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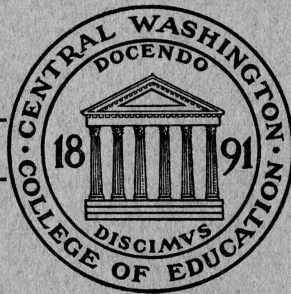
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Central Washington College of Education

ELLENSBURG, WASHINGTON



GENERAL CATALOG ISSUE

ANNOUNCEMENTS

1942-1943

Published Quarterly at Ellensburg, Washington

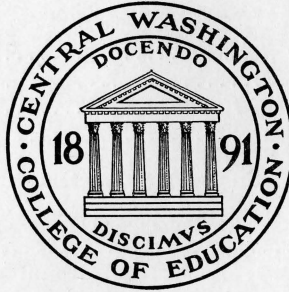
VOL. XXXIV.

APRIL, 1942

NUMBER 3

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 1942-1943

Autumn Quarter

Orientation of Freshmen and Transfers.....Monday, September 28
Registration of Advanced Students.....
Monday-Tuesday, September 28-29
Preliminary Tests for Freshmen and Transfers.....
Tuesday, September 29
Registration of Freshmen.....
Tuesday afternoon-Wednesday, September 29-30
Classes begin for Upper Classmen.....Wednesday, September 30
Classes begin for Freshmen.....Thursday, October 1
Armistice Day, Holiday.....Wednesday, November 11
Thanksgiving Recess.....Wednesday noon-Sunday, November 25-30
Autumn Quarter Closes.....Friday, December 18

Winter Quarter

Registration of New Students.....Monday, January 4
Classwork BeginsTuesday, January 5
Washington's Birthday, Holiday.....Monday, February 22
Winter Quarter Closes.....Friday, March 19

Spring Quarter

Registration of New Students.....Monday, March 29
Classwork BeginsTuesday, March 30
Memorial Day, Holiday.....Saturday-Monday, May 29-31
Baccalaureate ServiceSunday, June 6
Commencement ExercisesWednesday, June 9

Summer Quarter

RegistrationMonday, June 14
Classwork BeginsTuesday, June 15
Independence Day, Holiday.....Saturday-Monday, July 3-5
First Term Closes.....Wednesday, July 14
Second Term Opens.....Thursday, July 15
Second Term Closes.....Friday, August 13

Part I

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MARJORY YOUNG..... Secretary to the Business Manager
TO BE APPOINTED..... Secretary to Director of Training
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MARY J. REYNOLDS..... Supervisor of Kamola Hall
FAYE MAYNARD..... Supervisor of Munson Hall
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THE FACULTY, 1942-43

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 B. A., Milton College; M. A., Ph. D., University of Wisconsin; Graduate
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 Columbia University

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 Graduate Student, George Peabody College for Teachers, Univer-
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B. A., M. A., State University of Iowa; Graduate Student, Harvard
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Health and Physical Education

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California

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University of Oregon; Graduate Student, University of Wisconsin

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Graduate Student, Teachers College, Columbia University

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California

PHIL J. SARBOE. Instructor in Physical Education
B. S., State College of Washington; Graduate Student, State College
of Washington

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Normal College; Graduate Student, Columbia University, Harvard
University, University of Chicago, University of Washington, and
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* In military service.

- RUSSELL W. LEMBKE . . . Assistant Professor of Speech and Dramatics
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B. Mus., M. M., Chicago Conservatory of Music; Student, Ripon College
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B. A., B. M., M. A., University of Wisconsin
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* In military service.

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Wisconsin and Teachers College, Columbia University

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University

Social Science and History

OTIS HALBERT HOLMES, JR.....Professor of Social Science
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HAROLD E. BARTO.....Associate Professor of History
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VERNON CARSTENSEN.....Associate Professor of History
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of Iowa

WYTZE GORTER.....Assistant Professor of Economics
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A. B., Albion College, Michigan; Graduate Student, University
of Southern California

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B. A., M. S., Ph. D., University of Wisconsin

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

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B. A., M. A., State College of Washington, C. P. A.

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B. A., Macalester College; University of California, Library Certificate;
Graduate Student, Columbia University

MAURINE AMSTUTZ.....Assistant Librarian
B. S. in L. S., M. A., Western Reserve University

EDNA LOUISE LENT.....Assistant Librarian
A. B. (Ed.), University of South Carolina; B. S. in L. S.,
George Peabody College for Teachers

ISABEL BOEHM.....Assistant Librarian
A. B., Wittenberg College; M. A. University of Michigan, B. S. in L. S.,
Western Reserve University

*Central Washington College***College Elementary School**

- AMANDA K. HEBELER.....Director of Training
 B. S., M. A., and Supervisor's Diploma, Teachers College, Columbia
 University
- LUCILE FENN.....Instructor in Education, Kindergarten
 B. E., University of California at Los Angeles; M. A., Teachers College,
 Columbia University
- PEARL JONES.....Instructor in Education, First Grade
 B. A., M. A., Colorado State College of Education
- ELIZABETH HOSKING.....Instructor in Education, Second Grade
 A. B., Northern State Teachers College, Marquette, Michigan;
 M. A., University of Michigan
- ALICE MARIE JENSEN.....Instructor in Education, Third Grade
 B. A., M. A., Northwestern University
- LILLIAN BLOOMER.....Instructor in Education, Fourth Grade
 B. A. (Ed.), Central Washington College of Education
- FRANCES EUGENE NELSON.....Instructor in Education, Fifth Grade
 B. S., M. A., Colorado State College of Education
- MARY U. EGAN.....Instructor in Education, Sixth Grade
 B. S., Montana State College; M. A., Teachers College,
 Columbia University

FACULTY COMMITTEES

The President is ex-officio a member of all committees.

- Administrative Committee**—President McConnell, Mr. Muzzall, Mr. Barto, Mr. Courson, Mr. Samuelson
- Academic Affairs**—President McConnell, Miss Hebeler, Mr. Holmes, Mr. MacRae, Mr. Nicholson, Mr. Samuelson, Mr. Hertz, Mr. Hogue, Mr. Lind, Miss Horne
- Alumni Affairs**—Mr. Muzzall, Mr. Samuelson, Mrs. Hitchcock, Mr. Hogue, Mr. Randall
- Assemblies and Programs**—President McConnell, Mr. Hertz, S. G. A. President, A. W. S. President
- Athletics**—Mr. Sparks, Mr. Nicholson, Mr. Courson, Mr. Shaw, Mr. Treadwell
- Memorials**—Miss Hebeler, Mr. Stephens, Mr. Randall, Mr. Quigley, Miss Anderson, Miss Mount
- Personnel**—Mr. Samuelson, Mr. Barto, Miss Hebeler

Student Health—Mr. Nicholson, Miss Horne, Miss McCormick

Student Advisers—Mrs. Hitchcock, Social Affairs; Mr. MacRae, Campus Crier; Mr. Hogue, Hyakem; Mr. Hertz, Music; Mr. Lembke, Dramatics; Mr. Sparks, Athletics

Student Welfare—Mr. Whitney, Miss Anderson, Mr. Shaw, Mr. Coffey, Miss Horne

Student Loan Fund—Mr. Muzzall, Mr. Courson, Mrs. Hitchcock, Mr. Barto, Mr. Samuelson

Student Employment—Mr. Muzzall, Mr. Courson, Mr. Barto

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 fifty-first year of its service to the citizens of the state at the close of the school year 1942-43.

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 College Elementary School, Library, Classroom Building, Arts and Science Building, Music Building, College Auditorium, Gymnasium, 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.

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. Paved highways connect Ellensburg with Yakima and 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

Six 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 hold assemblies 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 Director of Student Employment, 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 fee of \$1.00 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 proved 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 Association for Childhood Education, 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 on condition 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 1942-1943:

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.

STUDENT HEALTH SERVICE

The College maintains a complete health service under the direction of the Department of Health and Physical Education. The College employs two full-time registered nurses who are available for consultation and, by special arrangement, the local clinic is available for expert medical service to all students.

A thorough physical examination is required of all students during the first quarter of residence and thereafter at least once a year. Medical advice and office treatment are free to all students. Prevention of disease and health education are an essential part of the health service.

STUDENT COUNSELING PROGRAM

The College has long cherished the ideal of a friendly and close relationship between students and faculty. Freshmen are early made aware of a personal interest on the part of faculty. The Dean of Women, Dean of Men, Director of Personnel, and the Registrar all give much time in helping freshmen make the adjustment to the freedom of college life. The officers named above, as well as the heads of the departments in which the major and the minor have been chosen, are counselors for upper classmen.

The method of personal conference is largely used. High school records, college placement tests, personal histories and plans of each individual are used as the basis for guidance.

THE LIBRARY

The College Library is housed in a separate building. On the main floor are located: the office of the President, the office of the Librarian, reading and reference rooms. The library science classroom and the Northwest History reading rooms are on the second floor.

The library contains 33,000 volumes. The main lending collection of books and pamphlets is shelved in a four-tiered stack room. There are the following special collections: The Herbert C. Fish Memorial

Library of 500 volumes on Pacific Northwest history; exhibit collection of textbooks; exhibit collection of children's books; a juvenile library of 3,200 volumes housed in the College Elementary School; and, in addition to an extensive file of unbound periodicals, 4,000 volumes of bound magazines.

PLACEMENT SERVICE

The College 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; it is thus possible for the placement office to submit accurate and complete data on each candidate recommended to school officials. The placement director endeavors to become acquainted with all graduating students and alumni desiring placement service. When teaching vacancies are reported to the placement office, the Director is able to recommend candidates whose qualifications meet the 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.

Junior Chamber of Commerce Track Trophy. This is a plaque on which the names of Conference Record holders in track are placed.

Associated Women Students Recognition Award. Two scholarships of twenty-five dollars are offered each year to two members of the Associated Women Students, 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.

Associated Women Students Scholarship Plaque. This plaque will be awarded each quarter to the women's residence group which has the highest general scholarship average. Kamola Hall, Sue Lombard, and Off-campus women compete for the award.

