Central Washington College of Education, General Catalog Issue

Central Washington University

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CALENDAR FOR 1944-1945

AUTUMN

Reception for Students and Parents, Student Lounge .......... Sunday, September 24
Meeting of Freshmen, College Auditorium, 9:00 a.m. .......... Monday, September 25
Freshmen Registration, 8:30 a.m.-1:00 p.m. .......... Tuesday, September 26
Preliminary Tests for Transfers and Freshmen, 9:00 a.m.-
12:30 p.m. .......... Wednesday, September 27
Registration of Upperclassmen .......... Wednesday, September 27
Instruction Begins .......... Thursday, September 28
Last Day to Register With Late Fee or to Add a Course .......... Tuesday, October 10
Last Day to Withdraw and Receive a “W” .......... Tuesday, October 17
Thanksgiving Recess .......... Wednesday, November 29, 1:00 p.m. to Monday, December 4
Autumn Quarter Closes .......... Friday, December 15

WINTER

Registration of All Students .......... Wednesday, January 3
Instruction Begins .......... Thursday, January 4
Last Day to Register With Late Fee or to Add a Course .......... Tuesday, January 16
Last Day to Withdraw and Receive a “W” .......... Tuesday, January 23
Winter Quarter Closes .......... Friday, March 16

SPRING

Registration of All Students .......... Monday, March 26
Instruction Begins .......... Tuesday, March 27
Last Day to Register With Late Fee or to Add a Course .......... Friday, April 6
Last Day to Withdraw and Receive a “W” .......... Friday, April 13
Baccalaureate Service .......... Sunday, June 3
Commencement Exercises .......... Tuesday, June 5
Spring Quarter Closes .......... Friday, June 8

SUMMER

Registration of All Students .......... Monday, June 18
Instruction Begins .......... Tuesday, June 19
Independence Day, Holiday .......... Wednesday, July 4
First Term Closes .......... Wednesday, July 18
Second Term Opens .......... Thursday, July 19
Second Term Closes .......... Friday, August 17
Part I
OFFICIAL DIRECTORY

BOARD OF TRUSTEES

VICTOR J. BOUILLON, Chairman............................ Ellensburg
ROBERT C. SINCLAIR.............................................. Yakima
DON M. TUNSTALL................................................ Yakima

STATE BOARD OF EDUCATION

PEARL A. WANAMAKER. .Superintendent of Public Instruction, Olympia
LEE PAUL SIEG................. President, University of Washington, Seattle
ERNEST O. HOLLAND.. President, State College of Washington, Pullman
W. W. HAGGARD.......................... President, Western Washington College of Education, Bellingham
WORTH McCLURE ................... Superintendent of Schools, Seattle
NELLA JOHNSON.................. County Superintendent of Schools, Pasco
LESLIE McINTOSH............. Principal of High School, Centralia

ADMINISTRATIVE OFFICERS

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AMANDA K. HEBELER............. Director of Teacher Training
HAROLD E. BARTO.................. Registrar
KENNETH COURSON.............. Business Manager
ANNETTE HITCHCOCK......... . Dean of Women
ERNEST L. MUZZALL............. Director of Public Service
EDWARD B. ROGEL............. Acting Director of Visual Education
MARGARET S. MOUNT........... Librarian
BETTY M. ANDERSON.................. Nurse

ASSISTANT ADMINISTRATIVE OFFICERS

CARRIE HOWELL.................. Secretary to the President
DOROTHY FREEGARD..Secretary to the Registrar
J. A. CLEMAN.................. Assistant Accountant
LORENE JONES.................. Secretary to the Director of Personnel
BARBARA FISCHER........... Secretary to the Business Manager
ELIZABETH BARDWELL........ Secretary to Director of Training
MARY COLEMAN.................. Secretary to Director of Instruction
ELLEEN GIBBS.................. Secretary to the Director of Visual Education
FANNIE COFFIN.................. Supervisor of Sue Lombard Hall
EFFIE H. OLDHAM............ Supervisor of Munson Hall
GEORGE CAMPBELL........... Superintendent of Buildings
DELLA FORGEY.................. Director of Dormitories
THE FACULTY, 1944-45

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

Education and Psychology

EMIL E. SAMUELSON .................................. Professor of Education
B. A., Milton College; M. A., Ph. D., University of Wisconsin; Graduate Student, Teachers College, Columbia University

MABEL T. ANDERSON ..................... Associate Professor of Education
B. A., State College of Washington; M. A., Teachers College, Columbia University

* HUBERT S. COFFEY .................. Assistant Professor of Psychology
B. A., M. A., Ph. D., State University of Iowa

*A. J. F OY CROSS .................. Associate Professor of Education
A. B., Nebraska State Teachers College; M. A., Ph. D., University of Nebraska

AMANDA K. HEBE LER ................... Professor of Education
B. S., M. A., Teachers College, Columbia University; Ed. M., Michigan State Normal College

LORETTA M. MILLER ....... Associate Professor of Remedial Education
Ph. B. (Ed.), M. A., University of Chicago; Ed. D., Teachers College, Columbia University

ERNEST L. MUZZALL .................. Professor of Education
B. A. (Ed.), M. A. (Ed.), State College of Washington; Graduate Student, Stanford University

FRANCES E. NELSON .................. Assistant Professor of Education
A. B., M. A, Colorado State College of Education

EDWARD B. ROGEL .................. Acting Instructor in Education
B. A. (Ed.), State College of Washington; Graduate Student, State College of Washington and University of Idaho

MARY I. SIMPSON .................. Associate Professor of Education
B. A., M. A, Colorado State College of Education; Graduate Student, Teachers College, Columbia University

LORON D. SPARKS .................. Professor of Education
Ph. B., Ph. M., University of Wisconsin; Ed. D., University of California

* In military service or other war work.
General Catalog, 1944-1945

William T. Stephens..........Professor of Education and Psychology
B. A., M. A., Indiana University; M. A., Ed. M., Harvard University;
Graduate Student, George Peabody College for Teachers;
University of Chicago

Donald Thompson.......................Professor of Education
B. A., Whitman College; M. A., Stanford University; Graduate Student,
University of Oregon

Fine and Industrial Arts and Home Economics
Herbert Glenn Hogue...........Associate Professor of Industrial Art
B. A., State College of Washington

Helen M. Michaelson......Associate Professor of Home Economics
B. S., M. S., University of Washington

* Reino Randall....................Assistant Professor of Art
B. A. (Ed.), Central Washington College of Education; M. A.,
Teachers College, Columbia University; Chicago Art Institute

Ruth Lucile Redmond.......Assistant Professor of Home Economics
B. S., M. A., University of Washington

George L. Sogge..............Assistant Professor of Industrial Art
B. S., Stout Institute; M. A., Ohio State University

* Edna M. Spurgeon.............Assistant Professor of Art
B. A., M. A., State University of Iowa; Graduate Student, Harvard
University; Grand Central School of Art

Juanita E. Walter...............Assistant Professor of Art
B. A., M. A., University of Washington; Graduate Student,
Columbia University

Virginia O. Wheeler.............Acting Assistant Professor of Art
B. S., M. A., University of Missouri

Health and Physical Education
Leo S. Nicholson................Professor of Physical Education
LL. B., University of Washington; Graduate Student, University of
Washington, University of Michigan and University of Southern
California

Virginia Garrison.............Acting Instructor in Physical Education
B. S., University of Washington; M. S., University of Oregon

Dorthalee Horne............Assistant Professor of Physical Education
Diploma, Battle Creek College; B. S., University of Missouri; M. S.,
University of Oregon; Graduate Student, University of Wisconsin

* In military service or other war work.
Central Washington College

* Isabel B. Kane. ......... Assistant Professor of the Dance
  B. S., University of Washington; M. A., University of California; Graduate Student, Teachers College, Columbia University

* George W. Mabee. ........ Instructor in Physical Education
  B. S., Oregon State College; M. S., University of Oregon

Jesse L. Puckett. ........ Assistant Professor of Physical Education
  B. S., M. S., University of Oregon; Graduate Student, University of California

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

Languages and Literature

Catharine Bullard. ............ Associate Professor of English
  A. B., Rio Grande College; B. S., M. A., Ph. D., University of Minnesota

Annette Hitchcock. ............ Assistant Professor of English
  B. A., University of North Dakota; M. A., Teachers College, Columbia University

Russell W. Lembke.... Associate Professor of Speech and Dramatics
  B. A., M. A., State University of Iowa; Graduate Student, Yale University

* Donald E. MacRae. .......... Professor of English
  B. A., Drake University; M. A., Ph. D., State University of Iowa

* Andrew J. Mathews... Associate Professor of French and English
  B. A., M. A., University of Georgia; Graduate Student, University of Oregon and Columbia University

Music

Wayne S. Hertz. ............... Professor of Music
  B. S. in Mus. Ed., University of Illinois; M. M., Northwestern University

Juanita Davies. ............ Assistant Professor of Music
  B. Mus., M. M., Chicago Conservatory of Music; Student, Ripon College and McPhail School of Music

