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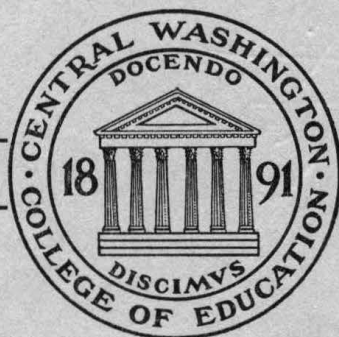
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Central Washington College of Education

ELLENSBURG, WASHINGTON

Vol. XXIX. No. 4



July, 1937

GENERAL CATALOG ISSUE

ANNOUNCEMENTS

1937-1938

Published Quarterly at Ellensburg, Washington

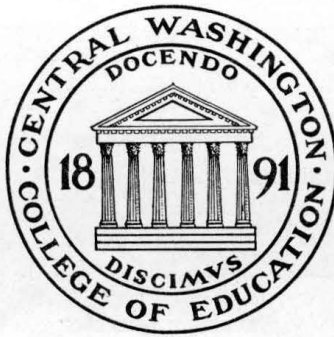
VOL. XXIX

JULY, 1937

NUMBER 4

THE QUARTERLY
OF THE
Central Washington College
of Education

ELLENSBURG, WASHINGTON



CATALOG NUMBER

This Institution is a Member of the
American Association of Teachers' Colleges

Entered at the Ellensburg, Washington, Post Office as
Second Class Matter

Calendar for 1937-1938

Autumn Quarter

Registration of first-year students.....Monday, Sept. 20
Registration of advanced students.....Tuesday, Sept. 21
Freshman week.....Monday, Sept. 20, to Sunday, Sept. 26
Classes begin.....Wednesday, Sept. 22
Thanksgiving recess....Wednesday noon, Nov. 24 to Sunday, Nov. 28
Autumn quarter closes.....Wednesday, Dec. 15

Winter Quarter

Registration of new students.....Monday, Jan. 3
Classes begin.....Monday, Jan. 3
Washington's birthday.....(Holiday) Tuesday, Feb. 22
Winter quarter closes.....Friday, March 18

Spring Quarter

Registration of new students.....Monday, March 28
Classes begin.....Monday, March 28
Baccalaureate services.....Sunday, June 5
Commencement exercises.....Wednesday, June 8

Summer Quarter

RegistrationMonday, June 13
Classes begin.....Tuesday, June 14
Fourth of July.....(Holiday) Monday, July 4
First term closes.....Friday, July 22
Second term opens.....Monday, July 25
Second term closes.....Thursday, August 25

Part I

OFFICIAL DIRECTORY

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HERALD E. BOLIN.....Wenatchee

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GERTRUDE PINNEY.....Secretary to the Business Manager
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COLIA H. HART.....Supervisor of Kamola Hall
FAYE MAYNARD.....Supervisor of Munson Hall

BUILDINGS AND GROUNDS

EVERETT BALLYEAT.....Foreman
A. L. BAKER.....Engineer
CLARE THOMAS.....Engineer
E. W. AMES.....Carpenter
DONALD JONGEWARD.....Gardener
E. B. BURNES.....Printer

THE FACULTY, 1937-38

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

Education and Psychology

EMIL E. SAMUELSON.....Professor of Education
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 Student, Teachers College, Columbia University

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 B. S., M. A., and Supervisor's* Diploma, Teachers College, Columbia
 University

CLARA MEISNER.....Associate Professor of Education
 B. S., M. A., Columbia University

*JENNIE MOORE.....Assistant Professor of Education
 B. A., (Ed.), Central Washington College of Education; Graduate
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 Ph. B., Ph. M., University of Wisconsin; Ed. D., University of California

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 B. A., M. A., Indiana University; M. A., Ed. M., Harvard University;
 Graduate Student, George Peabody College for Teachers, and Uni-
 versity of Chicago

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 University of Oregon

JOSEPH C. TRAINOR.....Assistant Professor of Psychology
 B. S., University of Oregon; M. A., University of Washington

Fine and Applied Arts

HERBERT GLENN HOGUE.....Assistant Professor of Industrial Art
 B. A., Washington State College

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 B. A., State University of Iowa; Graduate Student, University of
 California

PAULINE JOHNSON.....Assistant Professor of Art
 B. A., University of Washington; M. A., Teachers College, Columbia
 University

ELENE C. BUHRSON.....Instructor in Household Art
 B. S., Washington State College

* On leave of absence, 1937-38.

Health and Physical Education

- LEO S. NICHOLSON.....Professor of Physical Education
LL. B., University of Washington; Graduate Student, University of
Washington and University of Michigan
- DOROTHY DEAN.....Associate Professor of Health Education
B. S., Montana State College; M. S., University of Chicago
- JESSIE L. PUCKETT.....Assistant Professor of Health Education
B. S., M. S., University of Oregon; Graduate Student, University of
California
- ROSAMOND WENTWORTH....Assistant Professor of Physical Education
B. A., M. S., University of Washington; Graduate Student, University
of Wisconsin
- GEORGE W. MABEE.....Instructor in Physical Education
B. S., Oregon State College; Graduate Student, University of Oregon
- LESLIE W. HULL.....Instructor in Health Education
B. S., in Nursing, University of Washington; R. N., State of Washington

Languages and Literature

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B. A., Drake University; M. A., Ph. D., State University of Iowa
- NICHOLAS E. HINCH.....Associate Professor of English
B. A., M. A., University College, Toronto University; Diploma, Ontario
Normal College; Graduate Student, Columbia University, Harvard
University, University of Chicago, University of Washington, and
University College, Oxford
- RUSSELL W. LEMBKE....Assistant Professor of Speech and Dramatics
B. A., M. A., State University of Iowa
- ANDREW J. MATHEWS.....Assistant Professor of French and English
B. A., M. A., University of Georgia; Graduate Student, University of
Oregon
- CATHERINE BULLARD.....Instructor in English
A. B., Rio Grande College; B. S., M. A., University of Minnesota

Music

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B. S. (Ed.), M. A., Ohio State University
- *JUANITA DAVIES.....Assistant Professor of Music
B. Mus., Chicago Conservatory of Music; Student, Ripon College, and
McPhail School of Music
- KARL ERNST.....Assistant Professor of Music
B. Mus., M. A., University of Washington

* On leave of absence, 1937-38.

*FRANCIS J. PYLE.....Assistant Professor of Music
 B. A., Oberlin College; M. A., University of Washington; Graduate
 Student, University of Notre Dame, and Eastman School of Music

DOROTHY J. LORD.....Instructor in Music
 B. S., M. A., Ohio State University

FRANZ A. BRODINE.....Instructor in Music
 B. M., University of Washington; B. A. (Ed.), Central Washington
 College of Education; M. A., Teachers College, Columbia University

Science and Mathematics

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

HENRY J. WHITNEY.....Professor of Mathematics
 B. S., Northwestern University; Graduate Student, University of
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HAROLD W. QUIGLEY.....Associate Professor of Biological Science
 B. A., University of Oregon; Graduate Student, University of Oregon,
 University of Chicago, and University of Illinois

GEORGE F. BECK.....Associate Professor of Natural Science
 B. S., Washington State College; Graduate Student, University of
 Washington

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

Social Science and History

OTIS HALBERT HOLMES, JR.....Professor of Social Science
 B. S., Whitman College; M. B. A., M. A., Columbia University

SELDEN F. SMYSER.....Professor of Social Science
 Ph. B., DePauw University; M. A., Ohio State University; Graduate
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 University

HAROLD E. BARTO.....Associate Professor of History
 B. S., University of Oregon; M. S. (Ed.) University of Idaho

VERNON CARSTENSEN.....Associate Professor of History
 B. A., Iowa State Teachers College; M. A., Ph. D., State University of
 Iowa

MARGARET COFFIN HOLMES.....Assistant Professor of Social Science
 B. A., University of Washington; Graduate Diploma, Central Washing-
 ton College of Education; Graduate Student, University of Vienna,
 and Santa Barbara School of the Arts

ALVA E. TREADWELL.....Instructor in Commercial Education
 B. A., M. A., State College of Washington

* On leave of absence, 1937-38.

Training School

- AMANDA K. HEBELER.....Director of Training
B. S., M. A., and Supervisor's Diploma, Teachers College, Columbia
University
- ALICE STOLTZKindergarten
B. A. (Ed.), National College of Education, Evanston, Illinois
- PEARL JONES.....First Grade
Diplomà, Central Washington College of Education; Colorado State
College of Education
- IRENE DAVIES.....Second Grade
Diploma, Milwaukee Normal School; Colorado State College of
Education; Central Washington College of Education
- MABEL T. ANDERSON.....Instructor in Education, Third Grade
B. A., Washington State College; M. A., Teachers College, Columbia
University
- GLADYS M. FAIR.....Fourth Grade
A. B., A. M., Colorado State College of Education
- TENNIE JOHANSON.....Instructor in Education, Fifth Grade
B. S., (Ed.), University of Idaho; M. A., Teachers College, Columbia
University
- MARY U. EGAN.....Instructor in Education, Sixth Grade
B. S., Montana State College; M. A., Teachers College, Columbia
University

Library Staff

- MARGARET S. MOUNT.....Librarian
B. A., Macalester College; University of California, Library Certificate
- GENEVIEVE BALE.....Assistant Librarian
B. A., M A., University of Washington; B. S., in Library Science,
Columbia University
- ALICE E. MCLEAN.....Assistant Librarian
B. A., B. A. in Librarianship, University of Washington

FACULTY STANDING COMMITTEES

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Holmes, Dr. MacRae, Mr. Nicholson, Dr. Samuelson, Mr. Whitney,
Mr. Snyder, Mr. Hogue, Dr. Lind.
- Alumni Affairs**—Mr. Holmes, Mrs. Holmes, Mr. Hogue, Miss Johnson,
Mr. Trainor.
- A. S. B. Programs**—Dr. MacRae, Mr. Snyder, Miss Davies.
- Student Loan Fund**—Mr. Whitney, Mrs. Holmes, Mr. Holmes.
- Finance**—Dr. McConnell, Mr. Courson, Mr. Whitney.

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

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

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

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

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

Part II

GENERAL INFORMATION

The Central Washington College of Education at Ellensburg is an integral part of the system of higher education maintained by the State of Washington. It is governed by a board of trustees appointed by the governor of the state and is supported almost entirely by legislative appropriations. No tuition is charged and students pay only such fees as are used in their own activities.

HISTORICAL STATEMENT

The first state legislature which met in 1890 passed a law establishing the Washington State Normal School at Ellensburg. The institution was known by that name until the legislature of 1937 changed the name to the Central Washington College of Education. The college received the first appropriation for its maintenance in 1891. The college opened September 17, 1891, and will complete the forty-seventh year of its service to the citizens of the state at the close of the school year 1937-1938.

The first president of the institution was Benjamin F. Barge, who served from 1891 to 1894. He was followed by P. A. Getz, 1894-1898. W. E. Wilson was president from 1898 to 1916; George Black from 1916 to 1930. Selden F. Smyser was acting-president for the year 1930-1931. Robert E. McConnell was appointed in 1931.

BUILDINGS AND EQUIPMENT

The present buildings comprise the Administration Building, the first building erected on the campus, the Campus Elementary School, Library, Classroom Building, Arts and Science Building, College Auditorium, Student Pavilion, the school residences, Sue Lombard Hall, Kamola Hall, Munson Hall, and the Heating Plant. The residence of the president is located one block south of the main campus.

A few years ago, a comprehensive plan for the enlargement of building equipment was drawn. The Classroom Building, located just north of the Library, was the first unit to be constructed according to this plan. The second and third units were completed during 1936, the Arts and Science Building and the College Auditorium. At the present time, the construction of an addition to the Student Pavilion is in progress. When completed, this unit will contain a standard basketball floor, offices for the members of the Department of Physical Education, and adequate accommodations in all respects for the activities that will have their center in that building. The 1937 legislature appropriated funds for a new campus elementary school.

All this equipment has been set aside for educational purposes. It comprises a portion of the rapidly increasing public wealth. It belongs to all the people of the state and the people who contributed

to the erection of the plant, through their contributions in the form of taxes, expect no money return, but they do expect that this equipment will be used, free of charge, by the young people of the state. The state not only presents this physical equipment to the use of all citizens, but pays for the instruction for all who wish to come. This is a heritage that is worthy of the foresight which characterized the pioneers who established this institution in 1890.

GEOGRAPHICAL FEATURES, CLIMATE AND ACCESSIBILITY

Ellensburg is located near the geometrical center of the state. If one were to take a map of Washington and draw a line from Vancouver to the extreme northeast corner of the state and then another line from Neah Bay to the southeast corner of the state, the lines would cross just a few miles to the northeast of the city.

The city, which lies at an elevation of fifteen hundred feet above sea level, is in the center of the beautiful Kittitas Valley on the eastern slope of the Cascade Mountains. Mount Stuart of the Wenatchee Range can be seen to the north and Mount Rainier to the southwest.

The floor of the valley slopes to the east and south. Since the Highline Irrigation Project was completed, practically all the tillable land can be irrigated. Little rain falls from the first of March to the first of November, and yet as one enters the valley on either of the trunk railroads or on any of the highways, one sees green fields and many trees. The appearance of the entire valley gives one the impression of a well watered and very fertile plain. It is difficult to realize that this section was once a part of the great American desert.

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

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

EDUCATIONAL, CULTURAL, SOCIAL, AND RELIGIOUS OPPORTUNITIES AFFORDED BY THE COMMUNITY

Five thousand people reside within the corporate limits of the city of Ellensburg, though it is the trade center of a much larger population. In addition to the College the educational institutions consist of three elementary schools, a junior high school, a senior high school, and the Lourdes Academy.

Ellensburg and the Kittitas Valley were settled by a vigorous, well-educated, and cultured type of people. Many of the social customs and traditions of the pioneers have persisted. One is aware of the fine relationship between the community and the College. Members of the faculty take an active part in the service clubs and in the Chamber of Commerce. The business men of the city help finance the school publications.

There are nine churches in which many students and faculty members actively participate. The ministers and members welcome students to the denomination of their choice and the opportunity is thus presented for the development of leadership ability in religious work and for service to the community.

LECTURES, ENTERTAINMENTS, AND ASSEMBLIES

Associated Students assemblies are held at the call of and under the direction of student officers.

Regular all-college assemblies are held each Tuesday morning at ten o'clock. Programs are planned to include entertainment features and lectures by members of the faculty and by visitors of note brought to the school especially for this purpose.