Altrusa Club Scholarship. A scholarship of twenty-five dollars is offered each year to a girl of the Ellensburg High School having qualities which the club recognizes as desirable for a student seeking a higher education.

Jennie Moore Memorial Scholarship. This scholarship of twenty-five dollars is awarded on the basis of personality traits and professional promise.

Associated Students' Award. Three plaques are awarded annually at the close of the year to three outstanding seniors. The award will be made on the basis of scholastic achievement, contribution to college life, leadership ability, and character.

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

For a number of years, extension classwork has been conducted in Yakima, Washington. 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.

Film Service

A large library of moving picture films and other visual aids are available for rental by schools and other organizations. The complete line of Erpi educational films is included. Address the Director of Visual 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.

Student Government Association Fee. The Associated Students Fee is \$7.75 per quarter for the autumn, winter, and spring quarters, and \$5.25 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.

Miscellaneous Fee. This fee of \$1.00 per quarter is used for the support of special lectures, assemblies, and other services.

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 enrol 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 certificate issued. This fee is forwarded to the county superintendent of the county in which the certificate is first registered. The degree fee is \$5.00. The degree is not a certificate to teach, consequently all who are candidates for the degree pay the certificate fee also.

Appointment Fee. All applicants for certificates pay \$1.00. This amount goes to the support of the Appointment Service.

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

X-Ray Fee. All applicants for a teaching certificate must have had an X-Ray examination. Arrangements have been made with the local clinic for reduced rates for this service.

Transcript Fee. One transcript of record is furnished the student

without charge. A fee of \$1.00 is charged for each additional transcript.

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. Laboratory courses cannot be audited.

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.

Associated Women Students. 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 Associated Women Students sponsors certain entertainment features each school year.

Physical Education Fee. Each student enrolled for any physical education activity pays \$1.00 per quarter for gymnasium services.

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.

Late Registration Fees. a. A fee of \$1.00 is charged all students in residence who fail to register for the following quarter before the close of the quarter.

b. A fee of \$1.00 is charged all who pay fees subsequent to certain dates in each quarter: Tuesday, September 29, for Autumn Quarter; Tuesday, January 5, for Winter Quarter; Tuesday, March 30, for Spring Quarter; and Tuesday, June 15, for Summer Quarter.

*** Charges for Board and Room**

Board in the college dining hall is charged at the rate of \$5.50 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 rent-

* The College reserves the right to change the price of board and room if the cost of such service makes the change necessary.

ing 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, dresser, 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 deposit 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 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. All first-year students are expected to be on the campus Monday morning, September 28. The day will be set aside to acquaint students with the College and with the responsibilities entering students must assume. The preliminary tests will be given Tuesday morning, September 29. Registration of freshmen will take place on Wednesday and classwork will begin on Thursday.

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 acceptable 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

Student Government Association. For a number of years the students of the College have had an organization called The Associated Students. During the school year 1941-1942, student leaders had been desirous of organizing a student government association including what is commonly called the Honor System. Student leaders together with a faculty committee worked out a constitution embodying the idea of democracy in student government. The constitution was adopted during the spring quarter of 1941-1942, and the associated students will operate under the new constitution with the opening of the Autumn Quarter of 1942-1943.

The membership fee for the regular school year is \$7.75 a quarter, and for the summer session, \$5.25. The executive board of the Student Government Association is composed of the president, vice-president, secretary, treasurer, four representatives at large, and the editor of the campus weekly, The Campus Crier. The funds provided by membership fee are used to pay the interest on and to amortize the bonds that are outstanding against the gymnasium, to subsidize the athletic and social activities of students, and to provide lectures, music, and entertainment. At the time of registration, each student is presented with a membership card which gives admission to all college functions to which funds of the Student Government Association have been budgeted.

Social Organizations

Participation in one or more of the following clubs is for the purpose of personal development as well as a means of service to fellow students and the college. 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, success in community life after graduation.

Associated Women Students is an organization of all women of the College.

Sue Lombard Association, Kamola Hall Association, and Munson Hall Association are organizations of students living in the respective halls of residence.

Off-Campus Clubs. There are two organizations of students living off-campus, the Off-Campus Men's Club and the Off-Campus Women's Club.

Departmental Clubs include:—in Art, **Kappa Pi** (chapter of national art society), and **Home Economics Club**; in Drama, **The Maskers and Jesters**; in History, **The Herodoteans**; in Geography, **The Whitbeck Club**; in Health and Physical Education, **The W. A. A.** (women), and **The Crimson W Club** (men); in Music, **Sigma Mu Epsilon**.

Association for Childhood Education (The A. C. E.) is a professional organization of all students who are preparing to teach in the kindergarten or primary grades.

The Intercollegiate Knights is a service club for men. **The Iyopians** is a sophomore service society to which sophomore women are chosen to membership on the basis of high scholarship and participation in college activities.

Kappa Delta Pi is a national honorary society of students preparing for teaching or other professional work. Membership is determined on the basis of scholarship and promise of success in teaching.

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

Central Washington College of Education musical organizations include an *a cappella* choir, orchestra, band, and numerous small ensembles. Each of these organizations prepares standard classical literature for concert use. In addition to the regular quarterly appearances, each group tours somewhere within the State of Washington every year. These performances give the music student ample opportunity to develop skill in his particular field, and in addition add to the cultural life of the college community.

The *a cappella* choir is an organization of sixty picked voices. A chorus is maintained to serve as a training group for the concert choir.

The orchestra is selected from the instrumentalists of the school and is devoted to the performance of works of symphonic caliber, as well as of educational materials. Works for string orchestra are also presented.

The band is an organization of forty pieces which appears as a concert group, as well as a marching band.

STUDENT LOAD

A student can complete the credit requirement 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.

Part IV

ADMINISTRATION OF THE CURRICULUM

ADMISSION

Graduation from an accredited high school is required of all who apply for admission to candidacy 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 number of 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. "TE," technical failure, is given when a student withdraws from class after a specified date each quarter without securing the consent of the registrar.

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 the high school record is less than 1.75 will be given conditional classification. Any student whose grade point quotient for any quarter is less than 1.75 becomes a problem for the Scholarship Committee to be dealt with as the case seems to warrant.

To be assigned to directed teaching, a student must have made a grade point quotient of at least 2.00 for each of the two quarters preceding the assignment. To be recommended for a certificate or for a degree the cumulative grade point quotient must be at least 1.75 for all credits accepted toward graduation and at least 2.00 for the last three quarters of work.

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

The three Colleges of Education are authorized by the State Board of Education of the State of Washington to grant certificates. They are authorized by the State Legislature to issue the Degree of Bachelor of Arts in Education to those who satisfactorily complete the curriculum required of those who would teach in the elementary and junior high schools of the State of Washington.

Types of Certificates

Three-Year Elementary Certificate. This certificate will be issued to those who complete the four-year curriculum or the * five-year curriculum. This certificate is valid in the elementary and junior high schools of the State of Washington for a period of three years.

Six-Year Standard Elementary Certificate. This certificate will be issued to those who hold the three-year elementary certificate and the degree of Bachelor of Arts in Education and who have taught for two years during the life of the three-year certificate. This certificate can be renewed as often as desired if, during the life of the certificate, the holder teaches for two years and earns at least nine quarter credits in an accredited institution of higher learning.

War Emergency Certificate. At a recent meeting of the State Board of Education the decision was made to issue war emergency certificates to those who between the dates of September 1, 1942, and August 31, 1943, complete all requirements for the Degree of Bachelor of Arts in Education except the twelfth quarter of residence. All professional work must have been taken and the applicant must have a total of at least 176 credits. The war emergency certificate will be issued by the Department of Education upon the recommendation of those institutions in the State of Washington which are accredited for the preparation of elementary school teachers. This certificate will be valid for one year.

* The five-year curriculum is for those who have earned the Degree of Bachelor of Arts or Bachelor of Science at a liberal arts college and who transfer to complete their preparation for teaching in the elementary school.

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 certificate.
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 fifteen credits per quarter. Additional credits necessary may have been earned in some other institution.
5. Cumulative grade point quotient of 1.75 with at least a grade point quotient of 2.00 for the last three quarters of residence.
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 or 3 minors have been chosen.

REQUIRED OF ALL STUDENTS

I. General Education and Service Courses.....	75
II. Professionalized Subject Matter Courses.....	13
III. Professional Courses	
a. Education	30
b. Psychology	5 35
IV. Major and Minor.....	45 or 50
V. Elective	24 or 19

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DETAIL OF REQUIREMENTS I THROUGH V AS GIVEN ABOVE

I. General Education and Service Courses:

Art 1, Art Structure.....	5
① English 1, English Composition.....	5
English 2, English Composition.....	5

① On the basis of the English Placement Test, students who show marked proficiency are excused from English 1. A Placement Test score above a minimum established by the English Department is a prerequisite for registration in English 1. Assignment to English 1 in a subsequent quarter will be made whenever a student has shown substantial improvement in the test. Individual consultation and review are provided for those who wish further study before retaking the test; this work will not interfere with registration for a normal number of credits in other work. One who is excused from English I will elect five hours in literature.