Lawrence H. Moe. ............ Assistant Professor of Music
  B. M. E., M. M., Northwestern University

* Cloice E. Myers. .......... Instructor in Music
  B. A., Simpson College; M. A., State University of Iowa

* In military service or other war work.
* MILTON STEINHARDT .................. Assistant Professor of Music
  B. Mus., M. M., Eastman School of Music, University of Rochester;
  Graduate Student, Cornell University

JANE B. SYLIAASEN .................. Acting Instructor in Music
  B. A., Public School Music, University of Washington; M. A., in
  Musicology, Eastman School of Music, University of Rochester

Science and Mathematics

GEORGE F. BECK .................. Professor of Geology
  B. S., State College of Washington; Graduate Student,
  University of Washington, University of California

PAUL EVERETT BLACKWOOD .... Assistant Professor of Natural Science
  B. S., Kansas State College; M. A., Teachers College, Columbia University

DOROTHY DEAN .................. Associate Professor of Biological Science
  B. S., Montana State College; M. S., University of Chicago

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

WILFRED W. NEWSCHWANDER .... Associate Professor of Physical Science
  B. A., Whitman College; Ph. D., University of Washington

HAROLD W. QUIGLEY ............ Professor of Biological Science
  B. A., University of Oregon; Graduate Student, University of Oregon,
  University of Chicago and University of Illinois

Social Science and History

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

DORIS A. ANDERSON .... Acting Instructor in Commercial Education
  B. A., Colorado State College of Education

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

JOHN A. BEHRENBRINKER ...... Acting Instructor in Political Science
  B. S., M. A., University of Minnesota; Graduate Student, Harvard University

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

* WYTZE GORTER ............ Assistant Professor of History
  A. B., Stanford University; Graduate Student, Stanford University

RUSH JORDAN ............ Acting Instructor in Social Science
  B. S. (Ed.), M. A., University of Idaho; Graduate Student,
  University of California

* In military service or other war work.
Central Washington College

DOROTHY L. MACDONALD ........ Acting Instructor in Geography  
B. A., M. A., Syracuse University

SAMUEL R. MOHLER ............ Acting Assistant Professor of History  
A. B., Manchester College; B. D., Yale University; M. A.,  
University of Washington; Ph. D., University of Chicago

* ELWYN H. ODELL ............ Assistant Professor of Political Science  
A. B., Albion College, Michigan; Ph. D., University of Southern California

ALVA E. TREADWELL ........ Associate Professor of Commercial Education  
B. A., M. A., State College of Washington; C. P. A.

Library Staff

MARGARET S. MOUNT .......... Librarian  
B. A., Macalester College; University of California, Library Certificate;  
Graduate Student, Columbia University

* BETSY R. ANDERSON ....... Children's Librarian  
B. S., Eastern Kentucky State Teachers College; B. S. in L. S.,  
George Peabody College for Teachers; M. A., Colorado State  
College of Education

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

INGRID O. MILLER .......... Acting Reference Librarian  
B. S., University of Minnesota; Graduate Student,  
University of Southern California

* DORIS ROBERTS .............. Reference Librarian  
A. B., Whitman College; B. A. in Librarianship, University of Washington

ANNETTE WALKER ........... Acting Children's Librarian  
B. S., Eastern Tennessee State Teachers College; B. S. in L. S.,  
George Peabody College for Teachers

College Elementary School

AMANDA K. HEBELER .......... Director of Training  
B. S., M. A., Teachers College, Columbia University; Ed. M.,  
Michigan State Normal College

ALICE MARIE JENSEN .... Assistant Professor of Education, Kindergarten  
B. S., M. A., Northwestern University

PEARL JONES ........... Assistant Professor of Education, First Grade  
B. A., M. A., Colorado State College of Education

* In military service or other war work.
ELIZABETH HOSKING. Assistant Professor of Education, Second Grade
B. A., Northern State Teachers College, Marquette, Michigan;
M. A., University of Michigan

To Be Appointed. Third Grade

MAXINE M. FRENCH. Assistant Professor of Education, Fourth Grade
B. S. (Ed.), Ohio University; M. A., Teachers College, Columbia University

LILLIAN M. BLOOMER. Assistant Professor of Education, Fifth Grade
B. A. (Ed.), Central Washington College of Education

MARY U. EGAN. Assistant Professor of Education, Sixth Grade
B. S., Montana State College; M. A., Teachers College, Columbia University

Emeritus List

NICHOLAS E. HINCH. Associate Professor of English, Emeritus, 1943
B. A., M. A., University College, Toronto University; Diploma, Ontario Normal College; Graduate Student, Columbia University, Harvard University, University of Chicago, University of Washington, and University College, Oxford

SELDEN F. SMYSER. Professor of Social Science, Emeritus, 1942
Ph. B., DePauw University; M. A., Ohio State University; Graduate Student, Columbia University, University of Chicago and Cornell University

HENRY J. WHITNEY. Professor of Mathematics, Emeritus, 1943
B. S., Northwestern University; Graduate Student, University of Wisconsin and Teachers College, Columbia University
FACULTY COMMITTEES

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

Academic Affairs—President McConnell, Mr. Barto, Mr. Beck, Miss Bullard, Miss Hebeler, Mr. Hertz, Mr. Hogue, Miss Horne, Mr. Muzzall, Mr. Nicholson, Mr. Samuelson, Mr. Shaw.

Assemblies and Programs—President McConnell, Mr. Hertz, S. G. A. President, A. W. S. President.

Faculty Welfare Committee—Mr. Lembke, Mr. Blackwood, Mr. Shaw.

Memorials—Miss Hebeler, Miss Anderson, Miss Mount, Mr. Quigley, Mr. Stephens.

Personnel—Mr. Samuelson, Mr. Barto, Miss Hebeler, Mrs. Hitchcock, Mr. Muzzall.

Planning Committee—President McConnell, Miss Dean, Miss Hebeler, Mr. Muzzall, Mr. Samuelson, Mr. Shaw.

Student Health—Mr. Nicholson, Mrs. Anderson, Miss Horne.

Student Activity Advisers—Athletics, Mr. Shaw; Budget and Accounting, Mr. Courson; Campus Crier, Miss Bullard; Dramatics, Mr. Lembke; Hyakem, Mr. Hogue; Music, Mr. Hertz; Social Affairs, Mrs. Hitchcock; Women's Athletics, Miss Puckett.

Student Welfare—Mr. Shaw, Miss Dean, Miss Michaelsen, Mr. Moe, Mr. Sparks.

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

Student Employment—Mr. Barto, Mr. Courson, Mrs. Hitchcock, Mr. Muzzall, Mr. Samuelson.
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-third year of its service to the citizens of the state at the close of the school year 1944-45.

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. Seldon 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-six miles from Yakima, seventy miles from Wenatchee, one hundred twenty miles from Seattle, and one hundred thirty-three 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 on Tuesday morning the third period. 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.

STUDENT AID

The College will aid students in finding opportunities for self-help. Inquiries regarding employment should be addressed to the office of the Registrar. Work in private homes for board and room constitutes a large 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, and the library.

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 study programs proportionately.

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 Director of Instruction. 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 men 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 Lee A. Paul Fund was established in 1943 for the purpose of making small, short-time, non-interest bearing loans to students. Applications should be made to the chairman of the student loan committee.

The Association for Childhood Education, an organization of those interested in primary and kindergarten teaching, contributes each year to the Student Loan Fund.

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 scholastic 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 fifty 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.

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.

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.

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 38,000 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.

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 this college 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 Central Washington College 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 nonresident 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 broadcasts 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. Erpi, Eastman, Office of War Information and numerous other film producers are represented in the College library. Address the Director of Visual Education.
Part III
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 infirmary in case of illness, and to 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 Student’s 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 enrolment are entitled to the return of the deposits (if not subject to forfeit because of damage to school property), $5.00 from the Associated Students’ 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 fee of $2.00 is charged all who pay fees or file registration booklets subsequent to certain dates in each quarter.

Charges for Board and Room

Board in the college dining hall is charged at the rate of $6.00 per week. War conditions make this item subject to change.

Room prices vary according to location and accommodations. The range is from $1.50 to $2.50 per week. All rooms are double with single beds. Students who wish to make a room reservation should send a $5.00 deposit to the Business Manager, specifying the quarter for which the reservation is desired; namely, autumn, winter, spring, or summer. Failure to notify the Business Manager of non-occupancy
Central Washington College

at least one week prior to the opening of any term will result in the forfeiture of the deposit.

Upon receipt of the deposit by the Business Manager the reservation will then be made by the Dean of Women. Reservations should be made early to insure accommodations.

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 with two hand towels, one bath towel, one pillow cover, and two sheets.
Part IV

GUIDANCE 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.

