presumes that the student is familiar with history, and has had at least introductory courses in Economics, Political Science, and Psychology. The city of Tacoma offers many opportunities for personal observation and experiment in its churches, organized charities, hospitals, orphanages, trades unions and city clubs.

The courses will be conducted by lectures, recitations, class reports, written tests and papers.
1. **Introduction to Sociology.** A study of the forms of population, origin and nature of society, development of the social nature and mind, the formation of government, and the growth of institutions. Gidding's "Elements of Sociology" and Sumner's "Folkways" are the texts in use. Four hours. Fall term, 1910.

2. **Ethnology.** The purpose of this course is to present the great problems of ethnology in the physical and psychical evolution, to consider systems for ethical classification, and to inquire into racial conditions and characteristics. Keane's "Ethnology", Deniker's "Races of Man", and Brintons "Races and Peoples" are used as guides. Four hours. Spring term.

3. **Charities and Corrections.** A study of the social organization for the relief and care of dependents, social arrangements for the education, relief, care and custody of defectives, and an introduction to Criminal Sociology. Public institutions will be visited. Hendersons "Dependents, Defectives, and Delinquents" and DeVine's "Principles of Relief" will serve as guides. Four hours. Winter term, 1911.

4. **Trades Unions and the Labor Movement.** An inquiry into the origin and development of labor unions and the principles they represent, together with a consideration of the economic and social problems that confront the working classes. Adam's and Sumner's "Labor Problems", Common's "Trades Unionism and Labor Problems" and Webb's "History of Trade Unionism" will form the basis of the instruction. Four hours. Winter term, 1912.

5. **Biblical Sociology.** A treatment of the Science of Sociology in relation to religion, tracing the significance of the idea of God in the development of social life, the place of sacred persons, sacred places, sacred services, sacred objects and days and the peculiar institutions that grow out of them, and the manner in which they reacted upon the religious life of the people of the Bible. Two hours. Spring term, 1911.

6. **Christian Sociology.** An examination of the teachings of Jesus in relation to the social problems of modern life, especially as represented in the family, the care of the poor, the possession of riches, and the industrial order. This course is especially designed for those planning for religious
work. Peabody's "Jesus Christ and the Social Question" and Matthew's "The Social Teachings of Jesus" are used as guides. Two hours. Given Spring term.

7. Domestic Sociology. A study of the history of the family institution amid primitive and recent conditions of society; the development of the industrial, juristic, and religious principles in the domestic relation; and a consideration of present day problems. This course is open only to Seniors or those who have had sufficient work in this department to satisfy the instructor. Howard's "History of Matrimonial Institutions" and Westermarck's "History of Human Marriage" will form the basis of instruction. Two hours. Given Spring term, 1912.

8. Social Psychology. Studies in suggestibility, the mob mind, fashion, laws of conventionality, power of custom, imitation, social conflict and compromise, and public opinion. This course is intended only for advanced students who are competent to pursue seminary methods of personal investigation and experiment. Three hours. Winter term, 1911.

9. Social Education. The aim of this course is to furnish the student with a method of thinking. Pedagogic principles are to be developed from an observation and explanation of social facts in actual life. Children are to be regarded from the standpoint of group relations rather than separated individual units. Two hours. Spring term, 1913.

10.—Applied Philanthropy. A course of lectures upon the cause of misery and methods of relief, the care of childhood, the juvenile court, the charity association, and an investigation of institutional forms of charity. This course is to deal with the technology rather than the theory of charity. Ten lectures given by Rev. L. J. Covington. Spring, 1911.
PHILOSOPHY AND PSYCHOLOGY

PROF. ROBERT A. CUMMINS.

DR. EDWARD A. RICH.

The object of this department is to introduce the student to the philosophical point of view in the consideration of the problems of nature, civilization, institutions, art, human consciousness, conduct, and religion.

It is designed to afford students preliminary training for independent research and to give training for those intending to teach, or make special study of social and religious problems.

The method of instruction will be that of lectures, recitations, class reports, written reviews, and papers.

1. Psychology. The first few weeks of the term are devoted to a study of the psycho-physical organism, and the attentive process which later represents “the very heart of conscious activity”, pausing long enough, however, to briefly consider neural action in its relation to habit. A critical analysis of the elemental and complex conscious processes is then taken up, closing with a study of the various aspects of “the self.” Angell’s text is used. Pre-requisite—advanced biology. Four hours. Fall term, 1910.

2. Introduction to Philosophy. A general survey of the field, followed by a detailed study of the general and special philosophical disciplines. The latter half of the term is devoted to a consideration of the Metaphysical, Epistemological and Ethical schools of thought, closing with a brief discussion of the problems and the systems of philosophy. Kulpe’s text is used. Pre-requisite—Philosophy 1. Four hours. Winter term, 1911.

3. Ethics. One-third of the term is devoted to a study of the history of morality, particularly its beginnings and development. A somewhat longer space of time is devoted to the theory of morality, with the emphasis on conduct and character. “Overt action proves the will”. The balance of the term is given over to a discussion of the social, political
and economic application of ethical principles. Dewey and Tuft's text is used. Prerequisite—Philosophy 1-2. Four hours. Spring term.

4.—Ancient and Mediaeval Philosophy. A general survey of the development of philosophical thought from the time of the early Greek thinkers through the Middle Ages. Special attention is given to the works of Plato and Aristotle, some time being also devoted to a consideration of the general influence of Stoicism and Epicureanism. Weber and Rogers’ texts are used as a basis. Pre-requisite—Philosophy 1-2. Two hours. Fall term, 1911.

5.—Modern Philosophy. The chief systems of Modern Philosophy from Bruno to Spencer are considered. While the student becomes acquainted with all who have influenced thought during this period, the majority of the time is spent in a study of the two great movements termed “Rationalism” and “Empiricism”, as represented in the writings of Descartes, Spinoza, and Leibnitz, on the one hand, and Bacon, Hobbes, Locke, and Berkeley on the other. Rand’s text with collateral readings in Weber and Rogers are required. Pre-requisite—Philosophy 1. Two hours. Winter term, 1912.

6. Educational Psychology. This course is designed for all who are preparing to teach. The different phases of the soul’s life, viz.; Knowledge, Feeling, and Will, are made the basis of application for psychological principles in the art of teaching. Considerable attention is given at the beginning of the term to the science of Education. The last two weeks of the term are devoted to a discussion of Religious Education. Horne’s text is used. Pre-requisite—Education 1. Three hours. Winter term, 1911.

7. Physiological Psychology. Under this subject is arranged a series of lectures and demonstrations dealing with the anatomy and functions of the central nervous system. It is intended to outline the physiological nervous activities emanating from the brain and allied structures, and to investigate the physiology of the special senses, speech and thought. Given Spring term, 1911.
The courses of this department seek to furnish the student with a clear and comprehensive knowledge of the Holy Scriptures as a literature, history, and religion; also to present the development of religious movements and their organization into religious bodies.

For the benefit of those who desire to qualify themselves for Sunday School work a two years course has been arranged. In connection with this course at least half of the work must be done in the Department of Religion and the remainder from related departments. Upon the successful completion of a two years Sunday School Training Course a diploma will be granted. The student may devote his entire time to this course or if he so elects, may combine it with his regular college work using his electives in the Department of Religion and thus receive his regular college degree and diploma in Sunday School Training Course at the close of four years of successful work.

1. **Old Testament History.** This is a survey course, treating historical events in their relations to contemporaneous history; social, industrial, and political organizations; and the development of religious institutions. Two hours. Fall, Winter, and Spring.

2. **Life of Christ.** Historical study of the character and teachings of Jesus based on the Gospel records and the use of text books. Two hours. Fall term.

4. **History of the Christian Church.** This course aims to cover the entire field of church history; to follow the development of the Christian Church; the divisions that have taken place, and the causes that have promoted them. Three hours. Fall, Winter, and Spring terms.

5. **Christian Doctrine.** An exposition of the fundamental principles of Christianity from the standpoint of experience. Repentance, Faith, Pardon, Justification, Regeneration, Adoption, and Sanctification are carefully treated, with minor references to some of the broader theological formulations and church dogmas. Open to all university students. Limited to twenty-five in number. Two hours. Fall term.

6. **History of Methodism.** An investigation into the social, intellectual, and religious condition of England. A narration of the beginnings and development of British Methodism, its spread and organization in America, and its transmissions to the great missionary fields, resulting in its becoming an evangelizing agency of universal power and influence. The course comprises the “Life and Journal of John Wesley”, the “Life and Journals of Francis Asbury”, a study of the hymnology, ritual, episcopacy, and conferences, as well as a general history of the entire movement of Methodism. Hurst’s and Stevens’ complete “Histories of Methodism”, together with other works, form the basis of the instruction. Three hours. Fall and Winter.

7. **History of Protestant Missions.** A brief survey of Missionary undertakings from the age of the Reformation to the present time, treating the missionary movements of the Pietists, the Moravians, the Wesleyans, the formation of the Missionary Societies, and the beginnings and organization of their work on the different continents and islands of the sea. The excellent treatise of Gustav Warneck will serve as a text. Three hours.

8. **The Epworth League.** A course dealing with the historical and religious development of the Epworth League movement; a study of its object, organization and methods of
work; ways and means of conducting a successful Epworth League chapter. Three hours.

3. The Sunday School. Principles of Education and their application to religious education, ideals, and influence on conduct and character. The co-operation of Church with Family and School. The Sunday School curriculum, the preparation and presentation of lessons, decisions, and methods and agencies of spiritual nurture will have especial consideration. Two hours. Winter term.

10. Normal Sunday School Drill. This course is to be a practical demonstration in the art and methods of conducting a Sunday School, dealing with the various problems of teaching and administration. Each member of the class will be compelled to conduct classes in the various grades and act in the capacity of the several officials of a well-organized Sunday School. If possible he shall be in charge of a class in one of the Sunday Schools of our city churches and report upon his work. This course is required of those desiring to take the regular two years’ Sunday School Course in the Department of Religion. Three hours. Fall, Winter and Spring.

11. Relation of Church to the Public School. Research in the present status and the future outlook of the moral and religious instruction in the public schools, particularly those in America. Open only to those preparing to teach in the public schools. Two hours. Winter term.

12. Comparative Religion. Investigations are made concerning the different religions of the world, with special reference to the present systems. Open to all who expect to engage in Christian work either as teacher, evangelist or pastors. Two hours. Winter term.
## SCHEDULE OF STUDIES

### Classical Course

#### FRESHMAN YEAR

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#### SOPHOMORE YEAR

**REQUIRED**

| 4 Greek            | 4 Greek              | 4 Greek             |
| 4 History          | 4 History            | 4 History           |
| One—4 German       | One—4 German         | One—4 German        |
| —3 English         | —3 English           | —3 English          |

**ELECTIVE**

| 4 Mathematics      | 4 Mathematics        | 4 Mathematics       |
| 3 Astronomy        | 3 Astronomy          | 3 Astronomy         |
| 4 Physics          | 4 Physics            | 4 Physics           |
| 5 Chemistry        | 5 Chemistry          | 5 Chemistry         |
| 4 Biology          | 4 Biology            | 4 Biology           |
| 4 Latin            | 4 Latin              | 4 Latin             |
| 4 French           | 4 French             | 4 French            |
| 4 Political Science| 4 Political Science  | 4 Political Science |
| 4 Education        | 4 Education          | 4 Education         |

#### JUNIOR YEAR

**REQUIRED**

| 4 Psychology       | 4 Introduction to Philosophy | 4 Ethics           |
| One—4 Economics    | One—4 Economics            | One—4 Economics    |
| —4 Sociology       | —4 Sociology               | —4 Sociology       |

**ELECTIVE**

| 3 English          | 3 English              | 3 English          |
| 3 Public Speaking  | 3 Public Speaking      | 3 Public Speaking  |
| 4 Greek            | 4 Greek                | 4 Greek            |
| 4 Latin            | 4 Latin                | 4 Latin            |
| 4 German           | 4 German               | 4 German           |
### LOWER YEAR

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Any Sophomore elective not already taken.

### SENIOR YEAR

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## Latin-Scientific Course.

### FRESHMAN YEAR

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### SOPHOMORE YEAR

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ELECTIVE

3 Astronomy
5 Chemistry
3 English
5 Greek
4 Latin
4 German
4 Political Science
4 Education
4 History

3 Astronomy
5 Chemistry
3 English
5 Greek
4 Latin
4 German
4 Political Science
4 Education
4 History

JUNIOR YEAR
REQUIRED

4 Psychology
4 Introduction to Philosophy
One—4 Economics
One—4 Economics
—4 Sociology
—4 Sociology
4 Physics
4 Physics

ELECTIVE

3 English
3 Public Speaking
4 Greek
4 Latin
4 German
4 French
3 History
3 Education
3 Religion
3 Sociology
4 Economics
3 Astronomy
3 Mathematics
3 Biology
5 Chemistry
3 Political Science

3 English
3 Public Speaking
4 Greek
4 Latin
4 German
4 French
3 History
3 Education
3 Religion
3 Sociology
4 Economics
3 Astronomy
3 Mathematics
3 Biology
5 Chemistry
3 Political Science

Any Sophomore elective not already taken

SENIOR YEAR

ELECTIVE

(Same as in Classical Course.)
# MODERN LANGUAGE COURSE

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## SOPHOMORE YEAR

### REQUIRED

- 4 French
- 3 English
- 4 History

### ELECTIVE

- 4 Mathematics
- 3 Astronomy
- 5 Chemistry
- 4 Biology
- 5 Greek
- 4 Latin
- 4 German
- 4 Education
- 4 Political Science

- 4 Mathematics
- 3 Astronomy
- 5 Chemistry
- 4 Biology
- 5 Greek
- 4 Latin
- 4 German
- 4 Education
- 4 Political Science
### JUNIOR YEAR

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Any Sophomore elective not already taken

### SENIOR YEAR

**ELECTIVE**

( Same as in Classical Course.)
School of Education

Faculty

Dr. J. C. Zeller, President,
Professor of Sociology.

Professor R. A. Cummins,
Psychology and Education.

Professor W. S. Smiley,
Head of Training Department.

Professor W. S. Davis,
History and Methods.

Professor Mabel Simpson,
Biology and Methods.

Professor F. W. Hanawalt,
Mathematics and Methods.

Professor Rose Abel,
English and Methods.

Professor Ethel M. Crowe,
Expression.

Miss Marie Carey Druse,
Normal Art.