Under the auspices of both the College and the Associated Students, a broad program of entertainment and instruction is planned each year as a type of supplementary education. Nationally and internationally known lecturers and entertainers are selected for this course.

STUDENT AID

The College will aid students in finding opportunities for self-help. Inquiries regarding employment should be addressed to the Dean of Women or the Dean of Men, Central Washington College of Education. Work in private homes for board and room constitutes the largest field of employment for women. Clerical work in offices and stores is available to those who have real ability in typing and stenography. A limited number of women are employed in the kitchen and dining room service.

Means of self-support for men are: part-time janitor service, clerical work in offices and stores, garden and lawn work, caring for furnaces, garage work, hotel work, tending stock, assisting in laboratories, and odd jobs by the hour.

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

STUDENT LOAN FUND

The student loan fund is a revolving fund administered by the College. Each year the fund is augmented by the \$1.00 fee which is paid by each applicant for a diploma. Applications for loans may be made at the office of the Registrar. All applicants must have had a residence at the College of at least one quarter and attained an acceptable scholastic record before asking for financial assistance.

The Kiwanis Club of Ellensburg established a Loan Fund of \$100.00 October 3, 1931. The club maintains ownership of the fund but turns the power of distribution over to the committee on student loans both as to the amount to be loaned per student and the purpose of the loan. The Kiwanis Club desires to keep this Loan Fund an active and revolving fund indefinitely.

The Ellensburg Rotary Club, in November, 1931, created a fund of \$500.00. Loans are made available for short periods to students of proven ability who give promise of becoming successful teachers. Requests for loans from this fund should be made to the committee on student loans of the College.

The local chapter of the P. E. O. organization, the national P. E. O. organization, and the Ellensburg Study Club all have loan funds available to students. Application is made to the special committees of these organizations upon the recommendation of the Student Loan Committee of the College.

The Kappa Pi, an organization of those interested in primary and kindergarten teaching, contributes each year to the Student Loan Fund.

STUDENT HOUSING

Few schools are so well equipped to house their students as is the Central Washington College of Education. There are two large residence halls for women, Kamola Hall and Sue Lombard Hall, and one for men, Munson Hall. There is adequate room to accommodate all out-of-town students. All first-year students are expected to live in the dormitories. However, if one enters with a good high school record and appears to be able to carry regular school work and to earn his board and room, special arrangements may be made with the Dean of Men or Dean of Women. All students entered conditionally must live in one of the halls.

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

INSTITUTIONAL AND LIVING REGULATIONS

In order that students may know what obligations are incurred when they plan to live in one of the dormitories, and for the protection of the school and the students housed in the school residences, the following regulations will be in force for the school year 1937-1938.

1. Any student who has reserved room and board and has taken up residence on the campus cannot remove therefrom without submitting formal petition to the Dean of Men or Dean of Women at least ten days prior to the date of contemplated removal.

2. If a student wishes to withdraw from the dormitory, the consent of the dean must be obtained, as in number 1; a withdrawal slip must be obtained from the Housemother and from the Director of the dormitories; also, the student must satisfy the school authorities that all school property has been returned and that no unusual damage has been done to the room or its furnishings before the room deposit is returnable.

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

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

5. Students who reside in one of the halls are expected to board in the college dining hall.

THE LIBRARY

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

The library contains 28,000 volumes. In addition to the main lending collection of books and pamphlets there are the following special collections: Northwest History; reference collection of 2,500 volumes; exhibit collection of text-books; exhibit collection of children's books; the Edison Library of 2,800 juvenile books, which is housed in the Training School and administered by a children's librarian.

The library receives over 200 periodicals and a representative selection of newspapers. Seventy periodicals are bound and the remainder are preserved unbound.

PLACEMENT SERVICE

The Central Washington College of Education maintains a well-organized placement service. This office renders valuable service to graduating students and alumni who are seeking teaching positions.

A record of the work and qualifications of each graduate is kept on file in the placement office and accurate and complete information is furnished school officials. An effort is made to become personally acquainted with all registrants and to make all recommendations in line with the best interests of the candidate and the special requirements of the vacancy reported.

HONOR AWARDS

The following awards are made yearly at the time of the June commencement:

J. B. Moser Cup. This cup is awarded to the individual football player who maintains the highest scholarship record during the football season.

Lee Scott Award. This trophy is awarded to the individual basketball player elected by the team as its greatest inspiration.

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

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

ACCREDITATION

The Central Washington College of Education is a member of the American Association of Teachers' Colleges and is accredited by all schools which are members of this association. It is also accredited by all standard universities and colleges in the Northwest. This means that a student may pursue work at Ellensburg and the credits earned will be accepted by the other higher institutions either as meeting a portion of the requirements in the institution to which the transcript of record has been issued, or will be accepted by that institution as elective credits. This institution has a reciprocal relationship with other accredited institutions. Credits earned at any of these will be accepted in so far as the work taken articulates with the elements of the required curriculum.

Because of the sequence of required professional courses, a student who transfers to Ellensburg cannot hope to be certified in less than four quarters unless a portion of the professional work has been taken elsewhere. In no case can one be certified in less than three quarters of residence study.

OFF-CAMPUS SERVICE

The Central Washington College of Education serves the state in many ways in addition to that of conducting classwork on the campus.

Extension Classwork

During the school year 1936-1937, classwork was conducted in several neighboring cities. The purpose of this classwork is to give teachers in service the opportunity to study their immediate classroom problems and to complete courses that may be required for higher certification. A regular fee is charged for this work as no portion of the appropriation for the maintenance of the institution may be used for this purpose. However, the charge is reasonable and, to date, this extension classwork has been self-supporting.

Correspondence Work

A number of correspondence courses are regularly offered to non-residence students. The courses offered are those needed by students for the completion of their requirements for graduation or higher certification. The courses are outlined by the department heads, the study is carefully supervised, and the credits so earned are counted the same as though the work had been taken in residence.

Other Off-Campus Service

In addition to the extension classwork and the correspondence work, members of the administration and the faculty appear upon programs of the Inland Empire Education Association, regional meetings of the Washington Education Association and county institutes. The music organizations have been heard on radio broadcast from Yakima, Seattle, and Spokane stations. Correspondence relating to programs by the Music Department and for speakers at club meetings should be addressed to the President of the Central Washington College of Education.

EXPENSES

All fees are payable in full at the time of registration.

Health Fee. The health fee is \$2.00 per quarter. This fee entitles each student to a thorough physical examination at the time of entrance, to the services of the school nurse and the infirmary in case of illness, and of the service of the school physician upon the recommendation of the school nurse. Students living off-campus are charged \$.75 per day during the time they are confined in the infirmary.

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

Library Fee. The library fee is \$2.00 for each of the autumn, winter, and spring quarters, and \$3.00 for the summer quarter. A deposit of \$5.00, returnable upon withdrawal, is made at the time of registration.

Lockers. The school charges no rent for the use of lockers, but the student is expected to furnish a padlock.

Refunds. Students who withdraw during the first two weeks after enrollment are entitled to the return of the deposits (if not subject to forfeit because of damage to school property), \$5.00 from the Associated Student's Fee, \$1.50 from the library fee, and \$1.50 from the health fee.

THERE ARE NO REFUNDS ON THE FOLLOWING FEES

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

Graduation Fees. A fee of \$1.00 is required by law for each diploma issued. This fee is forwarded to the county superintendent of the county in which the diploma is first registered. The life diploma fee is \$2.00. The degree fee is \$5.00. The degree is not a certificate to teach, consequently all who are candidates for the degree pay the diploma fee also.

Transcript Fee. One transcript of record is furnished the student without charge. A fee of \$1.00 is charged for each additional transcript.

Student Benefit Fee. All students who apply for a diploma pay the fee of \$1.00 at the time of application. This fee goes to augment the Student Benefit Fund.

Extension Fee. Students who live in Ellensburg and wish to enroll for a limited amount of work are charged at the rate of \$2.50 per credit hour. Such students must pay the library deposit fee of \$5.00 which will be refunded upon withdrawal.

Audit Fee. Students who wish to audit any classwork pay a fee of \$1.00 per credit hour, but not more than \$3.00 per course, nor more than a total of \$5.00.

Correspondence Study Fee. The fee for all correspondence work is \$3.00 per credit hour. A special bulletin on correspondence work will be mailed upon request.

Women's League Fee. All women students pay a fee of \$.50 per quarter to the support of the social activities of the College in which women are primarily interested. A portion of the fund so obtained

also supports the yearly scholarships offered by this organization. In addition, the Women's League sponsors certain entertainment features each school year.

School Residence Fee. All students who live in one of the school residences pay a fee of fifty cents per quarter. These fees go to the support of the activities of the organizations in the respective halls of residence.

Off-Campus Club Fee. A fee of fifty cents per quarter is paid by all women students who live off campus. This fee supports the social and recreational activities of the Off-Campus Club.

Towel Fee. Each student enrolled in any physical education activity pays \$1.00 for towel service.

Course Fees. Students enrolled in certain courses pay a fee which varies with the nature of the course. The courses which require a fee are listed in their respective departments.

Test Fee. A fee of \$.50 is charged all students who enroll for the first time. This fee is used to purchase the test material and to pay for such help as may be necessary to grade the papers and to tabulate the test scores.

Charges For Board and Room

Board in the College dining hall is charged at the rate of five dollars (\$5.00) per week.

Room prices vary according to location and accommodations. The range is from \$1.50 per week for a double room without private bath to \$2.50 per week for a single room with private bath. Adequate bathing facilities are provided on each floor for individuals not renting rooms with private baths. All inquiries concerning fees, charges for board and room, and room reservations should be sent to the office of the business manager. A deposit of \$5.00 is required for room reservation.

Room Equipment and Furnishings. Each room is furnished with bed, mattress, mattress cover, two blankets, bed spread, pillow, chiffonier, dresser, two small wash rugs, and window curtains. Each individual is supplied each week with two hand towels, one bath towel, one pillow cover, and two sheets.

Part III

AIMS, ORGANIZATION AND ACTIVITIES

FUNDAMENTAL PRINCIPLES AND POLICIES

The following aims and principles control the organization and development of the College.

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

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

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

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

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

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

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

ADMINISTRATIVE ORGANIZATION

The Central Washington College of Education is organized for administrative purposes into three divisions: business administration, instructional administration, and personnel administration.

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

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

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

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

STUDENT INTERESTS AND PARTICIPATION

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

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

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

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

All instructors and administrative officers plan to give each student as much personal freedom as he is capable of using to his advantage. Guidance, both social and educational, is always for the purpose of assisting students to become self-reliant, and this freedom is restricted only in so far as such restriction benefits the individual or the group.

STUDENT CONDUCT

No definite set of rules and regulations has been formulated for the conduct of students. It is assumed that all students are responsible men and women who are cognizant of what constitutes accept-

able conduct. The officers of the personnel division are constantly alert to assist students in the conduct of their personal affairs and in the organization and orderly procedure of group functions. Infractions of gentlemanly and lady-like conduct are dealt with as they arise.

Students who are domiciled in one of the residence halls are, of course, subject to the house rules which have been formulated by the members of the group.

STUDENT ORGANIZATIONS

Associated Students

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

The funds provided by the membership fee are used to pay the interest on and to amortize the bonds that are outstanding against the Student Pavilion, to subsidize the athletic and social activities of the Associated Students, and to provide lectures and entertainments. At the time of registration, each student is presented with a membership card which, when presented at the door, entitles one to free admission to any College function to which Associated Students' funds have been budgeted.

Social Organizations

There are several organizations around which center the social and recreational life of the College. Each of the three halls of residence has a separate organization for the purpose of carrying on the student government and social life of the particular residence. In addition to the Kamola Hall Association and the Sue Lombard Hall Association, the women's organizations include the Off-Campus Club and the Women's League. All women of the school are members of this latter organization. The men's organizations include, in addition to the Munson Hall Club, the Off-Campus Men's Club, the Crimson "W" Club, and the Intercollegiate Knights.

Study Clubs

The following Study Clubs are active: Art Club, Herodotean (History) Club, Whitbeck Club (Geography), Maskers and Jesters (Drama), Sigma Mu Epsilon (Music), Kappi Pi (Kindergarten-Primary), Press Club, W. A. A. (Women's Athletics), and Poetry Club.

Participation in one or more of these clubs is for the purpose of personal development as well as a means of service to fellow students and the school. The ability to enter into this group activity in a

creative way will be a large factor in a student's enjoyment of school life and will determine, to a considerable degree, the individual's success in community life after graduation.

School Publications

There are two periodicals, the publication of which rests largely with students: the *Campus Crier*, the college weekly, and the *Hyakem*, the college annual.

Music Organizations

The music organizations of the school, which include A Cappella Chorus, orchestra and instrumental and vocal ensembles, serve at least three functions: furnish opportunity for those students who are musically inclined to develop their technical ability, whether in voice, piano, orchestral instruments, or in one of the organizations such as the orchestra or the voice ensemble; add to the cultural life of the College community by acquainting the non-participant with the finest of music compositions and by furnishing the opportunity for the development of appreciation; and afford opportunity for all prospective teachers to become familiar with the music demands of the public schools and develop the ability to meet these demands.

STUDENT LOAD

A student can complete the credit requirement for the Three-Year Elementary Certificate in three school years (nine quarters) and for the Degree of Bachelor of Arts in Education in four school years (twelve quarters) if the number of credits earned per quarter averages sixteen. However, the amount of work carried will depend upon several factors: the ability of the student and the number of hours per week of extra-curricular activities.

Students who must work for board and room and members of teams in the major sports are urged to carry less than sixteen hours of work and to plan to remain in college at least one extra quarter. Students whose grade point quotient is approximately two will not be allowed to carry more than seventeen hours without the consent of the Personnel Committee. Students whose grade point quotient is three or more may carry eighteen hours without special permission.

HONORARY EDUCATIONAL FRATERNITY

Honorary Educational Fraternity is an organization composed of men and women of junior, senior, and graduate standing. The purpose is to encourage in its members a high degree of social service by (1) fostering high professional and scholarship standards during a period of preparation for teaching, and by (2) recognizing outstanding service in the field of education. Members are selected on the basis of scholarship, leadership, and character.