PERSONNEL SERVICES AND ACTIVITIES

Student Counseling Program

The College has long cherished the ideal of friendly and sympathetic relationships between students and faculty. From the very beginning, freshmen and transfer students become aware that faculty members are interested in their problems and desire to help them make a successful adjustment to college life. Certain faculty members perform specific personnel functions; for example, the Dean of Women, the Dean of Men, the Director of Personnel, the Registrar, and several faculty members assigned as freshmen advisers, all give much time in helping freshmen get a favorable start in their study programs and in assisting them to profit from the many new experiences which college living offers them. Heads of departments in which the major and the minor have been chosen serve as counselors for upper classmen.

The school nurse and other members of the Department of Health and Physical Education are available for counseling on personal prob-
lems affecting health and physical fitness. The Dean of Women helps students in the administration of the college social program and counsels with students on personal and social problems.

All entering students, freshmen and transfers, take one or more tests at the time of college entrance. The purpose of these tests is to provide useful information concerning the educational background of entering students. This information is then available to faculty counselors and is employed in personal conferences with students for planning a study schedule, selection of courses, and meeting other college study problems.

Orientation and Guidance

The first week of the Autumn Quarter is designated as Freshman Week and during the first two days only freshmen are present on the campus. During these days activities are planned to acquaint the freshman student with the College program—studies, personnel services, and student government and activities.

During the entire first week faculty members assigned as freshmen advisers, the Dean of Women, and the Director of Personnel are active in gaining necessary information for class assignments, in helping students get acquainted with the library, in assisting them to adjust to the new living arrangements, in acquainting them with the college traditions, and in helping them to get the right kind of 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 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 overcoming 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 freshmen are assigned to certain faculty members who serve as advisers. Advisory groups are limited to ten or twelve students in order that the advisers may become well-acquainted with each student. Every freshman student, therefore, has the assurance that a particular faculty member is available to help him with troublesome problems.

All instructors and administrative officers plan to give each student as much personal freedom as he is capable of using to his ad-
vantage. Faculty guidance, therefore, is always for the purpose of assisting students to become self-reliant; freedom is granted every student to direct and manage his own social and academic program, and restrictions operate only at times when personal freedom interferes with the best development of the individual himself or of others in the social 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.

**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 are in force:

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 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 1941-42, 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 1941-42.

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 the 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 Iyoptians 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 prepare 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.
Part V

ADMINISTRATION OF THE CURRICULUM

REQUIREMENTS FOR ADMISSION

1. High School Graduates. 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.

Graduates from non-accredited high schools are admitted on condition; the condition to be removed after the student has successfully met our minimum academic standards during the first term in residence. They may then become candidates for the degree of Bachelor of Arts in Education.

How to Gain Admission. Students attending high schools in Washington should apply to their high school principal or superintendent for the uniform application blank that is used in this state. It should be filled out according to their directions and they will forward it to the office of the registrar. Graduates from out-of-state high schools may write to the registrar for one of the application forms. All applications should be filed two weeks prior to the registration date given for the quarter in which the student plans to enrol.

2. Non-high School Graduates. 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 the degree of Bachelor of Arts in Education, 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.

No college credit is allowed for college work completed before graduation from high school or for high school post-graduate work.

ADMISSION WITH ADVANCED STANDING

1. Other Colleges that Grant Degrees. Credits earned in accredited colleges will be evaluated and advanced standing allowed on the basis of the official transcript submitted. Credit toward the fulfillment of graduation requirements will be allowed only in so far as the courses satisfactorily completed meet the requirements of the basic course pattern of Central Washington College. All official transcripts should be filed two weeks prior to the registration date given for the quarter in which the student plans to enrol.

2. Junior Colleges. Credits earned in accredited junior colleges will be evaluated in accordance with the following provisions:

   a. Not more than ninety-six quarter hours of work (including six in physical education) may be allowed for credit.

   b. No credit may be allowed for professional courses.
All official transcripts should be filed two weeks prior to the registration date given for the quarter in which the student plans to enrol.

3. **Non-accredited Colleges.** Credits earned in non-accredited colleges may be accepted as a basis for advanced standing only after the applicant has successfully met our minimum academic standards during one term of residence. All official transcripts should be filed two weeks prior to the registration date given for the quarter in which the student plans to enrol.

**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 reduced loads.

All requests to carry more than seventeen credit hours should be made, in writing, to the Personnel Committee on or before the day of registration. Approval of the Personnel Committee must be obtained before registration is completed.

**STUDENT RESPONSIBILITY FOR RECORDS**

All students entering this college for the first time, whether from high school or another college, should arrange to have their transcripts filed in the office of the registrar at least two weeks before the date of registration. (See procedures under Requirements for Admission.)

When a student has completed registration, his Official Study Schedule is filed in the office of the registrar. Since this schedule is the basis for official reports and records, the student must assume the responsibility for keeping it accurate at all times.

Students will be given credit only for the courses for which they are officially registered.

Students must assume the responsibility for meeting all general and departmental requirements and total credit for graduation.

**NUMBERING OF COURSES**

Lower division courses are numbered from 1 to 99. Lower division courses are those which are designed primarily for first and second year students. Upper division courses are numbered from 100 to 199. Upper division courses are those which are designed primarily for third and fourth year students. These usually carry prerequisites.
REGISTRATION PROCEDURES

Students should plan to complete their registration on the day or days designated in the college calendar.

Registration should proceed as follows:

1. Fill out and file housing cards
   Dean of Women’s Office A-304
   Personnel Office A-201
2. Pay fees in Business Office A-203
3. Report to the college library
4. Secure registration materials at information table
5. Read and follow the directions which will be a part of the registration materials

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 before the closing date of the first quarter the student is in residence 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 points.
For each hour with a grade of “I,” 0 quality points (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 Personnel 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.

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 is likely to lower the quality of the student's work.

The following attendance regulations controlling classroom attendance have been formulated by the Faculty committee on personnel procedures: (1) every student is responsible for regular attendance in all classes for which he is enrolled; (2) daily attendance is to be kept by each member of the faculty and reported to the registrar at the end of each quarter; (3) students are expected to do full work for the quarter. They are responsible for arranging for make-up work. Instructors or departments will formulate their own policies regarding arrangements for make-up work; (4) if poor attendance affects the quality of the work of a student, lower grades will be given; (5) consecutive absence of three days, irregular attendance, or absences before and after vacations shall be reported to the dean of women or the dean of men, who shall check on the causes of absence and counsel the student; (6) the Personnel Committee will review student cases involving questionable attendance records when they are referred to the committee by the deans.

**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

Types of certificates issued by the State Department of Public Instruction are:

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 Elementary Certificate. This certificate will be issued to those who have taught for two years during the life of a three-year certificate. This six-year certificate may then be renewed by the completion of at least nine quarter credits of work in an accredited institution of higher learning sometime during the life of the certificate.

War Emergency Certificate. "War Emergency Certificates shall be issued by the State Department upon recommendation of teacher-training institutions in the State, on the basis of four years of training including practice teaching in a secondary institution for teaching in a secondary school or three years of training in an elementary training institution for teaching in an elementary school. This certificate is in force during the manpower emergency (as determined by the State Board of Education) and three years beyond, provided the teacher is continuously teaching on this certificate. It is understood that the granting of this certificate will cease when the State Board declares the manpower emergency at an end. One year (45 credits) of the above training must have been completed in the institution recommending the certificate."**

Special Education Credential (Remedial Certificate). This certificate may be obtained upon the completion of 30 hours of work as outlined in this catalog.

Conversions, Renewals and Reinstatements. All conversions, renewals, and reinstatements are made by the State Superintendent of Public Instruction. Application forms for renewals should be secured from county superintendents and these applications should be filed with the State Superintendent of Public Instruction well in advance of the expiration date of the certificate.

* 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

** By action of the State Board of Education December 22, 1942.
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 ........................................... 32
   b. Psychology ........................................ 5
IV. Major and Minor .................................................. 45 or 50
V. Elective .................................................. 22 or 17

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DETAIL OF REQUIREMENTS I THROUGH V

AS GIVEN ABOVE

I. General Education and Service Courses:

Art I, Art Structure .................................................. 5
(1) English 1, English Composition ........................................ 5
English 2, English Composition ........................................ 5
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

(1) On the basis of the English Placement Test, students who show marked proficiency are excused from English 1.
Central Washington College

1. Music 1, 2 or 3, Fundamentals of Music .................................................. 5
2. Science 1, Survey of Physical Sciences ...................................................... 5
3. Science 2, Survey of Biological Sciences ................................................... 5
4. Science 3, Environmental Studies ............................................................... 5
5. Social Science 1, Structure and Development of Modern Society .................. 5
7. Psychology 1, General Psychology ............................................................ 5
8. Physical Education, Activity Courses ......................................................... 6
9. 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 Industrial Art 2, Craft Processes and Design .......................................................... 3

II. Professionalized Subject Matter Courses:

1. Art 110, Art Methods and Materials, and/or Music 110,
   Music Methods and Materials ................................................................. 2
2. English 119, Children's Literature, or
   English 129, Junior High School Literature ........................................... 3
3. Health Education 102, School Health ....................................................... 2
4. Health Education 100, Plays and Games ................................................... 3
5. Education 50, Cursive and Manuscript Writing .......................................... 1

III. Professional Courses:

1. Education 1, Introduction to Education .................................................... 3
2. Psychology 3, Child Development ............................................................ 5
3. Education 100, Introduction to Teaching .................................................. 3
4. Education 104a, b, or c, Directed Teaching ............................................. 5
5. Education 105, Curriculum and Methods .................................................. 5
6. Education 106a, b, or c, Directed Teaching ............................................. 5
7. Education 119, Modern Educational Problems ......................................... 5
8. Education 145, Helping the Exceptional Child ......................................... 2
9. Psychology 102, Educational Psychology and Measurement ....................... 4

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.

