1950

Central Washington College of Education, General Catalog Issue

Central Washington University

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THE QUARTERLY
OF THE
Central Washington College
of Education
ELLENSBURG, WASHINGTON

GENERAL CATALOG
1950-1951

This college is accredited by the
American Association of Colleges for Teacher Education
and the
Northwest Association of Secondary and
Higher Schools
and has been approved by the
United States Attorney General as an institution for non-quota
immigrant students

Entered at the Ellensburg, Washington, Post Office as
Second Class Matter
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CALENDAR FOR 1950-1951

Autumn Quarter
Reception for Students and Parents.............Sunday, September 24
Orientation and Registration of New Students..................
   Monday, Tuesday, Wednesday, Thursday, September 25, 26, 27, 28
Registration of Former Students.............Wednesday, September 27
Instruction Begins..............................Friday, September 29
Last Day to Register With Late Fee or to Add a Course or to Drop
   a Class Without Penalty.............................Wednesday, October 11
Thanksgiving Recess ........................................
   Wednesday, November 22, 1:00 p.m. to Monday, November 27
Autumn Quarter Closes, Noon....................Friday, December 15

Winter Quarter
Registration of All Students......................Tuesday, January 2
Instruction Begins .................................Wednesday, January 3
Last Day to Register With Late Fee or to Add a Course or to Drop
   a Class Without Penalty............................Friday, January 12
Washington’s Birthday, Holiday ..................Thursday, February 22
Winter Quarter Closes, Noon.....................Friday, March 16

Spring Quarter
Registration of All Students......................Monday, March 26
Instruction Begins ................................Tuesday, March 27
Last Day to Register With Late Fee or to Add a Course or Drop
   a Class Without Penalty.............................Friday, April 6
Memorial Day, Holiday .............................Tuesday, May 29
Baccalaureate Services .............................Sunday, June 3
Commencement Exercises ..........................Sunday, June 3
Spring Quarter Closes, Noon.....................Thursday, June 7

Summer Quarter
Registration of All Students......................Wednesday, June 13
Instruction Begins .................................Thursday, June 14
First Term Closes ................................Friday, July 13
Second Term Begins .................................Monday, July 16
Second Term Closes .................................Tuesday, August 14
OFFICIAL DIRECTORY

BOARD OF TRUSTEES

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CHARLES A. KENNEDY ........................................... Stratford
DON M. TUNSTALL ............................................ Yakima

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*ROBERT G. FISK ........................................ Dean of Men
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MRS. EARL DEIGHTON ................................... Supervisor of Elwood Hall
MRS. VELMA PRATER .................................... Supervisor of Kamola Hall
MRS. ELLA SNYDER ...................................... Assistant Supervisor of Kamola Hall
MRS. GAYWOOD SKINNER ................................ Supervisor of Kennedy Hall
MRS. HAPPY EMBREE ...................................... Supervisor of Montgomery Hall
MRS. MARGARET CHURCH ................................ Supervisor of Munro Hall
MRS. ALICE PRATER ..................................... Supervisor of Munson Hall
MRS. MARY HUMPHREYS .................................. Supervisor of Sue Lombard Hall

SECRETARIES AND ASSISTANTS

LOUISE SHELTON .......................................... Secretary to the President
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RUTH SKIFFINGTON ...................................... Secretary to the Business Manager
RUTH MAZENTI ............................................ Secretary to the Director of Visual Education
PEGGY BRODACZYNISKI .................................. Secretary of the Dean of Women
JACQUELINE YOUNG ....................................... Secretary to the Dean of Men
JOANNE HARTMAN ........................................ Secretary to the Librarian
DON JONGEWARD .......................................... Manager, Central Stores
E. A. RANHEIM ............................................ Plant Superintendent and Chief Engineer

THE FACULTY, 1950-51

Administrative Officers

ROBERT E. McCONNELL .................................. President
B.S., Montana State College; M.S., University of Wisconsin; Ph.D., State University of Iowa; Graduate Student, Harvard University. At Central since 1931.

ERNST L. MUZZALL ....................................... Director of Instruction
B.A. (Ed.), M.A. (Ed.), State College of Washington; Graduate Student, Stanford University. At Central since 1933.

EMIL E. SAMUELSON .................................. Director of Student Personnel and Placement
B.A., Milton College; M.A., Ph.D., University of Wisconsin; Graduate Student, Teachers College, Columbia University. At Central since 1932.