Part IV

ADMINISTRATION OF THE CURRICULUM

ADMISSION

Graduation from an accredited high school is required of all who apply for admission to candidacy for a diploma or for the degree of Bachelor of Arts in Education. Mature students who have not completed a full four-year high school course may be admitted as special students. If such students wish to become candidates for certification, they must satisfy the full entrance requirement. This may be done by obtaining credit in fifteen high school units by examination or by checking off college credits against the high school deficiency. The basis for this substitution of credit is ten quarter credits of college work for each high school unit.

A certificate of high school credit, signed by the superintendent or by the high school principal must be filed prior to registration. Students entering for the autumn quarter should file their credentials not later than September first. All of the higher institutions of the state now use a uniform blank for reporting high school credits. Each high school in the state has a supply of these forms or they may be obtained upon request from the office of the Registrar.

ADVANCED STANDING

Students coming from other colleges are required to present a transcript of their record and a certificate of honorable dismissal. These must be sent directly by the registrar of the institution previously attended and will not be accepted from the student. They should be on file well in advance of registration. **No student transferring from another college will be permitted to register or attend classes until the scholastic record and a statement of honorable dismissal have been received.**

Credit will be given in advance for work done at another college in so far as the work taken articulates with the curriculum at the local institution. The grade point quotient of the credits accepted for advanced standing must be at least 1.75.

CLASSIFICATION OF STUDENTS

Class rank is based upon the quarter hours earned, as follows: Freshman, 0-45 quarter hours; Sophomore, 45-90 quarter hours; Junior, 90-135 quarter hours; Senior, 135-192 quarter hours.

MARKING AND POINT SYSTEM

The five-point grading system is used. "A" means distinctly superior work. "B" means positively good work, well above average. "C" means average work. "D" is passing but represents work below average. "E" indicates a quality of work not entitled to credit. "I,"

incomplete, may be given if a student has attended up to within two weeks of the close of the quarter and has done satisfactory work. Incomplete work must be completed the quarter following the one in which the incomplete was given, or the "I" will be changed to an "E." "W," withdrawn, is given only in case of withdrawal in good standing.

In order to facilitate the averaging of grades to determine the scholarship rank of students, "Quality Points" are assigned to each mark as follows:

For each hour with a grade of "A," 4 quality points.

For each hour with a grade of "B," 3 quality points.

For each hour with a grade of "C," 2 quality points.

For each hour with a grade of "D," 1 quality point.

For each hour with a grade of "E," 0 quality point.

For each hour with a grade of "I," 0 quality point (until removed).

SCHOLARSHIP STANDARDS

Any student applying for admission whose grade point quotient (number of honor points divided by the number of units presented) on his high school record is less than 1.75 will be given conditional classification with two quarters to bring the quality of scholarship up to standard. Any student admitted without condition whose grade point quotient for any quarter is less than 1.75 will be warned and placed upon condition and dropped at the close of the second quarter in which the grade point quotient does not equal 1.75. Enrollment for another quarter will be upon the recommendation of the personnel committee.

To be recommended for a diploma or for a degree, the grade point quotient must be at least 1.75 for all credits accepted toward graduation.

When a student applies for advanced standing, the quality of the work presented will be taken into consideration in determining the amount of advanced credit to be allowed. The grade point quotient of the credits accepted for advanced standing must be at least 1.75.

Preliminary estimates are given in all courses at the end of the first six weeks of each quarter and students who are doing unsatisfactory work are given personal attention and advice by the Director of Personnel.

ABSENCES

Regular attendance at classes is essential to good work and irregular attendance usually proves a serious handicap and may jeopardize a student's credits. Lower division students suffer a penalty of the deduction of one-fourth credit from the total allowed for the quarter for each unexcused absence. Upper division students are not so penalized, but they are expected to be present at all meetings of the class and, if absent, explain the absence to the instructor and make up all work missed.

DEGREES AND CERTIFICATES

New Certification Requirements

The State Board of Education, at its meeting in December, 1936, adopted the plan of certification briefly outlined below.

Colleges of Education will issue certificates of graduation from the three-year, the four-year, and the five-year curricula. However, only two types of certificates will be issued; the Three-Year Elementary Certificate and the Six-Year Standard Elementary Certificate.

Certification of Graduates of the Three-Year Curriculum

The Three-Year Elementary Certificate will be issued to those who complete the three-year curriculum as approved by the State Board of Education. This certificate will be valid for three years in the common schools of the State of Washington (grades one to nine, inclusive). It may be renewed only once upon the completion of fifteen quarter hours of credit beyond the three-year curriculum. Because of this stipulation, one who wishes to continue teaching must complete the four-year curriculum and be issued the Degree of Bachelor of Arts in Education within a six-year period after first certification.

Degree of Bachelor of Arts in Education

The degree of Bachelor of Arts in Education will be issued to those who complete the four-year curriculum as approved by the State Board of Education. As the degree does not certify one for teaching, the Three-Year Elementary Certificate will be issued with the degree. This certificate will be valid for three years in the common schools of the State of Washington (grades one to nine, inclusive). The Three-Year Elementary Certificate may be exchanged for the Six-Year Standard Elementary Certificate provided the holder has taught two years during the life of the certificate. The Six-Year Standard Elementary Certificate is valid for six years in the common schools of the State of Washington. It may be renewed as often as desired, provided the holder has taught two years during the life of the certificate and has earned at least nine quarter hours of credit for each renewal.

Certification of Graduates of the Five-Year Curriculum

A graduate of an accredited four-year college or university may be certified for teaching in the common schools of the State of Washington after completing the one-year curriculum as approved by the State Board of Education. The Three-Year Elementary Certificate will be issued as well as the degree of Bachelor of Arts in Education. This certificate will be valid for five years in the common schools of the State of Washington. The Three-Year Elementary Certificate may be converted into the Six-Year Standard Elementary Certificate

provided the holder has taught two years during the life of the certificate. The Six-Year Standard Certificate may be renewed as often as desired, provided the holder has taught two years during the life of the certificate and has earned at least nine quarters of credit for each renewal.

Life Diplomas

Life diplomas will be issued upon the present basis up to September, 1938. Any person who, prior to that date, has taught successfully twenty-four months and has a minimum of one hundred fifty-nine credits on file will be entitled to the Life Diploma.

CERTIFICATE AND DEGREE REQUIREMENTS

General Requirements

1. Graduation from a four-year accredited high school or its equivalent.
2. Age of eighteen years at the date of granting of diploma.
3. Satisfactory ratings on standardized tests in subject matter of the elementary grades.
4. Residence study in this institution of at least one academic year (36 weeks) with a minimum of twelve credits per quarter. Additional credits necessary may have been earned in some other institution.
5. Grade point quotient of 1.75 or better.
6. Good moral character and personal and physical fitness for teaching.
7. Citizenship in the United States or the holder of an alien permit.

Special Requirements

In addition to the general requirements listed above, a candidate for the degree of Bachelor of Arts in Education must have credits in each of the courses listed below, or an equivalent, and also the special requirements of the departments in which the major and minor have been chosen.

REQUIRED OF ALL STUDENTS

I. General Education and Service Courses.....	65
II. Education	30
III. Psychology	8
④IV. Major, Academic or Special—a minimum of.....	36
④ V. Minor, Academic or Special—a minimum of.....	18-20
VI. Elective	33-35

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④ The specific course requirements to complete a major or a minor in the several departments are enumerated with the descriptions of the courses.

DETAIL OF REQUIREMENTS I THROUGH VI AS GIVEN ABOVE

I. General Educational and Service Courses:

1. Art 1, Art Structure.....	5
2. ①English 2, English Composition.....	5
3. English 119, Children's Literature, or English 129, Junior High School Literature	3
4. Speech 1, Fundamentals of Speech.....	2
5. Health Education 1, Health Essentials.....	3
6. Health Education 100, Physical Education Activities for the Elementary and Junior High School (Women), or Health Education 113 or 114, Playground Methods or Play Activities (Men).....	3
7. Library Science 1 (a non-credit service course).....	0
8. Mathematics 1, Mathematics for Teachers.....	3
9. ②Music 1, 2, or 3, Fundamentals of Music.....	5
10. Philosophy 130, History of Philosophy, or Philosophy 131, Ethics, or Philosophy 132, Modern Philosophers.....	5
11. Physical Education each quarter for the first two years.....	6
12. Science 1, Orientation in Science.....	5
13. Science 2, Environmental Science, or Science 3, Science for Junior High School Teachers.....	5
14. Social Science 1 and 2, Structure and Development of Modern Society	10
15. Social Science 101, Economic Theory and Doctrine.....	5

65

II. Required in the Department of Education:

1. Education 1, Introduction to Education.....	3
2. Education 3a, 3b, or 3c, Methods and Observation.....	5
3. Education 102, Elementary and Junior High School Curricula or Education 113, Kindergarten-Primary Curriculum.....	3
4. Education 104a, 104b, 104c, or 104r, Directed Teaching.....	10
5. Education 107, School Management and Law.....	3
6. Education 109, Activities in the Elementary School, or Education 108, Extra-curricular Activities.....	3
7. Education 115, Measurement in Education.....	3

30

① All students take an English test upon matriculation. English 2 is the course required of all candidates for certification. If the English test reveals that the candidate is not ready for English 2, then English 1 becomes a prerequisite for English 2. College credit is given for English 1, but if English 1 becomes a requirement, then the student will have five fewer hours of free elective work. Students who are taking General College work may take English 2, if the test shows adequate ability, otherwise English 1 becomes a prerequisite. Students who take English 2 and wish ten credits in English Composition will take English 3.

② The music course required of all students is differentiated according to the musical experience and ability of the students. One course, Music 1, is for those who plan to specialize in music by choosing that department for a major or a minor. Students not planning to major or minor in the music department may take Music 1 if, upon test, they seem to possess the requisite ability. Another course, Music 2, is for students who plan to teach in the primary or intermediate grades of the elementary school, and another course, Music 3, for those students who plan to teach in the upper grades or the Junior High School.

III. Required in the Department of Psychology:

1. Psychology 1, General Psychology.....	5
2. Psychology 3, Child Psychology, or Psychology 4, Adolescent Psychology	3
	<hr/> 8

IV. Required for a Major:

A minimum of.....	36
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The major may be chosen from one of the following departments:

- | | |
|-----------------------------------|--------------------------|
| 1. Commercial Education. | 9. Speech and Dramatics. |
| 2. Fine Art. | 10. Music. |
| 3. Industrial Art. | 11. Biology. |
| 4. Home Art. | 12. Physical Science. |
| 5. Health and Physical Education. | 13. Geology. |
| 6. History. | 14. Geography. |
| 7. Literature. | 15. Social Science. |
| 8. Mathematics. | |

V. Required for a Minor:

A minimum of.....	18-20
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The minor may be chosen from any of the departments listed for the major, and, in addition, Education and Psychology, Library Science and French.

The minor in Education and Psychology is usually reserved for students who are planning on administrative work or for students who completed the two-year course several years ago when a much larger per cent of the work taken was in Education and Psychology and at a time when no provision was made for the academic major and minor.

VI. Electives:

Electives to bring the total to 192 credit hours may be chosen from any of the current offerings.

①Upper Division Requirements in the Four-Year Curriculum

1. 64 out of the required 192 credit hours must be in upper division courses.
2. 24 out of the 36 credit hours required for a major must be in upper division courses or in courses for which upper division credit may be allowed.

Provisional Requirements

1. Students who enter from high school deficient in biological and physical science will be asked to take work in these departments, lessening to that extent the amount of free elective work.
2. A penmanship test is given to all entering students. If one obtains a score of sixty or more, exemption is granted from the penmanship course. Those who cannot make the minimum score must take the course, for which one credit is allowed:

① See page 38 for definition of upper division courses.

STUDENT TEACHING EXPERIENCE

Adequate facilities are maintained which offer a comprehensive teaching-experience program. In the directed teaching courses each student is given two quarters of supervised teaching. Assignments for teaching, made with reference to student needs and abilities, provide broad, varied, and valuable experience. There is differentiation of responsibilities in first and second quarter teaching to insure the greatest possible growth on the part of each student teacher. Near the close of the second quarter of teaching, each student takes full classroom responsibility for an entire grade throughout two days. The student teaching is organized under the direction of supervisors with special reference to the needs of the children as well as to the teaching-experience needs of college students.

In addition to the general teaching requirements in the kindergarten-primary, intermediate, and junior high school departments, students with special interests and abilities are given opportunity to teach music, art, science, health and physical education.

Facilities for student teaching are provided in the Edison School on the campus, and in the public schools of Ellensburg, including the Washington School and the Morgan Junior High School. Experience in a rural school is provided in the Dammon School, a two-room rural school, located near Ellensburg.

Nursery School, Kindergarten-Primary Education

A grasp of the development and educational needs of young children is provided through courses in observation and theory. The course in Early Childhood Development gives a survey of the continuous development of children from birth through the first six years. A period of teaching in both the kindergarten and primary grades gives students direct experience in working with young children.

ADVANCED TEACHING

Teachers who were certified below the level of the three-year curriculum will, in general, be required to take some advanced teaching before being granted higher certification. Exemption from this requirement may be granted only upon petition to the Personnel Committee.

DETAIL OF REQUIREMENTS FOR THE THREE-YEAR CURRICULUM

The courses outlined for the four-year curriculum which are not required in the three-year are items 10 and 15 in General Educational and Service Courses and item 7 in Department of Education.

The major requirement is 24 credit hours and the minor is 12 credit hours.

The first three years of the several outlines that follow complete the requirements for the Three-year Elementary Certificate which will be issued upon application.

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

CURRICULUM OUTLINE BY YEARS

The differentiation in the curriculum to be followed by any student is on two bases, upon one's choice of the departments for the major and minor, and upon the grades selected for directed teaching.

The work of the first year is made up almost entirely of required academic courses because subject-matter courses form an important part of the preparation for the methods course and for directed teaching. The only professional course taken during the first year is Education 1. The course is, in a way, a guidance course in that those who plan to complete the curriculum learn something of the requirements for successful teaching and can begin early to make the necessary personal adjustments.

Four outlines are given by years, one outline to be followed by kindergarten and primary teachers, one by intermediate grade teachers, one by upper grade and junior high school teachers, and one by those who wish to specialize in rural school procedure and teaching.

KINDERGARTEN AND PRIMARY PROGRAM

First Year

Art 1, Art Structure.....	5
Education 1, Introduction to Education.....	3
①English 2, Composition.....	5
Speech 1, Fundamentals of Speech.....	2
Health Education 1, Health Essentials.....	3
Library Science 1, Library Survey.....	0
Physical Education	3
Science 1, Orientation in Science.....	5
Science 2, Environmental Studies.....	5
Social Science 1 and 2, Structure and Development of Modern Society....	10
Elective	7

① See page 26 for note on English requirement.