1. 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.

2. 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.

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

See provisional requirements on opposite page.
NOTE: The major may be chosen from one of the following departments:

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

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.

Upper Division Requirements

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.

STUDENT TEACHING EXPERIENCE

Adequate facilities are maintained to 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 the nursery school, 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.

REQUIREMENTS FOR THE TEACHER EDUCATION CURRICULUM

Curriculum by Years

The outline of the curriculum leading to the Degree of Bachelor of Arts in Education is given below.

PRIMARY AND INTERMEDIATE PROGRAM

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1, Art Structure</td>
<td>5</td>
</tr>
<tr>
<td>Education 1, Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Science 1, Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 1 and 2, Structure and Development of Modern Society</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education, one credit each quarter</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 3, Child Development</td>
<td>5</td>
</tr>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Music 1 or 2, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Science 3, Environmental Studies</td>
<td>5</td>
</tr>
<tr>
<td>Education 50, Cursive and Manuscript Writing</td>
<td>1</td>
</tr>
<tr>
<td>Education 51, Mathematics for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education, one credit each quarter</td>
<td>3</td>
</tr>
<tr>
<td>Major, Minor, and Elective</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>
Third Year

Education 100, Introduction to Teaching .................................................. 3
Education 104a or b, Direct Teaching ......................................................... 5
Education 105a or b, Curriculum and Methods ............................................. 5
Health Education 100, Physical Education Activities for the Elementary and Junior High School .................................................. 3
Health Education 103, School Health .............................................................. 2
English 119, Children's Literature ................................................................. 3
History 110, History and Government of Washington ........................................ 3
Major, Minor, and Elective ........................................................................... 24

Fourth Year

Education 106a or b, Directed Teaching .......................................................... 5
Psychology 102, Educational Psychology and Measurement ............................ 4
Education 119, Modern Educational Problems ............................................... 5
Art 104, Art Methods and Materials .................................................................
Music 110, Music Methods and Materials ...................................................... 2
Education 145, Helping the Exceptional Child ................................................ 2
Major, Minor, and Elective ........................................................................... 28

UPPER GRADE AND JUNIOR HIGH SCHOOL PROGRAM

First Year

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

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, Nutrition ....................................................................... 3
Music 1 or 3, Fundamentals of Music ............................................................. 5
Science 3, Environmental Studies .................................................................. 5
Industrial Art 2, Craft Processes and Design, or Home Economics 3, General Home Economics .................................................. 3
Education 50, Cursive and Manuscript Writing ............................................. 1
Education 51, Mathematics for Teachers ....................................................... 2
Physical Education, one credit each quarter ................................................ 3
Major, Minor, and Elective ........................................................................... 9

① See page 31 for note on English requirement.
② See page 32 for note on Music requirement.
Central Washington College

Third Year
Education 100, Introduction to Teaching .................................................. 3
Education 104c, Directed Teaching ............................................................. 5
Education 105c, Curriculum and Methods .................................................. 5
Health Education 100, Physical Education Activities for the Elementary and
Junior High School ...................................................................................... 3
Health Education 103, School Health ........................................................... 2
English 129, Junior High School Literature .................................................. 3
History 110, History and Government of Washington .................................... 3
Major, Minor, and Elective ............................................................................. 24

Fourth Year
Education 145, Helping the Exceptional Child ............................................... 2
© Education 106c, Directed Teaching ............................................................ 5
Psychology 102, Educational Psychology and Measurement .......................... 4
Education 119, Modern Educational Problems ............................................. 5
Art 104, Art Methods and Materials, or
Music 110, Music Methods and Materials ................................................... 2
Major, Minor and Elective ............................................................................. 30

© See page 31 for note on English requirement.
© See page 32 for note on Music requirement.
© 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 VI

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 a teacher training institution. However, it is possible for a student who is not planning to prepare for teaching to take courses in this institution which will meet the requirements of the first year or the first two years in another institution.

In order better to guide those who wish to enrol at Central Washington College for one or two years of college work and later transfer to another college, the following programs are submitted:

PRE-PROFESSIONAL PROGRAMS

These programs are planned specifically for those whose plans are definitely made to enter a professional school at a later date and who need a sound foundation for advanced work in the various fields. The curricula will permit admission to the sophomore or to the junior year and the completion of the degree of Bachelor of Arts or Bachelor of Science in three or two years depending upon the amount of work completed in this college.

PRE-ENGINEERING

The following one-year course in pre-engineering is designed to fit the needs of those students who are interested in some branch of the engineering field. This one-year pre-engineering course may be used as the first year of any branch of the engineering field, including chemical engineering, civil engineering, mechanical engineering, electrical engineering, and aeronautical engineering.

Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 70, General Inorganic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 50, College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 71, General Inorganic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
Pre-Law

Students desiring to prepare for the study of law may take the following program of studies for one year. In most cases a second year of work may be taken after determining the requirements of the institution to which the student plans to transfer his credits.

Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 50, The History of the United States I</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Science 1, Survey of Physical Sciences or</td>
<td>5</td>
</tr>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>History 51, The History of the United States II</td>
<td>5</td>
</tr>
<tr>
<td>Science 1, Survey of Physical Sciences or</td>
<td>5</td>
</tr>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Social Science or Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Pre-Medicine and Pre-Dentistry

The first two years are devoted to general education—social science, the humanities, elementary physical and biological sciences. For entrance into medical school three years of work or a degree are required, depending upon the school.

The following two-year program consisting of courses acceptable for transfer is suggested.

First Year

Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 70, General Inorganic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 50, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>


Winter
Science 71, General Inorganic Chemistry ........................................ 5
Science 51, Invertebrate Zoology .................................................. 5
English 2, English Composition ................................................... 5
Physical Education ........................................................................ 1

Spring
Science 72, Qualitative Analysis ................................................... 5
Science 52, Vertebrate Zoology ..................................................... 5
Psychology 1, General Psychology ................................................. 5
Physical Education ........................................................................ 1

SECOND YEAR

Autumn
Science 77, General Physics .......................................................... 5
Science 110, Quantitative Analysis ................................................ 5
Elective .............................................................................................
Physical Education ........................................................................ 1

Winter
Science 113, Elementary Organic Chemistry .................................. 5
Science 78, General Physics ............................................................ 5
Elective .............................................................................................
Physical Education ........................................................................ 1

Spring
Science 79, General Physics ............................................................ 5
Science 114, Elementary Organic Chemistry .................................. 5
Social Science 70, Principles of Economics ...................................... 5
Physical Education ........................................................................ 1

Suggested electives: Science 90 and 91, Human Physiology
                   Science 80, Physiology and Anatomy
                   Sociology
                   History

PRE-NURSING

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 required 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.
## Central Washington College

### Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 70, General Inorganic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 90, Human Physiology</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 52, Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Science 71, Inorganic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 91, Human Physiology</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Science 92, Bacteriology</td>
<td>5</td>
</tr>
<tr>
<td>Science 93, Human Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

### Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 100, Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 51, Sociology</td>
<td>5</td>
</tr>
</tbody>
</table>

## PRE-PHARMACY

The following courses lead to the degrees of Pharmaceutical Chemist and Bachelor of Science in Pharmacy. It is possible to combine pharmacy with business courses, other science courses, or pre-medicine, which would determine the electives and later specialization.

### FIRST YEAR

#### Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Science 70, General Inorganic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 50, College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Science 71, General Inorganic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>
### GENERAL CATALOG, 1944-1945

#### Spring
- Commercial Education 64, Business Correspondence: 3
- Science 72, Qualitative Analysis: 5
- Elective: 7
- Physical Education: 1

#### SECOND YEAR

##### Autumn
- Science 50, Invertebrate Zoology: 5
- Science 110, Quantitative Analysis: 5
- Elective: 5
- Physical Education: 1

##### Winter
- Science 51, Invertebrate Zoology: 5
- Science 113, Elementary Organic Chemistry: 5
- Elective: 5
- Physical Education: 1

##### Spring
- Science 53, Comparative Anatomy: 5
- Science 114, Elementary Organic Chemistry: 5
- Social Science 70, Principles of Economics: 5
- Physical Education: 1

#### PRE-PHYSICAL THERAPY

Physical therapy is the treatment of disability, injury and disease by non-medical means comprising the use of massage, exercise, and the physical, chemical and other properties of heat, light, water and electricity (except x-ray, radium, and electro-surgery).