* Leave of Absence 1950-51.
OFFICIAL DIRECTORY

BOARD OF TRUSTEES

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Charles A. Kennedy ............................................................. Stratford
Don M. Tunstall ................................................................. Yakima

ADMINISTRATIVE OFFICERS

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Ernest L. Muzzall ................................................................. Director of Instruction
Emil E. Samuelson ............................................................... Director of Student Personnel and Placement
Edward B. Rogel ................................................................. Director of Public Service
Perry H. Mitchell ................................................................. Registrar
Kenneth Courson ................................................................. Business Manager
Margaret S. Mount ............................................................. Librarian
Bert C. Cross ................................................................. Director of Publications
Alexander H. Howard, Jr. ................................................... Acting Director of Audio-Visual Education

DIVISION CHAIRMEN

Charles W. Saale ............................................................... Education and Psychology
Herbert Glenn Hogue ........................................................ Fine and Industrial Arts
Leo S. Nicholson ............................................................... Health and Physical Education
Helen M. Michaelsen ............................................................ Home Economics
Catharine Bullard .............................................................. Language, Literature and Speech
Wayne S. Hertz ................................................................. Music
Edmund L. Lind ................................................................. Science and Mathematics
Harold S. Williams .......................................................... The Social Sciences
Amanda K. Hebler ............................................................. College Elementary School

STATE BOARD OF EDUCATION

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Robert R. Waltz ............................................................... Second Congressional District, Snohomish
Willard Lawson ................................................................. Second Congressional District, Bow
Bernard Newby ................................................................. Third Congressional District, Washougal
William M. Leubke ........................................................... Third Congressional District, Chehalis
Ralph Gillespie ................................................................. Fourth Congressional District, Pullman
Mrs. Sidney Livingston ...................................................... Fourth Congressional District, Pasco
Frank S. Emert ................................................................. Fifth Congressional District, Omak
T. A. Brim ................................................................. Fifth Congressional District, Fairfield
Frank M. Lockerby ........................................................... Sixth Congressional District, Tacoma
A. J. Peters ................................................................. Sixth Congressional District, Issaquah
J. Burton Vasche .......................................................... Secretary, Olympia
STUDENT PERSONNEL OFFICERS

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ANNETTE HITCHCOCK ........................................ Dean of Women
*ROBERT G. FISK .......................................... Dean of Men
LYMAN PARTRIDGE ........................................ Acting Dean of Men
BARBARA HOFFMAN ........................................ Director of Dormitories
SHIRLEY McCOY KONTOS ................................. College Nurse
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MRS. MABEL CRUM ........................................ Supervisor of Carmody Hall
MRS. EARL DEIGHTON ...................................... Supervisor of Elwood Hall
MRS. VELMA PRATER ....................................... Supervisor of Kamola Hall
MRS. ELLA SNYDER ........................................ Assistant Supervisor of Kamola Hall
MRS. HAPPY EMBREE ...................................... Supervisor of Kennedy Hall
MRS. MARGARET CHURCH ................................... Supervisor of Montgomery Hall
MRS. ALICE PRATER ....................................... Supervisor of Munro Hall
MRS. MARY HUMPHREYS .................................... Supervisor of Sue Lombard Hall

SECRETARIES AND ASSISTANTS

LOUISE SHELTON ......................................... Secretary to the President
WANDA WHITSON .......................................... Secretary to the Director of Instruction
ELOISE PILICHOWSKI .................................... Secretary to the Registrar
LORENE ISAACS ........................................ Secretary to the Director of Personnel
J. A. CLEMAN ............................................ Assistant Accountant
RUTH SKIFFINGTON ..................................... Secretary to the Business Manager
RUTH MAZENTI ............................................ Secretary to the Director of Visual Education
PEGGY BRODACZYNISKI ................................. Secretary of the Dean of Women
JACQUELINE YOUNG ..................................... Secretary to the Dean of Men
JOANNE HARTMAN ....................................... Secretary to the Librarian
DON JONGEWARD ......................................... Manager, Central Stores
E. A. RANHEIM ........................................ Plant Superintendent and Chief Engineer

THE FACULTY, 1950-51

Administrative Officers

ROBERT E. McCONNELL ................................. President
B.S., Montana State College; M.S., University of Wisconsin; Ph.D., State University of Iowa; Graduate Student, Harvard University. At Central since 1931.

ERNEST L. MUZZALL ...................................... Director of Instruction
B.A. (Ed.), M.A. (Ed.), State College of Washington; Graduate Student, Stanford University. At Central since 1933.

EMIL E. SAMUELSON ................................ Director of Student Personnel and Placement
B.A., Milton College; M.A., Ph.D., University of Wisconsin; Graduate Student, Teachers College, Columbia University. At Central since 1932.

* Leave of Absence 1950-51.
Edward B. Rogel ................. Director of Public Service  

Perry H. Mitchell .................. Registrar  

Bert C. Cross .................... Director of Publications  
B.A., University of Washington. At Central since 1947.

Education and Psychology

Charles W. Saale ......... Professor of Education  
A.B., A.M., Colorado State College of Education; Ph.D., State University of Iowa. At Central since 1947.

Mabel T. Anderson .......... Associate Professor of Education  
B.A., State College of Washington; M.A., Teachers College, Columbia University; Graduate Student, University of California. At Central since 1918.

Margaret E. Ankeny ......... Assistant Professor of Education  
A.B., M.A., Colorado State College of Education. At Central since 1946.