Second Year

Education 3a, Methods and Observation, Kindergarten-Primary.....	5
English 119, Children's Literature.....	3
Health Education 100, Physical Education Activities for the Elementary and Junior High School.....	3
Mathematics 1, Mathematics for Teachers.....	3
Physical Education	3
Music 1, 2, or 3, Fundamentals of Music.....	5
Psychology 1, General Psychology.....	5
Psychology 3, Child Psychology.....	3
Major	8
Minor	5
Elective	5

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Third Year

Education 104a, Directed Teaching, Kindergarten-Primary.....	10
Education 107, School Management and Law.....	3
Education 109, Activities for the Elementary School.....	3
Education 113, Kindergarten-Primary Curriculum.....	3
English 120, Story Telling, Poetry Reading, and Dramatization.....	2
Major	16
Minor	7
Elective	4

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Those who complete the three years of work as outlined above will be granted the Three-year Elementary Certificate. The additional work listed below will complete the requirements for the Degree of Bachelor of Arts in Education.

Fourth Year

Education 115, Measurement in Education.....	3
Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or Philos- ophy 132, Modern Philosophers.....	5
Social Science 101, Economic Theory and Doctrine.....	5
Major (complete 36 hours).....	12
Minor (complete 18-20 hours).....	6-8
Elective	15-17

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Social Science 101, Economic Theory and Doctrine, is required in the four-year curriculum only, hence it is listed for the fourth year. For those who plan to complete the full four-year curriculum, it is recommended that this course be taken before the fourth year.

INTERMEDIATE PROGRAM**First Year**

Art 1, Art Structure.....	5
Education 1, Introduction to Education..	3
①English 2, Composition.....	5
Speech 1, Fundamentals of Speech.....	2
Health Education 1, Health Essentials.....	3

① See page 26 for note on English requirement.

Library Science 1, Library Survey.....	0
Physical Education	3
Science 1, Orientation in Science.....	5
Science 2, Environmental Studies.....	5
Social Science 1 and 2, Structure and Development of Modern Society....	10
Elective	7
	<hr/> 48

Second Year

Education 3b, Methods and Observation, Intermediate.....	5
English 119, Children's Literature.....	3
Health Education 100, Physical Education Activities for the Elementary and Junior High School.....	3
Mathematics 1, Mathematics for Teachers.....	3
Physical Education	3
Music 1, 2, or 3, Fundamentals of Music.....	5
Psychology 1, General Psychology.....	5
Psychology 3, Child Psychology.....	3
Major	8
Minor	5
Elective	5
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Third Year

Education 102, Elementary and Junior High School Curricula.....	3
Education 104b, Directed Teaching, Intermediate.....	10
Education 107, School Management and Law.....	3
Education 109, Activities in the Elementary School.....	3
English 120, Story Telling, Poetry Reading, and Dramatization.....	2
Major	16
Minor	7
Elective	4
	<hr/> 48

Those who complete the three years of work as outlined above will be granted the Three-year Elementary Certificate. The additional work listed below will complete the requirements for the degree of Bachelor of Arts in Education.

Fourth Year

Education 115, Measurement in Education.....	3
Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or Philos- ophy 132, Modern Philosophy.....	5
Social Science 101, Economic Theory and Doctrine.....	5
Major (Complete 36 hours).....	12
Minor (Complete 18-20 hours).....	6-8
Elective	15-17
	<hr/> 48

Social Science 101, Economic Theory and Doctrine, is required in the four-year curriculum only, hence it is listed for the fourth year. For those who plan to complete the full four-year curriculum, it is recommended that this course be taken before the fourth year.

UPPER GRADE AND JUNIOR HIGH SCHOOL PROGRAM**First Year**

Art 1, Art Structuré.....	5
Education 1, Introduction to Education.....	3
①English 2, Composition.....	5
Speech 1, Fundamentals of Speech.....	2
Health Education 1, Health Essentials.....	3
Library Science 1, Library Survey.....	0
Physical Education	3
Science 1, Orientation in Science.....	5
Science 2, Environmental Studies.....	5
Social Science 1 and 2, Structure and Development of Modern Society.....	10
Elective	7
	<hr/> 48

Second Year

Education 3c, Methods and Observation, Junior High School.....	5
English 129, Junior High School Literature.....	3
Health Education 100, Physical Education Activities for the Elementary and Junior High School (Women); or Health Education 113, Playground Methods, or Health Education 114, Play Activities (Men).....	3
Mathematics 1, Mathematics for Teachers.....	3
Physical Education	3
Music 1, 2, or 3, Fundamentals of Music.....	5
Psychology 1, General Psychology.....	5
Psychology 4, Psychology of Adolescence.....	3
Major	8
Minor	5
Elective	5
	<hr/> 48

Third Year

Education 102, Elementary and Junior High School Curricula.....	3
Education 104c, Directed Teaching, Junior High School.....	10
Education 107, School Management and Law.....	3
Education 108, Extra-Curricular Activities.....	3
Major	16
Minor	7
Elective	6
	<hr/> 48

Those who complete the three years of work as outlined above will be granted the Three-year Elementary Certificate. The additional work listed below will complete the requirements for the degree of Bachelor of Arts in Education.

Fourth Year

Education 115, Measurement in Education.....	3
Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or Philosophy 132, Modern Philosophy.....	5
Social Science 101, Economic Theory and Doctrine.....	5

① See page 26 for note on English requirement.

Major (Complete 36 hours).....	12
Minor (Complete 18-20 hours).....	6-8
Elective	15-17

48

Social Science 101, Economic Theory and Doctrine, is required in the four-year course only. Therefore, it is listed for the fourth year. For those who plan to complete the full four-year curriculum, it is recommended that this course be taken before the fourth year.

RURAL PROGRAM

First Year

Art 1, Art Structure.....	5
Education 1, Introduction to Education.....	3
①English 2, Composition.....	5
Speech 1, Fundamentals of Speech.....	2
Health Education 1, Health Essentials.....	3
Library Science 1, Library Survey.....	0
Physical Education	3
Science 1, Orientation in Science.....	5
Science 2, Environmental Studies.....	5
Social Science 1 and 2, Structure and Development of Modern Society.....	10
Elective	7

48

Second Year

Education 3a, 3b, or 3c, Methods and Observation.....	5
English 119, Children's Literature.....	3
Health Education 100, Physical Education Activities for the Elementary and Junior High School (Women); or Health Education 113, Playground Methods, or Health Education 114, Play Activities (Men).....	3
Mathematics 1, Mathematics for Teachers.....	3
Music 1, 2, or 3, Fundamentals of Music.....	5
Physical Education	3
Psychology 1 General Psychology.....	5
Psychology 3, Child Psychology.....	3
Major	8
Minor	5
Elective	5

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Third Year

Education 102, Elementary and Junior High School Curricula, or Education 113, Kindergarten-Primary Curriculum.....	3
Education 103r, Rural Procedure.....	4
Education 104r, Directed Teaching, Rural.....	8
Education 107, School Management and Law.....	3
Education 108, Extra-Curricular Activities, or Education 109, Activities in the Elementary School.....	3
English 120, Story Telling, Poetry Reading and Dramatization.....	2
Major	16
Minor	7
Elective	2

48

① See page 26 for note on English requirement.

Those who complete the three years of work as outlined above will be granted the Three-year Elementary Certificate. The additional work listed below will complete the requirements for the degree of Bachelor of Arts in Education.

Fourth Year

Education 115, Measurement in Education.....	3
Philosophy 130, History of Philosophy; Philosophy 131, Ethics; or Philosophy 132, Modern Philosophy.....	5
Social Science 101, Economic Theory and Doctrine.....	5
Major (Complete 36 hours).....	12
Minor (Complete 18-20 hours).....	6-8
Elective	15-17
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Social Science 101, Economic Theory and Doctrine, is required in the four-year course only. Therefore, it is listed for the fourth year. For those who plan to complete the full four-year curriculum, it is recommended that this course be taken before the fourth year.

Sequence of Professional Courses

The professional courses will be taken in the following order. Only in exceptional cases will a student be allowed to carry more than one of these any quarter.

- Education 1, Introduction to Education.
- Psychology 1, General Psychology.
- Psychology 3, Child Psychology or Psychology 4, Psychology of Adolescence.
- Education 3a, 3b, or 3c, Methods and Observation.
- Education 104, Directed Teaching.
- Education 107, School Management and Law.

Part V

GENERAL COLLEGE DIVISION

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

In order better to guide those who wish to enroll at Ellensburg for one or two years of college work and later transfer to another college, three curricula have been set up, Arts and Science, Business and Economics, and Nursing Education. These curricula, outlined below, will meet the needs of three classes of students:

1. Those who plan to take two years of college work only. For them, the curriculum will furnish the basis for a good general education and allow for some specialization.
2. Those who plan to take one or two years of lower division work and then transfer to some other standard college. For these the curriculum will, in most instances, permit admission to the junior year and the completion of the curriculum for the degree of Bachelor of Arts or Bachelor of Science in two years.
3. Those who may decide to remain at Ellensburg and complete the three-year curriculum or the four-year curriculum. For these there will be no loss of time as the curriculum outlined will articulate well with the three-year curriculum leading to a certificate and the four-year curriculum leading to the degree of Bachelor of Arts in Education.

ARTS AND SCIENCE CURRICULUM

First Year

Art 1, Art Structure.....	5
①English 2, Composition.....	5
Health Education 1, Health Essentials.....	3
Library Science 1, Library Survey.....	0
Physical Education	3
Science 1, Orientation in Science.....	5
Social Science 1 and 2, Structure and Development of Modern Society.....	10
Elective	17

① See page 26 for note on English requirement.

Second Year

Literature	5
Music 3, Fundamentals of Music.....	5
Philosophy	5
Psychology 1, General Psychology.....	5
Physical Education	3
Science, assigned elective.....	10
Social Science, assigned elective.....	5
Free Elective	10
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	48

BUSINESS AND ECONOMICS CURRICULUM**First Year**

①English 2 or Elective.....	5
Elective from Science or Mathematics.....	10
Business Education 64, Business Correspondence.....	3
Business Education 68, 69, Business and Economics.....	10
Geography 50, Commercial and Economic Geography.....	5
Physical Education	3
Elective	12
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	48

Second Year

History 50 and 51, American History.....	10
Business Education 61, 62, 63, Business Law.....	9
Business Education 65, 105, Accounting.....	10
Business Education 106, Statistical Analysis.....	5
Physical Education	3
Elective	11
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	48

NURSING EDUCATION CURRICULUM

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

Autumn Quarter

English 1, Elementary English or English 2, English Composition.....	5
Science 70, General Inorganic Chemistry.....	5
Health Education 52, Nursing Education.....	3
Elective	2
Physical Education (Activity).....	1
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	16

① See page 26 for note on English requirement.

Winter Quarter

English 2, or 3, English Composition.....	5
Science 71, General Inorganic Chemistry.....	5
Social Science 51, Sociology.....	5
Physical Education (Activity).....	1
	<hr/>
	16

Spring Quarter

Science 90, Human Physiology.....	5
Science 92, Bacteriology	5
Science 93, Human Anatomy	5
Physical Education (Activity).....	1
	<hr/>
	16

Summer Quarter

Psychology 1, General Psychology.....	5
Home Art and Economics 112, Nutrition.....	5
Science 91, Human Physiology	5
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	15

Part VI

DESCRIPTION OF DEPARTMENTAL COURSES

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

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

EDUCATION, PHILOSOPHY, AND PSYCHOLOGY

A major or a minor in Education and Psychology is accepted only of experienced teachers who may have returned for advanced certification and who had a portion of their work before a major and a minor in academic departments were required. A major or a minor in this department is recommended in the case of experienced teachers who are planning to qualify for supervisory or administrative positions.

The three-year major is 24 hours and the three-year minor, 12 hours. The four-year major is 36 hours and the four-year minor, 18-20 hours. The major or the minor requirement is in addition to the regularly required courses in this department.

DEPARTMENTAL COURSES

Education

1. Introduction to Education. The purpose of this course is to orient students in the field of education. The introduction is made through observations of actual classroom work. These observations will provide an experience basis for discussing the qualifications necessary to good teaching and give some understanding of present day educational procedures. The organization and practices of the mod-

ern school will be traced to their origins in the contributions made by outstanding European and American educators. Three credits.

3a, 3b, 3c, Methods and Observation. This course introduces the prospective teacher to curricular materials and teaching techniques through reference reading, discussion, and direct observations of classroom work in the campus training school and the Morgan Junior High School. Classroom activities, subject matter units, and teaching procedures are analyzed and evaluated. Five credits.

100. History of Education. The material used in Education 100 involves a study of Greek, Roman, Christian, and modern European educational traditions and practices, with an attempt to define their influences upon western civilization and institutions. Prerequisite, junior standing. Three credits.

101. Contemporary Movements in Education in the United States. A study of the American school system, its ideals, institutions, and practices, from early European influences to the present time. Prerequisite, junior standing. Three credits.

102. Elementary and Junior High School Curricula. The course consists of two parts: (a) problems of the first six grades; and (b) problems of the junior high school. The development and growth and the philosophy underlying the changes in organization and curriculum are representative topics. Prerequisites, junior standing and all lower division required courses. Three credits.

103r. Rural School Procedure. Problems common to rural schools are analyzed in terms of progressive educational practice. The units are: (1) the inter-relationship of environment, management, and the daily program; (2) new type assignments; (3) measurement of learnings; and (4) the integration of subject matter in units of work. Prerequisites, Education 3a, 3b, or 3c. Four credits.

104. Directed Teaching. Two quarters of directed teaching are required of all students who apply for a diploma. Students elect to teach in kindergarten-primary, 104a; intermediate, 104b; junior high school, 104c; rural, 104r; or in music, art, or health and physical education. Prerequisite, Education 1 and 3, Psychology 1 and 3. Five or eight credits.

105. Social Theory and Education. This is a critical study of contemporary social theories in light of education, with an attempt to define a social policy for the modern educator. Prerequisite, junior standing.

106. The Elementary School Principal. A practical course dealing with the preparation and training of elementary school principals, problems of the organization and administration of a single school, community relations, pupil and teacher problems. Actual and practical problems of the elementary school administrator are studied and discussed. Prerequisite, experience or junior standing. Five credits.