Prerequisites for specialization in physical therapy call for two or three years of college or university study including work in physical and biological sciences. The following curriculum meets those requirements and will serve as a basic foundation to prepare students for further specialized work in this field.

#### FIRST YEAR

##### Autumn
- Health Education 1, Health Essentials: 3
- Science 50, Invertebrate Zoology: 5
- Elective: 7
- Physical Education: 1

---

**Note:** The document includes a table with course descriptions and credit hours for different academic years, as well as a section on physical therapy with detailed requirements and curriculum.
**Central Washington College**

### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Science 51, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Science 52, Vertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

### SECOND YEAR

#### Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 70, General Inorganic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 50, Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 3, Child Development</td>
<td>5</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 80, Physiology and Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>Science 71, General Inorganic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 101, Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy 129, Introduction to Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 106, Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 102, Adaptive Exercise</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

Electives should be chosen under careful guidance to insure a full year of transferable credit in the essential background courses of English, sociology, biology, psychology, history and economics.

### PRE-SOCIAL SERVICE

A two-year basic foundation course may be taken by students interested in the field of social work—those social services rendered by governmental-public and voluntary-private agencies. These courses will provide the required background for the specific professional courses, such as family and child welfare, medical and psychiatric social work, community organization and social group work, and will be transferable with full credit.
General Catalog, 1944-1945

FIRST YEAR

**Autumn**
- English 1, English Composition ........................................ 5
- Science 50, Invertebrate Zoology ........................................ 5
- Social Science 52, American Government ................................. 5
- Physical Education ...................................................... 1

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Science 50, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

**Winter**
- English 2, English Composition ........................................ 5
- Science 51, Invertebrate Zoology ........................................ 5
- Social Science 53, American Government ................................. 5
- Physical Education ...................................................... 1

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Science 51, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 53, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

**Spring**
- English 55, Introduction to Literature ................................ 3
- Science 52, Vertebrate Zoology ......................................... 5
- Psychology 1, General Psychology ....................................... 5
- Elective ................................................................. 2
- Physical Education ...................................................... 1

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 55, Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>Science 52, Vertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

SECOND YEAR

**Autumn**
- Social Science 50, Anthropology ........................................ 5
- Psychology 3, Child Development ....................................... 5
- Home Economics 2, General Nutrition ................................... 3
- Commercial Education 64, Business Correspondence or Elective ... 3
- Physical Education ...................................................... 1

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science 50, Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 3, Child Development</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Education 64, Business Correspondence or Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

**Winter**
- Social Science 51, Sociology ........................................... 5
- Psychology 102, Educational Psychology and Measurement .......... 4
- Home Economics 105, Home Management ................................ 3
- Speech or History ....................................................... 3
- Physical Education ...................................................... 1

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science 51, Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
<tr>
<td>Home Economics 105, Home Management</td>
<td>3</td>
</tr>
<tr>
<td>Speech or History</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

**Spring**
- Social Science 70, Principles of Economics ............................ 5
- Philosophy 129, Introduction to Philosophy ........................... 5
- Home Economics 110, Family Relations ................................ 3
- English 52, Advanced Composition or Health Education 107, Home Care of the Sick or History or Economics ...................................................... 3
- Physical Education ...................................................... 1

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science 70, Principles of Economics</td>
<td>5</td>
</tr>
<tr>
<td>Philosophy 129, Introduction to Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 110, Family Relations</td>
<td>3</td>
</tr>
<tr>
<td>English 52, Advanced Composition or Health Education 107, Home Care of the Sick or History or Economics</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives should be chosen under careful guidance to insure a full year of transferable credit in the essential background courses of English, sociology, biology, psychology, history and economics.
GENERAL COLLEGE PROGRAMS

The following courses are designed for those who wish to take other than teacher education work. Courses in various science fields, music, library, home economics, journalism, business and economics are available for those who wish to do one or two years of work preliminary to more advanced study.

BACTERIOLOGY

The pre-medical courses may be taken for the first two years by those desiring to major in bacteriology. Later specialization could lead to medical bacteriologist, dairy bacteriologist, dairy inspector, clinical diagnostian, sanitary inspector, hygiene and public health.

BUSINESS AND ECONOMICS

The two-year course in business and economics is designed to fit the needs of two classifications of students:

1. Those who wish to earn a degree in any branch of business and economics may take their first two years at Central Washington College and transfer, with junior standing, to another college or university.

2. Those who wish to take a one or two-year business course preparatory to taking a position in the business world as a stenographer, bookkeeper, or office worker, may qualify for this type of work upon completion of either of the courses.*

FIRST YEAR

Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Geography 50, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Elective—Language, Science or Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
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</tr>
<tr>
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<td>16</td>
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</table>

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 68, Business and Economics</td>
<td>5</td>
</tr>
<tr>
<td>Elective—Language, Science or Mathematics</td>
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<tr>
<td>Physical Education</td>
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<td>Total</td>
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Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Education 64, Business Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Education 69, Business and Economics</td>
<td>5</td>
</tr>
<tr>
<td>Elective—Language, Science or Mathematics</td>
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</table>

* See page 52 for description of the one-year secretarial training program.
### SECOND YEAR

#### Autumn

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>History 50, The History of the United States I</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 61, Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Education 65, Beginning Accounting</td>
<td>5</td>
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<tr>
<td>Elective</td>
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<td><strong>Total</strong></td>
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#### Winter

<table>
<thead>
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<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>History 51, The History of the United States II</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 62, Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Education 105, Advanced Accounting or</td>
<td></td>
</tr>
<tr>
<td>Commercial Education 108, Office Practice and</td>
<td></td>
</tr>
<tr>
<td>Commercial Education 109, Civil Service Training</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
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<td>Physical Education</td>
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#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Commercial Education 63, Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Education 106, Statistical Analysis or Elective</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
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<td>Physical Education</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

#### A GENERAL COURSE

This course is provided for those students who are uncertain about their fields of concentration. It is expected that by the end of the sophomore year a definite program will have been selected by the student.

### FIRST YEAR

#### Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English 1, English Composition</td>
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</tr>
<tr>
<td>Physical or Biological Science or Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>History or Modern Foreign Language</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td><strong>Total</strong></td>
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#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Physical or Biological Science or Mathematics</td>
<td>5</td>
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<tr>
<td>History or Modern Foreign Language</td>
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<td>Physical Education</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Physical or Biological Science or Mathematics</td>
<td>5</td>
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<tr>
<td>History or Modern Foreign Language</td>
<td>5</td>
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<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
## SECOND YEAR

### Autumn
- Literature ....................................... 5
- Physical or Biological Science or Mathematics .... 5
- Elective .......................................... 5
- Physical Education ............................... 1

**Total** ........................................... 16

### Winter
- Social Science 51, Sociology ..................... 5
- Physical or Biological Science or Mathematics ... 5
- Elective .......................................... 5
- Physical Education ............................... 1

**Total** ........................................... 16

### Spring
- Social Science 70, Principles of Economics ....... 5
- Physical or Biological Science or Mathematics ... 5
- Elective .......................................... 5
- Physical Education ............................... 1

**Total** ........................................... 16

Suggested electives: Foreign Language
- Art

---

## HOME ECONOMICS

Two years of college work in home economics may be taken for transfer to another college by those who wish to teach general or vocational home economics.

## FIRST YEAR

### Autumn
- Science 70, General Inorganic Chemistry .......... 5
- English 1, English Composition .................. 5
- Art 1, Art Structure ................................ 5
- Physical Education ................................ 1

**Total** ........................................... 16

### Winter
- Science 71, General Inorganic Chemistry .......... 5
- English 2, English Composition .................. 5
- Science 80, Physiology and Anatomy ................ 5
- Physical Education ................................ 1

**Total** ........................................... 16

### Spring
- Science 72, Qualitative Analysis ................. 5
- Health Education 1, Health Essentials ............ 3
- Health Education 107, Home Care of the Sick .... 2
- Science 92, Bacteriology .......................... 5
- Physical Education ................................ 1

**Total** ........................................... 16
SECOND YEAR

Autumn
Home Economics 50, Food Preparation ........................................ 5
Science 77, General Physics .................................................. 5
Psychology 1, General Psychology ............................................. 5
Physical Education ................................................................. 1

Winter
Science 78, General Physics .................................................. 5
Science 113, Elementary Organic Chemistry ................................. 5
Literature or History ............................................................... 5
Physical Education ................................................................. 1

Spring
Home Economics 61, Textiles and Design ................................... 5
Home Economics 71, Costume Design and Construction .................. 5
Science 114, Elementary Organic Chemistry ................................. 5
Physical Education ................................................................. 1

JOURNALISM
This course will give the student interested in journalism a one-year program which will enable him to continue his study in a school of journalism.