① Geography 1, World Geography.....	5
Health Education 1, Health Essentials.....	3
History 110, History and Government of Washington.....	3
Home Economics 2, General Nutrition.....	3
② Music 1, 2 or 3, Fundamentals of Music.....	5
Science 1 and 2, A Survey in Science.....	10
Science 3, Environmental Studies.....	5
Social Science 1 and 2, The Structure and Development of Modern Society	10
Psychology 1, General Psychology.....	5
Physical Education, Activity Courses.....	6
③ Speech 1, Fundamentals of Speech.....	2
NOTE: Students who wish to prepare for upper grade and junior high school teaching will, in addition to the above, take either Home Economics 3, General Home Economics or Art 2, Craft Processes and Design	3

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II. Professionalized Subject Matter Courses:

④ Art 110, Art Methods and Materials, and/or Music 110, Music Methods and Materials	2
English 119, Children's Literature, or English 129, Junior High School Literature.....	3
Health Education 103, School Health.....	2
⑤ Mathematics 1, Mathematics for Teachers.....	2
Physical Education 100, Plays and Games.....	3
⑥ Commercial Education 50, Cursive and Manuscript Writing.....	1

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III. Professional Courses:

Education 1, Introduction to Education.....	3
Psychology 3, Child Development.....	5
Education 100, Introduction to Teaching.....	3
Education 104a, b, or c, Directed Teaching.....	5
Education 105a, b, or c, Curriculum and Methods.....	5
Education 106a, b, or c, Directed Teaching.....	5
Education 119, Modern Educational Problems.....	5
Psychology 102, Educational Psychology and Measurement.....	4

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① Upper grade and junior high school teachers may elect Social Science 101, Economics, or Social Science 54, Comparative Government.

② The music course required of all students is differentiated according to the musical experience and ability of the students. Music 1 is for those who plan to major in music. 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. Music 2 is for students who plan to teach in the primary or intermediate grades of the elementary school. Music 3 is for those students who plan to teach in the upper grades or the junior high school.

③ During the freshman year a speech test will be given. Upon the result of the test, one may be excused from Speech 1, and may elect another speech course.

④ Primary and intermediate teachers take both Art 104 and Music 110. Junior high school teachers take one or the other.

⑤ See provisional requirements on opposite page.

IV. Major and Minor:

Primary and intermediate teachers may complete a major of 30 hours and a minor of 15 hours, or three minors of 15 hours each.

Upper grade and junior high school teachers will complete a major of 35 hours and a minor of 15 hours.

NOTE: The major may be chosen from one of the following departments:

Commercial Education	Mathematics
Fine Art	Speech and Drama
Industrial Art	Music
Home Art and Economics	Biology
Health and Physical Education	General Science
History	Geology and Geography
Literature	Geology
Literature and Speech	Physical Science
	Social Science

The minor may be chosen from any of the departments listed for the major, and, in addition, Education and Psychology, Health Education, 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.

V. Electives:

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

① Upper Division Requirements in the Four-Year Curriculum

1. 64 out of the required 192 credit hours must be in upper division courses.
2. Two-thirds of the 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. All candidates for certification will take a test in mathematics. Those who place above a minimum set by the department of education will be excused from Mathematics 1, Mathematics for Teachers. Others will be assigned to the course during the junior year.
2. A test in handwriting is given all candidates for certification. If one obtains a score of sixty or more, exemption is granted from the penmanship course, except that primary and intermediate teachers will take manuscript writing, the first half Commercial Education 50. 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. 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.

As a part of the ten-credit practice teaching requirements in the kindergarten-primary, intermediate, or 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 College Elementary School on the campus, and in the public schools of Ellensburg, including the Washington School and the Morgan Junior High School.

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 Child 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 FOUR-YEAR CURRICULUM**Four-Year Curriculum by Years**

The outline of the four-year curriculum leading to the Degree of Bachelor of Arts in Education is given below by years and courses.

PRIMARY AND INTERMEDIATE PROGRAM

First Year

Art 1, Art Structure.....	5
Education 1, Introduction to Education.....	3
① English 1, English Composition.....	5
English 2, English Composition.....	5
Health Education 1, Health Essentials.....	3
Science 1 and 2, A Survey of Science.....	10
Social Science 1 and 2, Structure and Development of Modern Society.....	10
Physical Education, one credit each quarter.....	3
Elective	4

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Second Year

Speech 1, Fundamentals of Speech.....	2
Psychology 1, General Psychology.....	5
Psychology 3, Child Development.....	5
Geography 1, World Geography.....	5
Home Economics 2, General Nutrition.....	3
② Music 1, 2, 3, Fundamentals of Music.....	5
Science 3, Environmental Science.....	5
Physical Education, one credit each quarter.....	3
③ Commercial Education 50, Cursive and Manuscript Writing.....	1
Major, Minor, and Elective.....	14

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Third Year

Education 100, Introduction to Teaching.....	3
Education 104a or b, Directed Teaching.....	5
Education 105a or b, Curriculum and Methods.....	5
Physical Education 100, Plays and Games.....	3
Health Education 103, School Health.....	2
English 119, Children's Literature.....	3
Art 104, Art Methods and Materials.....	2
Major, Minor, and Elective.....	25

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Fourth Year

Education 106a or b, Directed Teaching.....	5
Psychology 102, Educational Psychology and Measurement.....	4
Education 119, Modern Educational Problems.....	5
History 110, History and Government of Washington.....	3
Music 110, Music Methods and Materials.....	2
Major, Minor, and Elective.....	29

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UPPER GRADE AND JUNIOR HIGH SCHOOL PROGRAM

First Year

Art 1, Art Structure.....	5
Education 1, Introduction to Education.....	3
① English 1, English Composition.....	5

① See page 29 for note on English requirement.

② See page 30 for note on Music.

③ See provisional requirements No. 2.

English 2, English Composition.....	5
Health Education 1, Health Essentials.....	3
Science 1 and 2, A Survey of Science.....	10
Social Science 1 and 2, The Structure and Development of Modern Society..	10
Physical Education, one credit each quarter.....	3
Elective	4
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Second Year

Speech 1, Fundamentals of Speech.....	2
Psychology 1, General Psychology.....	5
Psychology 3, Child Development.....	5
①Geography 1, World Geography.....	5
Home Economics 2, Nutrition.....	3
②Music 1, 2, or 3, Fundamentals of Music.....	5
Science 3, Environmental Science.....	5
Art 2, Craft Processes and Design, or Home Economics 3, General Home Economics.....	3
Physical Education, one credit each quarter.....	3
③ Commercial Education 50, Cursive and Manuscript Writing.....	1
Major, Minor, and Elective.....	11
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Third Year

Education 100, Introduction to Teaching.....	3
Education 104c, Directed Teaching.....	5
Education 105c, Curriculum and Methods.....	5
Physical Education 100, Plays and Games.....	3
Health Education 103, School Health.....	2
English 129, Junior High School Literature.....	3
Art 104, Art Methods and Materials, or Music 110, Music Methods and Materials.....	2
Major, Minor, and Elective.....	25
	<hr/>
	48

Fourth Year

④ Education 106c, Directed Teaching.....	5
Psychology 102, Educational Psychology and Measurement.....	4
Education 119, Modern Educational Problems.....	5
History 110, History and Government of Washington.....	3
Major, Minor, and Elective.....	31
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① A student may take either Economics or Political Science in place of Geography.

② See page 30 for note on Music requirement.

③ See provisional requirement No. 2.

④ Majors in the special fields such as Art, Home Economics, Health, Music, and Physical Education, may teach their major subject as part of, or the whole of, this assignment.

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 enrol 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 enrol at Ellensburg for one or two years of college work and later transfer to another college, four curricula have been set up, Arts and Science, Business and Economics, Home 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 four-year curriculum leading to the degree of Bachelor of Arts in Education.

ARTS AND SCIENCE CURRICULUM

First Year

Art 1, Art Structure.....	5
① English 1 and 2, English Composition.....	10
Health Education 1, Health Essentials.....	3
Physical Education	3
Science 1 and 2, A Survey in Science.....	10
Social Science 1 and 2, Structure and Development of Modern Society.....	10
Elective	7

① See page 29 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
	48

BUSINESS AND ECONOMICS CURRICULUM**First Year**

① English 1 and 2, English Composition.....	10
Elective from Science or Mathematics.....	10
Business Education 64, Business Correspondence.....	3
Business Education 68, 69, Business and Economics.....	10
Geography 50, Economic Geography.....	5
Physical Education	3
Elective	7
	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
	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

Science 70, General Inorganic Chemistry.....	5
Science 90, Human Physiology.....	5
Health Education 52, Nursing Education.....	3
Physical Education	1
Elective	2
	16

① See page 29 for note on English requirement.

Winter Quarter

① English 1, English Composition.....	5
Science 91, Human Physiology.....	5
Science 71, Inorganic Chemistry.....	5
Physical Education	1
	<hr/>
	16

Spring Quarter

English 2, English Composition.....	5
Science 93, Human Anatomy.....	5
Science 92, Bacteriology.....	5
Physical Education	1
	<hr/>
	16

Summer Quarter

Home Economics 100, Nutrition.....	5
Psychology 1, General Psychology.....	5
Social Science 1, Structure and Development of Modern Society.....	5
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	15

HOME ECONOMICS CURRICULUM

First Year

① English 1, English Composition.....	5
English 2, English Composition.....	5
Science 70, 71, General Inorganic Chemistry.....	10
Science 72, Qualitative Analysis.....	5
Science 80, Physiology and Anatomy.....	5
Art 1, Art Structure.....	5
Home Economics 61, Textiles and Design.....	5
Home Economics 3, General Home Economics.....	3
Health Education 1, Health Essentials.....	3
Physical Education	3
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	49

Second Year

Home Economics 50, Food Preparation.....	5
Home Economics 71, Costume Design and Construction.....	5
Science 113, 114, Elementary Organic Chemistry.....	10
Science 77, 78, General Physics.....	10
Psychology 1, General Psychology.....	5
Sociology, Bacteriology, Literature, History.....	10
Physical Education	3
	<hr/>
	48

① See page 29 for note on English requirement.

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 four-year major is 30 hours and the four-year minor, 15 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 major emphasis in this course is that of guiding students who wish to know about the teaching profession and to learn what personal abilities and qualifications are necessary for success. Supervisors and classroom teachers in the College Elementary School will often assist. Observation of teaching

on various grade levels and in various types of schools will correlate the classroom work with actual teaching procedures. Three credits.

100. Introduction to Teaching. Through observation, class discussion, and related reading, the student will become familiar with materials and procedures used from the kindergarten through the grades of the elementary school and the junior high school. Frequent observation of children, learning under the guidance of experienced teachers, will give meaningful background for the analysis of present-day trends in teaching. Prerequisite, Education 1, Psychology 1 and 3. Three credits.