Miss Gertrude M. Horner,
Normal Music.
OUR SCHOOL OF EDUCATION.

Aim.

Our School of Education is established and maintained for the purpose of preparing teachers for the public schools. It offers privileges not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies further, to complete one of the courses required for graduation or to pursue advanced work leading to a degree of Bachelor of Pedagogy. In the preparation of the teacher it recognizes three essentials: (1) A high grade of scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision and criticism. The teachers are college men and women from our best universities and especially trained in the subjects which they present. Our Junior Training School offers opportunities for putting into practice the knowledge the student has gained in the classroom. Our aim is to make the work thoroughly practical and in conformity with the immediate problems and needs of our environment, and at the same time to develop and establish ideals towards which all schools may move. In our training department the young teacher will be brought to realize and appreciate the dominant life interests of the community itself and the larger relationships to the world as a whole, past and present. The city of Tacoma has a fine system of public schools under the supervision of the best teachers. The young teachers in our training department have the opportunity and as a part of their training are required to visit these schools and observe systematically the work under experienced teachers. Every sophomore taking the educational course is expected to conduct a course in the Junior Academy running throughout one term. The work which teachers observe and in which they participate in the academy and in our city schools
must be typical of that which they may reasonably hope to accomplish in the communities to which they go.

Special Advantages.

Our School of Education not only prepares the teacher for the school room, but as a part of the College of Liberal Arts offers those advantages which make for culture and personal development. The same course gives the teacher a broader training than the limited work offered by our Normal Schools. Much of the work done in the department is a part of the regular college course and the young teacher receives much of his or her training under broader and more original methods than are offered in a regular Normal course. She has all the privileges of lecture courses and social life offered the regular college student.

Tuition.

Tuition in the School of Education is the same as that in the College of Liberal Arts.

Certification.

1. Diploma graduates of our School of Education receive from the State Board of Education a certificate authorizing the holder to teach in the common schools of the state for a period of five years. On satisfactory evidence of having taught successfully for three years such person shall receive a life diploma countersigned by the Superintendent of Public Instruction. Title II., Chapter 3, Section 57.

2. Graduates of the College of Liberal Arts are entitled to a second grade certificate after passing an examination in School
Law. At the expiration of nine months' teaching they are entitled to a first grade certificate, and a state certificate will be granted at the end of twenty-seven months' successful teaching. Title II., Section 15, Clause 3.

3. A holder of a third grade certificate may receive a second grade certificate provided the holder attends and does passing work in any accredited institution of higher education in this state for the period of one year. Article IV., Section 1.

Admission Requirements.

Students will be admitted to this school under the same requirements as those laid down for entrance to any course in the College of Liberal Arts. However, students who are back in one or more subjects are allowed to make up such work in our academic department. Students entering the freshman class should signify their intention if they are working toward a Normal diploma or a degree in Pedagogy.

Description of Courses in School of Education.

1. The work of the third and fourth years of our academy, together with the first year in our college course, is equivalent to the advanced course of three years provided for by the Washington State Board.

2. The work of our freshman and sophomore years is equivalent to the two year's advanced course provided for by the Board.

3. Our second, third and fourth years of academy work, together with our freshman and sophomore years, is equivalent to
the complete course and the work in our sophomore year is equivalent to the graduate course mapped out by said Board. Moreover, a four years' course in our School of Education leads to the degree of Bachelor of Pedagogy.

Schedule of Studies.

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<td>2½ Teaching</td>
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Normal Music

A thorough course in rudiments is presented. Special attention is given to sight reading by pitch, scale and syllable names in all keys of both major and minor scales. The subject of time is given a conspicuous place in the work, and an outline for the teaching of each grade is presented, which is invaluable to the teacher and student. The aim in presenting this work is to fit each one to teach music in public schools in a concise manner and also to supervise the same.

Normal Art.

The general aim of the Normal Art Course is to help the student by technical training to express his ideas by means of form and color and to prepare him to teach art in the public schools.

English and Methods.

In these courses an effort is made to bring students to a clearer knowledge of the nature of literature and its relations to life, in order that they may determine more intelligently what should be their aim in teaching literature themselves; what should control their choice of literature to be read with pupils and how they should handle what they read.

History and Methods.

A general course in the History of Europe from the Germanic Migrations to the present time. The work of the year will be divided as follows:
First term—History of the Middle Ages.
Second term—The Reformation Period.
Third term—Europe Since the Treaty of Westphalia in 1648.
Text—Richardson's "Syllabus of Continental European History." In the course of the year's work the Normal methods of teaching History will be illustrated.

Biology and Methods.

Textbooks, lectures and laboratory methods are combined, frequently field excursions will be substituted for laboratory work; our location offering very unusual advantages for the study of varied forms and aquatic life. Discussions and observations of the fundamental laws of living things and the methods of presenting the same to children. Open to Normal students only. No prerequisite is essential. Two lectures or recitations. Two laboratory periods. Credit four hours. Three terms. Fee Four Dollars.

Arithmetic and Methods.

The purpose of such a course is to enable teachers to intelligently apply the pedagogy of mathematics to this fundamental number branch. The various processes and methods will be considered, and the merit of each determined. The relative value of memory work and analysis will be developed. Arithmetic as applied to business, and its preparation for later mathematics, with observation of its algebraic and geometric sides will receive due attention.
Geography and Methods.

The special purpose of the geography undertaken in this department is to enable the student to work out the mutual relations between the earth and its life, with particular reference to human life; to grasp geographic principles and apply them in his own immediate vicinity and in other areas; and to prepare him to teach the subject in the public schools.

School Law.

This is required by law of all candidates for common school certificates and diplomas and will form part of the course of candidates for our Normal diploma. The work will consist of a study of the State Manual of Washington, which embraces the history of the state of Washington, the State Constitution, excerpts from School Law, outline course of study for Common Schools of the State of Washington, and Rules and Regulations Adopted by the State Board of Education. The work will be given in connection with the class in Theory and Practice.

Physical Training.

The course in Physical Training aims to maintain and promote the health of students, and to furnish them with the principles underlying this training; also to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which they may meet.
Sociology.

A study of the forms of population, origin and nature of society, development of the social nature of mind, the formation of government and the growth of institutions. The relation of the school to society and the social inter-relations of the school, church and state. The Normal course will be one of the regular courses running through the year, in which numerous problems vital to the teacher and the school are considered.

Courses in Education.

1. History of Education. A study of the development of the school as an institution, and the development of educational theory. Beginning with the early Greek and Roman periods, the above subjects are traced through the mediaeval and modern periods up to the present time. Special attention is given during the latter part of the term to the influence of modern educational reformers from Ratke to Herbart. Andersons’ text is used. Pre-requisite—Freshman English. Three hours. Fall term, 1910.

2. Educational Psychology. This course is designed for all who are preparing to teach. The different phases of the soul's life, viz.; Knowledge, Feeling, and Will, are made the basis of application for psychological principles in the art of teaching. Considerable attention is given at the beginning of the term to the science of education. The last two weeks of the term are devoted to a discussion of religious education. Horne’s text is used. Pre-requisite—Education 1. Three hours. Winter term, 1911.

3. Principles of Education. A survey of “General Method”, “Method of Recitation” and Theory and Practice” from the standpoint of general principles. First the functions of education are considered; then such vital themes as the acquisition, functioning, organization, and recall of experience are studied in detail, leading up to the study of educational value, and finally to a discussion of the technique of teaching. Bagley’s text is used. Pre-requisite—Education 1. Three hours. Spring, 1911.
4. **Childhood and Adolescence.** A study of the psychic development of the child through adolescence. Required readings are made and advanced laboratory work is done with special applications to practical educational work both in the public schools and the church. Kirkpatrick, Taylor, and Hall's texts are used as a basis. Pre-requisite—Philosophy 1; Education 1. Two hours. Spring term, 1912.

5. **Educational Classics.** A direct and critical study is made of the sources of the history of education, designed to enable the student to properly interpret the more important educational works of Plato, Aristotle, Quintilian, Montaigne, Milton, Locke, Rousseau, Pestalozzi, Froebel, Herbart and others. Pre-requisite—Education 1. Two hours. Fall term.

6. **Educational Ideals.** The work consists of individual research, supplemented by discussions at each meeting of the class. An effort will be made to discover the contribution of the different educational systems throughout the world's history to the present or twentieth century educational ideals. Open to upper classmen and graduate students.

7. **Science of Teaching.** An intensive study of the scientific relation of habit-formation to education, from the standpoint of the teacher, including a detailed treatment of the methodology of habit. Rowe's text is used. Pre-requisite—Education 1. Two hours. Spring term.

8. **Art of Study.** Designed as an essential groundwork for all college students. The bulk of the work given is directly available for practical use during the college or normal course. Open to all students in Philosophy 1 or Education 1. One hour. Fall term.

9. **Relation of Church to the Public School.** Research in the present status and the future outlook of the moral and religious instruction in the public schools, particularly those in America. Open only to those preparing to teach in the public schools. Two hours. Winter term.

10. **Social Psychology.** Studies in suggestibility, the mob mind, fashion, laws of conventionality, power of custom, imitation, social conflict and compromise, and public opinion. This course is intended only for advanced students who are competent to pursue seminary methods of personal investigation and experiment. Three hours. Winter term, 1911.
11. **Social Education.** The aim of this course is to furnish the student with a method of thinking. Pedagogic principles are to be developed from an observation and explanation of social facts in actual life. Children are to be regarded from the standpoint of group relations rather than separated individual units. Two hours. Spring term, 1912.

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**SCHOOL OF DOMESTIC SCIENCE AND ART.**

*Professor Lucy E. Newman, Director.*

The School of Domestic Science and Art is the latest acquisition of the University. It is just being organized and suitable and commodious quarters are being prepared. The school will be ready to receive students by the opening of the Fall Term. It will offer a two years' diploma course and a four years' college course in Domestic Science. It will be open to those desiring special courses as well as those wishing the regular college work. The courses of this school are intended for those who wish to become teachers of Domestic Science in the grade and high schools, those who desire to qualify themselves for positions where expert knowledge in cookery is required and for those expecting to become housekeepers. Information concerning the work will be gladly furnished upon application to the President of the University.
The Academy

The purpose of the academy is to prepare students for admission to the College of Liberal Arts of the University of Puget Sound, or for admission to any other College of Liberal Arts and to afford those who can take a full college course a general education in the arts and sciences. Those who wish to complete the requirements for admission to any of the professional schools will find the work of our academy well suited to their needs. The bright energetic student of mature years in preparing for attendance in college or some professional school can save a year's time in the academy as compared with the time required in the average high school.

Admission.

Any student of good moral character who has completed the work of the eighth grade of the public school or its equivalent will be admitted to the academy and assigned to such classes as he is qualified to pursue. Students are requested to bring certificates or diplomas from other schools in which they have studied whenever it is possible for them to bring them.

Courses of Study.

The academy offers two courses of study, the Classical and the Scientific, each requiring four years for completion and leading to entrance in the College of Liberal Arts. The Classical course leads to the Classical and Latin Scientific courses in the col-
The Scientific course leads to the Scientific and Modern Language courses in the College of Liberal Arts. Students who are candidates for a degree entering any class with conditions, will be required to remove them before being permitted to take up advanced work.

Admission to College Seating.

Academy students may be admitted to the freshman class when they lack no more than forty term hours of having completed the prescribed work. They will not be admitted to full freshman standing, however, until the entire academy course is completed. Upon the completion of the entire academy course students are entitled to receive the academy diploma.

Classification of Students.

A student may be ranked with any given academy class provided he lacks no more than fifteen term hours of having completed the previous work of that class. The University reserves the right, however, to make subsequent changes in a student's classification when the character of his work necessitates such change.

Special Advantages.

The academy students enjoy all of the advantages that are open to the college students of the university, and thus have superior advantages over those attending high schools. Our academy students meet in the same chapel exercises with college students, associate in the same literary societies. Christian associations
and in the various social functions. To a large extent they recite to the same teachers that are conducting college classes.

Our academy students have their own class organizations, literary contests and graduating exercises, all of which are well supported by our students. The literary societies form a very strong factor in all student life.

*Tuition and Fees.*

The academy tuition will be found in connection with the college tuition. Academy laboratory fees, whether for Physics or Biology, will be $2.00 per term. The academy diploma fee is $2.50.
JUNIOR ACADEMY.

In connection with the regular four years' work of the Academy a Junior Academy will be organized this fall which will comprise the work of the seventh, eighth and ninth grades. To some extent the Junior Academy will be associated with the School of Education, serving as a training department. The work of the Junior Academy, however, is to be in experienced hands and the best of attention is to be given to its pupils. Quarters for the Junior Academy will be in readiness by the opening of the fall term. This new phase of our work is to give special attention to the needs of the individual student and to some extent be a departure from the more mechanical methods that are observed in the average school.

Tuition for the Junior Academy for seventh and eighth grades will be as follows:

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## COURSES OF INSTRUCTION

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### COURSES OF INSTRUCTION

#### Scientific and Modern Language

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<td>5 English</td>
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<td>4 Oriental and Greek History</td>
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<td>2 Public Speaking</td>
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<td>5 Physics</td>
<td>4 German</td>
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<td>5 German</td>
<td>5 Botany</td>
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<tr>
<td>5 Am. History and Civics</td>
<td>4 Solid Geometry and Algebra</td>
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<td>2 Bible History</td>
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**Latin.**

Believing that what the student will do with his Latin is not so important as what the Latin will do with the student—the aim in this department is largely disciplinary. Careful attention is paid, however, to the so-called "practical" ends of Latin study, viz.: Facility in the use of idiomatic English acquired in translation, and the study of English derivatives. Stress is laid also on reading and understanding Latin in the Roman language and order—a process which revivifies a "dead" language.

**First Year—Elementary.** Thorough drill in fundamentals. Standard text. Daily.

**Second Year—Caesar's Gallic War.** Four books are read in the order, II, III, IV, V. Latin writing and review of syntax one day per week throughout the year. Daily.

**Third Year—Cicero's Orations.** Four against Catiline, For the Manilian Law, and For Archias. Roman civilization in the time of Cicero. Cicero as an orator. Prose composition throughout the year. Recitations daily.

**Fourth Year—Virgil's Aeneid.** Six books. Versification, mythology and figures of speech. Comparison with the Iliad and Odyssey. Special emphasis on translation and appreciation of the great epic as a literary masterpiece. Daily.