Autumn
English 1, English Composition .............................................. 5
English 60, Journalism ........................................................... 3
Commercial Education 61, Business Law ................................... 3
Geography 50, Economic Geography .......................................... 5
Physical Education ................................................................. 1

Winter
English 2, English Composition .............................................. 5
Social Science 54, Comparative Government ................................ 5
English 61, Practical Journalism .............................................. 1
Elective ................................................................................. 5
Physical Education ................................................................. 1

Spring
English 55, Approach to Literature .......................................... 3
Psychology 1, General Psychology ............................................. 5
Elective ................................................................................. 7
Physical Education ................................................................. 1
LIBRARY ADMINISTRATION

Students interested in becoming librarians may qualify for entry into a graduate library school by completing the requirements for a Bachelor of Arts Degree in Education, providing they have a reading knowledge of one modern foreign language.

The following elective courses would be helpful in preparing for library work.

- Commercial Education 51, Elementary Typing
- Art 51, Lettering
- Art 107, Layout and Design
- Any courses offered in Library Administration

METEOROLOGY

The following two-year course includes the requirements which, with a college degree, will enable one to qualify for a civil service position as junior meteorologist. Also, it provides the necessary background of training required for entry into training for meteorologists in the Armed Services.

**FIRST YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 77, General Physics</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 50, College Algebra</td>
<td>5</td>
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</tr>
<tr>
<td>Physical Education</td>
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<tr>
<td><strong>Total</strong></td>
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**SECOND YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 101, Calculus</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Geography 84, Meteorology</td>
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<td>Elective</td>
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<tr>
<td>Physical Education</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>
Winter
Mathematics 102, Calculus ........................................... 5
Geography 85, Meteorology ........................................ 5
Elective ........................................................................... 5
Physical Education......................................................... 1

Spring
Mathematics 103, Calculus ........................................... 5
Geography 86, Climates and Regions............................... 5
Elective ........................................................................... 5
Physical Education......................................................... 1

MUSIC
This program is designed to provide the opportunity for the music student to do intensive work in the field of his choice. The satisfactory completion of this program should make it possible for the student to continue his study in a conservatory of music.

FIRST YEAR

Autumn
English 1, English Composition ....................................... 5
Music 1, Fundamentals of Music .................................... 5
*Music 76a, Piano ......................................................... 1½-3
*Music 76b, Voice; 76c, Strings; 76d, Woodwind; 76e, Brass, or 76f Organ ........................................ 1½-3
Physical Education......................................................... 1

Winter
English 2, English Composition ....................................... 5
Music 50, Elementary Harmony ..................................... 3
*Music 77a, Piano ......................................................... 1½-3
*Music 77b, c, d, e, or f ................................................. 1½-3
Music 55d, Woodwind Class .......................................... 1
Physical Education......................................................... 1

* A student must choose a major and minor applied subject. If his major is piano, he will choose his minor from (b) voice, (c) string, (d) woodwind, (e) brass, or (f) organ. If his major is other than piano, he must choose piano as his minor. In his major subject, the student will receive two half-hour lessons per week and his credit will be 3 credit hours. The minor subject will receive 1 half-hour lesson per week and 1½ credit hours. Fees: $15.00 per quarter (ten lessons) for voice and all instruments except organ, which is $25.00 per quarter (ten lessons).
A music student is required to participate in one of the campus musical organizations each quarter, with or without credit.

* A student must choose a major and minor applied subject. If his major is piano, he will choose his minor from (b) voice, (c) string, (d) woodwind, (e) brass, or (f) organ. If his major is other than piano, he must choose piano as his minor. In his major subject, the student will receive two half-hour lessons per week and his credit will be 3 credit hours. The minor subject will receive 1 half-hour lesson per week and 1½ credit hours. Fees: $15.00 per quarter (ten lessons) for voice and all instruments except organ, which is $25.00 per quarter (ten lessons).
TERMINAL PROGRAMS

These programs are designed for those who desire to spend one or two years in securing training in specialized vocational fields, at the same time securing some of the benefits of living on a college campus and participating in student activities. In the event that the student transfers to another institution, college credit may be secured for the work completed.

COMMERCIAL ART

This is a suggested schedule especially arranged for those interested in an intensive commercial art program. It gives adequate preparation for many positions in the field of art.

FIRST YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Art 1, Art Structure</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Art 51, Lettering</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>7</td>
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<tr>
<td></td>
<td>Physical Education</td>
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</tr>
</tbody>
</table>

**Autumn**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Art 2, Craft Processes and Design</td>
<td>3</td>
</tr>
<tr>
<td>Art 50, Freehand Drawing</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Art 73, Photography</td>
<td>3</td>
</tr>
<tr>
<td>Art 107, Commercial Design</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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<td>Physical Education</td>
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**Winter**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Art 54, Modeling</td>
<td>5</td>
</tr>
<tr>
<td>Art 101, Creative Design</td>
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</tr>
<tr>
<td>Art 109, Advanced Commercial Design</td>
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<tr>
<td>Physical Education</td>
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**Spring**

<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Art 52, Painting</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Art 103, Advanced Photography</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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<td>Physical Education</td>
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SECOND YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Art 53, Art History and Appreciation</td>
<td>3</td>
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<tr>
<td></td>
<td>Art 100, Figure Construction and Composition</td>
<td>2</td>
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<tr>
<td></td>
<td>Art 55, Print Making</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Industrial Art 70, Creative Activities</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
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<tr>
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**Autumn**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Industrial Art 103, Advanced Photography</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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**Winter**

<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Art 54, Modeling</td>
<td>5</td>
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<tr>
<td>Art 100, Figure Construction and Composition</td>
<td>2</td>
</tr>
<tr>
<td>Art 55, Print Making</td>
<td>3</td>
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<tr>
<td>Industrial Art 70, Creative Activities</td>
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<td>Elective</td>
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Central Washington College

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Art 56, Water Color</td>
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</tr>
<tr>
<td>Art 112, Advanced Figure Construction</td>
<td>2</td>
</tr>
<tr>
<td>Art 108, Advanced Painting</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
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</tr>
</tbody>
</table>

**SECRETARIAL SCIENCE**

Those who wish to prepare for positions as secretaries, accountants and general office workers may take the one-year course in secretarial science.

**Autumn**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>*Commercial Education 56, Shorthand</td>
<td>5</td>
</tr>
<tr>
<td>*Commercial Education 51, Elementary Typing</td>
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</tr>
<tr>
<td>Commercial Education 65, Principles of Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
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</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 57, Shorthand</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 52, Typing</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Education 105, Principles of Accounting II or Commercial Education 108, Office Practice (2), and Commercial Education 109, Civil Service Training (3)</td>
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<td>Physical Education</td>
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**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Education 64, Business Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Education 58, Shorthand</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 53, Typing</td>
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</tr>
<tr>
<td>Commercial Education 106, Business Statistics or Elective</td>
<td>5</td>
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<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

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* Those students who have had shorthand and typing in high school may take electives here the first quarter.
Part VII
DESCRIPTION OF DEPARTMENTAL COURSES

EDUCATION, PHILOSOPHY, AND PSYCHOLOGY

A major or 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 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.

A major is 30 hours and a minor, 15 hours. The major or minor requirement is in addition to the regularly required courses in this department.

Remedial Education

Major (30 credit hours): 106h, 116, 125, 126, 127, Psychology 103, Industrial Arts 100, Speech 124.

Minor (15 credit hours): 116 or 126, 125, Psychology 103, Industrial Arts 100.

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.

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 uses in the primary, intermediate and upper grades. One credit.

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

100. Introduction to Teaching. Through observation, class discussions, 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 and 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.

106h. Directed Teaching in a Remedial Class. This course provides directed observation and teaching in a remedial room in order to prepare for remedial teaching in the public schools. 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
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 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.

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.

116. Diagnostic Techniques and Special Measurements. The purposes of this course are to consider the problems connected with the non-typical child—hard of hearing, partially sighted, speech defectives, mental defectives, and those of low vitality—and to study the methods of diagnosis and the means by which the school may meet the needs of every child. Three 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.
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. 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.

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.

125. Remedial Reading. A study is made of the causes of low reading ability and the techniques to be employed in teaching the poor reader. Consideration is given to the mechanics of reading, diagnosis, motivation aids, and problems of the partially sighted and those with other handicaps. Three credits.

126. Remedial Arithmetic. A study of the psychology of learning arithmetic and the difficulties encountered by the slow learner and handicapped child. Two credits.

127. Sight Saving. A study of common eye defects, vision testing, and the problems of sight conservation. Consideration is given
to the adjustment of the classroom environment, teaching media, and curricular changes essential to teaching individuals with defective vision. 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 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.

145. Helping the Exceptional Child (in the Regular Classroom). An orientation course in the field of remedial education. The detection of physical and educational handicaps; the teachers' role in guidance and follow-up procedures; integration of classroom procedures with the remedial program; procedures in the prevention of handicaps. Two 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 contribu-
tions 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.

2. **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 differences, the effect of early childhood experiences upon the development of personality, mental health, and the particular problems of social adjustment and adolescence. Opportunity will be given students to study children and to analyze specific problems. Observation periods are scheduled at the College Elementary School. Prerequisite, Psychology 1. Five credits.