101. History of Education. The material used in Education 101 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.

102. 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.

104a, b or c. Directed Teaching. The aim of the first teaching unit is to induct the individual gradually into the responsibilities of classroom teaching. At first the student assists the room teacher, later takes some responsibility, and toward the close of the quarter may take complete charge of planning, teaching, and evaluating one or more units of work. Students elect to teach in kindergarten-primary, 104a; intermediate, 104b; junior high school, 104c. Prerequisites, Education 1 and 100, Psychology 1 and 3. Five credits.

105. Curriculum and Methods. In this course a thorough study is made of how children learn and of the teaching procedures used in reading, the social studies, science, language, spelling, writing, and arithmetic. The subjects are treated separately and as interrelated parts of activity and experience units. Some analysis is made of relevant recent research studies; of the psychological, sociological, and philosophical principles underlying the selection and development of curricular units. Textbooks and other material of instruction are examined and evaluated. Prerequisites, Education 1, 100, and 104. Five credits.

106a, b, or c. Directed Teaching. Each student will be given a second assignment in directed teaching after the course in methods and curriculum (Ed. 105) has been taken. In this assignment the student will gain experience in handling various types of activities more complex than those in Ed. 104. The student will thus become familiar with the teaching situation in all its aspects and responsibilities. Prerequisites, Education 104 and 105. 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 104. Three credits.

108. Activities in the Junior High School. Underlying principles of the philosophy, organization and guidance of school and community organizations of the early teen age are studied. Such activities as athletics, assemblies, hobby clubs, dramatics, newspapers, and scouting as they operate in both integrated and extra-class programs are included in this course. A student registering in this class will be expected to serve as adviser or assistant adviser to a children's group in one of the school or community organizations. Prerequisite, junior standing. Three credits.

109. 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.

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 104, Psychology 1 and 3. Three credits.

Education 113. Kindergarten-Primary Curriculum. An analysis of present trends in curriculum thinking. This includes a study of underlying philosophies, the teacher's opportunities and responsibilities for curriculum development, and an analysis of curriculum materials now available for kindergarten and the first three years of the elementary school. Prerequisite, Education 104a. Three 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.

Education 117. Teaching the Social Studies. This is a course designed to meet the needs of experienced teachers returning for advanced study and those with junior standing and a teaching major in the social studies in the middle, upper grades, and junior high school levels. The course offers an opportunity for the study of new plans for democratic education, various approaches and arrangements in scope and sequence, the evaluation of new materials and new activities and tests. Five credits.

118. Nursery School, Kindergarten, and Junior Primary Procedures. This course is designed to give guidance in teaching procedures with young children. It includes a study of desirable equipment, materials and curriculum for Nursery School, Kindergarten, and the Junior Primary. Prerequisite, Education 104 and 105. Three credits.

119. Modern Educational Problems. The purpose of this course is to round out the professional preparation of student teachers. The material will be organized into several units somewhat as follows:

1. Philosophy of education for a democracy, and evaluation of present-day theory and practice.
2. School and community relationships.
3. The organization of instruction, basic issues, techniques, and trends in curricula development.
4. Washington School Law.
5. Teaching as a profession, professional ethics, and growth in service.

Prerequisite, Education 106 and Psychology 102. Five 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.

Ed. 124. Reading Readiness. A study is made of factors in child development which are intimately related to success in beginning reading. Ways of checking readiness include the analysis of physical, mental, and reading-readiness tests and experience in their use.

Consideration is given to kindergarten and beginning first grade experiences which build background for reading. Prerequisite, junior standing or teaching experience. Two credits.

132. The Modern Reading Program. This course deals with the essential elements of a complete reading program. Study will include the nature of reading, modern trends, broad objectives, methods of instruction on various levels of teaching, mechanics of reading, testing program, diagnosis, techniques of improving reading ability and the analysis of materials. Research studies in all phases will be considered. Prerequisite, junior standing or teaching experience. Three credits.

Reading clinic in summer quarter. In the summer quarter a reading clinic will be scheduled which may be taken for two additional credits by students electing Education 132.

139. Visual Instruction. The purpose of the course is to provide an opportunity for teachers to learn how motion pictures, the various types of still pictures, and other visual aids may contribute to teaching effectiveness. Classwork will include lectures, discussions, projection of motion and still pictures, using motion pictures, glass slide, film slide, and opaque projectors. A study and analysis of the various uses of these media will be carried out with the assistance of teachers in the College Elementary School. Opportunity for developing materials for use in classroom will be provided. Three credits.

Philosophy

129. Introduction to Philosophy. A survey of the main problems of philosophy; materialism, idealism, realism; mysticism, empiricism, rationalism; determinism, freedom of the will; knowledge, its nature and limits; science and religion. Prerequisite, junior standing. Five credits.

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 Development. The work in this course will survey the physical, mental, and social development of the child from birth through adolescence. Particular emphasis will be placed on those factors of development which have a direct reference to problems in the schoolroom. Progressive education in the home and the school depends upon meeting the varied needs of the individual child; therefore particular emphasis is placed upon individual differences, the effect of early childhood experiences upon the development of personality, mental health, and the particular problems of social adjustment at adolescence. Opportunity will be given students to study children and to analyze specific problems. Observation periods are scheduled in the College Elementary School. Prerequisite, Psychology 1. Five credits.

102. Educational Psychology and Measurement. For this course the student will review educational theories and examine their psychological background. Attention will center on the development of personality and its importance in a democratic society; on educational goals and their valid and comprehensive measurement; and on the new theories and techniques of measurement and evaluation of pupil learning. Prerequisite, Education 106. Four credits.

103. Clinical Psychology. For advanced students and teachers who are interested in making a careful study of unadjusted or handicapped children. Recommended as a course to accompany Remedial Reading and Speech Correction, to give basic understandings and techniques of individual case study including the analysis and use of community resources. Specialists in fields closely related to child development will contribute to the course in units of study relating to their special interests. Prerequisites: Advanced junior or senior standing; Psychology 3, Education 100 and 104. Fee \$.25 per credit hour. Two to five credits.

106. Personnel Procedure. The personnel point of view is always constructive, preventative, educative, or re-educative. Personal 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.

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. Prerequisites: Psychology 1 and 3. Two credits.

FINE AND APPLIED ART

Fine Art

Major (35 credit hours) 50, 51, 52, 53, 70, 100, 101, 107, 130A, and elective to complete requirement.

Major (30 credit hours) 50, 51, 52, 53, 70, 100, 101, 107, 130A, and elective to complete requirement.

Minor (15 credit hours) 50, 51, 52, 53, and elective to complete requirements.

Industrial Arts

Major (35 credit hours) 70, 71, 74, 79, 83, 85, 130b, and elective from Fine Art 50, 51, 53, or from Industrial Art 73, 104, 109, 110.

Major (30 credit hours) 70, 71, 74, 79, 83, 85, 130b, and elective from Fine Art 50, 51, 53, or from Industrial Art 73, 104, 109, 110.

Minor (15 credit hours). Courses for the minor will be elected under the direction of the chairman of the Industrial Arts Division.

Home Economics

Major (35 credit hours) 50, 51, 60, 65, 71, 100, 105, 110, 115, Science 80.

Major (30 credit hours) 50, 51, 60, 71, 100, 105, 110, and Science 80.

Minor (15 credit hours) 50, 70, 105, 110, and elective to complete requirement.

DEPARTMENTAL COURSES

Fine Art

1. Art Structure. A background and foundation for the other art courses. It aims to develop appreciation and creative power through practice in the use of the elements and principles of art as applied to concrete problems. Five credits.

50. Elementary Drawing. Through experimenting with various drawing techniques, the student develops an appreciation of form. In his experimentation with various media, the student becomes more resourceful and is better able to develop his own individual talent as an artist. Three credits. Fee \$.50.

50. Freehand Drawing. The aim is to develop perception of form through the study of nature and to interpret it through the use of line, tone, and texture. Open to all students. Fee \$.25. Three credits.

51. Lettering. A practical background in various types of lettering. The use of pen and brush will be stressed. Gothic, Roman, Old English, Modern Poster and Futura types of alphabets will be taught. Prerequisite, Art 1. Three credits.

52. Beginning Painting. The development of the personal vision of each individual student regarding light, form, and color is the object of this course rather than the mere copying of objects. Prerequisite, Art 50. Five credits.

53. Art History and 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. Three credits.

54. Modeling. The principles of design in mass volume, texture and decorative color provide the basic fundamentals for this course. Abstractions, figures, and animal forms will provide the subject matter to be translated into clay. Finished pieces will be fired and glazed. Experience in this medium is helpful in the field of elementary school art. Prerequisite, Art 1. Three credits.

55. Print Making. A study of print processes: woodcut, linoleum, stencil, monprint, and screenprint. Experience is offered in the making of prints, and the adaptation of print making to secondary school uses. Prerequisite, Art 1 and Art 50. Three credits.

56. Water Color. The aim of this course is to give the student a technical command of the medium. Principles of composition, color, and design will be stressed. Sketches of still life, landscape, figures, and abstractions will be interpreted in color. Rendering techniques for costume design and interior decoration will constitute a part of the course. Prerequisite, Art 1 and Art 50. Five credits.

100. Figure Construction and Composition. Construction of the figure from diagram, model, and memory, and how to get action in drawing the figure are the aims of this course. The student will construct and compose figures to meet the demands of definite assigned problems of arrangement. Media: charcoal, crayon, chalk, brush, pen, and pencil. Prerequisite, Art 50. Fee \$1.00. Two credits.

101. Creative Design. Advanced work in design. The course is planned to develop a feeling for design through experience in various media. Sequence of the course is as follows: abstract line, pattern, and space design. Then follows more advanced composition in tempera, chalk, charcoal, India ink, and linoleum. Prerequisite, Art 1. Fee \$1.00. Five credits.

102. Drawing. Advanced study in the field outlined above in Art 50. The student will receive some practice in composing the studies he draws. Prerequisite, Art 50. Fee \$.25. Three credits.