**German.**

German is pursued during the third and fourth years. The first year of German is given to the mastery of the essentials of grammar, exercises in composition, practice in conversation and pronunciation, and the reading of selections of easy prose.

In the second year special attention will be given to the application of the principles of grammar and syntax in the writing of German exercises. The reading of more difficult authors will
begin, selection varying from year to year, as deemed advisable. Much time is given to conversation.

**English.**

From the study of English the student should gain both culture and discipline. In the courses outlined below there is an attempt to combine at least two divergent purposes: To secure both a familiarity with books and an ability to write clearly and accurately in the English language. In order to provoke curiosity about books, outside reading is frequently assigned. Particular attention is given throughout the classes to oral expression, and in the third and fourth years there is special work in Public Speaking.

**First Year.** The study of grammar is carried on together with the writing of themes and the reading of classics. Scott's "The Lady of the Lake", Shakespeare's "Merchant of Venice" and Tennyson's "Gareth and Lynette", "Lancelot and Elaine", and "The Passing of Arthur" are read in class, and Stevenson's "Treasure Island" is assigned as outside reading. Texts. Gowdy's English Grammar, and Scott and Denny's Elementary English Composition. Five hours. Fall, Winter, and Spring.


**Third Year.** The formal study of rhetoric is begun, the practice in writing being continued. "Julius Caesar" and "Macbeth" are studied during the Fall term, and American Literature is taken up in the second and third terms, Cooper's "The Last of the Mohicans" being read outside of class.
Texts: Scott and Denny's "Composition Rhetoric", Long's "American Poems", and Newcomer's "American Literature". In connection with this course, the class takes two periods of work each week in Public Speaking. Three hours. Fall, Winter, Spring.

Fourth Year. The history of English literature is taken up systematically, and the following classics are studied: Chaucer's "Prologues", Milton's "Minor Poems", Burke's "Speech on Conciliation With America" and Carlyle's "Essay on Burns". Orations are prepared during the third term. Text: Long's "English Literature". In connection with this course the student takes one hour a week in Public Speaking. Four hours. Fall, Winter, Spring.

Public Speaking.

A two-hour course in Public Speaking is offered in the third year and a one-hour course in the fourth year of the academy. In these courses the student is taught the principles governing the art of Public Speaking. Attention is given to the correct pronunciation of words, the training of the voice and such drill in calisthenics as will impart an easy and natural manner. The student is given a definite task for each recitation. He is requested to recite frequently before the class and is given constructive criticism by the instructor. Each student receives individual attention from the teacher.

History of the Bible.

In the fourth year a two-hour course is given in the History of the Bible. The design of this course is to furnish the student with a general knowledge of the Old and New Testament history and geography and to arouse a deeper interest in the study of the sacred Scriptures.
Mathematics.

A good knowledge of arithmetic, including ordinary factoring and metric system, is required to enter this academic course of three years. In algebra the pupil is taught the necessity of being able to "read" accurately the thought presented by this new symbolical language. In geometry the mastery of many original exercises as given by the author is required, being necessary to assimilate the truth found in the abstract theorems. The accurate drawing in ink of a number of problems is a part of the supplemental work. Prominence is given to the spherical triangle as a basis for spherical trigonometry and astronomy.

First Year. Elementary Algebra. Fundamental operations checking the same with arithmetic, numbers, identities, and equations through easy quadratics, graphs for illustration, powers, roots, radicals, factoring, fractions, proportion, as given in Slaught and Lenne's High School Algebra, Part 1. Five hours.

Second Year. Plane Geometry. This year's work begins with concrete geometry, but proceeds promptly to demonstrative geometry, with emphasis on the fundamental theorems, yet not neglecting the necessary propositions in which more difficult treatment is used. Numerical exercises will be introduced, which will call for the use of literal algebra; loci exercises and symmetry will not be neglected. Historical references will be given to a limited extent. Text. Five hours.

Fourth Year. Solid Geometry. Note what is said under Plane Geometry. Under construction work, sections of solids, development of surfaces, making of solids, will be a feature. The method of limits will be used more than formerly. Fall term and first half of Winter term. Text: Well's Essentials. Four hours.

Elementary Algebra. During this course the reason will be asked for processes learned during the first year's work; more extended work in exponents, radicals, quadratics, graphs,
proportion and other subjects of the first year, factor theorem, progressions, binomial theorem for a positive integer, theory of quadratics, inequalities, variation, logarithms and symmetry. Text: Well's Algebra for Secondary Schools. Winter term (last half) and Spring term. Four hours.

Physics.

A non-mathematical presentation of the chief principles and facts of physical science. The study of the properties of matter, mechanics of solids, mechanics of fluids, sound, heat, light, magnetism and electricity, will be aided by the examination of the historical development of the laws of physics and by their illustration by experiment. References will also be made to the bearing of physics on practical affairs. Three hours text and four laboratory work are required each week. Text: "Millikan and Gales' First Course in Physics."

Throughout the year, five hours. Prerequisite: Algebra.

Botany.

Morphology. This begins with the plant cell as a foundation to all life, studies the type forms of all representative plants, and traces the development from the simplest to the more advanced forms of plant life. Fall term.

Physiology. This treats of the activities of the higher plant; how it lives, breathes, feeds, grows, and reproduces itself. Winter term.

Economic Relations of Plants and Animals. The Spring term will be given up to plant analysis and herbarium work. During the year the class will make excursions to the field to study plants in their natural habitat. The academy is one of a small number of schools in the state doing accredited work in this subject. Spring term.
History and Civil Government.

For Academy students the University offers six terms of work in the Department of History and Civil Government, namely: Three of Ancient, Mediaeval, and Modern History; two of American History, and one of Civil Government.

The general aim and purpose of the work offered may be thus indicated:

(1) As a part of the general knowledge and culture which every educated person should possess.

(2) To furnish the mental discipline resulting from the study of great historic evolutions.

(3) To develop in the student the habit and the power of intelligent thinking upon political and historical subjects that they may be the better fitted for the duties of American citizenship.

In all the courses the endeavor will be to conduct the work according to the most approved methods. To this end frequent use will be made both of original and secondary sources. Individual reports and topical investigations will form a prominent feature of the work. With the view of making the student acquainted with the standard historians, several hundred pages of assigned readings on the part of each student will form a part of each term’s work. In connection with this reading every student will prepare at least one extended original study or paper each term. Our students are urged to take advantage of the opportunities offered by the Tacoma city library.
1. **Oriental and Greek History.** Oriental History will include a study of primitive man, the origin of civilization in the Nile and Tigris-Euphrates Valleys, and a brief survey of the ancient history of Egypt, Babylonia, Assyria, Phoenicia, Persia, and the Hebrews, noting especially the contributions of each to later Greek and Roman history, as well as to the stream of general history. The major part of the term will be devoted to the study of Greek history. In addition to the political and military history, special study will be made of the history of the Greek Fine Arts, Architecture, Sculpture, Painting, together with Literature, Oratory, Philosophy, and Social Life. The class will make observations on Greek architecture as exemplified in the homes and public buildings of Tacoma. A study will be made of the models of Greek sculpture in the Ferry Museum. Text: Myers' Revised Ancient History. Four hours. Fall. For second year students.

2. **Roman and Mediaeval History.** The political, legal, military, and social history of Rome from its founding to the Germanic migrations and the later fall of the Western Empire. This to be followed with a brief review of the chief periods of the Middle Ages, the conversion of the Germanic tribes; the beginning of the Nations of Modern Europe; the rise of the Papacy and of Monasticism; the rise of Mohammedanism and its spread to the Mediterranean countries; the Empire of Charlemagne; the Crusades, Feudalism and Chivalry, and the Renaissance. Text: Myers' Revised Ancient History, and Myers' Revised Mediaeval and Modern History. Four hours. Winter. For second year students.

3. **Modern History.** Division I.—A general course including the Reformation Period and its history in Germany, Spain, England, France, and the Netherlands, to the close of the Thirty Years' War and the Treaty of Westphalia in 1648. Division II.—The Period of Political Revolutions. The history of the general progress of civilization and of the development of the leading modern nations to the present time. Special attention will be given to the French Revolution and Napoleonic Era, and to the Nineteenth Century. Text: Myers' Revised Mediaeval and Modern History. Four hours. Spring. For second year students.
4. **Civil Government in the United States.** 1.—A study of the growth, development, and practical workings of the National Government. 2.—American State Government, with special reference to the government of the State of Washington. 3.—Local Government: The American county and township. 4.—City Government, including special study of the government of Tacoma. Four hours. Fall. For third year students.


6. **History of the United States.** A continuation of Course V. From 1850 to the present time. Rapid development both of anti-slavery and pro-slavery sentiment during the decade 1850-60, culminating in the Civil War. Reconstruction. Presidential administrations since the Civil War. Civil progress of the Nation. The Spanish-American War and National Expansion in President McKinley's administration. The Civic Renaissance under President Roosevelt. Text as in Course V. Spring. For third year students.
The College of Commerce

FACULTY

Economics and Sociology.

W. L. Prichard, B. S., Director,
Accounting, Business Organization, Insurance.
(To be elected)
History of Commerce, Banking.

C. Warren Jones,
Stenography, Typewriting, Penmanship.

Walter S. Davis, B. A., M. A.,
History and Political Science.

Thomas B. Scott, B. S., L. L. B.,
Political Science and Law.

Warren N. Cuddy, B. S., Gen’l M’g’r Rhodes Bros.
Department Store.
Lecturer in Advertising and Salesmanship.

Ernest N. Card, B. A., L. L. B.,
Lecturer in Law.
THE COLLEGE OF COMMERCE

The aim of our new College of Commerce is primarily to train those who expect to pursue some form of business as a life career; but a reading of the courses of study will show that it is built upon broad educational lines. Associated with the usual studies of a college curriculum are those that are not only of great interest but thoroughly practical. Not only can persons preparing for various lines of business profit from these studies, but prospective farmers, fruitgrowers, lawyers, doctors, preachers, teachers and editors as well. The organization of a College of Commerce by the University of Puget Sound marks a departure from traditional college ideas; but the spirit of the age coupled with a most favorable location on the busy shores of Puget Sound urges us to take this step and thus to fulfil a duty and meet a great opportunity. Already the mere announcement of our intentions has evoked much favorable comment and elicited many interested inquiries. Success seems assured.

College Men a Success in Business.

The present age is witnessing a great change in industrial and commercial methods. The corporation, with its well-established aim of eliminating waste and competition, calls for highly trained minds to direct its energies. In former times, when industry and force were the chief essentials of success, the managers of great concerns were prone to assert that a college training was of no use to a business man, but now, in an age of greater affairs, they are turning to the colleges and technical schools for their best recruits. "It has been shown from the statistics of over one hundred firms that the non-college men enter business life at an av-
verage age of eighteen, at $3.00 per week, and that they reach the rate of $15.00 per week at the average age of twenty-six, and that only one-fourth of them ever get much beyond this.

The figures of the men who had a college training, however, showed that they entered business at the average age of twenty-two at wages of $9.00 per week; at the average age of twenty-four they were obtaining $16.00 per week, and at the average age of twenty-seven, $22.00 per week. At that average they were therefore in advance of the non-college men, and the figures show that 85% of them were still advancing."

*How the College Man's Success can be Increased.*

If the college man can win a greater success than the non-college man, with a course of training that includes no commercial studies, can we not safely assume that he will win a much greater success when such studies are made a part of his regular course? Modern Germany affords the most striking example of what commercial education can do; for it is generally conceded that her recent remarkable strides in commerce and industry are mainly the result of the training afforded by a great system of trade and commercial schools, mostly of university rank. England, too, is awakening to the advantage of such institutions. In the city of Manchester alone, there were enrolled last year more than 3000 students in her evening schools of commerce.

*The Aims of Our College of Commerce.*

During the past three years the University of Puget Sound has maintained a well-equipped and well-conducted Commercial Department along the usual lines of commercial schools; but the
conviction has grown that such a school entirely fails to give the student all the equipment that he should have. The work of the so-called "business college" is good so far as it goes, but generally it rests upon too narrow a foundation of general education to support a comprehensive superstructure. By greatly extending and supplementing the work of our Commercial Department—by organizing in fact, as well as in name, a College of Commerce, our institution puts itself in the forefront of educational progress. Henceforth we shall maintain a four years' academy or high school course in Commerce, to be followed by a four years' course in the college leading to the degree of B. C. S. (Bachelor of Commercial Science). The number and character of the subjects offered will afford opportunities for such work unequalled in the Pacific Northwest. While we do not claim that such studies can take the place of actual business, we do maintain that there is a vast amount of commercial knowledge available for classroom instruction which can be learned more easily and quickly at school than by the slow and painful process of experience.

The Situation of One Wishing to Enter Business.

The case of the would-be business man is coming to be somewhat analogous to that of the prospective physician, who realizes that his college training is no less an essential to his success than his actual practice in the field. In fact there is as much reason to justify the organization of college courses in business as for those in medicine, law, theology, engineering, forestry, the mechanical trades, and journalism.
Tacoma a Great Commercial Laboratory.

We desire to call attention to the fact that Tacoma is now one of the greatest commercial and industrial centers on the Pacific Coast. Its unrivalled harbor and fleets of steamships, its great lumbering plants, its flouring mills, foundries, smelters, furniture and woodworking factories, its department stores, banks, and its magnificent new railway shops and terminals afford exceptional opportunities for the observation of commercial and industrial operations at first hand. Frequent excursions, led by instructors and others, will visit various plants during the school year. Moreover, lectures will be given in the various classes by prominent business men of the city along the line of their specialties. Already many names have been secured for our list of speakers that are household words in Tacoma and vicinity.

Former One Year Courses Retained.

The two one-year courses as previously maintained will be continued for the benefit of those who, by reason of limited time or means or maturity of years or experience, are prompted to prefer them. For these courses, however, the rates will be somewhat higher as the table of tuition will show. As the work in these special courses is largely individual, the bright and industrious student can sometimes complete them in much less than the estimated time given in the catalogue. Those who finish all the work both in the Bookkeeping and Shorthand courses will be given a neatly engraved and printed certificate as evidence of that fact.
Entrance Requirements For College of Commerce.