Lillian M. Bloomer ........ Assistant Professor of Education  
B.A. (Ed.), Central Washington College of Education; Graduate Student, Ohio State University. At Central since 1925.

Lewie W. Burnett .......... Associate Professor of Education  

J. Wesley Crum ................. Professor of Education  
B.S., Seattle Pacific College; M.A., University of Washington; Graduate Student, University of Washington. At Central since 1949.

George Edmond Dickson ...... Assistant Professor of Education  

*Robert G. Fisk .............. Assistant Professor of Education  
B.A., Ph.M., University of Wisconsin. At Central since 1947.

Amanda K. Hebeler .......... Professor of Education  
B.A., M.A., Teachers College, Columbia University; Ed.M., Michigan State Normal College. At Central since 1924.

Alexander H. Howard, Jr. .... Assistant Professor of Education  

Eldon E. Jacobsen .......... Assistant Professor of Psychology  
B.S., M.S., Utah State Agricultural College; Graduate Student, State University of Iowa, University of Washington. At Central since 1950.

Richard Warren James ...... Assistant Professor of Psychology  
B.A., Ohio Wesleyan University; M.A., New York University; Graduate Student, New York University. At Central since 1950.

* Leave of Absence 1950-51.
ANNE C. LEMBESIS .................. Assistant Professor of Education  
B.A., Northwestern University; M.A., State University of Iowa. At Central since 1949.

LORETTA M. MILLER .................. Professor of Special Education  
Ph.B. (Ed.), M.A., University of Chicago; Ed.D., Teachers College, Columbia University. At Central since 1943.

MAURICE L. PETTIT .................. Assistant Professor of Education  

FRANCES S. SHUCK .................. Assistant Professor of Education  
B.S., Central Missouri State Teachers College; M.A., Colorado State College of Education. At Central since 1944.

MARY I. SIMPSON .................. Associate Professor of Education  
A.B., A.M., Colorado State College of Education; Graduate Student, Teachers College, Columbia University. At Central since 1929.

DONALD H. THOMPSON .................. Professor of Education  
B.A., Whitman College; M.A., Stanford University; Graduate Student, University of California, University of Oregon, and Teachers College, Columbia University. At Central since 1929.

Fine and Industrial Arts

HERBERT GLENN HOGUE ............. Associate Professor of Industrial Arts  
B.A., State College of Washington. At Central since 1927.

WILHELM BAKKE .................. Assistant Professor of Industrial Arts  
B.A., College of Puget Sound; M.S., Oregon State College. At Central since 1948.

JOSEPHINE BURLEY .................. Assistant Professor of Art  
B.A., Eastern Washington College of Education; M.A., Teachers College, Columbia University; Graduate Student, University of Washington, University of Oregon, Columbia University, Art Students League, New York. At Central since 1944.

NEIL A. KOCH .................. Instructor in Art  
B.S., University of Oregon; Graduate Student, University of Oregon. At Central since 1947.

REINO RANDALL .................. Associate Professor of Art  
B.A., (Ed.), Central Washington College of Education; M.A., Teachers College, Columbia University; Graduate Student, Chicago Art Institute, University of Oregon. At Central since 1938.

ESKO K. RENTOLA .................. Instructor in Fine Art  
B.A., M.A., State College of Washington; Graduate Student, University of Colorado. At Central since 1956.

GEORGE L. SOGGE .................. Associate Professor of Industrial Arts  
B.S., Stout Institute; M.A., Ohio State University; Graduate Student, Cranbrook Academy of Art. At Central since 1938.

EDNA M. SPURGEON .................. Associate Professor of Art  
B.A., M.A., State University of Iowa; Graduate Student, Harvard University, and Grand Central School of Art, New York. At Central since 1939.

* Leave of Absence 1950-51.
Central Washington College

Health and Physical Education

**LEO S. NICHOLSON** ............... Professor of Physical Education
L.L.B., University of Washington; Graduate Student, University of Washington, University of Michigan, and University of Southern California. At Central since 1929.

**L. G. CARMODY** ............... Instructor in Physical Education
B.A., Central Washington College of Education; M.A., Teachers College, Columbia University; Graduate Student, University of Washington. At Central since 1949.

**ARNOLD H. FAUST** ............... Assistant Professor of Physical Education
B.A., University of Washington; Graduate Student, University of Oregon, and University of Washington. At Central since 1943.

**DELORES GARRISON** ............... Assistant Professor of Physical Education
B.A., University of Washington; M.A., New York University. At Central since 1944.

**SHELTON D. KEM** ............... Assistant Professor of Physical Education

**WILBUR E. LUFT** ............... Instructor in Physical Education
B.S., State College of Washington; Graduate Student, University of Washington. At Central since 1946.

**BETTY LUNTEY** ............... Instructor in Physical Education

**SHIRLEY NELSON** ............... Instructor in the Dance
B.A., University of Washington; M.S., Wellesley College. At Central since 1947.