104. Art Methods and Materials. The purpose of this course is to give the non-art major some acquaintance with art methods and materials. Through an understanding of the needs and interests of children, the art media will be made to function in their daily activities. Prerequisite, Art 2. Fee \$.50 per credit hour. 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. Layout and Design. This course is for students interested in obtaining a more extensive experience in the techniques and skill used in modern advertising. The designing of packages, labels, folders, posters, and other similar problems will constitute the work of the course. Prerequisites, Art 51 and 101. Fee \$.50. Three credits.

108. Advanced Painting. Continued study in the field outlined in Art 52. Prerequisite, Art 52. Five credits.

109. Advanced Layout and Design. Advanced work according to the outline in course Art 107. Poster design will be stressed as the important part of this course. Poster competitions will be entered. Prerequisite, Art 107. Fee \$.50. Five credits.

112. Figure Construction and Composition. Advanced study in the field described above in Art 100. Practice in the use of the figure in illustration and mural design. Prerequisite, Art 100. Fee \$.50 per credit hour. 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. Two credits.

Industrial Arts

2. Craft Processes and Design. This course aims to teach the care and use of some of the tools used in construction. Experience in their use will be had in making simple articles of wood, leather, clay, and other materials. Prerequisite, Art 1. Fee, \$1.00. Three credits.

***70. Creative Activities.** A diversified course to develop appreciation through experience with tools and materials. About five weeks are spent in each of the two media: metals, leather. Creative design is stressed. Prerequisite, Art 1. Credit arranged.

***71. Woodworking.** A course in beginning woodwork offering experiences in fundamental tool operations, simple construction principles, design, and finishing. The course material has been designed to meet the needs of primary and intermediate teachers, and to provide a background in fundamentals essential to Industrial Arts majors. Five credits.

***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 amateur finishing, enlarging, copying, slide making, and amateur movie work. Three credits.

74. Pottery. Covers the procedures used in schools, including the coil and slab methods of handling clay. Also, all commercial

* Fee is 50 cents per credit hour.

methods such as throwing, casting, pressing, and jigger work will be taught. Good design will be stressed and the whole field of decoration, including the use of colored slips, underglazes, and overglazes will be offered. Each student in the class will have an opportunity to pack and fire the kiln as part of the regular class work. Fee \$1.00 per credit hour. Four credits.

79. Mechanical Drawing. The care and use of drawing instruments, freehand lettering, making of tracings, blue printing, and reproduction processes. The fundamental principles of orthographic and isometric projection. Three credits.

*** 83. General Metals I.** A diversified shop course consisting of activities including forging and foundry in soft metals, bench metal work, machine work, lectures and demonstrations to develop an appreciation of the educational aims of the industrial arts. Prerequisite, Art 1. Four credits.

*** 85. Elementary Electricity and Sheet Metal.** Fundamental machine and hand tool operations in the construction of sheet metal projects, and the study of sheet metal work as a modern industry. The electrical work involves a study of the general principles of currents, circuits, resistance and inductance. Shop practice will include the construction of simple electrical devices such as electromagnets, motors, transformers, and heating appliances. Four credits.

103. 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. Two credits.

105. 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. General Metals II.** A course for majors in Industrial Arts who expect to acquire enough skill to master the work covered 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. Engineering Drawing. An advanced course in which orthographic and isometric principles of projection and descriptive geometry are applied to technical drawing. Individual problems. Prerequisite, Industrial Art 79. Three credits.

113. Advanced Furniture Construction. Design and construction of furniture and cabinet work, mortise and tenon, drawer, panel and

* Fee is 50 cents per credit hour.

vener construction, application of turned work, carving, marquetry, and inlay. Prerequisites, Art 70 and 71. One to five credits.

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

Home Economics

2. General Nutrition. This course takes up the relation of food to health, the factors which influence the dietary value of foods, and trends in dietary habits. Fee, fifty cents. Three credits.

3. General Home Economics. Utilization of art, science, economics, and philosophy in improving home life. Role of food, shelter, and clothing in present economic order. Personal accounts and budgets. Prerequisite, Art 1, Social Science 1 and 2. Three credits.

***50. Food Preparation.** Selection and preparation of food for family meals. Sources, manufacture, methods of preservation, marketing practices, economical buying, and proper care and storage of foods. Approved methods of cookery. Five credits.

***51. Meal Planning and Service.** Laboratory course. Scientific knowledge in foods and nutrition applied to planning, preparation, and service of meals. Selection, use, and care of equipments for food service. Experience in meal planning, preparation, and service. Prerequisite, Home Art 50. Three credits.

***60. Textiles.** Identification, uses, and costs of major textile materials. Prerequisite, Art 1. Two credits.

***61. Textiles and Design.** Identification, characteristics, uses, costs and care of textile fabrics. Influence of fiber, finish and construction on quality and cost of household and clothing fabrics. Consumer interests and problems. Projects in weaving and embroidery. Prerequisite, Art 1. Five credits.

***63. Weaving and Needlecraft.** Hand weaving as a medium of artistic expression. Problems of color, design, texture, the technique of weaving, interpretation of draft, application of design and studies of embroideries. Prerequisite, Art 1. Two credits.

65. Home Furnishing. Color and design in interiors. Selecting and arranging furniture and furnishings. Economic, social, and aesthetic aspects of home furnishing. Prerequisite, Art 1. Two credits.

***70. Clothing Selection and Construction.** Meaning and importance of good grooming. Choice of clothing; appropriateness to personality and occasion. Construction of a child's garment, and a college girl's garment. Prerequisite, Art 1. Three credits.

***71. Costume Design and Construction.** Color, line, and texture appropriate to personality, occasion, and money expenditure. Cloth-

* Fee is 50 cents per credit hour.

ing budget, wardrobe selection, and costume designing. Selection, construction, and care of children's clothing. Construction of cotton and silk garment. Prerequisite, Art 1. Five credits.

***100. Nutrition.** Fundamental principles of human nutrition as applied to the feeding of individuals and groups under conditions of health. Principles of child nutrition. Health of mother and infant. Growth and development in childhood and adolescence. Prerequisite, Science 80. Five credits.

105. Housing and Household Management. Review of general housing problems and trends. Housing, home organization, and management of money, time, and energy, as they relate to family goals and resources. Survey of cost of living studies and factors that control distribution of expenditures at different income levels. Making of family budgets. Three credits.

110. Family Relations. Basic principles and desirable attitudes essential for satisfying family life. Economic and social problems confronting the modern family. Factors that promote security, stability, and satisfaction in the immediate family group, and the responsibilities of the family in community life. Three credits.

115. Child in the Home. Problems of maternity and infancy. Methods of improving physical, mental, and emotional health of children. Prerequisite, Home Economics 100, 110. Two credits.

* Fee is 50 cents per credit hour.

HEALTH AND PHYSICAL EDUCATION

† Women Students

Major (35 credit hours) Health Education courses 56, 101, 102, 109, 110, 116, 117, 118, 119, Science 80, and electives to complete requirement.

Major (30 credit hours) Health Education courses 56, 101, 102, 109, 116, 117, 118, 119, Science 80, and electives to complete requirement.

Minor (15 credit hours) Health Education 56, 116, 117, 118, 119.

† Men Students

Major (35 credit hours) Health Education 56, 101, 106, 109, 110, 113, 114, 115, 119, Science 80, and electives to complete requirement.

Major (30 credit hours) Health Education 56, 101, 109, 110, 113, 114, 115, 119, Science 80, and electives to complete requirement.

Minor (15 credit hours) Health Education 56, 113, 114, 115, 119.

Health Education

Minor (15 credit hours) Science 80 and 92; Health Education 102 and 119.

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 dance class, one individual activity, a team sport, and the course in basic skills for four of the six required physical education courses. The remaining credits may be earned in any of the current offerings.

Adaptive Exercise. Activities in this class are prescribed according to individual needs. Autumn and winter.

American Dances. Includes square dances, couple dances, such as the schottische and polka, and some social dancing. Autumn, winter, spring and summer.

* **Archery.** Autumn, spring, and summer.

* **Badminton.** Winter and summer.

Ballroom Dancing. Autumn and winter.

Basic Skills of Physical Education. This course is designed to give the student instruction and practice in the fundamentals of all physical education activities. Autumn, winter, spring, and summer.

† Majors and minors in Physical Education are expected to complete three activity credits in addition to the six required of all students. These are substituted for P. E. 100.

* Fee is 50c.

Dance I. Basic modern dance techniques; study of relation of dance to music; fundamental dance steps. Autumn, winter, spring, and summer.

Dance Composition. More advanced technique of modern dance study; principles of composition as related to dance; opportunity to create original dances. Winter and spring.

General Exercises. Informal conditioning exercises designed to promote general body development and to improve muscular coordination, posture, and motor skills. Autumn.

***Golf.** Spring and summer.

Seasonal Team Sports. (Basketball, field ball, field hockey, soccer, softball, speedball and volleyball.) Autumn, winter, and spring.

***Skiing.** Winter.

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, and one a team sport.

American Dances. Includes square dances, couple dances, such as schottische and polka, and some social dancing. Autumn, winter, spring and summer.

***Archery.** Autumn and spring.

***Badminton.** Winter and summer.

Ballroom Dancing. Autumn and winter.

Baseball. Spring.

Basketball. Winter.

Boxing. Autumn and winter.

Field Sports. (Soccer, speedball, and touch football.) Autumn.

Football. Autumn.

***Golf.** Spring and summer.

Handball. Autumn and winter.

Individual Exercise. Autumn, winter and spring.

***Skiing.** Winter.

Softball. Spring and summer.

Stunts and Tumbling. Winter.

* Fee is 50c.

Swimming. Summer and winter.

Tennis. Autumn, spring, summer.

Track. Spring.

Volleyball. Autumn and winter.

Wrestling. Autumn and winter.

DEPARTMENTAL COURSES

1. Health Essentials. This course is designed to give instruction in the principles and habits of living that will conserve and promote health for the individual and the community. Problems of personal and community health are studied and discussed from the viewpoint of the individual. Three credits.