These will be the same as the general college entrance requirements as elsewhere set forth. Besides, anyone may enter without condition who has completed a four years' commercial course in a high school or academy of approved standing.
# SCHEDULE OF STUDIES

**College Commercial Course.**

## FRESHMAN YEAR

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<tr>
<th>Fall Term</th>
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## SOPHOMORE YEAR

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## SENIOR YEAR

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<td>4 Introduction to Philosophy</td>
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Academy Commercial Course

**Entrance Requirements**—The satisfactory completion of the eight grades of grammar school work or their equivalent.

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<th>Fall Term</th>
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**Remarks:** Each hour of Typewriting as listed above consists of two periods of practice at the machine.
Special Commercial Courses

FIRST YEAR

BOOKKEEPING COURSE

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<td>Business Forms and Methods</td>
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SECOND YEAR

SHORTHAND COURSE

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<td>Shorthand</td>
<td>Typewriting</td>
<td>Commercial Correspondence</td>
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### TUITION RATES, FEES, ETC.

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<tr>
<th>Course</th>
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Stenography, Bookkeeping, or Typewriting, each per term: $15.00

Penmanship, per term: $8.00

Rent of typewriter:
- One month: $1.00
- One term: $2.00
- Three terms: $5.00

Certificates, (for two year special course): $1.00

Academy: $2.50

College: $5.00

**Remarks:** No other fees, incidental or otherwise, than those above mentioned, will be charged. Students desiring to take advantage of the College or Academy rates must take the course as laid down in the catalogue, otherwise, they pay the special rate.
COLLEGE COURSES OF STUDY.

1. **History of Commerce.** A study of the purpose and development of commerce, showing the various transformations through which it has passed from ancient to modern times. Attention is given to the town, land, and sea trade of mediaeval history, the influence exerted by exploration and discovery, the rise of the mercantile and industrial systems, and the development of modern transportation facilities. Special attention is given to the commerce of the United States. "A History of Commerce", by Day, serves as the basis for this course. Four hours. Fall.

2. **Introduction to Economics.** An elementary course which considers the principles of production, distribution, money, banking and international trade. The labor movement, monopolies, trusts, and the railroad problem are treated in outline. Seager's "Introduction to Economics" is used as the chief text. Four hours. Fall, 1910.

3. **Economic History of the United States.** The course begins with the explorations and settlements that led to the colonization of the continent, and then traces the development of agriculture, manufactures, and transportation, and the growth of commerce, labor, and population from the simple rural conditions of colonial life to the complex industrial society of today. It attempts to show the economic causes of important events, and give the student a basis for the economic interpretation of history. Bogart's "Economic History of the United States" is used as a text. Four hours. Winter, 1911.

4. **Money and Banking.** An examination into the history and principles of money, whether metallic or paper. A description of the functions of a bank, followed by the history of banking in the United States, including the First and Second banks of the United States, and the National and State Banking Systems. Attention is given to the banking systems of England, France, Germany and Canada. Four hours. Winter, 1912.

5. **Practical Banking.** An examination of the methods of organization and administration. The following topics are considered: Note issue, deposit currency, loans, reserves, clearing houses, relation of banks to Federal government, the
functions of commercial banks and trust companies, bank examinations, interest on deposits, investments, circulation and the duties of various bank officials. Four hours.

6. Financial History of the United States. A comprehensive review of our monetary and banking system, tracing the different principles that have entered into its development. Also a treatment of tariff legislation in its connection with the national finances. Dewey's "Financial History of the United States", Bolles' "Financial History, 1789 to 1860," are used as guides. Four hours. Winter, 1913.

7. Trust Finance. A study of the nature of the competitive situation out of which the trust arises; the motives to which the trust promoter appeals in presenting his proposition; the part played by the underwriter and the methods employed in disposing of the stock; methods resorted to in order to obtain new capital; forms of capitalization and legislative regulation. Two hours. Spring, 1913.

8. Commercial Geography. A study of the various countries and their chief products; the effect of soil, climate and geographical location in determining the character of the international trades, seaports and routes of commerce; exports and imports; the character importance, and chief sources of the principal articles of foreign trade. Three hours. Fall and Winter.

9. Commerce and Industries of the Pacific Northwest. A survey of the accomplishments and possibilities of the leading industries of Washington, Oregon, Idaho, and British Columbia. The origin, growth, and methods of typical organizations will be studied, and frequent excursions to nearby plants will be made. Among the industries considered will be, lumbering, fishing, mining, railways and steamship lines. Lectures, reports, and the preparation of tables and charts. Three hours. Spring.

10. Real Estate... A course designed to give a practical knowledge of the legal and business aspects of the sale, purchase and management of real property. Subjects considered: titles, mortgages, deeds, records, and abstracts; the valuation, location and management of office buildings; the handling and development of ranching property and irrigated lands. The function of building and loan associations. Three hours.

12.—Economics of Horticulture. A practical course in the development of orchards and vineyards, dealing with the selection of soils, proper planting, care and preservation; the control of pests, irrigation, and the commercial management of the product. A brief study of forestry is to be included in this course. Two hours. Spring, 1913.

13. Railroad Transportation. A general course dealing with the most important principles and facts relating to railways and waterways. The development of the railroad, including its organization, management, and consolidation, together with the subject of rates, and public control. Johnson's "American Railway Transportation", Hadley's "Railroad Transportation" and Ripley's "American Transportation Problems" will be used as guides. Two hours. Spring, 1911.

14.—Ocean and Inland Water Transportation. An outline of the growth of ocean commerce, the development of the steamship; modern freight, mail, express, and passenger service, and the organization and regulation of ocean carriers. Also a study of the canals and inland waterways of the United States with special reference to Domestic Commerce. The excellent text of Emory R. Johnson will be used as a guide. Three hours. Spring, 1912.

15. Advertising and Salesmanship. A brief history of Advertising. Salesmanship as related to Advertising. Topics considered: the preparation of copy for newspapers and magazines; the use of cuts and illustrations; the value of names and trade-marks; the handling of mailing cards, circulars, follow-up letters; department store, real estate and mail-order systems; the use of street car signs, bill boards, and window displays; copyright and postal laws; and the work of the advertising manager and the general agency. Three hours. Winter, 1911.

16.—Business Organization and Administration. A study of the general principles involved in the organization and manage-
ment of various businesses. Among the topics are: (a) General Organization, treating of partnership and corporation law and organization, the duties of officers and departmental heads; capital and revenue; credit instruments; the assembling and distribution of costs; wholesaling and retailing; depreciation; reserves; credits and collections. (b) Office Organization, treating of labor records, filing, indexing, card and looseleaf methods; office equipment and typical office systems. Four hours. Fall, 1910.

17. Insurance. An inquiry into the nature of insurance, its origin and development; kinds of policy; premiums, assessments, and annuities. An appreciation of the general utility of life insurance, its ethics, and the problems of management. A discussion of the modern company—its relations to the past, present and future. Three hours.

18. Accounting and Auditing. (a) Theory of Accounts: principles of debit and credit; constant equation of accounts; the balance sheet analyzed; profit and loss statements; principles of closing, etc. (b) Accounting Practice: the use of columnar books; the treatment of depreciation, bad debts; cost keeping in manufacturing businesses, etc. (c) Auditing: theory and practice; duties of auditor; qualification; practical problems. Prerequisite—A thorough knowledge of bookkeeping. Four hours. Spring, 1912.

19.—Accounting Systems. A study of the accounting systems employed by representative types of business, including those of department stores, railway and steamship companies, lumbering, banking, building and loan associations, and the accounts of executors and administrators. Problems of various states discussed. Prerequisite—A thorough knowledge of bookkeeping. Four hours. Spring, 1913.

20. Practical Journalism. A consideration of the Evolution of the Press, salaries and education of reporters and editors, the gathering of news; writing advertisements, editing country papers, and a study of the law of libel and copyright. Two hours. Spring, 1911.

SPECIAL AND ACADEMY COURSES.

Bookkeeping. The method employed is the one that seems best adapted to give both a theoretical and practical knowledge of the subject. The student handles our college currency,
numbers, percentage, trade discount, the marking of goods, profit and loss, commission, interest, bank discount, partial payments, the equation of accounts, insurance, stocks and bonds, taxes, custom house duties, exchange duties, and partnership. Other subjects of equal importance are also treated.

Spelling. A study of the principles of word-building, word-analysis and meanings, and diacritical markings. Drills in oral and written spelling and definitions. Ninety per cent is the passing grade in this subject.

Commercial Correspondence. A study of punctuation and business letter writing. Orders, requests for payment, remittances, recommendations, testimonials, newspaper ads and replies, introductions, form letters and telegrams are written by the student. The leading methods of filing, indexing, and duplicating are carefully studied. Prerequisite—A thorough knowledge of English grammar, neat penmanship and good spelling. Spring term.

Penmanship. Graded practice in a variety of movement exercises to develop artistic sense, muscle control and speed. Study of the theory and elements of good penmanship. The muscular or forearm movement, and neat, plain, unshaded writing are taught.

Commercial Geography. (a) The Raw Materials of Trade: cereals, vegetable products, minerals, woods, medicinal plants, fibres, wool, cattle and animal products, fishes, etc., are studied and examined as to qualities, location, production and values. (b) The Manufacturing Process: woolens and textiles, furniture and wood products, foodstuffs, smelting and refining, iron and steel, and their products are studied as regards to methods of production, packing and storing. (c) Transportation: roads, railways and steamships are studied as to location, methods, charges, and development. (d) Trade Centers: the growth of cities as determined by proximity to supplies, transportation facilities, climate, education, etc., discussed.

Business Forms and Methods: A course designed to follow the two terms of Commercial Law. A study of office methods, labor records, contracts, deeds, filing, methods of dividing and systematizing labor, duties of officers and heads of departments. Practice in the making out and filling in of a variety of common business forms.
makes deposits in the banks, issues checks, discounts notes, draws drafts, files invoices, makes out statements, draws up leases and contracts, and, in fact, becomes thoroughly familiar with the various kinds of commercial paper common to business. Both single and double entry and the methods of changing from one to the other are taught. Several sets in different lines of wholesale and retail business are opened, written up, balanced and closed; and others, handled in a similar manner, illustrate the principles of partnership and corporation accounting, manufacturing and banking.

**Shorthand.** A thorough mastery of the principles of this subject is followed by dictation and speed practice in matter covering a wide range of amanuensis work and reporting. To complete the Shorthand Course, the student must attain a speed of forty words per minute, from dictation, on the typewriter, and one hundred words per minute of new matter in shorthand. We teach both the Pitman and Gregg systems. The former is our oldest shorthand system, tried by years of severe tests, and now represented by many of the world's fastest writers; the latter is the best known of the light line systems. It has also demonstrated its efficiency and is gaining favor very rapidly throughout the country.

**Typewriting.** A carefully graded and supervised course of lessons in Touch Typewriting. Students are taught to clean and care for machines, and are required to become familiar with the leading makes of typewriters by actual use. Frequent use of the neostyle, mimeograph and other duplicating devices affords the needed practice of this kind.

**Commercial Law.** A study of the principles of common and statute law that apply directly to commercial transactions. Its principal divisions are: contracts, personal property sales, negotiable instruments, agency, bailment, partnership, corporations, insurance and real property. Not only are the principles of these studied, but the holdings of numerous cases are cited for the purpose of illustration. The student draws up typical legal forms, and makes a variety of written reports from the state code. Fall and Winter terms.

**Commercial Arithmetic.** In addition to much drill in rapid calculation and valuable "short cuts", the following subjects are studied: fractions, practical measurements, denominate
GENERAL INFORMATION

Time Required to Complete Special Courses. This depends entirely upon the industry and natural ability of the student. As a rule, those who have had high school and college training make faster progress than others.

When to Enter. The work in bookkeeping, shorthand and typewriting may be done entirely by the individual plan; hence, students wishing work in these subjects may enter at any time. Some have entered other classes later and made up the backwork. Generally we should not advise one to attempt this. Academy students will find it best to enter at the term beginnings.

Equipment. The entire first floor of the chapel building is fitted up to house the special work in commerce. Our quarters here are commodious, well lighted and ventilated. In the study hall are desks designed for the study of bookkeeping, the banking office, office fixtures and furniture and a commercial library. In the dictation room the phonograph shares the work of the teacher, and in the typewriting room are found the leading makes of machines and duplicating devices.

Rules. In the commercial rooms the methods of a well-regulated office are followed. Punctuality, courtesy and industry are required of all.
Special Advantages

BOARD AND ROOM AT COST. See rates elsewhere.

EMPLOYMENT BUREAU. This aids many students to secure enough work to help them through school. The former graduates of the commercial department have been uniformly successful in securing profitable employment. The positions for a considerable number of these were secured through the school.

LOCATION. The value of Tacoma's great industries and volume of trade, to the student of commerce, has already been referred to. The climate of the Puget Sound country is most favorable to study at all seasons of the year. The University itself is located in the geographical center of the city, only fifteen minutes' walk from the busiest business streets. Two car lines pass our doors.

COMMERCIAL MUSEUM. During the past year much material has been assembled that will enable us to open our museum in September 1910. These samples of raw material, goods in process of manufacture, and finished products will prove very helpful to the students of commercial geography and other subjects.

MORAL ENVIRONMENT. The atmosphere of our school is permeated by those Christian influences for which our school stands. We do not hesitate, however, to resort to proper disciplinary measures when they seem necessary. Patrons will be notified if their children fail to comply with our standards of study and conduct.
LECTURES BY BUSINESS MEN. This has been referred to elsewhere. The men who will deliver these lectures come fresh from the successful pursuit of their special vocations, and their words cannot fail to be both practical and helpful to students.

LITERARY SOCIETIES AND ATHLETICS. The dominant spirit of our University is democratic and helpful. Our commercial students are not only cordially welcomed to our many social and religious gatherings, but those who are capable and so desire, find honored places on athletic teams and in our literary societies. To one who plans to take no more than one of our special courses, the athletic organizations, literary societies, gymnasium training and the mental stimulus of a college environment,—will all prove a great help—a help impossible to obtain in the ordinary commercial school or business college.
School of Public Speaking

FACULTY.

DR. JULIUS CHRISTIAN ZELLER, President.
PROF. ETHEL MILDRED CROWE, Director School of Public Speaking, Reading and Expression.
PROF. ROSE ABEL, English.
PROF. ALBERT B. WRIGHT, Debating.
PROF. ROBERT A. CUMMINS, Oratory.
FRANK RILEY, Gymnastics.

Development of the powers of expression, cultivation of the imagination, and education of the sensibilities, form the ideal which inspires the work of this School of Public Speaking. Its purpose is to furnish training enabling young men and young women to speak effectively, to read impressively, and to teach Elocution, Higher English, and Physical Culture. The world is calling for men and women who can interpret thoughts, as well as talk about them.