107. School Management and Law. The first half of this course is a study of the State Manual, including an analysis of legal provisions affecting the public schools of the state. The second half of the course consists of practical problems encountered in school and classroom organization and management. Prerequisites, Education 1 and 3. Three credits.

108. Extra-Curricular Activities. The purpose of this course is to study and to evaluate the "out of class" activities of the school, particularly those of the junior high school. The underlying principles and philosophy of the activities program will be considered together with the organization and administration of home-room activities, assemblies, club activities, dramatics and athletic programs. Three credits.

109. Activities in the Elementary Schools. This course provides experience in organizing activities for the various grade levels of the elementary school. A background for organization is provided through the study of modern educational philosophies, basic curriculum requirements, and evaluation of recorded units of work. Prerequisites, Education 1 and 3. Three credits.

110. School Supervision. The object of this course is to familiarize the student with the problems, responsibilities, privileges, and duties of both teacher and supervisor, and to direct attention to the improvement of teachers in service through a comprehensive program of supervision. Prerequisite, experience or junior standing. Five credits.

112. Philosophy of Education. This course is speculative and is an attempt to develop, through a study of the various sources of knowledge, a positive attitude toward education as basic in the development of human life and institutions. Prerequisites, Education 1 and 3, Psychology 1 and 3. Three credits.

113. Kindergarten-Primary Curriculum. Principles for selecting curricular material and evaluation courses of study for the kindergarten and primary grades are examined in the light of present day theory and practice. Prerequisite, Education 3, Psychology 1 and 3. Three credits.

114. Early Childhood Education. This is a study of the development of educational opportunities for young children from early times to the present and the present status of the nursery school, kindergarten, and primary grades. Prerequisites, Education 3, Psychology 1 and 3. Two credits.

115. Measurement in Education. This course is intended to give the student an understanding of the principles underlying educational measurement and objectives, procedures, and techniques to be adopted in a program of measurement in the public schools. Acquaintance is secured with various types of intelligence tests,

achievement tests, and vocational or special aptitude tests. Classroom tests will be constructed and test material evaluated. Prerequisite, experience or junior standing. Three credits.

116. Public School Finance. A course dealing with the financial problems confronting the school administrator today. A study is made of federal policy with regard to financing public education. The organization and educational finance policies of various states are examined with special reference to problems peculiar to the State of Washington. In addition, problems of local school finance—budgetary procedures, local control of school finances, financial accounting, bonding procedures, school insurance, etc., are considered in detail. Prerequisite, experience or junior standing. Three credits.

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

118. Kindergarten Methods. A course in the curricular materials and teaching techniques of the kindergarten. Prerequisite, Education 3a. Three credits.

119. Early Childhood Development. This course is a study of the development of children from birth to eight years of age and of the adaptation of the physical and social environment to promote growth during these years. Prerequisite, Education 3a. Two credits.

120. Directed Observation. An observation course designed primarily for experienced teachers. It may be elected by third and fourth year students who are minors in Education. The student is held responsible for individual investigation and research. Prerequisite, teaching experience or junior standing. Two and one-half or five credits.

121. Unit Course in Teaching. A course which is open to experienced teachers in lieu of Education 104 and to those students who are capable of making an analysis of the larger teaching problems. The course consists of a number of teaching problems or units. Prerequisite, teaching experience or junior standing. Five credits.

122. Educational Seminar. This course offers opportunity for research and field work to advanced students capable of doing independent investigation. Approval of instructor is necessary for admission to this course. Two credits.

Philosophy

130. History of Philosophy. This course includes a study of the history of European thought from Thales to the present time. Prerequisite, junior standing. Five credits.

131. Ethics. This is an effort, through the study of various ethical theories, past and present, to approximate a scientific basis for moral conduct. Prerequisite, junior standing. Five credits.

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

Psychology

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

3. Child Psychology. The work is to include the general problems of child development; the development of the individual, intellectual and personality differences in children; progressive education in the home and in the school; and the establishment and maintenance of mental health in the child. Prerequisite, Psychology 1. Three credits.

4. Psychology of Adolescence. The problems of adolescence are reviewed in their psychological light. The evolving of the social adjustments of the individual is given major emphasis. This course is designed for and is of particular interest to teachers in the upper grades and the junior high school. Prerequisite, Psychology 1. Three credits.

101. Psychology of Individual Differences. This is a course dealing with the nature, types, extent, and educational treatment of individual differences. The effect of nature and nurture upon individual differences is stressed and emphasis is placed upon types of classroom procedures which may be employed to deal with individual differences among school children. Prerequisite, Education 115. Five credits.

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

103. Applied Psychology. The effect of the environment on the individual will be studied, followed by a study of the nature and significance of individual differences. Work will be done on the application of psychology to the professional and industrial fields, including medicine and pathology, law, business, industry, and various other institutions and activities. Prerequisites, Psychology 1, 3, and 102. Five credits.

104. Psychology of Atypical Children. A study is made of the scientific investigations pertaining to super-normal, sub-normal, and

other atypical children. Prerequisites, Psychology 1, 3, and 101. Three credits.

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

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

110. Psychological Seminar. Individuals who are ready to make studies along psychological lines are encouraged to take this course. Topics will be chosen to meet the interests of the individuals. By permission of instructor only. Two credits.

FINE AND APPLIED ART

Fine Art

Four-year Major (36 credit hours) 52, 60, 61, 63, 70, 90, 100, 102, 130A, 131A, electives 9 credit hours.

Four-year Minor (18-20 credit hours) 60, 63, 70, 90, 100, 130A, electives 1-3 credit hours.

Three-year Major (24 credit hours) 52, 60, 63, 70, 90, 100, 130A, 131A, electives 3 credit hours.

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

Industrial Art

Four-Year Major (36 credit hours) 52, 60, 70, 71, 79, 83, 90, 109, 130b, 131b, elective to complete requirement.

Four-Year Minor (18-20 credit hours) 52, 70, 71, 79, 83, 90, elective to complete requirement.

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

Three-Year Minor (12 credit hours) 52, 79, 90, elective from 70 to 71.

Home Art and Economics

Four-year Major (36 credit hours) 50, 51, 60, 63, 70, 90, 112, 113, 114, elective 5 credit hours.

Four-year Minor (18-20 credit hours) 50, 51, 63, 112, 113, elective to complete requirement.

Three-year Major (24 credit hours) 50, 51, 63, 90, 112, 113, 114, elective to complete requirement.

Three-year Minor (12 credit hours) 50, 51, 63, 113, elective 3 credit hours.

DEPARTMENTAL COURSES**Fine Art**

1. Art Structure. A background and foundation for the other art courses. It aims to develop an appreciation and creative power through the arrangement of the art elements and study of the principles of composition and perspective. Five credits.

52. Art Lettering. A laboratory course in which art structure as a basis for fine lettering is emphasized. The first part of the quarter is devoted to the development of lettering as required by Art 79, Mechanical Drawing, and should be elected by students before registration for Art 79. Three credits.

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

61. Figure Construction. This is a study in the use of line and form in drawing the human figure from diagram and the model. Prerequisite, Art 60. Two credits.

62. Commercial Design. A laboratory course designed to acquaint the student with principles governing advertising art and to provide an opportunity for developing problems as the need for such service arises in this institution. Two credits.

63. Textiles and Design. This is a course involving problems in creative design and art structure and their application to textiles. The problems employ block prints, stencils, batik, and tempera. Prerequisite, Art 1. Two credits.

64. Graphic Prints. Experience in designing and technique of cutting and printing linoleum blocks and wood cuts. Also the process of producing etchings, dry points, and aquatints, and methods of printing them. The material is planned so that it may be adapted for use in the intermediate grades and the junior high school. Prerequisite, Art 1. Two credits.

90. Art Appreciation. This course consists of a series of lectures and readings dealing with the elements and principles governing

artistic organization as manifested in the arts. It aims to furnish all students, irrespective of preliminary training in art, with such knowledge and understanding as shall lead to an appreciation of art quality. Open to all students. Two credits.

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

100. Art Structure, Advanced. Advanced work in design including historic ornament and problems involving creative expression. Prerequisite, Art 1. Five credits.

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

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

105. Figure Composition. Arrangement and the grouping of human figures as determined by the principles of composition. Advanced figure study. Prerequisite Art 61. Two credits.

106. Composition in Oils. Painting in oils with special emphasis upon composition in landscape and figure. Admittance to class upon approval of instructor. Two credits.

107. Illustration. Pictorial composition as related to book decoration using different mediums of expression. Prerequisites, Art 60, 61, and 102. Two credits.

108. Water Color. Line and form applied directly with color to the subject. Work from still life and landscape. Prerequisite, Art 60. Two credits.

130a. Art Education. A lecture and laboratory course dealing with the problems and methods of teaching the fine arts. Prerequisites, Art 1 and junior standing. Five credits.

131a. Art Teaching. Practice teaching in the elementary grades. Prerequisite, Art 130a. One to two credits.

Industrial Art

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

***71. Woodworking.** A general beginning course in design, construction, and finish of elementary woodwork. This course should be valuable for students who have acquired considerable skill in high school shops where design has been largely overlooked. Prerequisite Art 1. Credit arranged.

***73. Photography.** The entire field of photography is covered in this course, but special emphasis is placed upon appreciation of the subject as one of the fine arts. Sufficient skill should be acquired to do professional finishing, enlarging, copying, slide making, and amateur movie work. Three credits.

79. Mechanical Drawing. General course in orthographic and isometric projection and perspective, following by tracing and blue printing. Prerequisite, Art 52. Three credits.

***83. Shop Course.** A diversified shop course consisting of activities including forging and foundry in soft metals, electrical construction, sheet metal, lectures and demonstrations to develop an appreciation of the educational aims of the industrial arts. Prerequisite Art 1. Three credits.

***101. Advanced Furniture Construction.** Design and construction of furniture and cabinet work, mortise and tenon, drawer, panel and veneer construction, application of turned work, carving, marquetry, and inlay. Prerequisites, Art 70 and 71. One to five credits.

104. Advanced Photography. This course is designed to give opportunity to continue in the development of techniques of photography. There will be experimental work in the chemistry of photography with special emphasis upon the production of pictorial work. Topics to be dealt with are: special developers, retouching, spotting, paper negatives, and projection control. Prerequisite, Art 73. Three credits.

***109. Advanced Creative Craft.** A course which covers the same field of materials as Art 70 but with more emphasis on skill. Students who take this course may specialize in the handling of one medium until sufficient experience is gained for teaching craft subjects. Prerequisites, three credits of Art 70. Credit arranged.

***110. Advanced Shop Course.** A course for majors in Industrial Arts who expect to acquire enough skill to master the work cov-

* The fee is \$.50 per credit hour.

ered in Art 83. Students who take this course may specialize in any one branch of this field. Prerequisite, three credits of Art 83. Credit arranged.

111. Advanced Furniture Design and Drawing. A study of types and periods of furniture and the application of the principles of design to the technique of furniture and cabinet drawing. Prerequisite to the technique of furniture and cabinet drawing. Prerequisites Art 71, 72 and 110. Credit arranged.

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

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

Home Art and Economics

50. Meal Planning and Service. The planning and serving of meals will be emphasized. Nutritive values and cost will be studied as well as care of foods. Table etiquette and serving will be taught through the medium of breakfasts, luncheons, and dinners. Three credits.

51. Fundamental Processes of Cookery. This course deals with the methods of preparing, cooking, and serving the types of food most commonly used in the family. Selection and buying of foods will also be discussed. Three credits.

112. Nutrition. This course includes a study of the chemistry and physiology of metabolism, intensive work in food values, a consideration of nutrition problems, and the planning and preparation of typical dietaries for various conditions. Prerequisite, Science 90 or the equivalent. Five credits.

113. Clothing. The aim of this course is to help the student to select, construct, and to care for clothing. This involves the study of the selection, construction, and care of simple undergarments, the cost and uses of various cotton and linen and rayon fabrics, the use of commercial patterns in the construction of a simple cotton or linen dress. Prerequisite, Art 1. Three credits.

114. Household Management. The management of household operations, labor-saving equipment, food planning, marketing, the apportionment of the income through the family budget, and other modern problems. Three credits.

115. Interior Design and Decoration. Development of good taste through the use of the art principles as needed in planning the home and in arranging and selecting the furniture and accessories, emphasizing color and line. Lectures and laboratory work. Two credits.

HEALTH AND PHYSICAL EDUCATION

Women Students

Four-year Major (36 credit hours) 50, 56, 102, 109, 110, 117, 118, 119, 200, and electives to complete requirements.

Four-year Minor (18-20 credit hours) 50, 102, 109, 117, 118, 119, and electives to complete requirements.

Three-year Major (24 credit hours) 50, 56, 102, 110, 117, 118, 119, and electives to complete requirements.

Three-year Minor (12 credit hours) 50, 117, 118, 119.

Men Students

Four-year Major (36 credit hours) 50, 56, 101, 106, 109, 110, 113 a or b, and four credits from 60, 61, 62, *three activity credits, and electives to complete requirements.

Four-year Minor (18-20 credit hours) 50, 56, 101, four credits from 60 61, 62, *two activity credits, and electives to complete requirements.

Three-year Major (24 credit hours) 50, 56, 101, 109, 110, four credit hours from 60, 61, 62, *two activity credits, and electives to complete requirements.

Three-year Minor (12 credit hours) 50, 56, four credits from 60, 61, 62.

PHYSICAL EDUCATION COURSES FOR WOMEN STUDENTS

The following physical education activity courses are offered each year for women students. Each class meets daily for one hour throughout the quarter and one credit is given toward graduation.

Women students are required to take one individual activity, one group activity, Dance 1, and Folk Dance for four of the six required credits. The remaining two credits are elective.

Adaptive Exercise. Winter.

Archery. Autumn and spring.

Badminton. Winter.

Basketball. Winter.

Clog and Character Dance. Creative approach to an understanding of clog fundamentals, step patterns, dance patterns, and complete dances. Winter and spring.

Dance I. Fundamental analysis of movement and its application to the content and form of the dance. Autumn and winter.

* The activity credits are in addition to the six required in the general program.

Dance II. A continuation of Dance I. Winter and spring.

Fencing. Winter and spring.

Field Hockey and Baseball. Autumn.

Folk Dance. Fundamental folk dance steps, folk dances, and singing games suitable to the elementary and Junior High school. Autumn and spring.

Elementary School Activities. Winter.

Golf. Spring.