**SHIRLEY MCCOY KONTOS** ........ Instructor in Nursing
B.S., University of Washington; Certificate of Public Health, University of Washington. At Central since 1948.

**JESSE L. PUCKETT** ............... Associate Professor of Physical Education
B.A., M.S., University of Oregon; Graduate Student, University of California and Boston University. At Central since 1936.

**LINWOOD E. REYNOLDS** ........ Assistant Professor of Physical Education
B.A., University of Montana; M.A., Stanford University; Graduate Student, University of Washington. At Central since 1947.

Home Economics

**MARJORIE JOE BERGERON** ........ Instructor in Home Economics
B.A., University of Washington; Graduate Student, Montana State University. At Central since 1950.

**HELEN M. MICHAELSON** ....... Associate Professor of Home Economics
B.A., M.S., University of Washington; Graduate Student, Iowa State College, and University of Minnesota. At Central since 1937.

**RUTH LUCILE REDMOND** ....... Assistant Professor of Home Economics
B.S., M.A., University of Washington; Graduate Student, University of Chicago. At Central since 1942.

**JEANETTE H. WARE** ............. Assistant Professor of Home Economics
B.S., University of Washington; M.S., Teachers College, Columbia University. At Central since 1950.
Language, Literature and Speech

CATHARINE BULLARD.......................... Professor of English
A.B., Rio Grande College; B.A., M.A., Ph.D., University of Minnesota.
At Central since 1937.

HERBERT L. ANSHUTZ......................... Assistant Professor of English
B.A., Ph.D., University of Washington. At Central since 1950.

BERT C. CROSS.............................. Instructor in Journalism
B.A., University of Washington; Graduate Student, Stanford University.
At Central since 1947.

RODNEY B. FITCH............................ Instructor in English
B.S., Central Missouri State Teachers College; M.A., University of
Missouri; Graduate Student, Northwestern University. At Central
since 1950.

ODETTE GOLDEN............................. Instructor in French and Spanish
B.A., Barnard College; M.A., Teachers College, Columbia University;
Graduate Student, University of Washington. At Central since 1949.

ANETTE HITCHCOCK.......................... Assistant Professor of English
B.A., University of North Dakota; M.A., Teachers College, Columbia
University; Graduate Student, Columbia University. At Central
since 1942.

NORMAN S. HOWELL..... Assistant Professor of Speech and Dramatics
B.A., M.A., State College of Washington; Graduate Student, Univer-
sity of Washington. At Central since 1945.

ROY P. LUDTKE............................... Assistant Professor of English
B.A., Augustana College, South Dakota; M.A., Teachers College,
Columbia University; Graduate Student, Teachers College, Columbia
University and University of Washington. At Central since 1948.

MARY E. MATHEWSON....................... Assistant Professor of English
A.B., Smith College; M.A., University of Colorado; Graduate Stu-
dent, Northwestern University. At Central since 1948.

SIDNIE DAVIES MUNDY...................... Assistant Professor of English
B.A., Ripon College; M.A., University of Washington. At Central
since 1946.

LYMAN M. PARTRIDGE......................... Associate Professor of Speech
A.B., Brigham Young University; M.A., Columbia University; Ph.D.,
University of Michigan. At Central since 1947.

MARGARET SERVINE............ Assistant Professor of Speech and Dramatics
B.F.A., Nebraska Wesleyan University; M.A., Northwestern Univer-
sity; Graduate Student, Teachers College, Columbia University.

Music

WAYNE S. HERTZ............................. Professor of Music
B.S., (Mus.Ed.), University of Illinois; M.M., Northwestern Univer-
sity; Graduate Student, New York University. At Central since 1938.

HERBERT A. BIRD......................... Assistant Professor of Music
Mus.B., Oberlin Conservatory of Music; M.A., Teachers College,
Columbia University. At Central since 1947.
Central Washington College

A. Bert Christianson .................. Assistant Professor of Music
B.S. (Ed.), University of North Dakota; M.S. (Mus.Ed.), University
of Idaho. At Central since 1947.

Henry J. Eickhoff .................. Acting Assistant Professor of Music
B.A., B.B., Concordia Seminary; M.Mus., Northwestern University.
At Central since 1950.

Juanita Davies .................. Associate Professor of Music
B.A., M.M., Chicago Conservatory of Music; Student, Ripon College,
and MacPhail School of Music. At Central since 1928.

Stephen G. Hobson .................. Assistant Professor of Music
B.A., Iowa State Teachers College; M.A., Northwestern University.
At Central since 1948.

Lawrence H. Moe .................. Associate Professor of Music
B.M.E., M.M., Northwestern University; Graduate Student, Harvard
University. At Central since 1941.

G. Russell Ross .................. Assistant Professor of Music
B.M., Morningside College; M.S., Northwestern University; Graduate
Student, College of William and Mary, and Teachers College,
Columbia University. At Central since 1949.

Margaret E. Scruggs .................. Assistant Professor of Music
B.S., Oberlin College; M.M., Northwestern University. At Central
since 1946.