3. **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.

4. **Psychology of Adjustment.** A study of the unadjusted or handicapped child to give basic understandings and techniques of individual case study. Some clinical experience is provided. Five credits.

5. **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.

6. **Personnel Procedure.** The personnel point of view is always constructive, preventative, educative, or re-educative. Personal techniques and practices, such as testing, interviews, visiting teach-
ers, faculty advisers, orientation, placement, discipline problems, and mental hygiene problems are considered. Prerequisites, Psychology 1 and 102. 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 requirement.

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. Five credits. Fee $.50.
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 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 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. 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. This course aims to teach the care and use of some of the tools used in construction. Experience in 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 craft course to develop skill and appreciation through designing and making articles from a variety of media such as wood, leather, metal, clay, plastics, and plaster. Fee $2.50. Five credits.

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. Fee $2.50. 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. Fee $1.50. Three credits.

74. **Pottery.** Covers the procedures used in schools, including the coil and slab methods of handling clay. Also, all commercial 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 $5.00. Five 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. Fee $2.00. 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. Fee $2.00. Five credits.

100. **Arts and Crafts.** A general course designed to teach handwork in those media most usable by the slow learner—clay, wood, leather, paint, weaving material, and others. Fee $2.50. Five 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. Fee $1.50.

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. Fee $2.50. Five credits.

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. Prerequisites, three credits of Art 83. Fee $2.50. Five credits.

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 veneer construction, application of turned work, carving, marquetry, and inlay. Prerequisites, Art 70 and 71. Fee $2.50. 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 $.50. 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. Fee $2.50. 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 equipment for food service. Experience in meal planning, preparation, and service. Prerequisite, Home Economics 50. Fee $1.50. Three credits.

60. **Textiles.** Identification, uses, and costs of major textile materials. Prerequisite, Art 1. Fee $1.00. Two 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. Fee $1.00. 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. Fee $1.50. Three 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. 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 Care in the Home**. Problems of maternity and infancy. Methods of improving physical, mental, and emotional health of children. Prerequisite, Home Economics 100 and 110. Two credits.
HEALTH AND PHYSICAL EDUCATION

**Women Students**
- **Major** (35 credit hours): 56, 101, 102, 109, 110, 116, 117, 118, 119, Science 80, and electives to complete requirement.
- **Major** (30 credit hours): 56, 101, 102, 109, 116, 117, 118, 119, Science 80, and electives to complete requirement.
- **Minor** (15 credit hours): 56, 116, 117, 118, 119.

**Men Students**
- **Major** (35 credit hours): 56, 101, 106, 109, 110, 113, 114, 115, 119, Science 80, and electives to complete requirement.
- **Major** (30 credit hours): 56, 101, 109, 110, 113, 114, 115, 119, Science 80, and electives to complete requirement.
- **Minor** (15 credit hours): 56, 113, 114, 115, 119.

Health Education
- **Minor** (15 credit hours): Science 80 and 92, Health Education 102, 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 schottische and polka, and some social dancing. Autumn, winter, spring, and summer.

*Badminton.* Winter and summer.

*Archery.* Autumn, spring, 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.

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**Men students 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 50¢.
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 co-
ordination, posture, and motor skills. Autumn.

*Golf. Spring and summer.

Seasonal Team Sports. (Basketball, field ball, field hockey, soc-
cer, 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.

* Fee is 50¢.
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Softball. Spring and summer.
Stunts and Tumbling. Winter.
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 fifteenth to the early nineteenth 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.

*100m is for men students. Women students take 100w.
101. Kinesiology. A study of the physiology of muscular movement, structure and position and action of large muscle groups. The fundamental techniques of sports are analyzed kinesiologically, and attention is paid to the relation of muscular development to posture and performance of physical movement. Prerequisite, Science 80. Three credits.

102. Adaptive Exercises. A study of the normal growth and development of children and the factors which cause failure in normal development. Principles which will determine suitable activities are emphasized. 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 Education 109 simultaneously as these two courses are well correlated. Prerequisite, junior standing. Two 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. Methods in Physical Education. 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 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, 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

Literature

Major (35 credit hours; 30 credit hours for primary and intermediate teachers): 50, 51, 52, 10 hours of English literature, at least 5 hours of American literature, and electives to complete requirement.

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

Speech and Drama

Major (35 credit hours for primary and intermediate teachers): 53, 54, 130, and electives to complete requirement. English 104 may be counted as an elective in Speech.

Minor (15 credit hours): 53, 54, and electives to complete requirement.

French Language and Literature

Major (35 credit hours): 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.

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 discussions. 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.** An historical and critical survey of English literature from the beginning to the Restoration period, with special emphasis upon interpretation and style. Five credits.

101. **English Literature.** 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 nineteenth 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.
Central Washington College

**LANGUAGE, LITERATURE, SPEECH, AND DRAMA**

**Literature**

**Major** (35 credit hours; 30 credit hours for primary and intermediate teachers): 50, 51, 52, 10 hours of English literature, at least 5 hours of American literature, and electives to complete requirement.

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

**Speech and Drama**

**Major** (35 credit hours; 30 credit hours for primary and intermediate teachers): 53, 54, 130, and electives to complete requirement. English 104 may be counted as an elective in Speech.

**Minor** (15 credit hours): 53, 54, and electives to complete requirement.

**French Language and Literature**

**Major** (35 credit hours): 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.

**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.

3. **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 discussions. 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.** An historical and critical survey of English literature from the beginning to the Restoration period, with special emphasis upon interpretation and style. Five credits.

101. **English Literature.** 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 nineteenth 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.

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 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. Three credits.

111. **American Poetry.** Study of the work of American poets from Emily Dickinson to the present time. 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.

**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.

3. **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.

105. **Modern Drama.** Reading and discussion of plays written since 1890. Five credits.

106. **History of Drama.** Study of the history of drama with consideration of its influence on modern plays. Five credits.

120. **Teaching Speech in the Elementary and Junior High School.** Methods of stimulating speech growth among children. 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 credits.

124. **Speech Correction Clinic.** Definite consideration is given to the mechanics of speech and hearing. Included are demonstrations in testing, diagnosing, and treating children with speech and hearing defects. Actual experience with speech cases is provided. 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 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.

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

**LIBRARY ADMINISTRATION**

**Minor** (14 credit hours): 51, 52, 101, 150, and Art 51.

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. Three credits.
MUSIC

Major (35 credit hours) 50, 54c, 54d, 54e, 64, 103a, 103b, 104, 107, 111, 112, 113; Applied Music, 5 credit hours.

Major (30 credit hours) 50, 54c, 54d, 54e, 64, 103a, 103b, 104, 107, 112, 113; Applied Music, 3 credit hours.

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

Since the credit of applied music has been reduced to 1½ credit hours per quarter, it has been decided to drop the number of hours required to 4½ and to add the course in Music 104, Formal Analysis, 3 credit hours.

DEPARTMENTAL COURSES


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 the construction and manipulation of simple chord progressions using primary and secondary chords and their inversions in Major; primary 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
Central Washington College

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. Survey of Physical Sciences.* A survey of the physical sciences—including an introduction to the fields of astronomy, geology, physics, and chemistry. Five credits. Fee $.50.*

* *2. Survey of Biological Sciences.* This course has four objectives: (1) a description and interpretation of the machinery of living things and the major concepts in the field of biology; (2) a practical information about plants and animals that is necessary for a person in the modern world; (3) an introduction to the various divisions of zoology and botany; (4) a cultivation of scientific thinking and attitudes. Its content deals with a survey of plants and animals to show variety, patterns and relationships, the dynamics of living things with an emphasis on the physiology of man, and organic evolution, heredity and eugenics. It is a lecture course meeting daily with laboratory demonstrations, motion pictures, and stereoptican slides. Five credits. Fee $.50.*

* *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, brachipoda, 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.

* *Science 1, 2 and 3 may be taken in any order.*
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 per 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.


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 era. Prerequisite, recommended 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.

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 2 and 50 or equivalent. Fee $1.00. Five credits.

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, cogenesis, fertilization, segmentation, artificial parthenogenesis, and experimental embryology. Prerequisites, Science 2 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. Prerequisite, 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.
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. Prerequisite, 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 teachers 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 credits.

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**

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): 54, 59, 61, 62, 65, 105, History 116, and elective from geography and social science courses.

Major (30 credit hours): 54, 59, 61, 62, 65, 105, and elective from geography and social science courses.

Minor (15 credit hours): 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.

Minor (15 credit hours): 50, and three of the following courses in geography: 110, 111, 112, 113, and 118.

History

Major (35 credit hours): 50, 51, 58, 59, 104, and ten hours of elective.

Major (30 credit hours): 50, 51, 58, 59, 104, and five hours of elective.

Minor (15 credit hours): 50, 51, 58 or 59.

Social Science

Major (35 credit hours): 52, 117c, 120, History 51, 52, 59, Geography 50, and five hours elective.