Soccer Speedball, Fieldball. Spring.

Social Dancing. Autumn.

Stunts and Tumbling. Winter.

Swimming. Summer.

Tennis. Autumn, spring, and summer.

PHYSICAL EDUCATION COURSES FOR MEN STUDENTS

The following Physical Education courses are offered each year for men students. Each class meets daily for one hour throughout the quarter and one credit is given toward graduation.

Men students may elect courses from the current offerings, but the six required credits must represent at least three different sports, one of which must be an individual sport.

Adaptive Exercise. Winter.

Archery. Autumn and spring.

***Badminton.** Winter.

Basketball, intramural, and varsity. Winter.

Boxing. Autumn and winter.

Clog and Character Dance. Winter and spring.

***Fencing.** Winter and spring.

Football. Autumn.

***Golf.** Spring.

Handball. Autumn and Winter.

Social Dancing. Autumn.

Softball. Spring and summer.

School Decathlon. Autumn, winter and spring.

Stunts and Tumbling. Winter.

Swimming. Winter and summer.

Tennis. Autumn and spring.

Touch Football and Speedball. Autumn.

Track. Spring.

Volleyball. Autumn and winter.

Wrestling. Autumn and winter.

* Fee is 50c.

DEPARTMENTAL COURSES

1. Health Essentials. Designed to give instruction in the habits and principles of living that will conserve and promote health in the individual, home, and community; to enable the teacher to understand the health needs of the elementary school child; and to recognize the common deviations from the normal health. Three credits.

50. Science Essentials in Health Education. Physiology, Biology, Bacteriology, Bio-chemistry, and Physics in the promotion and maintenance of individual, family, and community health. Five credits.

53. Scouting. This course will prepare students for Boy Scout certificates; includes both theory and practice in scouting methods. Two credits.

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

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

100. Physical Education Activities for the Elementary and Junior High School. The purpose of the course is to establish a philosophy for teaching the many types of games and dances. The supervision of playground activities serves as a laboratory for the application of the philosophy. Three credits.

101. Kinesiology. A study of the physiology of muscular movement, structure and position and action of large muscle groups. The fundamental techniques of sports are analyzed kinesiologically, and attention is paid to the relation of muscular development to posture and performance of physical movement. Prerequisite Health and Physical Education 50. Three credits.

102. Adaptive Exercises. A study of the normal growth and development of children and the factors which cause failure in normal development. Principles which will determine suitable activities are emphasized. Three credits.

103. Tests and Measurements. Students become acquainted with the fundamentals of measurement in health and physical education. Two credits.

104. Playground and Community Recreation. The organization and supervision of recreational programs for children and adults with the classification of activities suitable for various age groups are considered. A study is made of various types of playgrounds, community centers, and community athletics. Prerequisite, junior standing. Three credits.

105. Philosophy of the Dance. A study of the philosophy of the dance; theories of contemporary dancers and dance educators; changes that have taken place in dance development; the relationship of the dance to other arts. Prerequisite Dance I. Two credits.

106. Physiology of Exercise. This course is a study of the effects of exercise upon the circulatory, respiratory, digestive, and nervous systems. Prerequisite, Health and Physical Education 50. Three credits.

107. Home Care of the Sick. This is a course in the care of babies, children, and the home care of sick adults. Practical demonstrations are provided in class. With this course it would be well to take Health and Physical Education 109 simultaneously as these two courses are well correlated. Prerequisite, junior standing. Three credits.

108. Camp Leadership. A study of the principles and objectives of the camping movement, the more recent trends, and the place of camping in education. Various organization camps are studied, such as Camp Fire Girls, Girl Scouts, and Girl Reserves. Two credits.

109. First Aid. This course deals with common emergencies, such as minor infections, cuts, bruises, and fractures. It qualifies the student for certification as instructor of the junior first aid course under the American Red Cross. Two credits.

110. Organization and Administration of Physical Education. This course deals with the objectives of physical education and the relation of these objectives to other purposes of the school with departmental organization, city and rural systems, and state associations. It deals with detail of the administrative problems involved in the various phases of physical education work, including intramural programs, interschool athletics, required class work, and playground and recreational activities. Three credits.

117, 118, 119. Theory and Practice in the Dance and in Sports. Practical application of dance and sport theory in lecture and laboratory periods. Prerequisite, six quarters of Physical Education activities. Two credits each quarter.

120. Directed Teaching. Advanced students may do a part of their directed teaching in the department of health and physical education. Assignment to this work can be substituted for the sec-

ond quarter of Education 104. Prerequisite, Education 104. Five credits.

200. Seminar. Advanced students will study problems in the field of health and physical education under direction of the staff. Two credits.

COURSES IN ATHLETICS AND COACHING FOR MEN

60. Football Coaching (Theory and Practice). This course includes the history of football and thorough instruction in the fundamentals. Special work will be given in organization of practice, schedule, training, and the cultivation of morale. Two credits.

61. Basketball Coaching (Theory and Practice). A careful study of the development of basketball will be made. Considerable time will be devoted to the fundamentals. Two credits.

62. Track and Field Activities (Theory and Practice). Each event will be taken up and thoroughly discussed in regard to different methods used. A course in track training will be included. Two credits.

113a. Playground Methods. This course is a study of games for use on the playground. While fundamental instruction is given in all playground activities, special emphasis is given to soccer, speedball, touch football, and track. This course is especially designed to prepare the student to handle the above activities in both the elementary and junior high school. Three credits.

113b. Play Activities. This course is a study of gymnasium and other indoor activities. Among the activities that receive special attention are basketball, relays, boxing, wrestling, indoor decathlon, volleyball, handball, and individual stunts. Three credits.

LANGUAGE, LITERATURE, SPEECH AND DRAMA

The candidate for the degree with an English major is expected to have, at the time of graduation, a general knowledge of European literature both ancient and modern; more intimate knowledge of English and American literature; and special familiarity with one of the great periods in either English or American literature. He is also expected to have an understanding of the historical development of the English language, as an essential condition to its most effective use; and to be able to express his ideas in writing with clarity and finish.

The candidate for the degree with a Speech and Drama major is expected to have, at the time of graduation, a general knowledge of all the following phases of speech and drama and a special familiarity with one of these phases: theory and practice of speech improvement and speech correction, educational dramatics and stage practice, public speaking and oral interpretation, and dramatic literature and history of the theater. He is also expected to be able to read orally with skill, speak effectively, and write with clarity and finish.

Candidates for the degree with either of these majors will be given a written comprehensive examination some time during the third quarter of the senior year.

English Language and Literature

Four-year Major (36 credit hours) 50, 51, 52, 100, 101, 102, 103, 150, and elective to complete requirements.

Four-year Minor (18-20 credit hours) 51, 52, 100, 101, and elective to complete requirements.

Three-year Major (24 credit hours) 50, 51, 52, 100, 101, and 102.

Three-year Minor (12 credit hours) 100, 101, and elective to complete requirements.

French Language and Literature

A minor in French Language and Literature is offered, based upon two years of French in high school or French 50, 51, and 52. College credit will be given for courses 50, 51, and 52, if taken throughout the entire year, but only courses 53, 54, 55, 100, 101, and 102 will be counted toward the minor.

Four-year Minor (18 credit hours) 53, 54, 55, 100, 101, 102.

Three-year Minor (12 credit hours) 53, 54, 55, 100.

Speech and Drama

Four-year Major (36 credit hours) 54, 55, 56, 103, 104, 121, 122, 130, 150, and electives to complete requirements.

Four-year Minor (18-20 credit hours) 54, 55, 56, 103, 121, 122.

Three-year Major (24 credit hours) 54, 55, 56, 103, 104, 121, 122, 130.

Three-year Minor (12 credit hours) 54, 55, 56, 122.

DEPARTMENTAL COURSES**English Language and Literature**

1. Elementary English. This course is designed for those students who need practice in the elementary phases of English composition. The course includes thorough drilling in the fundamentals of English: grammar, punctuation, spelling, and sentence structure; and supplementary work in theme writing. Students will be assigned to this class upon the basis of the results of the English Placement Test supplemented by the writing of an impromptu theme. Five credits.

2. English Composition. This course is required of all teaching candidates and is the first course in English for all students who reveal average or better than average proficiency in the use of English. The student is given extensive practice in the writing of expository themes; in *precis* writing, book reviewing, and the writing of examinations. He is also given training in the methods of scholarly research, which he will put to practice in the writing of one research paper of considerable length on a subject which may be suggested to him by his work in one of his other courses. Five credits.

3. English Composition. A continuation of English 2. This course is designed particularly for students who expect to transfer eventually to another college or university where ten quarter hours of work in composition are required. It may, of course, be elected by teaching candidates. It includes further work in expository writing, and in the writing of the personal essay, description, and narration. It also includes some reading in contemporary literature. It cannot be applied toward the major in English. Five credits.

50. History of the English Language. A study of the origins and evolution of the English language with concentration upon its American manifestations; designed to give the student a richer understanding of English words and a right conception of their present use. This is the first course for English majors, but may be elected by anyone who has done satisfactory work in English 2. Three credits.

51. Ancient and Mediaeval Literature in Translation. This is the first of two courses dealing with strictly European literature. Here

the most important figures to be studied are Homer, Sophocles, the Old Testament Writers, Vergil, and Dante. Divergent study will probably include such authors as Aeschylus, Euripides, Plato, Ovid, St. Augustine, and St. Francis. Three credits.

52. Modern European Literature in Translation. A continuation of English 51, which is a prerequisite. Most important writers to be considered are Montaigne, Moliere, Rousseau, Voltaire, Goethe, Flaubert, and Dostoevsky. Divergent study may include such authors as Machiavelli, Rabelais, Descartes, Chateaubriand, Balzac, Zola, etc. Three credits.

53. Modern Poetry. A study of the problem of reading poetry with understanding, especially that written in England and America since 1870; a study of the movements in modern poetry and an intensive reading of the more important modern poets. May be taken for upper division credit. Recommended as an elective to non-majors. Three credits.

100. English Literature I. Historical and critical survey of English literature from Beowulf through Milton. Emphasis upon the genesis of English literary forms and the study of Chaucer, Shakespeare, and Milton. Course designed to follow English 53 in the major study. Not recommended as an elective unless the student can also take 101. Five credits.

101. English Literature II. Continuation of English 100. Historical and critical survey of English literature in the 18th and 19th centuries. Not recommended as an elective unless student has taken English 100. Five credits.

102. American Literature. An historical and critical survey of American literature, exclusive of the novel, with most attention given to the major 19th century writers; particularly Emerson, Hawthorne, Thoreau, Whitman, Emily Dickinson, and Mark Twain. Recommended as an elective to students of American history and to those enrolled in the General College. Five credits.

103. Shakespeare. Eight or ten of the most important plays will be read with emphasis of study upon the problem of interpretation. Consideration of literary, social, and political backgrounds will be introduced when such consideration seems valuable in aiding understanding. Recommended as an elective to non-majors who have some familiarity with drama and poetry. Three credits.

106. Nineteenth Century English Poetry. More extensive reading of the English Romantic and Victorian poets than is possible for the student to do in English 101. Considerable attention given to the long poem, such as *The Prelude* and *The Ring and the Book*, and to critical theory. Prerequisite: English 101. Three credits.

107. Nineteenth Century English Prose. A consideration of the leading English prose writers of the nineteenth century, with em-

phasis upon the informal essay and essays in social and literary criticism. Prerequisite, English 101. Three credits.

108. Literary Criticism. A study of literary theory from Aristotle to the twentieth century. Assignments will involve the reading of criticism and the writing of book reviews and literary essays. Three credits.

109. Emerson and his Contemporaries. A course designed for advanced students in history or literature who are ready to specialize. The work will involve intensive reading in Emerson's essays, addresses, and journals, with considerable additional reading in Thoreau, Hawthorne, and others. Seminar procedure will be followed as far as possible. Three credits.

110. American Fiction Since 1870. Reading of ten or twelve of the most important American novels written since the Civil War, with emphasis upon Mark Twain, Howells, Crane, Dreiser, and Sinclair Lewis. Supplementary reading in the short story, and in biography and criticism. Recommended as an elective for non-majors. Five credits.

111. History of the Novel. A study of the leading novelists of Europe and America, from Richardson to the present. Emphasis upon Richardson, Fielding, Flaubert, Dostoevsky, Rolland, and Hardy. Recommended as an elective. Three credits.

112. The Modern Novel. A study of the modern novel in Europe and America. Lectures will concern the rise of Naturalism in France, the implications of Naturalism, the psychological novels of Proust and Joyce, realism in America, etc. Students will be expected to read ten or twelve novels during the quarter. Five credits.

113. Individual Reading. Designed only for transfer students who need to correct definite shortcomings in their reading background, or others who are completely unable to fill out a schedule from the other available courses. Two credits.

114. Imaginative Writing. Only students interested in writing as an art are advised to elect this course, which is devoted to the writing and criticism of poetry and fiction. Two credits.

119. Children's Literature. A study is made of the types of literature best suited to children of grades 1-6. The course includes reading and evaluation of material from early folklore to present-day books for children. Three credits.

120. Story Telling, Poetry Reading, and Dramatization. A course designed to guide prospective teachers in the choice of stories and poetry for children of grades 1-6; and to teach the theory and practice in the reading of poetry and stories, and the technique of dramatization. Two credits.

121. Advanced Composition. Juniors and Seniors who feel they need practice in writing and a review of the essentials of rhetoric before going to teach are advised to elect this course. The course will be built around the writing and criticism of themes. Three credits.

129. Junior High School Literature. This course is designed to assist students in the selection and presentation of reading material for the junior high school. Three credits.

150. Reading for the Major Examination. All English and speech and drama majors are required to register for this course in the last quarter of their senior year. Course procedure will involve reading to remove deficiencies in knowledge, investigation of bibliographies, and a consideration of some of the major critical and historical problems of literature. Two credits.

French Language and Literature

50, 51, 52. First Year French. Training in the fundamentals of the language, with work in reading, speaking, and composition, but with primary emphasis upon effective, ready reading in French. Five credits each quarter for three quarters.

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

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

Speech and Drama

1. Fundamentals of Speech. Individual problems are analyzed and remedial work is suggested. Much time is given to speech analysis and performance. Lectures deal with class-room speech problems and remedial procedures. Two credits.

54. Oral Interpretation of Prose, Poetry, and Drama. Class work consists of the oral reading of worthwhile materials by individuals and by the group. Techniques for individual reading and choric reading are discussed in connection with the instructor's criticisms. Prerequisite, Speech 1. Three credits.