Gilbert Spector .................. Instructor in Music
B.A., College of the City of New York; M.A., New York University;
Special Student, Juilliard School of Music. At Central since 1948.

Science and Mathematics

Edmund L. Lind .................. Professor of Chemistry
B.A., Wabash College; Ph.D., University of Chicago; Post-doctoral
Student, Johns Hopkins University, Polytechnic Institute of Brooklyn,
University of Chicago. At Central since 1936.

George F. Beck .................. Professor of Geology
B.A., State College of Washington; M.S., University of Washington;
Graduate Student, University of California. At Central since 1928.

Dorothy Dean .................. Associate Professor of Biological Science
B.S., Montana State College; M.S., University of Chicago; Graduate
Student, Teachers College, Columbia University. At Central since
1928.

Carl G. Johnson .................. Assistant Professor of Physical Science
B.S., M.A., University of Washington; Graduate Student, University
of California. At Central since 1947.

Janet M. Lowe .................. Instructor in Biological Science
B.S., University of Washington; S.M., University of Chicago; Graduate
Student, University of Chicago. At Central since 1949.

Marshall W. Mayberry .................. Associate Professor of Botany
A.B., Washburn University; M.A., Ph.D., University of Kansas. At
Central since 1948.

* Leave of Absence 1950-51.
H. RUSSELL McARTHUR .............. Assistant Professor of Physics
B.S., University of British Columbia; M.A., University of Washington;
Graduate Student, University of British Columbia and University of Washington. At Central since 1946.

WILFRED W. NEWSCHWANDER .... Associate Professor of Chemistry
B.A., Whitman College; Ph.D., University of Washington; Post-doctoral Student, University of California. At Central since 1939.

HAROLD W. QUIGLEY .................. Professor of Zoology
B.S., University of Oregon; M.A., University of Chicago; Graduate Student, University of Oregon, and University of Illinois. At Central since 1925.

BRUCE ALAN ROBINSON .............. Assistant Professor of Mathematics
B.S., M.S., University of Washington; Graduate Student, University of Washington. At Central since 1947.

The Social Sciences

HAROLD S. WILLIAMS .................. Professor of Economics
B.A., M.A., Ph.D., State University of Iowa. At Central since 1948.

HAROLD E. BARTO ..................... Professor of History
B.S., University of Oregon; M.S. (Ed.), University of Idaho. At Central since 1932.

SARAH M. DAVIES ..................... Assistant Professor of Business Education
B.S., Linfield College; A.M., Stanford University; Graduate Student, University of Washington. At Central since 1949.

ROBERT S. FUNDERBURK .............. Assistant Professor of Geography
B.A., Furman University, South Carolina; M.A., University of North Carolina; Ph.D., George Peabody College for Teachers. At Central since 1947.

MAX KLINGBEIL ....................... Assistant Professor of Social Science
B.A., M.A., Ph.D., University of Washington. At Central since 1949.

EUGENE J. KOSY ..................... Assistant Professor of Business Education
B.E., State Teachers College, White Water, Wisconsin; M.A., University of Minnesota. At Central since 1949.

SAMUEL R. MOHLER .................... Associate Professor of History
A.B., Manchester College; B.D., Yale University; M.A., University of Washington; Ph.D., University of Chicago. At Central since 1943.

ELWYN H. ODELL .................... Associate Professor of Political Science
A.B., Albion College; Ph.D., University of Southern California. At Central since 1941.

REGINALD M. SHAW .................... Professor of Geography
B.A., M.S., Ph.D., University of Wisconsin. At Central since 1935.

ALVA E. TREADWELL ................. Associate Professor of Business Education
B.A., M.A., State College of Washington; C.P.A. At Central since 1937.

J. RICHARD WILMETH ................. Associate Professor of Sociology
B.A., M.A., University of Iowa; Ph.D., Cornell University. At Central since 1945.

STANLEY P. WRONSKI ............... Assistant Professor of Social Science
B.S., M.A., University of Minnesota; Graduate Student, University of Minnesota. At Central since 1950.
Central Washington College

Library Staff

MARGARET S. MOUNT.................................... Librarian
B.A., Macalester College; Library Certificate, University of California; Graduate Student, Columbia University. At Central since 1928.

LEONA P. BERRY........................................ Reference Librarian
A.B., York College; M.S., Fort Hays Kansas State College; M.A. (L.S.), University of Denver. At Central since 1949.

HELEN CHURCH........................................ Circulation and Reference Librarian
A.B., Iowa State Teachers College; M.A. (L.S.), University of Denver. At Central since 1949.

MARCIA K. FINSETH................................. Assistant Librarian
B.A., St. Olaf College; B.A. in L.S., University of Washington. At Central since 1949.

MARY G. GREENE...................................... Catalog Librarian
A.B., Kansas Wesleyan University; M.A., Radcliffe College; B.S., in L.S., University of Denver. At Central since 1945.