METHODS.

The attainment of this ideal is sought through classroom instruction and private lessons. The school recognizes that expression is an outer result of an inner richness of life, that speakers must first be thinkers; and, accordingly, the study of literature and of psychology is required for the conferring of a college degree. Genuine literary training is made the basis of all work in interpretation. The courses are directed, then, to three ends; to
secure mental breadth; to refine the sensibilities, and to develop through private lessons the special abilities of the individual student—all this in a school whose distinctive ideal is character building.

PERSONS FOR WHOM INTENDED

The courses in the School of Public Speaking are intended for three kinds of students: (1) those who are expecting to teach, whether Expression, English or Physical Culture; (2) those who are intending to enter the ministry, to become lawyers, or to take up any of the forms of public speaking; and (3) those who are seeking an education of general culture, not wishing for the regular college training. Anyone may gain power to impress himself upon the education of the world by being a superior reader or speaker. The high schools and colleges of today are demanding teachers who can do more than talk about literature, who can by interpretation instill a love and an appreciation of highest things.

ENTRANCE REQUIREMENTS.

The degree course is open to any student of college rank, that is, having high school graduation or its equivalent.

The diploma course is open to any student of academic or college grade.

THE TWO COURSES

A. The course leading to a college degree parallel to the bachelor of arts is of four years length, the first and second years' study being identical with that in the Modern Language Course of the College of Liberal Arts. Specialization is begun in the Junior year, the work in Psychology and the Psychology of Public Speaking being an especially attractive feature. The schedule of studies for this course is given below.
B. The course leading to the diploma consists of two years of special work in private lessons in English Literature and Principles of Expression. The schedule of studies is given below:

**DEGREE COURSE**

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<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
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<td><strong>Fall Term</strong></td>
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<td><strong>Spring Term</strong></td>
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<tr>
<td>4-8 Voice Culture</td>
<td>4-8 Voice Culture</td>
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</table>
SCHOLL OF PUBLIC SPEAKING

SENIOR YEAR

3 Drama
4 Debating
4 Literary Interpretation
4 Parliamentary Law
4 Voice Culture
2 Physical Training

3 Drama
4 Orations
4 Literary Interpretation
4 Conversation
4 Voice Culture
2 Physical Training

DIPLOMA COURSE

JUNIOR YEAR

Fall Term
4-5 English
3 Principles of Expression
2 Physical Training
4-8 Voice Culture

Winter Term
4-5 English
3 Principles of Expression
2 Gesture
4-8 Voice Culture

Spring Term
4-5 English
3 Principles of Expression
2 Gesture
4-8 Voice Culture

SENIOR YEAR

3-5 English
2 Physical Training
3 Elective
4-8 Voice Culture

3-5 English
2 Physical Training
3 Elective
4-8 Voice Culture

3-5 English
2 Physical Training
3 Elective
4-8 Voice Culture
Description of Courses

1. **Psychology.** A general survey of the principles of descriptive psychology. Four hours. Fall, 1910.

2. **Psychology of Public Speaking.** A study of the speaker and his audience from the standpoint of Psychology, dealing with the principles of mental imagery, the expression and control of emotions, the fluctuation of attention, and the laws of rhythm and suggestion. This course is intended for only those who have had previous training and are capable of doing advanced work. Four hours. Winter, 1911.

3. **Phonetics.** A study of elementary English sounds for accuracy of utterance. To secure a standard of pronunciation, common errors are analyzed and corrected. Four hours. Spring, 1911.

4, 5, 6. **Principles of Expression.** A study of the vocal language as distinct from the verbal, with practice in phrasing, inflection, and modulation. Freedom, simplicity, and naturalness is sought in the expression of simple emotions. Selections from Shakespeare, Tennyson, Browning, and other writers are used for rendition in the classroom. Three hours. Fall, Winter, Spring, 1910-11.

7. **Physical Training.** A general practice course in Emerson and Swedish exercises, resulting in correct bearing, physical development, relaxation, control, and grace of movement. Two hours. Fall, 1910.

8, 9. **Gesture.** Training for physical response to sensation, thought, and emotion, with study of the different agents of bodily expression, and the peculiar function of each. Special attention is given to dramatic action. Two hours. Winter, Spring, 1910-11.

10, 11, 12. **Drama.** A short review of the political, social, and literary condition of the Elizabethan age is followed by the intensive study of Shakespeare's "Hamlet" and "Lear", and the reading of his "Richard III", "1 and 2 Henry IV", "Twelfth Night", "Much Ado About Nothing", and "The Winter's Tale". Representative Elizabethan plays are then read, among others the morality, "Everyman," Udall's


15. Extemporaneous Speaking. The principles underlying extemporaneous speaking. The preparation of thought. Voice culture. Psychology of gesture. Topics will be assigned in advance, and careful preparation of material required, but the debate, or address will be constructed when the student is face to face with his audience. Buckley’s “Extemporaneous Oratory” will be used as a text. Four hours. Spring.

16, 17, 18. Literary Interpretation. A wide reading of prose and poetry, with special attention to emotional interpretation and principles of criticism. The course will consist largely of reports made by the students upon selected readings, the purpose of the course being to secure power of independent interpretation, and to cultivate aesthetic appreciation. Expressive reading is attempted in the classroom, and standards in literary criticism are studied in the works of Ruskin and Arnold. Three hours. Fall, Winter, Spring.


20.—Conversation. The manner and the matter of the conversationalist. The speaker’s mental and physical circumstances, the hearers’ number, quality, difference in age
and sex; the handling of topics, amusing, deliberative, and controversial. Four hours. Winter.

21. **Hymns, Bible, and Liturgy.** The attempt to secure mental grasp of the message and its expression in voice for conveyance into the hearts of others. Classification of the Old and New Testaments for the purpose of reading. Liturgical readings with special reference to the closing melody of classes and sentences. Four hours. Spring.

The **City of Tacoma** in its churches, lecture halls, and theatres offers many opportunities for hearing fine speakers and good music, thus presenting possibilities for a life of broad culture. During the past year such men as Dean Southwick of the Emerson School of Oratory, and Senator La Follette, of Wisconsin, have spoken in the city, Madame Schuman Heink has sung, the New York Symphony Orchestra has played. Richard Mantell and William James have appeared in Shakespearean roles, and actors of the rank of Maud Adams have been heard during the winter. The school is, then, admirably located for cultivation of the aesthetic ideals.

**Tuition for Class Courses.** The tuition rates for class work in the school of public speaking are the same as those in the College of Liberal Arts.

**Rates for Private Lessons.** For private lessons of one-half hour each, the charge is $1.50 for those outside of the school, and $0.75 for those within the University.

**Diploma Fee.** The charge for the diploma from the degree course is $5.00, and from the diploma course $2.50. This fee must be paid before the document may be received.
School of Art

FACULTY.

DR. J. C. ZELLER, President.
MARIÉ CAREY DRUSE, Director of Art School.
MAUD ALLISON LEWIS, Assistant, Water Colors, China.
WINIFRED WEALTHY WADSWORTH, Basketry, Raffia, Clay Modeling.
SADIE DAVIS REYNOLDS, B. S., Modeling in Brass and Copper.
IRVIN HORATIO HILL, Architecture.
ERNEST THORNTON MOCK, Projection Drawing.
ALTA FLORENCE WEST, Commercial Art.
JOHN DUPERTIUS, Potter and Firer.

EDUCATIONAL AIM

The modern educator knows that learning to draw is really learning to see, at the same time teaching the hand and mind to work together in expressing what is seen. Far-reaching in its ultimate cultural effects from a national educational standpoint, and immediately “practical” from a business point of view, is the education of skilled artist-workmen with power to put artistic feeling into their work and thus lift their production from the embodiment of toil to that of culture.

A great many students of this school never expect to become painters, illustrators or professional artists in any field. It is well
known that many study art as a help in different vocations not having any intimate connection with art.

During the coming year lectures will be given including illustrated courses in art history, literature and technique, and comprise popular topics intended for students interested in the subjects discussed. The recognition by business men of the commercial value of art, and the natural demand of the people for a pleasing appearance in the things for which they spend their money, and with which they live, have done much toward making art study the important factor it has become in education.

**GENERAL INFORMATION**

The art students have an annual Art Festival, besides other social functions at different times.

Students will supply their own material, excepting their easels and drawing boards, which the institution furnishes free of charge.

Instruction in all classes is individual. Advancement of each student depends on the degree of proficiency only and all promotions are made subject to examination, if required, by the teacher.

**Courses of Study**

The following courses are offered:

1. Course leading to a diploma.
2. Supervisors' Course in Public School Drawing.
3. Special Students Course.
## COURSE LEADING TO A DIPLOMA

### FRESHMAN
- Nature Study
- Model Drawing in Outline
- Object Drawing
- Artistic Anatomy
- Perspective
- Lettering
- Illustrative Work
- Grouping of Still Life
- Modeling

### SOPHOMORE
- Figure Pose
- Constructive Design
- Advanced Perspective
- History of Art
- Artistic Anatomy
- Drawing from Head
- Drawing Full Length
- Still Life Painting

### JUNIOR
- Pictorial Composition-Landscape
- Drawing from Full Length Sketch
- Artistic Anatomy
- History of Art
- Pictorial Composition

### SENIOR
- Painting from Full Length Sketch
- Pictorial Composition in Color
- Artistic Anatomy
- Esthetics
- Thesis on Art

1. **Still Life.** This is an important class for either the beginner or advanced student. In painting from still life the fundamental principles of the painters' craft are learned. The study of color begins in these classes, first through the painting of simple masses of form, such as are found in vegetables and fruits; then the student is given more difficult combinations with reflected lights and values. The work is in oil, water colors, or pastel. Truthfulness in form, color, and value, and simplicity of treatment are the requisites upon which the efforts of instruction and of students are concentrated.

   This class might be called the keynote of the artistic policy of the school, as it is the chief idea to teach the student the most direct way to use his medium to represent the subject he has before him. Tuition, $5.00 for six three-hour lessons. Two days' attendance a week. $15.00 for twenty lessons.
2. **Composition.** The science of what to put into the picture and where to put it. Students are given a subject and are asked to embody their ideas concerning it in sketches. Any medium may be used.

3. **Modeling.** Study of the principles of design with clay as a medium of expression, including familiar objects and simple forms.

4. **Keramics.** There is no more important department in the field of industrial art than that of keramics. The object of these classes is to acquaint students with fundamental principles and practical methods in connection with ceramic design, so that they may be able to create new and original designs suited to the ware, to develop an appreciation for form and color, a taste for beautiful but simple table service, and to produce it.

5. **Designing.** The instruction in design includes the study of organic ornament, geometric and conventionalized, the distribution of areas, the effect of repetition and contrast, the artistic use of colors. Simplicity of form, character in line and mass are requisites insisted upon. The shape and style of each piece of china to be decorated are carefully considered. The instruction in keramics covers processes and materials, including the use of tools and appliances, the properties of paints, lusters and gold.

The school is equipped with one of the largest kilns in the Northwest, and all appliances necessary for successful work in china painting. Students are taught the method of firing and are taught and encouraged to make their own designs.

Tuition, $5.00 for six three-hour lessons. For two days' attendance a week. $15.00 for twenty lessons.

6. **Arts and Crafts.** Modeling in brass and copper. Sadie Davis Reynolds, the instructor in this work, has made design a special study and her work under Moller, of London, enables her to give her pupils original ideas and the ability to carry them out in practical work.

Exclusive designs are wrought in hammered and etched metals. The designing and modeling of jardiniere, ferneries, book ends, candlesticks, lamps and shades, novelties and useful articles for home decoration are all included in
the work of the pupils. Tuition, $1.00 per two-hour lesson. Mrs. Reynolds received the highest honors in her brass exhibit at the A.-Y.-P. Exposition, 1909.

7. Night Classes. The study of color is omitted in the evening instruction and some classes are added that are not provided for in the day work. The time in the evening classes is limited, the class session being but two hours, therefore, the instruction is made as practical as possible. For night students nothing can be more practical than the drawing to be had in the antique, life and still life classes.

Special work will be given students who can study only at night. The tuition fee for two evenings a week is $3.00 per month. Pupils furnish their own materials excepting easels and drawing boards. Each pupil is requested to provide a portfolio, in which to keep drawings.

8. Juvenile Class. On Saturday forenoons from 10 to 12 o'clock classes in drawing and painting are held for boys and girls. As a matter of education, every boy and girl should understand how to draw, paint and model. By doing work along artistic lines the artistic sense is awakened and growth stimulated. The instruction includes object drawing, colored chalk, water colors, clay work, and paper cutting. The tuition fee is $6.00 for twelve Saturdays of one term, in class of ten.

Saturday classes especially adapted to the needs of public school teachers are held Saturday from 10 to 12 o'clock. The course extends over the whole of the school year. The tuition is $6.00 for the twelve Saturdays of the term. The instruction will be conducted upon pedagogic principles and will include water colors, study of landscape, trees and foliage, figure posing, fruits and vegetables, in connection with still life composition, perspective, talks on pictures, and story telling. Classes will be formed upon application of ten or more students.

Normal Art

The object of the Normal Art Work is to qualify teachers to teach art in public and private schools. Throughout the Normal work the adaptability of the exercises for the public school, the development of the child's invention, individuality and appreciation of beauty, are kept in view.

The work of the Normal Classes includes the following: Drawing, still life, life and cast in charcoal, colored chalk, pen
and ink, large scale blackboard work. Illustration of stories, silhouette work and paper cutting.

Design is a study of composition or arrangement. The course includes surface decoration. Dark and light, two tone, and three tone work.

Cardboard and raffia work, weaving.

Color-water color and chalk from life, still life and landscape.

Modeling. Familiar objects and simple forms modeled in clay.

All finished work must be left in the school or if removed, by special permission, must be returned before the close of the school year for the final examination and exhibit.

Still Life. The arrangement and representation of objects including studies of fruit, flowers, vegetables, plants and other common objects.

Composition. The arrangement of the elements of a picture, light shade, and color in a series of progressive studies, illustrated by pictures and other reproductions. In artistic composition we study what to put in the picture, and where to put it.

### Normal Art

#### FRESHMAN YEAR

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<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Study of the principles of free hand perspective and their application to the drawing of objects.</td>
<td>Perspective of shadow and reflections.</td>
<td>Still life-water color.</td>
</tr>
<tr>
<td>Work related to the Thanksgiving and Christmas season.</td>
<td>Decoration design.</td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL OF ART

SOPHOMORE YEAR

Fall.