52. History of Nursing. This course starts with an introduction to nursing history including the Pre-Christian period, through development by the early Christian Church, and by medieval religious orders, changes in nursing and hospital work from the 15th to the early 19th century, founding of modern nursing in America, nursing in other countries, and the professional heritage of the modern nurse and her contribution to nursing history. Three credits.

56. Introduction to Physical Education. This course gives 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 and medical control. Three credits.

***100m and 100w. Physical Education Activities for the Elementary and Junior High School.** This course gives theory and practice in the selection, organization, and presentation of physical education activities suitable for the elementary and junior high school program. Prerequisite, Basic Skills in Physical Education. 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 kinesiology, and attention is paid to the relation of muscular development to posture and performance of physical movement. Prerequisite, Science 80. Three credits.

* 100m is for men students. Women students take 100w.

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. Two credits.

103. School Health. This course deals with the problems in the health program of the schools of today for which the teacher is responsible. It includes discussions of building sanitation, physical examinations, health education for parents and students, and a discussion on what the school can offer in an attempt to prevent illness, improve general health, and correct defects. 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. Dance Survey. This course is a study of the relationship of dance to other arts, a brief history of dance showing the changes that have taken place in dance development, theories of contemporary dancers, and dance educators. Prerequisite, Dance Composition. 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, Science 80. 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. This course includes a study of modern trends of the camping movement and its relationship to the field of education. Emphasis is placed upon counselor training and the opportunities for leadership in Northwest camps. One unit of work is given over to practice in camping activities. Fee, \$1.00. Three credits.

109. First Aid. This course deals with common emergencies, such as minor infections, cuts, bruises, and fractures. It qualifies the student for the Standard American Red Cross First Aid Certificate. 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.

111. Advanced First Aid (Red Cross). The advanced course is designed for two groups, those who have recently completed the standard course and those who took the standard course some time ago and who wish to bring their preparation for first-aid work up to date. Prerequisite, an up-to-date Standard or Advanced Red Cross First-Aid Certificate. One credit.

113, 114, 115. These courses are for men students who are majors and minors in the department. They offer theory and practice which will prepare the student to teach the physical education program in the elementary and junior high school. Prerequisite, junior standing. Fee, \$1.00 each. Three credits each quarter.

116. Program Planning. This course is concerned with planning a complete health and physical education program for girls in the elementary and junior high schools. Three credits.

117. Theory and Practice in Sports. This course gives theory and practice in physical education for the intermediate grades and the junior high school. Majors and minors review sport techniques and study their adaptation to different grade levels. Some time is given to practical use of teaching methods studied. Prerequisite, one individual and two team sports, Dance 1 and Basic Skills. Three credits.

118. Theory and Practice in Dance. This course emphasizes the selection of material for teaching procedures for fundamental rhythms and all the dance activities suitable for the elementary and junior high school. Prerequisites, Basic Skills of Physical Education, Dance I, and American Dance. Three credits.

119. Theory and Practice in Health. The object of this course is to provide background for the presentation of health instruction and health practice in the elementary and junior high school. A study is made of the materials and methods for teaching health at the different grade levels. Prerequisites, Health Education 1, Health Education 10, and Science 80. Three credits.

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

LANGUAGE, LITERATURE, SPEECH AND DRAMA

In arranging the program for the major in English, the Division of Language and Literature has recognized the fact that there are certain differences between the needs of the candidate for the Elementary Teaching Certificate and those of Liberal Arts students who may look forward to senior high school or college teaching. We have therefore tried to devise a sequence of courses which will help the student to improve his general reading ability; his talents for effective written and oral expression; help him to read with comprehension, and hence enjoyment, the greatest masterpieces of English and European literature; and give him an intimate knowledge of the literary tradition of the United States. It is our concern rather to enable the student to become intelligently familiar with those great writers who have expressed and helped to define the humanity of man, than to produce specialists in literary scholarship.

During the first year of his major work, the student is expected to take a sequence of courses devoted to an intensive study of the problems of effective reading and good writing; thereafter he may, within certain limits, be guided by his own inclinations, although at the time of graduation he should have acquired the skills and knowledge indicated in the second sentence of this statement. The work of each major must culminate in the course described in the catalog under the title, "Literary Review," English 150.

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.

Literature

Major (35 credit hours): 50, 51, 52, 10 hours of English literature, at least 5 hours of American literature, electives, and 150.

The 30 credit hour major for primary and intermediate teachers will follow the same plan, except for 150, which will not be required.

Minor (15 credit hours): at least one of the three lower division courses listed as requirements for the major, and electives to complete requirements.

French Language and Literature

Major (35 credit hours): French 50, 51, 52, 53, 54, 55, 101, 102, 103, and electives from the field of English or American literature.

The 30 credit hour major for primary and intermediate teachers will include all the above courses except 103.

Minor (15 credit hours; for students who enter here with at least two years of high school French): 53, 54, 55, 101, 102.

Speech and Drama

Major (35 credit hours): Speech 53, 54, 150, and a special field—Drama: Speech 55, 106, 107, 121, English 104; or Speech: Speech 57, 58, 120, 122, 123, 131, Education 103, 124; or Speech-Drama: Speech 106, 107, 122, 123, 131. Plus electives chosen in drama or speech.

Minor (15 credit hours): Speech 53, 54, plus ten hours in one field: (Dramatic Production, Radio and Public Speaking, Dramatic Literature, or Speech Correction).

DEPARTMENTAL COURSES

Composition and Literature

1. English Composition. Extensive practice in writing, with considerable emphasis upon the fundamentals of grammar and some study of literary models. Required of all freshmen except those excused upon the basis of the English Placement Test, who are expected to elect as a substitute one of the other courses offered by the department, after they have taken English 2. Five credits.

2. English Composition. Further work in exposition, with the primary emphasis upon essay organization and clarity of expression. The training in exposition will culminate in the preparation of a research paper upon a subject which may be suggested to the student by his work in another course. Some time will be devoted to the reading of literature for enjoyment. Five credits.

50. Language and Reading. For majors and minors, and other students who wish to increase the effectiveness of their reading. Study of the meaning of language and its significance in human affairs, and intensive training in reading by means of a careful analysis of both good prose and bad. Includes some study of the methods of propaganda. Three credits.

51. Approach to Poetry. A study of the problems of reading poetry with understanding; critical analysis and intensive reading of poems chosen from English and American writers. Not a chronological or period study. Required of all majors, but recommended as an elective to others. Three credits.

52. Advanced Composition. Advanced work in exposition, with some study of the methods of book reviewing and literary criticism, and, at the pleasure of the student, the writing of poems and short stories. Required of all majors, but recommended as an elective to others. Three credits.

55. Approach to Literature. A general study of literary forms, their aesthetics, meanings, methods, and scope; reading, analysis, and discussion of examples of the various genres. Three credits.

57. French Literature in Translation. Reading of the great French writers of prose, poetry, and drama in the best available translations, with lectures and discussion. Three credits.

60. Journalism. Training in the writing of news stories, editorials, feature, and "human interest" stories, the "column," and headlines. Study of the responsibilities and obligations of the newspaper editor, with some attention given to the history of journalism. Includes practical work on the college paper. Meets daily. Three credits.

61. Practical Journalism. Students will not register for this course, but credit will be awarded for work on the college newspaper, to be evaluated and recommended to the registrar by the faculty adviser. Maximum of three credits, to be earned at the rate of one credit per quarter.

100. English Literature from Beowulf to Dryden. Historical and critical survey of English literature from the beginnings to the Restoration period, with special emphasis upon interpretation and style. Five credits.

101. English Literature from Defoe to Arnold. A critical examination of British poetry and prose, exclusive of the novel, of the eighteenth and nineteenth centuries. Five credits.

102. American Literature. Historical and critical survey of American prose and poetry, exclusive of the novel, with primary emphasis upon the major 19th century writers; particularly Emerson, Hawthorne, Thoreau, Whitman, and Mark Twain. Recommended as an elective to students of American history and to those enrolled in the General College. Five credits.

104. Shakespeare. Reading of eighteen of the plays, detailed interpretation of five or six, recommended as an elective to non-majors who have some familiarity with drama and poetry. Five credits.

105. World Masterpieces. Reading and interpretation of a few of the great books of ancient, medieval, and modern Europe, such as Homer's *Odyssey*, the *Essays* of Montaigne, Rousseau's *Confessions*, Goethe's *Faust*, Flaubert's *Madame Bovary*. Primarily for majors of advanced standing. Five credits.

106. Criticism. Exposition of contemporary critical theories and ideas about literature; reading and discussion of some of the best critical essays of our time, as well as several fundamental classics of criticism such as Aristotle's *Poetics*. Three credits.

107. Literature of American Democracy. The reading of those essays, short stories, novels, ballads, and poems which have given clearest expression to the ideals of democracy and the distinguishing characteristics of the American character, with the aim of suggesting an answer to the question, "What is an American?" Recom-

mended to the general student as an elective. Prerequisite, Junior standing or consent of instructor. Three credits.

109. Emerson and His Contemporaries. A course designed for advanced students in history or literature who are ready to specialize. Intensive reading of Emerson's essays, addresses, and journals, with considerable additional reading of Thoreau, Hawthorne, and others. Seminar procedure will be followed as far as possible. Prerequisite, English 102. Three credits.

110. American Fiction. Consideration of ten or twelve of the most important American novels, with detailed interpretation of such masterpieces as *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Red Badge of Courage*, and others. Recommended as an elective for non-majors. Five credits.

113. Individual Reading. Recommended only to responsible students of advanced standing who are ready to embark upon a specialized reading program. Individual conferences arranged with the faculty member in charge. Two credits.

115. Chaucer. A study of Chaucer's language, his times, and his poetry, with principal emphasis upon the *Canterbury Tales*. Prerequisite, English 100. Three credits.