55. Dramatic Production. Following a brief introductory study of the history of the theater, the stage play, and the cinema, this course takes up units on directing, acting, scenery design and construction, and stage lighting. Students will assist with college productions. Three credits.

56. Survey of Dramatic Literature. Reading and discussion of important plays from Aeschylus to Ibsen. Three credits.

104. Modern Drama. Reading and discussion of outstanding plays written since 1890. Three or five credits.

105. Dramas of Ibsen, Shaw, and O'Neill. Detailed study of the playwrights and their representative plays. Three credits.

121. Advanced Dramatic Production. Consists of a detailed study of the techniques of the theater with special attention to plays of various periods and the acting and directing techniques applicable to each. Practical directing experience may be included in this course. Prerequisite, Speech 55. Three to five credits.

122. Speech Methods and Speech Correction. This course deals with methods of teaching speech, diagnosis of speech problems, and clinical procedure in speech correction. Five credits. Prerequisite, consent of instructor.

130. Problems in Speech and Drama. Problems of research and practice will be assigned in conference. Prerequisite, consent of instructor. Two credits.

LIBRARY ADMINISTRATION

Three-Year Minor. 50, 51, 100, 101.

DEPARTMENTAL COURSES

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

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

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

100. Reference Books. A study of the main types of general reference works: dictionaries, encyclopedias, indexes, biographical dictionaries, and more important reference works in special fields.

Discussion based on Mudge: "Guide to Reference Books" and on examination of the most used books of these types, followed by problems illustrating their use in relation to the needs of classroom situations in progressive schools. Two credits.

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

MUSIC

Four-year Major (36 credit hours) 50, 51, 64, 103a, 103b, 107, 110, 111, 112, 113. *Applied Music 6 credit hours; and elective to complete requirement.

Four-year Minor (18-20 credit hours) 50, 64, 103a, or 103b, 110, 112, Applied Music, 3 credit hours; and elective to complete requirement.

Three-year Major (24 credit hours) 50, 51, 64, 103a, 103b, 110, 112; Applied Music 4 credit hours; and elective to complete requirement.

Three-year Minor (12 credit hours) 50, 64, 103a, 112.

A music major will be expected to be adequately proficient in both voice and piano before taking 103a or 103b.

All majors must meet a certain requirement in piano and voice. A test must be taken the first year to determine this requirement.

NOTE: Music majors and minors are expected to be in one of the music organizations each quarter.

DEPARTMENTAL COURSES

1. Fundamentals of Music. For music majors and minors. Training in fundamentals of music, melody writing, sight singing, ear training, dictation, and analysis. Five credits.

2. Fundamentals of Music. For students in the elementary teaching field. Fundamentals of music and their relation to the elementary school child. Five credits.

3. Fundamentals of Music. For all students not interested in teaching and those students in the junior high school field not interested in teaching music. Fundamentals of music through contact with many orchestral and vocal music selections. Fee, \$1.00. Five credits.

50. Elementary Harmony. Beginning harmony, advanced sight singing, ear training, and melody writing. Continuation of Music 1. Prerequisite, Music 1. Three credits.

51. Conducting of Choral Forms. Prerequisite, Music 1 or permission of the Music Department. Two credits.

52. Song Literature of the Elementary Grades. Designed to familiarize the student with the best songs for children and to develop skill in interpretation. Open to students not majoring or minoring in music. Three credits.

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

54, 55, 56. Class Instruction. Each quarter, class work is given in voice or instrumental study. The letter following the number will indicate the type of work in which credit will be allowed. One credit.

- A. Piano.
- B. Voice.
- C. Violin, or other stringed instruments.
- D. Woodwind or brass instruments.

†57, 58, 59. Applied Music. Private instruction may be had in the various branches of music. The letter following the number will indicate the type of work in which credit will be allowed. Two credits.

- A. Piano.
- B. Voice.
- C. Violin or other stringed instruments.
- D. Woodwind or brass instruments.
- E. Pipe Organ.

60, 61, 62. Vocal or Instrumental Ensemble. One credit.

64. Harmony. A continuation of Music 50. Prerequisite Music 1 and 50. Three credits.

66, 67, 68. A Cappella Chorus. A singing organization for both men and women which performs only the best choral literature. All numbers are sung unaccompanied and careful attention is given to beautiful, expressive singing. Students should plan to remain in the choir during the entire year. One and one-half credits.

69, 70, 71. Orchestra. Students who play instruments are invited to join the orchestra. In the course of the year a number of excel-

† Instrument rental is \$5.00 per quarter. Private lessons are \$15.00 per quarter for one lesson a week and \$27.50 per quarter for two lessons a week. Advanced students, upon the recommendation of the instructor, may receive additional credit for more than one hour of daily practice. The fee for practice rooms and instrument rental is \$5.00 each quarter and the fee for practice rooms without instrument is \$2.50 per quarter. \$10.00 a quarter is charged for pipe organ rental.

lent compositions are studied and these are presented in a manner to develop skill, musicianship, and appreciation of orchestral technique. One and one-half credits.

†100, 101, 102. **Applied Music.** Prerequisites, Music 57, 58, and 59. Two credits a quarter.

103a. Music Education for the Lower Grades. A study is made of suitable materials and methods of procedures for the lower grades. Prerequisite, Music 1, 50, 112, observation of music teaching and suitable skill in piano and voice. Three credits.

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

104. Formal Analysis and Composition. The student is introduced to the various music forms and begins his compositions by writing in these forms. A considerable amount of material is reviewed to make the student thoroughly familiar with the technique of masters. Prerequisite Music 1, 50, and 64. Three credits.

105. Counterpoint. Analysis of canons and fugues. Simple contrapuntal writing. Prerequisites, Music 1, 50, 64, and 111. Three credits.

106. Composition. Writing of songs, choruses, and instrumental music in both small and large forms. Prerequisites, Music 1, 50, 64, 104, 105, and 111. Three credits.

107. Conducting. Orchestral conducting and related problems. Prerequisites, Music 1, 50, and 51. Two credits.

110. Teaching of Music. Teaching of music and classes in orchestral instruments and class piano in the elementary grades. Two to five credits.

111. Advanced Harmony. A continuation of Music 64. Prerequisite, Music 1, 50, and 64. Three credits.

112. Appreciation of Music. A cultural course for all music lovers to broaden understanding and increase pleasure. Listening experience is provided through the use of the victrola. The course is designed to start with descriptive music which is likely to be in

† Instrument rental is \$5.00 per quarter. Private lessons are \$15.00 per quarter for one lesson a week and \$27.50 per quarter for two lessons a week. Advanced students, upon the recommendation of the instructor, may receive additional credit for more than one hour of daily practice. The fee for practice rooms and instrument rental is \$5.00 each quarter and the fee for practice rooms without instrument is \$2.50 per quarter. \$10.00 a quarter is charged for pipe organ rental.

the experience of the listener and proceed to music of more complexity. A study is made of the lives of composers in relation to each work until the entire field is covered. Prerequisite Music 1. Fee, \$1.00. Three credits.

113. Appreciation of Music. A continuation of Music 113. Prerequisite, Music 1 and 112. Fee, \$1.00. Three credits.

114. Pre-School and First Grade Music. A study is made of suitable materials and methods of procedures for the pre-school child and first grade. Prerequisite, experience in the kindergarten and Music 2. Two credits.

115. Seminar. In special cases, advanced students who have problems in the field of music education will be allowed to work for credit according to plans prescribed by the department. One to five credits.

SCIENCE, GEOGRAPHY, AND MATHEMATICS

Biology

Four-year Major (36 credit hours) Science 51, 52, 70, 71, 101, and elective to complete requirements.

Four-year Minor (18-20 credit hours) Science 51 or 52, 70, 71, and elective to complete requirements.

Three-year Major (24 credit hours) Science 51, 52, 70, 71, and elective to complete requirements.

Three-year Minor (12 credit hours) Science 51 or 52 and elective to complete requirements.

Geography

Four-year Major (36 credit hours) Science 60, Geography 81, 82, 110, 114, 115, and elective to complete requirements.

Four-year Minor (18-20 credit hours) Science 60, Geography 81, 82, and elective to complete requirements.

Three-year Major (24 credit hours) Science 60, Geography 81, 110, 114* and elective to complete requirements.

Three-year Minor (12 credit hours) Geography 81, 110, and elective from Regional Geography.

Geology

Four-year Major (36 credit hours) Geography 50 and 82; Science 60, 61, 62, 70, 71, and elective to complete requirements.

Four-year Minor (18-20 credit hours) Geography 82; Science 60, 61, and elective to complete requirements.

* Regional Geography may be substituted for this.

Three-year Major (24 credit hours) Geography 82; Science 60, 61, 62, and elective to complete requirements.

Three-year Minor (12 credit hours) Science 60, 61, and elective to complete requirements.

Physical Science

Four-year Major (36 credit hours) Science 70, 71, 72, 77, 78, and elective to complete requirements.

Four-year Minor (18-20 credit hours) Science 70, 71, 72, 77.

Three-year Major (24 credit hours) Science 70, 71, 72, 77, 78.

Three-year Minor (12 credit hours) Science 70, 71, 77.

Mathematics

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

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

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

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

DEPARTMENTAL COURSES

Science

1. Orientation Course in Science. A survey course to present a world picture to the student and to develop his perspective in the various fields of science. Its purpose is to acquaint him with the various challenges of a modern scientific age as seen by the astronomer, the geologist, the physicist, the chemist, and the biologist. Fee, \$1.00. Five credits.

2. Environmental Studies. A course laying a science foundation for elementary and intermediate teaching with stress on the natural surroundings for Washington. Fee, \$.50. Five credits.

3. Science for Junior High School Teachers. A course for junior high school teachers with particular reference to the teaching of general science. Fee, \$.50. Five credits.

50. General Biology. A lecture course on the general biological sciences, anatomy, histology, ecology, taxonomy, distribution, and embryology of plants and animals; genetics, differentiation, specialization, division of labor; the development of the plant and animal tissues and organs; the fundamental biological functions of reproduction, growth, self-preservation, protective devices and instincts; sensibility, sense organs, and movement. May be selected as provisional requirement in biological science. Fee, \$2.00. Five credits.

51. Vertebrate Zoology. A study of the organs of the frog and of the cat and their relations and adaptations to the various functions. Preparation, examination, and interpretation of the tissues, and study of their origin in the embryo. Microscopic technique and laboratory methods are followed. May be selected as provisional requirement in biological science. Fee, \$2.00. Five credits.

52. Invertebrate Zoology. A study of types of animal life below the vertebrates, including structures, habits, ecology, distribution, and classification. Beginning with protozoa, representatives of higher classes and orders are studied in the order of their complexity through lectures and laboratory work. May be selected as provisional requirement in biological science. Fee, \$2.00. Five credits.

53. Botany. A laboratory course in the study of types of plants representing the various classes of plants with some plant analysis. May be selected as provisional requirement in biological science. Five credits.

54. Current Science. To acquaint the student with the trends of modern science and to interpret some of the scientific literature of the day. Reports will be made from scientific periodicals, newspapers, and recent books. One credit.

55^a and b. Economic Biology. A study of the life of the earth in relation to man and his institutions. Emphasis is placed on the importance of animal and plant forms to man through food, shelter, clothing, ornaments, disease, medicines, and dyes. (a) Animal studies, two credits; (b) Plant studies, two credits.

60. Earth Science. This is an introductory course to a study of the earth sciences. It will include important facts and principles concerning the physical and biological history of the earth. Five credits.

61. Historical Geology. The origin and evolution of the earth from earliest times to the present with particular reference to life forms and to the North American continent. Five credits.

62. Rocks and Minerals. A study of the more common rocks and minerals by hand inspection and simple tests. The student will collect and identify one hundred specimens. This course may be taken as the provisional requirement in physical science. Three credits.

63. General Forestry. This is a study of trees, their habits of growth, the characteristic forest areas of North America and a study of leaves and wood structure. It is a foundation course for the study of paleobotany. Five credits.

64. Taxonomy of Plants. This is an introductory course in the classification of plants. It includes the identification, classification, structure, and distribution of the higher plants and a study of natural flora units. Five credits.

65a. Introduction to Ecology. A study of plants and animals in their out-door environment; their identification, distribution, and community grouping, together with the phenomenon of succession. Three credits.

65b. Introduction to Ecology. This course is a continuation of Science 65a. Prerequisite, Science 65a. Two credits.

70, 71. General Inorganic Chemistry. Chemistry of the metals and non-metals, including a brief survey of the carbon compounds. The modern concept of atomic structure is emphasized, particularly in its relation to chemical valence and reactivity. Six hours of laboratory (including "quiz" sections) and two lectures per week. Fee, \$3.00 per quarter. Five credits each quarter.

72. Qualitative Analysis. An elementary course in analysis for the common anions and cations. The physico-chemical basis of the analytical procedures is stressed. Two lectures and six hours of laboratory per week. Prerequisites, Science 70 and 71. Fee, \$3.00. Five credits.

73. Quantitative Analysis. Elementary volumetric and gravimetric analysis. Two lectures and six hours of laboratory per week. Prerequisites: Science 70, 71, and 72. Fee, \$3.00. Five credits.

74, 75. Elementary Organic Chemistry. A systematic study of the chemistry of the carbon compounds, including aliphatics, aromatics, and important derivatives. Two lectures and six hours of laboratory per week. Prerequisites, Science 70, 71, and 72. Fee, \$3.00 per quarter. Five credits each quarter.

77, 78, 79. General Physics. A year's work in general physics, covering mechanics, heat, electricity and magnetism, sound, and light. Attention is given to important concepts and developments of modern physics. Three lectures per week and four hours of laboratory. Fee, \$3.00 per quarter. Five credits each quarter.

90, 91. Human Physiology. Two quarters of Human Physiology are offered for students in nursing education and for elective work for science and health education majors and minors. The work consists of lecture and laboratory work and emphasizes the normal functioning of the body tissues. Fee, Science 91, \$1.00. Five credits each quarter.

92. Bacteriology. A lecture and laboratory course in the principles of bacteriological practice, isolation of pure cultures, routine cultivation of bacteria, morphology of type specimens, immunology, and dissemination of disease; includes also, a study of micro-organisms which are related to commercial practice and to water and food supplies. Prerequisites, Science 1 and 50 or equivalent. Five credits. Fee, \$1.00.