ANNETTE WALKER................................. Children's Librarian
B.S., East Tennessee State College; B.S. in L.S., George Peabody College for Teachers. At Central since 1947.

College Elementary School

AMANDA K. HEBELER.................. Director of Campus Student Teaching
B.S., M.A., Teachers College, Columbia University; Ed.M., Michigan State Normal College. At Central since 1924.

RUTH L. WOODS.................. Instructor in Education, Nursery School

ALICE MARIE JENSEN.................. Assistant Professor of Education, Kindergarten
B.S., M.A., Northwestern University; Graduate Student, University of Michigan. At Central since 1941.

BARBARA ELISE KOHLER.................. Assistant Professor of Education, First Grade

EVELYN PIPER.................. Assistant Professor of Education, Second Grade
B.S., Maryville State Teachers College; M.A., Teachers College, Columbia University. At Central since 1946.

To be appointed .................................. Third Grade
To be appointed .................................. Fourth Grade

LEROY D. WEBER.................. Instructor in Education, Fifth Grade
B.A. (Ed.), Central Washington College of Education; M.A., Stanford University. At Central since 1949

LOIS VIRGINIA HAMMILL.................. Instructor in Education, Sixth Grade

VIRGINIA BRUMBLE.................. Instructor in Education, General
B.S., (Ed.), Indiana University; M.A., Teachers College, Columbia University. At Central since 1949.
Emeritus List

NICHOLAS HINCH........................Associate Professor of English
A.B., Toronto University; Graduate Student, University of Chicago,
Harvard University, and Columbia University. At Central since 1918.
Emeritus since 1943.

SELDEN SMYSER..........................Professor of Social Science
M.A., Ohio State University; Graduate Student, Cornell University.
At Central since 1916. Emeritus since 1942.

LORON D. SPARKS........................Professor of Education
Ph.D., Ph.M., University of Wisconsin; Ed.D., University of Cali­
fornia. At Central since 1913. Emeritus since 1950.

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, and Uni­
versity of Chicago. At Central since 1915. Emeritus since 1949.

HENRY J. WHITNEY......................Professor of Mathematics
B.S., Northwestern University; Graduate Student, University of Wis­
consin, and Teachers College, Columbia University. At Central
since 1908. Emeritus since 1943.

FACULTY COMMITTEES
1950-1951

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

Academic Affairs—President McConnell, Miss Bullard, Miss Hebeler,
Mr. Hertz, Mr. Hogue, Mr. Lind, Miss Michaelson, Mr. Mitchell,
Mr. Muzzall, Mr. Nicholson, Mr. Rogel, Mr. Saale, Mr. Samuelson,
Mr. Williams.

Administrative Council—President McConnell, Mr. Courson, Mr.
Muzzall, Mr. Rogel, Mr. Samuelson.

Admissions, Matriculation and Graduation—Mr. Muzzall, Mr. Mit­
chell, Mr. Rogel, Mr. Saale, Mr. Shaw.

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

Faculty Council—Mr. Barto, Mr. Funderburk, Mr. McArthur, Miss
Miller, Mr. Mitchell, Mr. Moe, Miss Puckett, Mr. Samuelson, Mr.
Sogge, Mr. Williams, Mr. Wilmeth.

Graduate Assistantships—Mr. Muzzall, Mr. Partridge, Mr. Saale.

Graduate Study—Mr. Muzzall, Miss Bullard, Mr. Hertz, Mr. Lind,
President McConnell, Miss Miller, Mr. Saale, Mr. Samuelson,
Mr. Williams.

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

Scholarships Committee—Mr. Muzzall, Miss Dean, Mr. Mitchell, Mr.
Samuelson, Miss Simpson.
Central Washington College

Student Activity Advisers—Athletics, Mr. Sogge; Budget and Accounting, Mr. Courson; Campus Crier, Mr. Cross; Dramatics, Mr. Howell; Hyakem, Mr. Hoque; Music, Mr. Hertz; Social Affairs, Mrs. Hitchcock; Women’s Athletics, Miss Puckett.

Student Employment—Mr. Courson, Mr. Fisk, Mrs. Hitchcock, Mrs. Shelton.

Student Health—Miss Puckett, Mrs. Kontos, Mr. Nicholson, Mr. Samuelson.

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

Student Personnel—Mr. Samuelson, Miss Hebeler, Mr. Partridge, Mrs. Hitchcock, Mr. Mitchell.

Student Teaching Committee—Mr. Saale, Mr. Burnett, Miss Hebeler.

Student Welfare—Mr. Thompson, Mr. Kem, Mr. Klingbeil, Miss Mathewson, Mrs. Mundy, Mr. Thompson.

Veterans’ Advisory Committee—Mr. Muzzall, Mr. Partridge, Mr. Mitchell, 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 activity.