119. Children's Literature. A study of the types of literature best suited to children of grades 1-6. Includes reading and evaluation of material from early folklore to present-day books for children. Prerequisite, junior standing. 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 of the reading of poetry and stories, and the technique of dramatization. Prerequisite, junior or senior standing. Two credits.

129. Junior High School Literature. A course designed to assist students in the selection and presentation of reading material for the junior high school. Prerequisite, junior or senior standing. Three credits.

150. Literary Review. All English majors are required to register for this course in the last quarter of their senior year. Course procedure will be partially determined by the needs or special interests of the student, but will involve a reconsideration of the most important writers with whom the student has dealt during his major work. The work may culminate in a short thesis or a comprehensive examination. Conferences arranged. Prerequisite, consent of instructor. Two credits.

Speech and Drama

1. Fundamentals of Speech. Analysis of speech problems, suggestions for remedial work, and speech performances. Two credits.

2. Corrective Practice. Work toward the correction of individual speech problems for those who require remedial attention beyond that given in Speech 1. Two credits.

53. Voice and Phonetics. Voice improvement and oral reading performances. Phonetics is taught as a tool in speech analysis. Prerequisite, Speech 1. Two credits.

54. Oral Reading. The oral interpretation of literature. Prerequisite for majors and minors, Speech 53. Three credits.

55. Dramatic Production. Stage scenery design and construction, stage lighting, makeup and elementary directing. Students will assist with college productions. Five credits.

57. Public Discussion. Principles of effective presentation and argument. Prerequisite, Speech 1. Three credits.

58. Radio Workshop. General (non-technical) treatment of radio broadcasting and continuity writing. Three credits.

105. Modern Drama. Reading and discussion of plays written since 1890. Three to five credits.

106. History of Drama. Study of Greek and Roman drama with consideration of its influence on modern plays. Five credits.

107. History of Drama. Pre-Shakespearean, Tudor, Restoration, and 18th Century plays. Five credits.

108. American Drama. Study of the history of the American theater and reading of plays. (Offered alternative years with 104.) Three to five credits.

120a. Teaching Speech in the Elementary School. Methods of stimulating speech growth among children. Three credits.

120b. Teaching Speech in the Junior High School. Same as for 120a at the Junior High School level. Three credits.

121. Advanced Dramatic Production. Continuation of Speech 55 with greater emphasis on directing. Prerequisite, Speech 55. Three to five credits.

122. Speech Pathology. Study of the abnormal in speech. This is the first basic course for majors or minors in speech correction. Prerequisite, Speech 53 or consent of instructor. Five credits.

123. Speech Correction. Methods in the correction of speech defects. Prerequisite, Speech 122. Three to five credits.

130. Problems in Speech and Drama. Problems of research and

practice assigned to advanced students. Prerequisite, consent of instructor. Credits arranged.

131. Clinical Practice. Actual work with speech cases in the clinic. Prerequisite or co-requisite, Speech 123. Two to six credits.

150. Reading for Major Examinations. Comprehensive final examinations are required of all majors. Prerequisite, third-quarter senior standing. 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 for three quarters.

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.

Spanish

50, 51, 52. First Year Spanish. Training in the fundamentals of the language, with work in reading, speaking, and composition; considerable emphasis upon the reading of newspapers, fiction, etc., of South America. Five credits each quarter.

* (For French Literature in Translation, see English 57.)

LIBRARY ADMINISTRATION

Four-year Minor (14 credit hours) 51, 52, 101, 150, and Art 51.

DEPARTMENTAL COURSES

50. Techniques in the Use of the Library. Instruction is given in the use of the college 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 the students with reference manuals, yearbooks, and periodicals. Attention will be given to the correlation of this course with the individual student's academic courses. Open to all students. Three credits.

51. Classification and Cataloging Books. A study of the principles and methods of classifying books, with special attention to books used in school libraries. Instruction is given in the organization of a dictionary catalog and the maintenance of a shelf-list and accession record. Prerequisite, Library 50. Three credits.

52. School Library Administration. Designed to teach the objectives, organization, and administration of modern elementary and junior high school libraries, this course includes the discussion of library standards, equipment, budgets, routines, and instruction in the care and repair of books and pamphlets. Three credits.

101. Book Selection. A study of the principles of book selection in the elementary and junior high school library with emphasis on measured demand, anticipated use, and available resources. Criteria for the choice of individual books in factual, reference, and informational fields are given. The student becomes familiar with book selection aids and gains practice in writing book reviews and book annotations. Prerequisite, English 119. Two credits.

150. Library Service. Students are given an opportunity to gain practical knowledge of library service by participating in the work of the College Library and the Library of the College Elementary School under the supervision of the librarian. Special problems are assigned and individual and group conferences are held with the librarian. Prerequisites, Library 50, 51, 52, 101.

MUSIC

Major (35 credit hours) 50, 54c, 54d, 54e, 64, 103a, 103b, 107, 111, 112, 113; Applied Music, 8 credit hours.

Major (30 credit hours) 50, 54c, 54d, 54e, 64, 103a, 103b, 107, 112, 113; Applied Music, 6 credit hours.

Minor (15 credit hours) 50, 103a, 107, 113; Applied Music, 3 credit hours.

Music majors and minors are expected to participate in some music organization each quarter.

DEPARTMENTAL COURSES

1. Fundamentals of Music. For music majors and minors. Preparation for harmony. Fundamentals: notation, scales, syllables, ear-training, sight-singing, dictation, intervals, and triads. Five credits.

2. Fundamentals of Music. For non-majors and non-minors in the elementary and intermediate teaching fields who might be expected to teach music in their rooms. Instruction in fundamentals of music, ear-training and sight-singing; voice problems, part-singing, experience with musical score, with projects in creation and performance. Five credits.

3. Introduction to Music. For non-majors and non-minors in the junior high school field and general curriculum. This course will deal principally with an introduction to the music literature from the time of Bach (1685-1750) to the present. The approach will be directed toward an understanding of the musical styles in favor at the various historical periods. A maximum of recorded music will be used to familiarize the student with these trends and their composers. Fee, \$1.00. Five credits.

50. Elementary Harmony. A course designed to familiarize the student with construction and manipulation of simple chord progressions using primary and secondary chords and their inversions in Major; primary chords and inversions in Minor. Prerequisite, Music 1. Three credits.

52. Song Literature for the Elementary Grades. Designed to familiarize the student with the best songs for children and to develop skill in interpretation. Open to all students. Three credits.

54, 55, 56. Vocal and Instrumental Class Instruction. Beginning class instruction in voice, instruments of the orchestra, or piano. Class teaching pedagogy. The letter following the number will indicate the type of work in which credit will be allowed. One credit.

A. Piano

B. Voice

C. Strings

D. Woodwind

E. Brass

64. Intermediate Harmony. Study of secondary chords and inversions in minor and all seventh chords in both major and minor. Original compositions. Prerequisite, Music 50. Three credits.

66, 67, 68. A Cappella Choir. Open to all students interested in singing. Selected voices chosen from entire chorus membership by audition for concert choir. One credit.

69, 70, 71. Orchestra. Open to students who are proficient in the use of some instrument of the modern orchestra. One credit.

72, 73, 74. Band. The band serves a dual purpose; for athletic events, and for symphonic concerts. Membership is open to all students. One credit.

***76, 77, 78. Applied Music.** Private instruction in the various branches of music. The letter following the number will indicate the type of work for which credit is given. Two credits.

A. Piano

B. Voice

C. Strings

D. Woodwind instruments

E. Brass instruments

F. Organ

***100, 101, 102. Applied Music.** (Second year.) Prerequisites, 76, 77, 78. Two credits.

103a. Music Education for the Elementary Grades. A study of suitable materials and methods of procedures for the first six grades. Prerequisite, Music 50, and suitable skill in piano and voice. Three credits.

103b. Music Education for the Junior High School. A study of suitable music materials and methods of procedures for the junior high school. Prerequisite, Music 103a, and suitable skill in piano and voice. Three credits.

104. Formal Analysis. The student is introduced to the various musical forms through analysis of representative material. Prerequisite, Music 64 and 111. Three credits.

105. Counterpoint. Two, three, and four part writing in the polyphonic vocal style of the sixteenth century. Prerequisite, Music 111. Three credits.

107. Choral and Instrumental Conducting. Open to music majors and minors, only. A study of the fundamental principles of baton technique, routine of organization, rehearsal of music groups, program building, and other related problems. Practical experience in conducting both instrumental and choral groups. Prerequisite, Music 64 and 113.

* Private lessons are \$15 per quarter for one lesson a week and \$27.50 per quarter for two lessons a week. The fee for practice rooms and instrument rental is \$3 each quarter. Ten dollars a quarter is charged for pipe organ rental. Practice rooms without piano are available without charge.

110. Music Methods and Materials. Required of non-majors and non-minors in the elementary curriculum. A study of the basic principles and techniques of teaching music in the elementary and intermediate grades, instructional planning and evaluating of basic texts and other forms of music curricular materials. Observation in training school. Prerequisite, Music 2. Two credits.

111. Advanced Harmony. Study of altered chords in both major and minor, and modulations to all keys. Original compositions. Prerequisite, Music 64. Three credits.

112. Music History and Appreciation to 1800. A study of the development of music from the Gregorian chant to Beethoven, from the standpoint of analysis of the music itself. Prerequisite, Music 50. Fee \$1.00. Three credits.

113. Music History and Appreciation From 1800 to the Present. A study of the development of music from Beethoven to the present time. Nationalities, schools, and composers are studied. Prerequisite, Music 50. Fee \$1.00. Three credits.

SCIENCE AND MATHEMATICS

General Science

Major (35 credit hours) In Biology, 10 hours from 50, 51, 52, 55, 56; in Geology, 60, and 5 hours elective; in Physical Science, 15 hours from 70, 71, 72, 77, 78, 79.

Thirty-hour major for primary and intermediate teachers will include all items as above but with 10 hours in Physical Science instead of 15.

Geology—Geography

Major (35 credit hours) In Geology, 60, 61, 62, and either 104 or 107; in Geography, 82, 83, 110, 112, 114, and elective to complete requirements.