93. Human Anatomy. This course is designed principally for students in nursing education. Five credits.

101. Organic Evolution. A general lecture course designed to familiarize the student with the laws of development, the factors of organic evolution, and the theories of heredity; artificial and natural selection, adaptation, performance, epigenesis, use, mutations, mendelism, and the transmission of acquired characteristics based on the theory of the continuity of the germ plasm; cogenesis, fertilization, segmentation, artificial parthenogenesis, and experimental embryology. Prerequisites, Science 1 and 50 or equivalent. Five credits.

102. General Physiology. A lecture and laboratory course emphasizing the normal functioning of body tissues; the physiology of muscle, gland, sense organs; physiology of work and fatigue, motion, perspiration, nutrition, secretion, digestion, absorption, circulation, assimilation, growth, excretion, decay, old age, regeneration, and of the struggle for existence. Prerequisites, Science 1 and 50, and junior standing. Three or five credits.

103. Ornithology. A study of the biology of the bird, its habits, adaptations, and migrations. Emphasis will be placed on the birds of Washington through field work and on preparation for the teaching of this branch of nature study in the grades. Prerequisites, fifteen hours in biological science. Two credits.

104. Paleobotany. This is a study of the history of plant life on the earth with particular emphasis on the history of the Pacific Coast region. It will include a study of fossil leaves and woods for which this particular region is noted. Prerequisites, Science 53, 60, and 63. Five credits.

108. Animal Ecology. A continuation of Science 65 in the field of animal life. Prerequisite, Science 65. Three credits.

109. Plant Ecology. A continuation of Science 65 in the field of plant life. Prerequisite, Science 65. Two credits.

110. Science Seminar. Each quarter a few students who have had twenty hours in science and have the ability to do original research in the field may make arrangements with the head of the department for assignment to this course. Two credits.

Geography

50. Commercial and Economic Geography. This course is concerned with the geographic factors which underlie the economic activities of man in the several climatic realms of the world. Five credits.

81. Physical Geography. The work of this course divides itself into three parts: (1) a study of the major and minor land forms;

(2) an analysis of the physiographic regions of the United States; and (3) a study of climatology. Construction and interpretation of topographic and weather maps and a study of the more common rocks are included in the above work. Five credits.

82. Physiography of Washington. A detailed study of the physiographic features of our state, with emphasis upon our wonderful scenic attractions, both east and west of the Cascades. Three credits.

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

111. Geography of Latin America. A survey of the geographic landscapes and the economic activities of man in the countries of Central and South America, in Mexico, and in the islands of the Caribbean Sea. Three credits.

112. Geography of Europe. A comparative study of the geographic and the political units which compromise Europe. Useful in the interpretation of European history. Three credits.

113. Geography of Africa and Oceania. A regional study of Africa and Australia and a survey of geographic landscapes and economic activities of man in the islands of the Pacific. Three credits.

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

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

116. Geographic Influences in American History. A study of the influences of natural features upon the discovery and exploration of America, the settlement of the Eastern Seaboard, and western migration in the United States. Recommended to students of American History. Three credits.

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

Mathematics

1. Mathematics for Teachers. An academic course based on the mathematical skills and abilities which are needed by the teacher of arithmetic. Three credits.

50. College Algebra. Functions and graphs, quadratic equations, polynomials, determinants, logarithms, and exponential equations. Prerequisites, high school Geometry 1 and 2 and Algebra 1, 2, and 3. Five credits.

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

52. Analytic Geometry and Calculus. Graphic representation, the straight line, graphs of the circle, ellipse, parabola, hyperbola, a study of rates, differentiation, and integration. Prerequisite, Mathematics 51 or equivalent. Five credits.

53, 54, 55. Mathematical Analysis. A synthetic course. Functions and graphs, rates, maxima and minima, trigonometric functions, logarithms, exponential functions, polar and rectangular coordinates, and elements of differential and integral calculus are studied. Prerequisite, three units of algebra in high school. Five credits each quarter.

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

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

SOCIAL STUDIES

Commercial Education

Four-year Major (36 credit hours) Commercial Education Courses 54, 59, 61, 62, 64, 65, 105, and Social Science 103. Elective to complete requirements from Geography 50 and upper division Geography or Social Science courses.

Four-year Minor (18-20 hours) Commercial Education Courses 54, 59, 61, 64, 65. Elective from upper division courses to complete the minor.

Three-year Major (24 credit hours) Commercial Education Courses 54, 59, 61, 62, 64, 65. Elective from upper division courses to complete the major.

Three-year Minor (12 credit hours) Commercial Education Courses 60, 61, 64. If shorthand and/or typing have been taken in high school, no additional work in these subjects will be required in the three-year minor; if not taken in high school courses 51, 52, 56, 57 will need to be elected, but will not count on the minor.

History

Four-year Major (36 credit hours) 10 hours European History, 10 hours American History, 110, and electives from the upper division courses to complete requirements.

Four-year Minor (18-20 credit hours) 10 hours European History, 5 hours American History, 110, and electives from the upper division courses to complete requirements.

Three-year Major (24 credit hours) 5 hours European History, 5 hours American History, 110, and electives from the upper division courses to complete requirements.

Three-year Minor (12 credit hours) 5 hours European History, 5 hours American History, and 110.

Social Science

Four-year Major (36 credit hours) 51, 54, 101, 103, 112, and elective to complete requirements.

Four-year Minor (18-20 credit hours) 51, 54, 101, and elective to complete requirements.

Three-year Major (24 credit hours) 51, 54, 101, 103, and elective to complete requirements.

Three-year Minor (12 credit hours) 51, 54, and 101.

DEPARTMENTAL COURSES**Commercial Education**

50. Penmanship. A course in handwriting designed to develop legibility and good form. One credit.

***51, 52, 53. Elementary Typing.** This is a course designed to teach the fundamental principles of the touch system so that the student may acquire sufficient skill to use the typewriter for his own use. Five hours per week. One credit each quarter.

†54. Advanced Typing. An advanced course to develop greater speed and accuracy. Prerequisite, at least one year of typing in high school or acceptable ability. Five hours per week. One credit.

***56, 57, 58. Shorthand.** Gregg's Manual is used with supplementary reading and transcribing. Speed dictation is based on text material covered. Three credits each quarter.

†59. Advanced Shorthand. A thorough review of the manual; further points in principles of shorthand; and advanced phrase writing and shortcuts. Prerequisites, 58 or equivalent. 3 credits.

61. Business Law. A general course in Business Law dealing with law in its relation to business. The course will handle the fundamental principles of business law by the case method, showing how each principle applies to a typical business situation. Some of the instruments studied will be contracts, offers, acceptances, preferences, interpretation, and discharge of contracts. Three credits.

62. Business Law. Study of the law of negotiable instruments and types of negotiable instruments. Prerequisite, 61. Three credits.

63. Business Law. A study of business organization; trusts, stock companies, corporations, partnerships, etc. There will also be time devoted to the study of real property and real property mortgages. Prerequisite, 62. Three credits.

64. Business Correspondence. Correct instruction on how to write business letters and the handling of business correspondence. Attention will be given to structure, content, and filing. Likewise, emphasis is placed upon correct Business English as well as proper analysis of different types of letters used. Three credits.

* College credit will be given for these courses, but will not count in a major or minor in Commercial Education.

† Students who have a proficiency in 54 and/or 59, as evidenced by a test, may be excused from these courses and so increase the major or minor elective credits.

65. Beginning Accounting. An introduction to the entire field of accounting, taking into consideration accounting systems from the simple to the complex, and how they are constructed from the basic accounting principles. The student will be introduced to financial statements, their collection, interpretation, and analysis. Prerequisite, sophomore standing. Five credits.

68. Business and Economics. An introductory course which combines a thorough grasp of economic principles with a realistic treatment of the organization and processes of the modern business world. The course is designed especially for students whose primary interest is in what is known as applied economics, emphasizing the problems of production. Five credits.

69. Business and Economics. Follows up Business and Economics 68, emphasizing primarily the problems of distribution. Prerequisite, 68. Five credits.

105. Advanced Accounting. Includes a study of accounting theory and practice for the effective management and control of a business concern. It introduces the student to the construction of operative reports and the operation of balance sheets. Prerequisite, 65. Five credits.

106. Statistical Analysis. This course is designed to handle the methods of collection, sampling, and handling of data in distributions, averages, and index numbers. The problems for statistical analysis will be chosen directly from business and social science. Prerequisite, 105. Five credits.

History

50 and 51. The History of the United States. These courses present a general survey of the history of the United States from Colonial times to the present with a special emphasis upon the political and economic development. Open only to students in Commercial Education and to general college students. Five credits per quarter.

52. Ancient History. A cultural and institutional survey of the Greek and Roman worlds. The first six-week period emphasizes the cultural epoch following the Persian Wars, architecture, sculpture, government, religion, philosophy, customs, and manners. The second six-week period emphasizes the private and economic life of the Romans. Five credits.

53. Mediaeval History. A survey of the middle ages from the fall of the Roman Empire to the 16th century. The outstanding features of the art and literature, of Christianity, education, feudalism, and social advance are treated. This course provides a good foundation for the teaching of European Backgrounds in the intermediate grades. Five credits.

54. Modern History I. A survey of Europe from the Reformation to 1815. This course deals with the rise of the absolute monarchies and religious and commercial revolutions to the 17th and 18th centuries, the French Revolution, and the Napoleonic Period. Five credits.

55. Modern History II. A survey of Europe from the Congress of Vienna to the present. Topics of importance in this course are the Congress of Vienna, the developments of nationalism, the rise of democracies, causes of the World War, and the rise of new dictators. Five credits.

56. English History. A survey of the social, economic, political, and constitutional development from the beginning of the reign of the Tudors to the present. It is designed to show the rise of individual liberties and democratic government in England. Five credits.

100. Renaissance and Reformation. A course dealing with the basic political, cultural, social, and economic features of the Renaissance and Reformation. Special emphasis is given to the rise of capitalism and the development of absolute monarchies. Three credits.

101. The French Revolution. A critical analysis of the intellectual, economic, and social features of the French revolution; the rise of Napoleon and an estimate of the worth of this era to later history. Three credits.

102. Background of the World War. A study is made of the historical background and the fundamental causes of the World War, the internal organizations of the states of Europe and their international viewpoints relative to economic rivalry, unredeemed territory, militarism, the Triple Alliance, and the Triple Entente. Five credits.

103. Europe Since the War. This course deals with the major problems following the World War and their bearings on current events. Emphasis is given to the Peace Conference, the treaties, the League, World Court, debts, new alliances, and dictatorships. Prerequisite, History 55. Five credits.

106. Colonial History. A study of the period from the founding of the first colonies in America to their final political separation from England. Particular emphasis will be placed upon the various political, economic, and religious experiments made in the colonies. Five credits.

107. Development of American Nationality. The development of American nationality from the Peace of Paris to the end of the Civil War. The course deals with the formation of the federal union under the constitution, the rise of opposing political philos-

ophies, the triumph of democracy under Jackson, and the development of the sectional controversy which ended in the clash of the Civil War. Five credits.

108. The Emergence of Modern America. This course deals particularly with the vast industrial development which followed the Civil War, the rise of labor organizations, agrarian discontent, the "new" immigration, the development of American imperialism, and participation in world affairs. Five credits.

109. The West. The course deals with the westward movement in America. It involves a study of the exploration and settlement of the coastal plain; the colonization of the river and lake region; the fur trade; land policies; organization of the old northwest; the exploration and trade routes of the far west; territorial acquisition; the miner's, the settler's, and the rancher's frontier; and the influence of the frontier upon American institutions. Prerequisite, ten hours of American history. Five credits.

110. Pacific Northwest. This course covers the physical resources and the history of the Pacific Northwest, especially the history of Washington. This course is helpful for those who teach our state history in the lower grades. Prerequisite, junior standing. Three credits.

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

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

Social Science

1 and 2. Structure and Development of Modern Society. The general aim of the course is two-fold: first, to provide prospective teachers with a body of knowledge and to acquaint them with the techniques of modern scholarship in the social studies; second, to stimulate students to think constructively concerning social problems, and so, through a perspective of social development, to be able to approach the solution of their own and community problems in a creative way.

Part 1. Part 1 is devoted to the study of the present structure of society, going into the historical phases as an explanation of the present. Hence it will include a description of the evolution of the

economic, political, and religious institutions together with a description and a brief analysis of the forces which condition and direct man in the creation of his institutions. Five credits.

Part 2 is devoted largely to the description and analysis of the most notable economic, political, and social developments in contemporary Western civilization. Prerequisite, Part 1. Five credits.

50. Anthropology. An introduction to cultural anthropology. An objective study will be made of human culture as found among primitive peoples and of the process of its development into the integrated modern culture called civilization. Five credits.

51. Sociology. An introduction to the science of society, social relations, and institutions. This course deals particularly with the effects of immigration, the family, both historical and contemporary, and the forces at work changing contemporary life, such as the influence of religion, eugenics, and the effects of the race upon civilization. Five credits.

54. Introduction to Political Science. This course includes a brief survey of the history of political institutions and of the history of political science, and a study of recent trends in both government and the science of government. Prerequisite, Social Science 1 and 2 or 51. Five credits.

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

101. Economic Theory and Doctrine. This course deals with a presentation of institutional economics and how the principles were formulated and developed. It gives an introduction to the historical approach of economic doctrine, the literature, and comparative economic thought. Prerequisite, junior or senior standing. Five credits.

103. Economic History. This course deals with the great economic changes that have taken place and their effect upon society. It begins with the period of the Commercial Revolution and continues up to the contemporary period. It is strictly a classical liberal arts course. Prerequisite, Social Science 1, 2 and 101 and junior standing. Five credits.

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

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

108. Public Finance. This course is a study of revenues and expenditures for the local, state, and federal government. In the course is included a comprehensive study of loans, public borrowing, and taxation both as to theory of payment and incidence. Prerequisite, Social Science 101, or the equivalent. Five credits.

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

111. Contemporary Social Thought. This course is given primarily to acquaint the student with the most recent developments, both nationally and internationally, in the field of social behavior. The course builds its own bibliography as it goes and leaves with the students references to read on their own option for the ensuing years. Prerequisite, Social Science 1 and 2. Five credits.

112. Social Reforms and Reformers. A study of men's efforts to effect changes in society, in social relations through changes in religious beliefs, in philosophical beliefs, in education, in government, in financial and economic systems, through applied science. Prerequisite, ten hours in Social Science.

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

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