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. In 1933 the legislature authorized the college to grant the Bachelor of Arts degree. In 1947 the legislature authorized the college to grant the Bachelor of Arts degree in the Arts and Sciences and the Master of Education degree. The 1949 legislature authorized the college to prepare secondary school teachers and to grant the Master of Education degree at the secondary level. The college received the first appropriation for its maintenance in 1891. The college opened September 6, 1891, and will complete the fifty-ninth year of its service to the citizens of the state at the close of the school year 1949-50.

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 has been president since 1931.

BUILDINGS AND EQUIPMENT

The college plant includes the Administration Building, the College Elementary School, Science Building, Library, Classroom Building, Industrial Arts Building, Music Building, College Auditorium, Gymnasium, Heating and Power Plant, and the residence of the college president. The college maintains nine residence halls including Sue Lombard, Kamola, Kennedy, and Elwood halls for women and Munson, Carmody, Alford, Montgomery and Munro halls for men.

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 any of the highways, one sees thousands of acres of productive land. 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 ten miles from Seattle, and one hundred twenty-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 area. The Greyhound Lines maintains a terminal in Ellensburg and operate 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 popular 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

Eight 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 was settled by a vigorous, well-education, and cultural people. Many of the social customs and traditions of the pioneers have persisted. Among these is the famous Ellensburg Rodeo, a colorful annual event. Members of the faculty take an active part in the service clubs and other organizations. The business men of the city help finance the school publications.

There are seventeen 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

The Student Government Association holds assemblies at the call of and under the direction of student officers.

Regular all-college assemblies are held weekly. 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.

PART TIME EMPLOYMENT

The College will aid students in finding opportunities for self-help. Inquiries regarding employment should be addressed to the office of the Director of Student Employment. Work in private homes for board and room constitute a large field of employment for women. Clerical work in offices and stores is available to those who have skill 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. Stu-
Central Washington College

dents granted campus work assignments must maintain an average of C in their scholastic programs. If a student's record falls below C in any quarter he will be warned. If his scholastic record continues below C for two consecutive quarters he will be asked to give up his work assignment.

STUDENT LOAN FUNDS

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.

There are three emergency loan funds for women. One is provided by the Junior Federation of Women's Clubs of Washington, one by the Associated Women Students of the College and the third by the Pythian Sisters. Loans are limited to ten dollars per student for a period of two weeks. No interest is charged. Applications should be made to the Dean of Women.

The Washington State Federation of Women's Clubs has established a $500.00 loan, which will be available for juniors and seniors, preferably, and to women students only.
HONOR AWARDS

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

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.

Associated Women Students Scholarship Plaque. This plaque will be awarded each year to the women's residence group which has the highest general scholarship average. All women residence groups and off-campus women compete for the award.

Elks Club Captains' Plaque. A plaque upon which is placed the names of captains of the major sports.

Balcom and Moe Plaque. A plaque upon which is placed the name of the individual baseball player who has been of greatest inspiration to his teammates.

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.

SCHOLARSHIPS

Associated Women Students Recognition Award. Two scholarships of $25.00 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.

Altrusa Club Scholarship. A scholarship of $50.00 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 $50.00 is awarded on the basis of personality traits and professional promise.

The John P. Munson Scholarships. These are awarded annually to several students who manifest creative qualities during their college study. The awards for 1950-51 will be for amounts of $150.00 and will be granted to twelve students who will be juniors and seniors. They are selected on the basis of superior scholarship, initiative, character, originality, need, self-confidence and the ability to do independent thinking.

These scholarships were provided for in the will of Mrs. Sophia Munson as a memorial to her husband Professor John P. Munson.
who was for many years an eminent member of the staff of the Central Washington College of Education.

**The Selden F. Smyser Award in Social Communication.** This award of $50.00 was established by Mr. Wroe Alderson, 1923 Central graduate, in recognition of Mr. Smyser's influence upon his education while a student at Central. The award is to be given each year to the junior or senior submitting a paper which is judged to be the best contribution to this subject, with special emphasis to be placed upon the way in which the solution of a problem of social communication leads to better understanding and more effective teamwork.

**The Helen Clarke Wilson Memorial Scholarship.** In 1947 the Washington Congress of Parents and Teachers established a scholarship of $100.00 to be awarded each year to an outstanding high school senior who has chosen teaching as a career. The selection is made in May each year by the Scholarship Committee and is based upon the high school record, including both scholarship and activities; health and vitality; social adjustment; general culture; need; and professional promise. In 1949 three $100 scholarships were awarded to Freshmen.

**The Effie I. Raitt Memorial Scholarship.** This scholarship of $25.00 was established in 1946 by Miss Helen Michaelsen. It is awarded annually to a sophomore or junior Home Economics major or minor who has maintained a 3 point grade average or better, and who has shown professional interest in home economics through the work of the department and participation in Home Economics Club activities.

**STUDENT HOUSING**

Central Washington College is well-equipped to house its students. There are four residence halls for women, Kamola Hall, Sue Lombard Hall, Kennedy Hall and Elwood Hall. There are five residence Halls for men. They are Alford, Carmody, Montgomery, Munro and Munson Halls. All first-year students are expected to live in the dormitories. However, if one enters with a good high school record and appears able to carry regular school work, special arrangements may be made with the Dean of Men or Dean of Women. Three college dining rooms serve the students living in the dormitories.