Nature, study, water colors.
Study of principles of design and composition.
Still life, water color.
Time sketches.
Clay modeling, raffia.

Winter.

Composition.
Still life, water color.
Figure sketching and the use of the figure in illustrating stories.
Modeling, raffia.
Illustration of stories and poems.
Memory drawings.

Spring.

drawing.
Blackboard drawing.
Object making paper and cardboard.
Nature study, water color crayons.
Still life, work grouping, color harmonies, water colors.
Landscape drawing, expressing time of day, seasons, etc.
Modeling, raffia.

Supervisors' Course

Class A. Geometric Problems Model drawing in outline, outline group of common objects, light and shade drawing, colored objects, light and shade drawing from case of historic ornament, details of human figure from cast, exercises in pencil drawing, water color studies from still life and flowers, applied design.

Class B. Drawing from the antique figure and living model, anatomical details, perspectives of shadows, reflections and aerial effects, study from still life in oil or water color, composition, painting from model.

Class C. Ornament from cast, study from drawing of photograph, animal from cast, details of antique figure, applied design, head from life, figure composition, figure from life.
Class D. Practice teaching and supervision, work required.

1. Representation, freehand (a) Drawing delineation (b) Painting.

2. Design.


4. Color

   (a) Weaving, string, yarns, raffia, reed.

5. Hand Work (b) Object making, paper, cardboard.
   (c) Modeling clay.

ARCHITECTURE.

The School of Art is ready to organize introductory classes in Architecture if the number desiring such work be sufficient to justify the same. Such courses would consist of free-hand drawing, general engineering designing, history of architecture, elementary architectural drawing, and construction. Those interested in these courses are invited to correspond with the president of the institution.
School of Music

DR. JULIUS CHRISTIAN ZELLER, President

JASON MOORE, Dean, Teacher of Piano, Pipe Organ, Voice and Theory.

LOIS M. TODD, Teacher of Piano and Pipe Organ.

GERTRUDE M. HORNER, Teacher of Voice.

ANNABELLE DICKEY, Teacher of Voice.

FRANCES BRADSHAW, Teacher of the Violin and Illustrated Music Study.

MME. PIECZONKA, Teacher of Violincello.

The School of Music is a department of the University and closely related to the work of the Institution as a whole. Courses are offered in Pianoforte, Pipe Organ, Voice, Violin, Brass and Reed Instruments, Musicology, History of Music, Musical Kindergarten, and Public School Music.

We outline for a three years' course. It must be understood, however, that it may take longer. A good student who has had satisfactory training previously, may be able to do the required work in less time. The School of Music intends to protect its diplomas and to keep them indisputable evidences of sound musicianship. Therefore the School Diploma will be granted only when its requirements are fully met.

Candidates for graduation must have a high school education or the equivalent of one.
MUSICOLGY

Musicology is the study of the theory and philosophy of music. It deals with the science rather than the art. It embraces Harmony, Counterpoint, Canon and Fugue, Free Composition, and Analysis and Form.

MUSIC I.

Harmony. (First Year, two periods weekly.)
Intervals, Keys, Signatures, Scales, Triads and simple chord formations.
Harmonizing basses and melodies, including chords of the seventh and their inversions. Ear training and the distinguishing of different chords.

MUSIC II.

Harmony. (Second year, two periods weekly.)
Augmented and other altered chords, modulations, suspensions, organ-point, appoggiature, passing notes and chords.
Harmonizing melodies, double chants, and the study and writing of different forms of chorales.

MUSIC III.

Counterpoint. (Third year, one period weekly.)
Simple counterpoint in all forms, two, three, and four voices.
Vocal counterpoint, free composition.

MUSIC IV.

Analysis and Form. (Third Year, one period weekly.)
Analyzing pieces harmonically and breaking them up into periods and phrases.
Studying the different forms of musical composition; the Song, the Scherzo, the Minuet, the Rondo, the Sonata, the Suite and the Contropuntal.
MUSIC V.

History of Music. (Third Year, one period weekly.)
This course is given in the form of lectures by the instructor, and in the year's work treats of the general history, development and influence of music among the peoples of all times. The students of the Conservatory are required to attend these lectures, take notes, and, in the case of graduation, to pass a satisfactory examination upon subjects discussed. This course includes considerable reference and library work.

MUSIC VI.

Public School Music. (Any year, two periods weekly.)
Study of notes, rests, staffs, keys, signatures, rhythms, accents, Tonic Solfa notation.
Advanced work in sight singing, drill in the singing of the major and the minor and chromatic scales. Study of high school music.

MUSIC VII.

Supervisors's Course. (Any year, two periods weekly.)
A general review of the work taken up in Music VI. Discussion of methods in use in the public schools.

MUSIC VIII.

Musical Kindergarten and Illustrated Music Study. (Any year, two periods weekly.)
Musical notation, elementary harmony, rhythmic motion, audition, keyboard location, finger callisthenics, and musical card games.

MUSIC IX.

Chorus Singing. (Throughout Course, one period weekly.)
This course embraces the study of the larger forms of choral works, such as the Oratorios, Cantatas, Sacred and Secular Part Songs, Anthems and Choruses.
MUSIC X.

Ensemble Playing. (Any year, one period weekly.)
This course is to give the student facility and ease in playing with others. Students of the piano and of stringed instruments will find this course a valuable means of not only becoming better players, but also of materially extending their knowledge of musical literature.

THE PIANOFORTE.

Preparatory. Position at the piano, position of the hand, gymnastics at the piano and away from it to gain control of the muscles of the fingers, hands, wrists and arm, and to make them responsive to the command of the will. Exercises for all kinds of touches. The work of development of technique is carried on with and without notes, at the discretion of the teacher.

Intermediate. A continuation of the technical exercises and the study of pieces in the smaller forms for pedaling, phrasing, and analytical purposes. Stress on memorizing from a harmonical standpoint. Etudes by the best composers.

Advanced. A study of the classics, both ancient and modern, by the best writers for aesthetic development and repertoire.
Note.—Particular stress is laid upon the individual needs of each pupil.

THE VIOLIN

Preparatory. The position of the body, the instrument and the bow. Exercises for the development of correct intonation, and correct use of the bow. Study of the major and minor scales, in two octaves. Simple solos and duets.

Intermediate. Knowledge of shifting, study of the scales and technical exercises in the positions. Sight reading and solos.

Advanced. Major and minor scales and arpeggios in all the positions. Advanced technical studies, concert pieces and ensemble work.
THE PIPE ORGAN

(For advanced students of the piano only.)


Intermediate. Continuation of the pedal studies with special stress on phrasing. The study of Bach’s chorals, intermediate preludes and fugues. The use of the organ in religious services and hymnology.

Advanced. The study of the organ from an orchestral standpoint. Bach’s larger works, standard organ sonatas, concert pieces, and repertoire.

VOICE CULTURE


Intermediate. Development of resonance in the singing voice and opening up of resonating chambers. Mixing of the upper and under resonance. Technical studies for the flexibility of the voice, and for rapidity in execution. Application of words in the vowel exercises and the study of simple songs.

Advanced. Continuation of vocalises for higher development in flexibility, resonance and power. Interpretation and repertoire.

History of Music. (Any year, one period weekly.)
Outline of Course of Study for Graduating Diploma

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
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<tbody>
<tr>
<td><strong>The Pianoforte</strong></td>
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<tr>
<td>Piano........ 2</td>
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<tr>
<td>Harmony........ 2</td>
<td>Harmony........ 2</td>
<td>Counterpoint...... 1</td>
</tr>
<tr>
<td>Sight Singing.... 1</td>
<td>Music History.... 1</td>
<td>Analysis and</td>
</tr>
<tr>
<td>Ensemble........ 1</td>
<td>French or German........ 5</td>
<td>Form........ 1</td>
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<tr>
<td>Chorus........ 1</td>
<td>Chorus........ 1</td>
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<tr>
<td>German or English........ 5</td>
<td>Ensemble........ 1</td>
<td>French or Italian........ 4</td>
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**The Voice**

| Voice........ 2 | Voice........ 2 | Voice........ 2 |
| Piano........ 1 | Piano........ 1 | Piano........ 1 |
| Harmony........ 2 | Harmony........ 2 | Counterpoint...... 1 |
| Sight Singing.... 1 | Sight Singing.... 1 | Analysis and |
| German........ 5 | German........ 5 | Form........ 1 |
| Ensemble........ 1 | Music History.... 1 | French or |
| Chorus........ 1 | Chorus........ 1 | Italian........ 4 |
| Ensemble........ 1 | Ensemble........ 1 | Chorus........ 1 |

**The Pipe Organ**

| Organ........ 2 | Organ........ 2 | Organ........ 2 |
| Piano........ 1 | Piano........ 1 | Piano........ 1 |
| Harmony........ 2 | Harmony........ 2 | Counterpoint...... 1 |
| Sight Singing.... 1 | Sight Singing.... 1 | Analysis and |
| German........ 5 | German........ 5 | Form........ 1 |
| Chorus........ 1 | Chorus........ 1 | French or |
| Ensemble........ 1 | Ensemble........ 1 | Italian........ 4 |
| Music History.... 1 | | Chorus........ 1 |
### The Violin

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<th>Piano</th>
<th>Harmony</th>
<th>Sight Reading</th>
<th>German</th>
<th>French or German</th>
<th>Chorus</th>
<th>Ensemble</th>
<th>Orchestra</th>
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**Note**—Students found proficient in any subject will be allowed to substitute another.

### Artist Recitals

To the student in music, the hearing of the best in music is just as important and forms as valuable an education as the lessons, and should form part of the plans of every student in the school. Tacoma offers exceptional advantages in this, as a great many of the best artists before the public today appear here throughout the school year.

### Faculty Recitals

Besides the foreign artists who are heard on the Musical Course, the Conservatory faculty give repeated concerts throughout the entire school year.

### Student Recitals

These programs are given weekly and furnish to the student excellent practice in appearing before others in a musical way, a
very valuable preparation to the more advanced work along concert lines. During the past year, a large number of the best works by writers of the classic and modern schools have been presented, and form a valuable education to all serious minded students in music. While primarily for the music student, these recitals are open to the public.

*The School of Music Orchestra*

This organization, composed of the more advanced players in college and city circles, meets once a week for the study of the different forms of orchestral writings. They appear in the symphony, overture and other lighter grades of work. Admission to this organization may be secured by those qualified for the work. Students in the string department find this a valuable help in their violin work.

*The Choral Union*

Membership in this organization may be obtained by those qualified for the work, and examinations for admission are held at the beginning of each year.

*The University Glee Club*

The University Glee Club is composed of from sixteen to twenty young men possessing the best voices in the University.
TUITION

(Tuition payable by the term, strictly in advance.)

PRIVATE LESSONS

With Dean of the Department, in Piano, Pipe Organ or Voice.

<table>
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<th>Winter Term</th>
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<td></td>
<td>14 Weeks</td>
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With Other Instructors in Piano, Pipe Organ or Voice.

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<td>One half-hour lesson per week</td>
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With Assistant in Piano.

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<td>One half-hour lesson per week</td>
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<tr>
<td>Two half-hour lessons per week</td>
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CLASS LESSONS

Juvenile Piano Course—For Children Under Fourteen Years.

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Harmony, Counterpoint, Analysis and Form.

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<td>Two hour lessons weekly</td>
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Public School Music, Sight Singing.

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History of Music.

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<tr>
<td>One hour lesson weekly</td>
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INCIDENTALS

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<tr>
<td>Music Library Fee</td>
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<tr>
<td>Chapel Organ, for practice purposes, per hour</td>
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<td>Incidental Fee to Music Students</td>
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<tr>
<td>Incidental Fee to University students taking two music courses</td>
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ALUMNI OF PUGET SOUND UNIVERSITY

1894.
Inwood, Alfred, A. B. ........................................... Seattle, Wash.
McNamee, Andrew J., A. B., Minister ................................ Langley, Wash.
Williams, Chas. A., A. B., Minister ................................
Williams, William J., A. B. ...........................................

1895
Brown, Browder D., A. B., Law Student Univ. of Wn. ... Seattle, Wash.

1896
Claussen, Mrs. Myrtle (Misner), B. S. ............................... Tacoma, Wash.
Guiler, S. S., A. B., Minister ...................................... Marysville, Wash.

1898
Arney, George A., A. B., Minister ................................ Pasadena, Cal
Boyer, Charles O., A. B., Professor Willamette Univ. .... Salem, Ore.
Earl, Robert R., A. B., Minister .................................. Fort Anne, N. Y.

1899
LaViolette, F. A., A. B. Minister ..................................... Chehalis, Wash.

1903
Berkman, Edith G., B. S., Teacher .................................. Lakeview, Wash.

ALUMNI OF UNIVERSITY OF PUGET SOUND

1904
Medcalf, Clinton B., A. B. ........................................... Honolulu, Hawaii
Pittmon, Edwin T., A. B., Employ Street Railway ............... Portland, Ore.
Place, Mrs. Pearl (Drake), B. S. .................................. Caldwell, Idaho
ALUMNI 155

1905
Cotter, Jennie M., B. S., Teacher.................................Puyallup, Wash.
Le Sourd, Mary R., B. S., Secretary City Y. W. C. A., Tacoma, Wash.
Rowland, Mrs. Georgiana (Clulow), A. B...............Monrovia, Calif.
Walton, Wm. T., A. B., City Supt. of Schools..............Hoquiam, Wash.

1906
Egbert, Mrs. Idessa (Davis), A. B...............................Winthrop, Wash.
Long, John F., A. B., Theological Student..................Evanston, Ill.
Sheafe, Earle V., A. B., Med. Stud. Iowa State Univ., Iowa City, Iowa

1907
Cook, Raymond, A. B., Supt. Schools.........................Chelan, Wash.
Holker, Adah, Ph. B., Teacher High School....................Vaughan, Wash.
McCandless, Grace, Ph. B., Teacher High School.............Elma, Wash.
Olsan, John M., B. S., Salesman.................................Tacoma, Wash.
Orr, Paul J., A. B.............................................
Pease, Vinnie A., B. S., Teacher High School................Cashmere, Wash.
Von Hoene, Mrs. Ethel (Pearl) B. S.............................Seattle, Wash.