Major (30 credit hours): 117b, 120, History 51, 52, 58, Geography 50, and five hours elective.

Minor (15 credit hours): 52, 117b or 117c, History 58 or 59 or Geography 50.
DEPARTMENTAL COURSES

Commercial Education

* 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.

55. Typewriting for Personal Use. This is a course for beginners who wish to acquire sufficient skill to type term papers, bibliographies, letter forms, etc. Five hours per week. Fee $2.00 each quarter. One credit.

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

60. Secretarial Practice. This is an advanced course in preparation for secretarial employment. Office techniques and practical adaptation of skills are stressed. Prerequisites, Commercial Education 54 and 59 or equivalent. Three credits.

61. Business Law. A general course in Business Law dealing with law in its relation to business. The course handles 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 are contracts, offers, acceptances, preferments, interpretation, and discharge of contracts. Three credits.


63. Business Law. A study of business organization; trusts, stock companies, corporations, partnerships, etc. Time is also devoted to the study of real property and real property mortgages. Three credits.

* College credit will be given for these courses, but does 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.
64. Business Correspondence. Correct instruction on how to write business letters and the handling of business correspondence. Attention is 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. Principles of Accounting I. 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 is introduced to financial statements, their collection, interpretation, and analysis. Five credits.

68. Economics of Production. 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 applied economics, emphasizing the problems of production. Five credits.

69. Economics of Distribution. Follows up Economics of Production (Commercial Education 68), emphasizing primarily the problems of distribution. Prerequisite, 68. Five credits.

105. Principles of Accounting II. A continuation of Commercial Education 65, with special emphasis on partnership and corporation accounting, accounting for payroll, social securities and income tax. It introduces the student to the construction of operative reports and the operation of balance sheets. Prerequisite, 65. Five credits.

106. Business Statistics. 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 are chosen directly from business and social science. Five credits.

108. Office Practice With Emphasis on Army and Navy Procedures. Correspondence of both the Army and Navy is studied and actual experience is gained in the typing of military communications. Two credits.

109. Civil Service Training. Typing, shorthand, correspondence, filing, grammar, spelling, and arithmetic are studied with a view toward future civil service employment. Three credits.

Geography

1. World Geography. A study of man's adjustment to natural environments in various parts 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 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.


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 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.


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.
119. **Global Geography.** The airplane has created a new geography. America, awakening from its period of isolationism, is becoming aware of the new dynamic geography. Mercator and ocean-basin maps are being replaced by the pole-centered type. The Arctic Ocean is the new World Sea. The purpose of this course is to help students develop a new concept of the world, a concept vital for this aviation age, by showing these changes. Selected map projections are studied, war theaters and cultural areas surveyed, and the role of geography in world affairs (geo-politics) will be emphasized. Three credits.

112. **Geography of the Pacific Northwest.** A study of the topography, climate, resources, towns and cities, and important economic activities of the Pacific Northwest. Helpful to prospective teachers who may be called upon to teach the resources and industries of this state. Five credits.

123. **Geography of Soviet Russia.** The Soviet is full of perplexing and baffling problems and subject to many prejudices from outsiders. We hope, through thorough study, to clear up many of these prejudices and put some light on the important problems. The course stresses the natural environment and man's adjustment to it. Two credits.

**History**

50. **History of the United States I.** A survey of the period from the first discoveries to the Civil War. Special attention is given to the political, social, and cultural life of the people and to the rise and development of the new nation. Five credits.

51. **History of the United States II.** A survey of the period from the Civil War to the present, with emphasis upon the political, economic, social, and cultural developments of the American people. Five credits.

54. **Modern History I.** A survey of Europe from the Reformation to 1815 which 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 Congress of Vienna, the developments of nationalism, the rise of democracies, causes of the World War, and the rise of new dictators. Five credits.

57. **Current History.** An attempt to evaluate the events and movements in the present world situation. Historical background material is presented to aid in a better understanding of contemporary world affairs. Five credits.

58. **Ancient and Medieval History.** Every effort is made in this course to provide the student with an opportunity to become thor-
oughly acquainted with Old World Backgrounds. The course deals with the literature, architecture, religion, philosophy, institutions, government, customs and manners of the Egyptians, Greeks, Romans, and Western Europeans. The private and social lives of the respective peoples are emphasized, rather than military history and strict chronological presentation of historical developments. Five credits.

59. Modern World History. The content of this course is centered around the leading world-wide movements and historical events that have occurred between the French Revolution and the present. Analysis and interpretation by means of problems, discussions, and lectures provide students with a wider historical background which will help them toward gaining a clearer understanding of current world affairs. Five credits.

102. Background of the World War of 1914-1918. A study 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.

104. The Latin American Republics. While due attention will be given to the Spanish and Portuguese period, this course stresses the period since the Wars of Independence. Special attention is given to those factors of the historical background which contribute to a better understanding of the present social, economic, and political life of the southern republics. Five credits.

109. The West in American History. A course which emphasizes westward expansion of the American people, from the first settlement of the eastern coastal plains to the occupation of the last frontier area. Special attention is given to western explorations, patterns of settlements, the fur trade, land policies, the evolution of agriculture, political organization, transportation, frontier characteristics, territorial acquisition, the mining and ranching West, and the influence of the frontier on American institutions. 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. The development of the United States from the Spanish American War to the present is emphasized in this course. Special attention is given to those aspects which illustrate the complexity of modern life and reveal the problems created by an industrial civilization. Five credits.

112. Diplomatic History of the United States. A course which traces the history of American foreign policy from the Revolutionary War to the second World War. Prerequisite, ten hours of American history or consent of the instructor. Five credits.

113. Readings in European or American History. Opportunity is 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.

114. Latin America and the United States. This is a study of the relations between the republics of Latin America and the United States from the Wars for Independence to the present, including diplomatic, commercial, and cultural factors which have made for hostility or friendship. Five credits.

115. History of Canada. Beginning with the first explorers, a survey is made of the French period including the fur trade and colonization, the half century of conflict, Canada as a British colony, as a Dominion, and as a member of the British Commonwealth of Nations. Five credits.

116. Economic History of the United States. A specialized study of the economic factors which have played a part in the development of the American nation, beginning with the European background and continuing to the present. Five credits.

117. Topics in Pacific Northwest History. A study of selected phases of the development of the Pacific Northwest in the twentieth century. Two credits.

118. Selected American Biographies. A series of biographical studies of Americans who have made special contributions in the field of statecraft, economic life, or social progress. Five credits.

Social Science

1. Structure and Development of Modern Society. This course and the one following are designed to achieve these objectives: to introduce the student to the nature of contemporary society; to show by relevant historical data how social problems have arisen and in what way sociology, economics, and political science may contribute to an understanding and the possible solution of these problems. Social Science 1 provides an introduction to the framework of mod-
ern American civilization with particular reference to social institutions and the operation of the competitive system. Five credits.


50. Anthropology. An introduction to the science of man which studies the behavior of primitive peoples, their artifacts, folkways and institutions, and the evolution of human intelligence and society. Five credits.

51. Principles of Sociology. A course which acquaints the student with the basic concepts of sociologists regarding human nature; the cultural heritage; social interaction and group behavior; human ecology; communities; and social change. While due attention is given to social theory, considerable use is made of descriptive materials and factual data which illustrate current trends in human relationships. Five credits.

52. American Government. A study of the origin and development of the government of the United States, with emphasis upon the structure and functions of the various branches. Some time will be devoted to political organizations, and to the rights and duties of a citizen. Five credits.

54. Comparative Government. 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. Five credits.

70. 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. Five credits.

100. International Relations. A course in world politics with emphasis on the consequence of nationalism and imperialism. Among the subjects considered are: foreign policy, international law, conciliation and arbitration, international cooperation, leagues and associations of nations, contemporary world problems, and plans for a new world order. Five credits.

111. Contemporary Social Thought. In this course the more recent ideas, comprehensive plans, and national and international movements for effecting social change are studied. The method is
that of critical analysis and objective evaluation of the merits and limitations of each idea or proposal considered. Five credits.

117b. Social Science Methods and Materials. The central purpose of this course is the selection and use of methods and materials for effective teaching of the social studies in the elementary school. A specialist in elementary school social studies, assisted by teachers in the College Elementary School, will discuss how to select appropriate materials and will demonstrate methods of teaching social studies at all levels from kindergarten through the sixth grade. Three credits.

117c. Social Science Methods and Materials. This course is concerned with recognized current methods and materials at the junior high school level. Three credits.

119. Social Problems. A study of those aspects of modern society which reveal social disorganization and personal maladjustment. Among the topics treated are: distribution of income; population movements; unemployment; crime and juvenile delinquency; family disorganization; mental and physical deficiencies; and racial problems. Five credits.

120. The Community. An examination of various types of communities and their organization with particular reference to those of the Pacific Northwest. Emphasis will be placed upon the aspects of community life of most concern to the prospective teacher. Two credits.
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