Thirty-hour major for primary and intermediate teachers will include all items above except Geology 62 and Geography elective.

Mathematics

Major (35 credit hours) In Mathematics, 53, 54, 55, 101, 102, 103; in Science, 77, 78 or 79.

Thirty-hour major for primary and intermediate program will include all Mathematics courses but omit the Science course.

Minor (15 credit hours) 53, 54, and 55.

Biology

Minor (15 credit hours) Elect from 50, 51, 52, 55, 56.

Geology

Minor (15 credit hours) Science 60, and 10 hours elective in Geology.

Physical Science

Minor (15 credit hours) 70, 71, and 5 hours from 77, 78, 79.

DEPARTMENTAL COURSES

Science

1, 2. Science Survey. These courses emphasize the place of science in modern life and point out the many challenges of a modern scientific age. Attempt is made to give the prospective classroom teacher an understanding of scientific methods and basic scientific principles, as well as important factual material in the various fields of science.

The first quarter deals with physical science, the second with general biology. Fee, \$50 per quarter. Five credits each quarter.

3. Environmental Studies. This course is designed to develop a familiarity with natural surroundings for Washington and to lay a foundation for the teaching of nature study. Fee, \$.50. Five credits.

50, 51. Invertebrate Zoology. The first quarter comprises a study of the structure, classification, physiology, and life histories of the lower invertebrate animals, with laboratory work on representative forms of protozoa, porifera, coelenterata, ctenophora, platyhelminthes, and nemathelminthes.

The second course deals with the comparative anatomy, development, physiology, and phylogeny of the higher invertebrate groups: bryozoa, brachiopoda, annelida, arthropoda, and echinodermata (lecture and laboratory). Either course may be taken separately. Fee, \$3.00 per quarter. Five credits each quarter.

52. Vertebrate Zoology. A lecture and laboratory course dealing with the structure and phylogeny of vertebrates. Representative forms of prechordates, fish, amphibians, reptiles, birds, and mammals are studied in the laboratory. Fee, \$3.00. Five credits.

53. Comparative Anatomy. This course deals with the comparative morphology of the vertebrate animals. Two lectures and three laboratory periods weekly. Prerequisite, Science 52. Fee, \$3.00. Five credits.

55, 56. Botany. The morphology, taxonomy, and physiology of the thallophytes, bryophytes, and pteridophytes are studied through representative plants during the first quarter. The second course deals with the life histories, physiology, and structure of the spermatophytes; representative gymnosperms and angiosperms will be covered in laboratory. Each course is complete in itself and may

be taken independently of the other. Fee, \$2.00 per quarter. Five credits each quarter.

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. 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.

65. Wood Technology. A study of the common commercial woods of the United States, emphasizing their recognition in hand specimens and in microscopic thin-sections. Five credits.

66. American Forests—Present Distribution and Past Migrations. This course comprises a study of the composition of the present-day forests of the continental United States and their variation in time revealed by the fossil record of the cenozoic area. Prerequisite, recommend five hours of forestry or five hours of geology. Five credits.

67. 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.

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. Five hours of laboratory (including "quiz" sections) and three 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.

76. Aviation. This is civilian pilot training under the Civil Aeronautics Authority. It includes ground school work, flight instruction, dual control, and solo flying. Open to college students between the ages of eighteen and twenty-six, including a limited number of wo-

men. Physical examination required. Hours and credit to be announced. Fee, \$5.00. Seven and one-half credits.

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.

80. Physiology and Anatomy. Fundamentals of body functions and structure. The cat is used for basic laboratory work, applications to the human body being carefully worked out. Two lectures and six hours of laboratory per week. Fee, \$2.00. Five credits.

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, performation, epigenesis, use, mutations, mendelism, and the transmission of acquired characteristics based on the theory of the continuity of the germ plasm; cogensis, fertilization, segmentation, artificial parthenogenesis, and experimental embryology. Prerequisites, Science 1 and 50 or equivalent. 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. Five 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.

106. Aviation—Secondary. This is the secondary course of the Civil Aeronautics Authority. Prerequisite, completion of the elementary course and ability to pass the physical examination required of pilots. Ten credits.

107. Paleontology. An historical account of the important plant and animal fossils, their evolution, radiation, dominance and decline, together with some consideration of the geological horizons which they characterize. Prerequisite, 10 hours of biology or geology. Five credits.

110. 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.

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

133. Science Education in the Elementary School. This course is designed to help prospective teachers develop a method of working scientifically with children in studying the natural phenomena about them. Actual demonstrations and simple experiments will be worked through to familiarize the prospective teacher with classroom techniques. Emphasis will be given to the selection of materials and experiences for curriculum content appropriate for children of the elementary school. Prerequisite, junior standing. Three hours credit.

150. 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.

Mathematics

1. Mathematics for Teachers. An academic course based on the mathematical skills and abilities which are needed by the teacher of arithmetic. Two 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. Elementary Calculus. In this course the elements of differential and integral calculus will be presented. The presentation will include the theory of the calculus as well as drill in the ability to solve simple problems by the calculus. Prerequisites, 50, 51. Five credits.

54, 55, 56. 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.

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

Major (35 credit hours) In Commercial Education, 54, 59, 61, 62, 65, 105; in Social Science, 103; and elective from Geography and Social Science courses.

The thirty-hour major for primary and intermediate teachers will include all the Commercial Education courses, plus elective from Geography and Social Science courses.

Minor (15 credit hours) Commercial Education courses 54, 59, 61, 64, and 65.

Geography

Major (35 credit hours) 81, 83, 115. The balance of the courses will depend upon whether one is preparing for lower grade or upper grade teaching.

The thirty-hour major will include 81, 83, and 115, plus courses best adapted for the type of teaching contemplated.

History

Major (35 credit hours) 50, 51 and 10 hours (2 consecutive courses) from 52, 53, 54, 55, 103. Elective to complete major.

The thirty-hour major for primary and intermediate teachers will include all items above except 103.

Minor (15 credit hours) European History, 5 hours; American History, 5 hours; and elective.

History and Geography

Major (35 credit hours) In History, 10 hours; in Geography, 10 hours. The specific courses in History and Geography, as well as elective courses to complete the major, will be chosen under the guidance of the head of the department.

Minor (15 credit hours) In History, 5 hours; in Geography, 5 hours; and Social Science, 5 hours. All classes under guidance of the head of the department.

Social Science

Major (35 credit hours) 50, 54, 68, 103; Geography 50; and elective to complete requirement.

The thirty-hour major for primary and intermediate teachers will include items mentioned above but with fewer electives.

Minor (15 credit hours) 51, 54, and 68.

DEPARTMENTAL COURSES**Commercial Education**

50. Cursive and Manuscript Writing. A course for prospective teachers to develop legible writing. Attention is given to the psychological bases of writing with suggestions for teaching in the elementary schools.

One unit of the course gives the fundamentals of simple manuscript writing and its use in the primary, intermediate, and upper grades. 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. Fee, \$2.00 each quarter. 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. Fee, \$2.00. 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.

* 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.

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, preferments, 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.

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.

Geography

1. World Regional Geography. General college course. Deals with the natural environment and man's occupancy of each of ten climatic regions of the world. Five credits.

50. 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 two parts: (1) A study of the major and minor land forms, and (2) An analysis of the physiographic regions of the United States. Interpretation of topographic 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.

83. Weather and Climate. A study of (1) the elements of weather and climate (temperature, pressure, winds, atmospheric moisture and precipitation, and storms), and (2) climatic types and their world distribution. Five 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 compose 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.

History

50-51. The History of the United States. This course presents a general survey of the history of the United States from Colonial times to the present. Special emphasis is placed upon the political and economic development of the nation. Open to freshmen and sophomores. Five credits each 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 of 1914-1918. 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 Between the World Wars. This course deals with the major problems following the Peace of Paris, 1919. Special emphasis is given to the periods of settlement, adjustment, and collapse. The rise of the totalitarian states with their attendant ideologies is traced with reference to their historical antecedents and the personalities of their dictators. 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. The History and Government of Washington. This course is designed to meet the requirements of the state law. It deals with the early phases of exploration and settlement in Washington as well as the more recent political, economic, and social developments. Prerequisite, junior or senior standing. Three credits.

111. The United States in the Twentieth Century. This course is concerned with the political, economic, and social development of the United States in the period after 1900. Prerequisite, ten hours of American History, and junior or senior standing. Five credits.

112. The History of American Foreign Policy. This course is a survey of the foreign policy of the United States from the period of the Revolutionary War to the present. Prerequisite, ten hours of American History. Open to sophomores with the permission of the instructor. Five credits.

113. 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. A study of primitive man in antiquity and as found in various parts of the world today, with an analysis of the concept of culture and an examination of the various folkways and mores of primitive tribes.

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.

52, 53. American Government 1 and 2. Lower Division. A study of the processes and problems of the various branches of American government, and of the legal framework and functional aspects of American political institutions, including the problems of political organization and control, public administration and public policy. During the second quarter, emphasis is placed on problems of municipal government. Five credits each.

54. Comparative Government. Lower Division. This course provides a broad survey of the more important governments of the world. The first half of the course deals with the English, French, Swiss, and Japanese governments; the last half is directed to the political organization and the economic programs of the dictatorships of Germany, Italy, and Russia. Prerequisites, Social Science 52 and 53. Five credits.

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

101. Principles of Economics. 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.

102. Political Parties. Upper Division. A critical analysis of the political party as a part of the process of government; party organization and activities; nominating and campaign methods; theories and functions of the party system; party responsibility. A study of the significant movements and issues in contemporary American politics. Prerequisites, Social Science 52 and 53. 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.

104. Public Administration. Upper Division. This course is a general survey of the field of public administration, including principles of administrative organization; relation of executives to other branches, methods of administrative control, the budget, accounting and reporting, purchase and supply; personal selection, promotion and demotion, removal and retirement; research and information. Prerequisites, Social Science 52, 53, 54, and 102.

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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