1908
Bullock, Ora Mae, Ph. B........................................Puyallup, Wash.
Cook, Mrs. Leola (Barrett), A. B., Teach. High School, Chelan, Wash.
Cotter, Ethel, A. B., Teacher.................................Puyallup, Wash.
Cuddy, Warren N., B. S., Manager Rhodes Brothers, Tacoma, Wash.
La Violette, F. A., A. M., Minister..............................Chehalis, Wash.
Le Sourd, Gilbert, A. B., Asst. Sec'y Y. M. C. A............Tacoma, Wash.
Lovett, Egbert, A. B., Teacher.................................Brewster, Wash.
Marsh, Arthur, A. B., Prof. Univ. of Puget Sound............Tacoma, Wash.
Milligan, James, A. B., Minister.................................Tacoma, Wash.

1909
Allen, Mrs. Edith (Marlatt), Ph. B., Teacher...............Iquique, Chili
Allen, Harry L., Ph. B., Teacher.............................Iquique, Chili
Grumbling, Elsie, Ph. B., Teacher..........................Littell, Wash.
Hathaway, Alta, A. B., Teacher...............................Tono, Wash.
Hooton, Ada, A. B., Student Univ. of Wash..................Seattle, Wash.
Pflaum, William, Ph. B., Minister..............................Tacoma, Wash.
Wiese, Chas. H., A. B., Theological Student...............Evanston, Ill.
College of Liberal Arts

GRADUATE

*Whipple, Libbie Marie, English......................Vancouver, Wash.

SENIORS

*Blanpied, Charles Wesley, Cl. ......................Tacoma, Wash.
*Green, William James, Ph. .........................Nooksack, Wash.
*Hamilton, Mary Florence, Cl. ......................Tacoma, Wash.
*Kennard, Guy Weir, Cl. ............................Tacoma, Wash.
*Mathews, Ernest John, Cl. .........................Manitowoc, Wisc.
*Stockton, Lyman Allen, Sci. ......................Midland, Wash.

JUNIORS

*Burwell, Estella R., Ph. ............................Tacoma, Wash.
*Crockett, George Tolbert, Ph. ......................Chehalis, Wash.
*McGandy, Lois Alberta, Ph. .......................Orting, Wash.

SOPHOMORES

*Braun, Iva Myrtle, Nor. .............................Mt. Vernon, Wash.
*Caywood, Noal F., Sci. .............................Everett, Wash.
*Day, Bertha Elizabeth, Ph. .........................Tacoma, Wash.
*Day, George M., Ph. .................................Tacoma, Wash.
*Frame, Frances Marie, Nor. .......................Puyallup, Wash.
*Friedley, Clare Eleanor, Nor. .....................Puyallup, Wash.
*Holden, Ella Ida, Nor. ............................Tacoma, Wash.
*Jamison, Neal Clement, Sci. ......................Puyallup, Wash.
*Marsh, Bessie Annetta, Nor. .....................Tacoma, Wash.
*Metcalf, Arthur Ansel, Sci. ......................Echo, Ore.
CATALOGUE OF STUDENTS

- Miller, Berna, Ph. ........................................ Tacoma, Wash.
- Nicholson, Mary H., Nor. ................................ Tacoma, Wash.
- Reddish, Mae, Ph. ........................................ Tacoma, Wash.
- Reynolds, Vera Dorothy, Nor. .......................... Centralia, Wash.
- Salisbury, Ina Mary, Nor. ............................... Puyallup, Wash.
- Thompson, Fredericka B., Nor. ......................... Santa Barbara, Cal.
- Utterback, Eulah Pearl, Ph. ............................. Puyallup, Wash.
- Whealdon, John Wesley, Ph. .............................. Spokane, Wash.
- Wiggins, Julia J., Nor. ................................... Jefferson, Iowa

FRESHMEN

- Beaman, Bertha Luella, Nor. ............................. Marysville, Wash.
- Beardsley, Théron, Sci. .................................. Sumner, Wash.
- Booth, Bert Ashley, Sci. .................................. Clear Lake, Wisc.
- Brix, Anton H., Ph. ....................................... Tacoma, Wash.
- Conmey, Mamie, Cl. ....................................... Sedro-Woolley, Wash.
- Culbertson, Lloyd L., Sci. ............................... Seattle, Wash.
- Druse, Alton ............................................. North Yakima, Wash.
- Fuller, Helen, Cl. ........................................ Satsop, Wash.
- Gilchrist, Frances, Nor. ................................ Tacoma, Wash.
- Grieve, Elizabeth, Nor. .................................. Tacoma, Wash.
- Hendrickson, Lillian, Nor. ............................... Puyallup, Wash.
- Holman, Rouble F., Nor. .................................. Tacoma, Wash.
- Hungerford, Arthur Stephen, Cl. ....................... Burlington, Wash.
- Hungerford, Ida May, Ph. ................................. Burlington, Wash.
- Jones, Weaver Judson, Ph. ................................ Centralia, Wash.
- Knoell, Florence, Nor. .................................... Tacoma, Wash.
- Latshaw, Alice Leona, Ph. ............................... Tacoma, Wash.
- Lederle, Minnie, Ph. ..................................... Sedro-Woolley, Wash.
- Martin, Gladys Lorn, Nor. ............................... Puyallup, Wash.
- Mason, John Frederick, Ph. ............................. Wilbur, Wash.
- Messenger, Viola, Nor. .................................. Marysville, Wash.
- Morgan, Alma Elizabeth, Ph. ............................ Marysville, Wash.
*Murphy, Eda May, Cl. .......................... Tacoma, Wash.
*Muschek, Louis J. ............................. Tacoma, Wash.
*Reed, Florence Ruth, Nor. ....................... Puyallup, Wash.
*Scheyer, Ethel M., Ph. .......................... Outlook, Wash.
*Starr, Nettie May, Ph. ........................ Mt. Vernon, Wash.
*Stewart, Blanche ............................... Tacoma, Wash.
*Stoleberger, Olive Belle, Nor. ................. Puyallup, Wash.
*Thomas, Hugh, Ph. ............................. Tacoma, Wash.
*Thomas, Olive, Nor. ............................ Tacoma, Wash.
*Todd, Chas. R. ................................. Tacoma, Wash.
*Waldron, Maxwell, Ph. ........................ Tacoma, Wash.
*Walker, Anabel, Nor. ........................... Puyallup, Wash.
*Warren, Arnold Hiles, Cl. ..................... Vashon, Wash.
*Wehmhoff, Byron, Sci. ........................ Lewiston, Idaho
*White, Mary A., Ph. ............................ Sedro-Woolley, Wash.

SPECIAL

*Fowler, Mrs. Alice ............................. Tacoma, Wash.
*Hatch, Esther ................................. Tacoma, Wash.
*Jones, Doris ................................. Wenatchee, Wash.
*McGriff, Mary Barris ......................... Ingills, Kan.
*Moore, Wert Emmett ........................... Puyallup, Wash.
*Whitehurst, John .............................. Tacoma, Wash.
ACADEMY

FOURTH YEAR

Abelson, Alfred, Ph. ........................................ Tacoma, Wash.
Banks, Ruth .................................................. Blackfoot, Idaho
Benbow, Lewis M., Sci. ....................................... Tacoma, Wash.
Bixby, Raymond Sumner, Sci. ............................ Freewater, Ore.
Carlson, Grace, Cl. .......................................... Gig Harbor, Wash.
Dupertius, Daniel, Sci. ..................................... Adna, Wash.
Dupertius, John, Sci. ....................................... Adna, Wash.
Ewing, Joel Faxon, Sci. ................................... Fulda, Wash.
Fowler, Walter, Ph. ......................................... Tacoma, Wash.
Hickok, Clara .................................................. Marysville, Wash.
Hostetter, Vesta, Ph. ....................................... Milton, Wash.
Kingsbury, Fannie, Ph. ..................................... Portage, Wash.
Mitchell, Gerald, Sci. ...................................... Tacoma, Wash.
Moore, James, Sci. .......................................... Tacoma, Wash.
Morford, Edgar Clark, Sci. ................................ Elliott, Wash.
Munro, Marguerite Elizabeth, Ph. ........ Sedro-Woolley, Wash.
Patterson, Ada Florence, Ph. ............................ Raymond, Wash.
Scott, Howard Percy, Cl. .................................. Marysville, Wash.
Snell, Catherine Aloyise, Ph. ............................ Tacoma, Wash.
Thomas, Harriet June, Ph. ................................ Tacoma, Wash.
Thompson, George Robert, Sci. ......................... Oakville, Wash.
Town, Frances Allen, Ph. ................................ Tacoma, Wash.
Walters, Marvin Martin, Cl. ............................ Tacoma, Wash.
Weaver, Ralph, Sci. ......................................... Tacoma, Wash.
Wright, Beulah ............................................... Burton, Wash.

THIRD YEAR

Allen, Hazel Esther ........................................ Vancouver, Wash.
Benadom, Clyde Hendrick ................................. Tacoma, Wash.
Burford, Waldo Emerson ................................. Porterville, Cal.
Christensen, Hans ......................................... McMinnville, Ore.
Cummings, Margaret Ethel .............................. Tacoma, Wash.
Elder, Edna .................................................... Tacoma, Wash.
Ervin, Ralph Edgar ......................................... Raymond, Wash.
Glenn, David Leonard ..................................... Milton, Wash.
Graham, Olin M. ............................................ North Bend, Wash.
Harader, Edith ............................................... Tacoma, Wash.
Harries, Susie ................................................ Renton, Wash.
Hart, Laura Cronin .......................................... Tacoma, Wash.
Hart, Wilber .................................................... Blaine, Wash.
Hitchcock, Mary H. ......................................... Tacoma, Wash.
Hitchcock, Paul Henry ..................................... Tacoma, Wash.
Hostetter, Ingomar ......................................... Milton, Wash.
Johnson, Edith M. .......................................... Parkland, Wash.
Johnson, Oscar .............................................. Tacoma, Wash.
Jones, J. Leland ............................................ Endicott, Wash.
Klebe, Andy .................................................. Fort Missoula, Mont.
McQueen, Leona Valerie ................................... Tacoma, Wash.
Miller, Charles D. .......................................... Centralia, Wash.
Richards, Clarence Artis ................................... Tacoma, Wash.
Sands, Theresa Constance .................................. Tacoma, Wash.
Swanson, Lily .................................................. Tacoma, Wash.
Swanson, Mabel .............................................. Eatonville, Wash.
Van Slyke, Nicholas ......................................... Vaughan, Wash.
Warren, Alice Fern ......................................... Vashon, Wash.

SECOND YEAR

Boyde, Douglas ............................................... Seattle, Wash.
Brix, Mrs. Minna C. ......................................... Tacoma, Wash.
Calkins, George ............................................. Tacoma, Wash.
Campion, Alfred Holman .................................... Tacoma, Wash.
Carr, Ruth Mae ................................................ Tacoma, Wash.
Case, Albert E. ............................................... Raymond, Wash.
Collis, John D. ............................................... Cashmere, Wash.
Cottrell, Clark ................................................ Waitsburg, Wash.
Crump, John Kennan ........................................ Spokane, Wash.
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<tr>
<td>Fuller, Edwin M.</td>
<td>Satsop, Wash.</td>
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<tr>
<td>Fuller, Miles H.</td>
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<td>Henry, Rachel Lea</td>
<td>Bellingham, Wash.</td>
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<td>Hughes, Thomas LeRoy</td>
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<td>Messenger, Alonzo Newton</td>
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**FIRST YEAR**

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<td>Allen, Bertha</td>
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<td>Echo, Oreg.</td>
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<tr>
<td>Bailey, James</td>
<td>Sunnyside, Wash.</td>
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James, Frank Kendall .................................. Tacoma, Wash.
Kludas, Frederick ....................................... Connell, Wash.
Lewtas, John George .................................. Tacoma, Wash.
McIntyre, Bertram Howell ............................ Tacoma, Wash.
Mitchell, Plinn Charles ................................ Somers, Mont.
Morgan, Mary Ethyl ..................................... Tacoma, Wash.
Morton, Arthur ........................................... Tacoma, Wash.
Parton, Ruth ............................................... Toppenish, Wash.
Pettett, Edwin ............................................. Dungeness, Wash.
Phipps, Ella May .......................................... Tacoma, Wash.
Phoenix, Charles Foster ................................ Tacoma, Wash.
Porter, Edith ............................................... Everett, Wash.
Robbins, Freddie .......................................... Toppenish, Wash.
Rogers, Nellie Reeves .................................. Tacoma, Wash.
Rowe, Wesley N. .......................................... Tacoma, Wash.
Smith, Francis Harrison ................................ Tacoma, Wash.
Smith, William Oliver ................................... Mora, Wash.
Steinbach, Norman E. .................................. San Diego, Cal.
Swanson, Ruth ............................................. Eatonville, Wash.
Tidd, Roy Ernest .......................................... Tacoma, Wash.
Van Maveren, Bert ....................................... North Yakima, Wash.
Wilton, Edward J. ........................................ Tacoma, Wash.
Winternantle, Clara ...................................... Tacoma, Wash.
Woll, Anna .................................................. Tacoma, Wash.
Woods, George H. ........................................ Tacoma, Wash.
Younkin, Grace May ..................................... Marblemount, Wash.
Zeller, Miriam Irene ................................... Tacoma, Wash.

SPECIALS

Anderson, Grace .......................................... Colby, Wash.
Brantford, A. M. .......................................... Tacoma, Wash.
Christofferson, Anna .................................. Tacoma, Wash.
Clave, Clara Dorothea .................................. Tacoma, Wash.
Dickens, H. Luther ...................................... Tacoma, Wash.
Groeper, Gertrude ............................. South Prairie, Wash.
Hillis, Inez ........................................... Tacoma, Wash.
Hovies, Gertrude ..................................... Alpha, Wash.
Iliff, Mabel ........................................... Gig Harbor, Wash.
Knox, Murrieta C. .................................... Tacoma, Wash.
Lewis, Frances Amy .................................. San Jose, Cal.
Lundgren, Esther ..................................... Tacoma, Wash.
Moe, Elsie Elfreda ................................... Tacoma, Wash.
Montgomery, William ................................
Moore, Margaret Loretta ............................ South Bend, Wash.
Munson, Clara Louise ................................ Tacoma, Wash.
Munter, Ethel ......................................... Tacoma, Wash.
Paulson, Peter ........................................ Tacoma, Wash.
Pearne, Blanche ...................................... Fort Simcoe, Wash.
Pearson, Hilding ...................................... Tacoma, Wash.
Riley, Inga ........................................... Tacoma, Wash.
Ross, Frances Amy ................................... Tacoma, Wash.
Schibel, Bessie E. .................................... Walla Walla, Wash.
Sonneman, Ray K. .................................... Kansas City, Mo.
Thaden, Avis Regina ................................. Tacoma, Wash.
NORMAL SCHOOL

SENIORS

Braun, Iva ................................ Mt. Vernon, Wash.
Burwell, Estella ............................. Tacoma, Wash.
Day, Bertha Elizabeth ...................... Tacoma, Wash.
Frame, Frances Marie ....................... Puyallup, Wash.
Friedley, Clare Eleanor ..................... Puyallup, Wash.
Kennard, Guy Weir ........................... Tacoma, Wash.
Marsh, Bessie Annetta ...................... Tacoma, Wash.
McGandy, Lois Alberta ...................... Orting, Wash.
Nicholson, Mary Hyacinth .................. Tacoma, Wash.
Reynolds, Vera Torothy .................... Centralia, Wash.
Salisbury, Ina Mary ......................... Puyallup, Wash.
Thompson, Fredericka Bodil ............... Tacoma, Wash.
Whipple, Libbie Marie ..................... Vancouver, Wash.
Wiggins, Julia Jeannette ................. Marysville, Wash.

JUNIORS

Beaman, Bertha Luella ...................... Marysville, Wash.
Gilchrist, Frances .......................... Tacoma, Wash.
Grieve, Elizabeth ........................... Tacoma, Wash.
Hendrickson, Lillian ....................... Puyallup, Wash.
Holman, Rouble .............................. Tacoma, Wash.
Knoell, Florence ............................ Tacoma, Wash.
Martin, Gladys Lorn ....................... Puyallup, Wash.
Messenger, Viola ............................ Marysville, Wash.
Reed, Florence .............................. Puyallup, Wash.
Stolebarger, Olive .......................... Puyallup, Wash.
Thomas, Olive ............................... Tacoma, Wash.
Walker, Anabel ............................. Puyallup, Wash.
COMMERCIAL SCHOOL

Anson, Cora Mae .................................. Tacoma, Wash.
Armstrong, Charles Hagen ......................... Seattle, Wash.
Arnold, Pernie Clifford .......................... Oak Harbor, Wash.
Atterberry, Kelly .................................. Lyman, Wash.
Atterberry, Roy E. ................................ Lyman, Wash.
Bagley, William ................................... Seattle, Wash.
Ballard, Lucy Frances ............................. Tacoma, Wash.
Bergman, Edythe Vivian ............................ Tacoma, Wash.
Bever, Ethel ....................................... Tacoma, Wash.
Bugge, Francis .................................... Port Williams, Wash.
Buren, Holger ...................................... Tacoma, Wash.
Carlson, Hazel Marie ............................... Sylvan, Wash.
Cook, Rose ......................................... Tacoma, Wash.
Eicholtz, Scott .................................... Tacoma, Wash.
Emerson, Kent R. .................................. Auburn, Wash.
Eustus, Levi Durman ............................... Waterville, Wash.
Evans, Ernest James ............................... Dungeness, Wash.
Gallert, Lena ...................................... Puyallup, Wash.
Grant, Edith Otia .................................. Sylvan, Wash.
Gray, Myrtle ....................................... Sumner, Wash.
Greyson, Gertrude Grove .......................... Baker, Wash.
Grill, Leslie ...................................... Seattle, Wash.
Hagen, Harold ..................................... Tacoma, Wash.
Haggland, Woiberg Cecilia ........................ Port Blakeley, Wash.
Harding, Charles M. .............................. Elma, Wash.
Hill, Earl Adney .................................. Walville, Wash.
Holden, Floyd ..................................... Tacoma, Wash.
Hostetter, Ingomar ................................ Milton, Wash.
Husselbee, Margaret May .......................... Tacoma, Wash.
Husselbee, Anna Pearl ............................ Tacoma, Wash.
Jones, Haley F. ................................... Endicott, Wash.
Kingsbury, Fannie ................................ Portage, Wash.
Kinney, Hallie Pearl .............................. Cashmere, Wash.
Marble, Lulu M. .................................. Tacoma, Wash.
McClelland, Eva .................................................................
Mikkelsen, Ada Lillian ................................. Cashmere, Wash.
Mikkelsen, Herman William ................... Cashmere, Wash.
Milkey, Frederick ................................. Tacoma, Wash.
Miyauchi, Y. ........................................ Osaka, Japan
Murdock, Gordon H. ......................... Cashmere, Wash.
Murphy, Louis Edmond ......................... Tacoma, Wash.
Nuttall, Ellen ................................. Sumner, Wash.
Packard, Flossie G. ......................... Tacoma, Wash.
Palmer, Mary Edna ....................... Tacoma, Wash.
Patterson, Florence ..................... Raymond, Wash.
Pearson, Hilding ........................ Tacoma, Wash.
Pein, Fred ................................ Okanogan, Wash.
Shafer, Myrtle A. ....................... Tacoma, Wash.
Smith, Edward Wesley .................. Mora, Wash.
Spiger, Rose D. ........................................ Tacoma, Wash.
Storhow, Andy J. ........................... Okanogan, Wash.
Strubel, Bessie ................................. Elma, Wash.
Taylor, Eugene ................................ New Kamilche, Wash.
Terry, Emma J. ................................. Tacoma, Wash.
Todd, Charles ........................................ Tacoma, Wash.
Uddenberg, Aida ................................. Gig Harbor, Wash.
Uddenberg, Signo ........................... Gig Harbor, Wash.
Wadsworth, Izetta Loraine .............. Tacoma, Wash.
Wallace, Margaret ......................... Burlington, Wash.
Westervelt, Adele ...................... Puyallup, Wash.
Wright, Beulah Elizabeth ............ Burton, Wash.
## SCHOOL OF PUBLIC SPEAKING

### SENIORS

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<td>Blanpeid, C. W.</td>
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### JUNIORS

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<td>Conmey, Mamie</td>
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### SPECIALS

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SCHOOL OF MUSIC

Piano

SENIORS

Hollingworth, Gertrude ..................................................Centralia, Wash.
Lundgren, Esther ............................................................Tacoma, Wash.
Rossman, Lela ...................................................................Vancouver, Wash.

JUNIORS

Higgins, Florence ...............................................................Tacoma, Wash.
Holman, Rouble .................................................................Tacoma, Wash.
McQueen, Leona .................................................................Tacoma, Wash.
Moe, Elsie ..................................................................Tacoma, Wash.
Thaden, Avis .......................................................................Tacoma, Wash.

SPECIALS

Christoffersen, Anna .........................................................Tacoma, Wash.
Clave, Clara ..................................................................Tacoma, Wash.
Davis, Leslie ..................................................................Tacoma, Wash.
Hoss, Leona ..................................................................Centralia, Wash.
Hovies, Gertrude ..............................................................Tacoma, Wash.
Iliff, Mabel ........................................................................Gig Harbor, Wash.
Montgomery, William .........................................................Tacoma, Wash.
Palin, Lena ..................................................................Tacoma, Wash.
Parton, Ruth ....................................................................Toppenish, Wash.
Skewis, Grace ..................................................................Tacoma, Wash.
Slyter, Henrietta .................................................................Tacoma, Wash.
Thaden, Gladys .................................................................Tacoma, Wash.
Zeller, Miriam ....................................................................Tacoma, Wash.
Ziegler, Julia ....................................................................Vancouver, Wash.
Vocal

SENIORS

Pratt, Ethel Emily ........................................ Tacoma, Wash.

JUNIORS

Anderson, Grace ........................................ Colby, Wash.
Hovies, Gertrude .......................................... Alpha, Wash.
Young, Nora ............................................... Bridgeport, Wash.

SPECIALS

Barlow, Beulah ........................................... Orting, Wash.
Beatty, R. C. ............................................. Bremerton, Wash.
Brantford, Arthur .......................................... Tacoma, Wash.
Cottrell, Clark ............................................ Waitsburg, Wash.
Hollingworth, Gertrude .................................. Centralia, Wash.
Iliff, Mabel ................................................ Gig Harbor, Wash.
Jones, Doris ............................................... Wenatchee, Wash.
Larson, Emma .............................................. Denmark
Montgomery, William ....................................... Mineral, Wash.
Metcalf, Arthur ........................................... Tacoma, Wash.
Murdock, Gordon ........................................... Cashmere, Wash.
Slater, Georgie ............................................. Tacoma, Wash.
Thayer, Bert ............................................... Cashmere, Wash.
Violin

Backen, Lillie ....................................... Sumner, Wash.
Backen, Ole ........................................... Sumner, Wash.
Ball, Mrs. R. O. ...................................... Tacoma, Wash.
Brokaw, John .......................................... Tacoma, Wash.
Brokaw, Paul .......................................... Tacoma, Wash.
Calloway, Artie ....................................... Tacoma, Wash.
Hansen, A. .............................................. Tacoma, Wash.
Montgomery, Wm. .................................... Mineral, Wash.
Pratt, Maud ............................................ Puyallup, Wash.
Stoltenberg, Margaret .............................. Tacoma, Wash.
SCHOOL OF ART

Austen, Jessie ........................................ Tacoma, Wash.
Benbow, Louis ........................................ Tacoma, Wash.
Bonney, Zaidee ....................................... Tacoma, Wash.
Burent, Anna .......................................... Tacoma, Wash.
Clark, Mrs. Ethel Savage ......................... Tacoma, Wash.
Coffee, Margaret .................................... Tacoma, Wash.
Erickson, Mrs. E. W. ............................... Tacoma, Wash.
Evans, W. C. ......................................... Tacoma, Wash.
Friedley, Clare ....................................... Puyallup, Wash.
Groeper, Gertrude .................................... South Prairie, Wash.
Hart, Elden ............................................ Tacoma, Wash.
Hart, Grace ........................................... Tacoma, Wash.
Hatch, Esther ......................................... Tacoma, Wash.
Hiberly, Mrs. E. H. H. ............................. Tacoma, Wash.
Jones, Doris .......................................... Wenatchee, Wash.
Lewis, Maud .......................................... Tacoma, Wash.
McCrea, Dora ......................................... Spokane, Wash.
McGriff, Frances ..................................... Tacoma, Wash.
McMaster, Mrs. Elmore ............................ Tacoma, Wash.
Parent, Marie ......................................... Tacoma, Wash.
Parker, Helen ......................................... Olympia, Wash.
Pearne, Blanche ...................................... Toppenish, Wash.
Reddish, Mae ......................................... Tacoma, Wash.
Reeder, Ava ........................................... Tacoma, Wash.
Ross, Frances ......................................... Tacoma, Wash.
Rushmore, Melvina ................................... Selah, Wash.
Shaw, Mrs. H. G. ..................................... Tacoma, Wash.
Siler, Miss ............................................ Raymond, Wash.
Simmons, Edna ........................................ Milton, Wash.
Slater, Georgia ....................................... Tacoma, Wash.
Stevens, Mrs. J. C. .................................. Tacoma, Wash.
Thompson, Fred ...................................... Tacoma, Wash.
Warren, Marguerite .................................. Roy, Wash.
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<td>Hallin, Ruth Marjorie</td>
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<td>Hoops, Emmet F.</td>
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<td>McHenry, Guy Carlton</td>
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<td>Montgomery, William</td>
<td>Mineral, Wash.</td>
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<td>Mulford, John Watt</td>
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<td>Parton, Ruth</td>
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<td>Phipps, Lorena</td>
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<td>Rasmussen, Howard</td>
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<td>Schibel, Bessie</td>
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<td>Teeter, Vera Bernice</td>
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<td>Uddenberg, Signo</td>
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<td>Verville, Elmena</td>
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<td>Yoshino, George</td>
<td>Tokio, Japan</td>
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SUMMER NORMAL SCHOOL

Barney, Mary J ............................ Tacoma, Wash.
Belghtol, Blanche ........................ Wenatchee, Wash.
Baker, Rae ................................ Eagle Gorge, Wash.
Boyd, Maud ................................
Bergerson Mabel ............................. Tacoma, Wash.
Begley, William Lee ......................... Seattle, Wash.
Bramlett, Ellis .............................. Sumner, Wash.
Carey, Bessie M. ............................ Olympia, Wash.
Carlson, Mollie .............................. Moscow, Idaho
Carroll, Henretta ............................ Everett, Wash.
Chaffee, Josephine ......................... Tacoma, Wash.
Chamberlin, Maude ........................... Olympia, Wash.
Clave, Nora ................................. Tacoma, Wash.
Collins, Mina .............................. Little Rock, Wash.
Connor, Honora M. ......................... Tacoma, Wash.
Cooper, Maude .............................. Tacoma, Wash.
Dawson, Wella ............................... Sunnyside, Wash.
Denney, Inez ................................. Tacoma, Wash.
Dodge, Florence ............................. Tacoma, Wash.
Gilbraith, Iva ............................... Mabton, Wash.
Gilbraith, Mary ............................. Mabton, Wash.
Gilchrist, Frances ............................ Tacoma, Wash.
Gregory, Juanita ............................ Sunnyside, Wash.
Haddon, Rosa ............................... Tacoma, Wash.
Haenert, Anna .............................. Tacoma, Wash.
Hartsell, Esther ............................ Bridgeport, Wash.
Hawes, Marguerite ........................... Tacoma, Wash.
Herbert, Louise ............................. Tacoma, Wash.
Hickert, Margaret ............................ Tacoma, Wash.
Hines, Lucy ................................ Lind, Wash.
Hollinshead, Marie ......................... La Grange, Wash.
Howard, Eva ............................... Ellensburg, Wash.
Howard, Inez ............................... Tacoma, Wash.
Hunt, Lillian .............................. Aberdeen, Wash.
<table>
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- Total in all Departments ......................................... 558
- Counted Twice .................................................. 88

### NET TOTAL ............................................................. 470
ADDITIONAL STATISTICS

(College, Academy, and Commercial School.)

STATES REPRESENTED

Washington 267 (Tacoma 117),
Oregon 5,
Idaho 2,
Montana 2,
California 2,
Wisconsin 2,
Iowa 1,
Colorado 1,
Kansas 1,
Michigan 1,
Illinois 1,
Japan 3,

CHURCHES REPRESENTED

Methodist 205,
Baptist 15,
Presbyterian 13,
Lutheran 8,
Congregational 6,
Christian 6,
Episcopal 5,
Evangelical 4,
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