Fifty college housing units are provided for married students.

**STUDENT HEALTH SERVICE**

The college maintains a complete health service under the director of the Department of Health and Physical Education. The college employs a full-time registered nurse who is available for consultation and, by special arrangement, the local clinic is available for expert medical services to all students. The college cooperates with the
State Department of Health in providing an annual tuberculosis check-up.

A thorough health examination by the school physician is required of all students at the beginning of the first quarter of residence and thereafter at least once a year. Every student is scheduled for a health examination when he enrolls. A late fee of $5.00 will be imposed for failure to keep the first health examination appointment. Failure to keep the second health examination appointment will result in automatic suspension from college. Reinstatement will require a complete record of a health examination scheduled and will be paid for by the student himself.

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 offices 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 52,000 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 2,100 volumes on Pacific Northwest history; exhibit collection of textbooks; exhibit collection of children's books; a juvenile library of 6,000 volumes housed in the College Elementary School; and in addition to an extensive file of unbound periodicals, 5,700 volumes of bound magazines.

PLACEMENT SERVICE

The College maintains an active placement service. This office renders valuable service to graduating students and alumni who are seeking teaching positions, and other types of employment. 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 and other employment officers. The placement director endeavors to become acquainted with all graduating students and graduates desiring placement service. When 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 fully accredited for all of its professional work in teacher education for both the
Bachelor of Arts and the Master of Education Degrees by the American Association of Colleges for Teacher Education.

The College is also fully accredited by the Northwest Association of Secondary and Higher Schools. It is also accredited by all higher institutions which are members of these associations. This provides a reciprocal relationship so that credits earned in one institution will be accepted in the others to the extent that the work taken meets the requirements of a given curriculum.

Because of the sequence of required professional courses, a student who transfers to Central Washington College cannot hope to be certified for teaching 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.

This College has also been approved by the United States Attorney General as an institution for non-quota immigrant students.

VETERANS' EDUCATION

The College has endeavored to assist veterans who wish to continue their education. Curriculum adjustments and provisions for the housing of both married and single veterans have been made to meet their needs as far as possible.

ADMISSION OF VETERANS

1. Veterans who are graduates of accredited high schools are admitted on the same basis as other graduates.

2. Veterans who are not graduates of accredited high schools may be admitted by taking the General Educational Development Examinations of the Armed Forces Institute. These examinations may be taken at the College. Veterans and other mature non-high school graduates who show a reasonable expectancy of doing successful college work will be permitted to enroll on a provisional basis. If such students, during the first year of work, maintain a "C" or better average in forty-five credit hours of work they will be admitted to full college standing as sophomores provided such action is recommended by the Personnel Committee.

Credit for Military Experience

College credit for educational experience in military service:

a. Credit will be allowed on the usual transcript basis for credits that are submitted on an official transcript from the college or university where the work was taken so far as such credit may be applicable to the program chosen by the student.

b. The recommendations of the American Council on Education as outlined in, "A Guide to the Evaluation of Educational Experience in the Armed Service," will be followed in evaluat-
ing other educational experiences gained in military service.

c. Credit up to 12 quarter hours will be granted for the comple-
tion of basic military training and 18 quarter credits for offi-
cers' training regardless of how the commission was attained.

d. Varying amounts of college credit will be allowed veterans
for ratings earned in the armed services.

e. No credit will be granted for military service until the student
has completed satisfactorily one quarter of college work at
Central Washington College of Education.

f. The official discharge and/or service record or copy thereof
or official statement of military experience shall be the basis
for granting credit for ratings or commissions.

For further information address the Veterans' Adviser.

OFF-CAMPUS SERVICE

The Central Washington College serves the state in many ways
in addition to instruction on the campus. Speaking services, in-
service training of teachers, education conferences, and professional
consultation services are a few of the off-campus functions of the
College.

Extension Courses

Extension classes are maintained in several centers in Central and
Western Washington. The work is planned to meet the needs of those
who are working for standard certificates or who wish to complete
certain of the requirements for graduation. Extension courses do not
count as residence courses in meeting the requirements for a degree.
Not more than nine extension credits in courses numbered 100 or over
may be counted for the Master's Degree. Those interested in exten-
sion courses should write to the Director of Public Service.

Correspondence Courses

Correspondence courses are provided for those who are unable
to take residence work. They include courses required for graduation
and for standard certification. Courses are not accepted as meeting
the requirements for the Master of Education degree or for residence.
Address the Director of Public Service.

In-Service Education

The College, in cooperation with the State Superintendent of Pub-
lic Instruction, provides professional services for school systems wish-
ing to carry on projects for the improvement of teaching and learning.
Address the Director of Public Service.

Other Off-Campus Services

In addition to the extension classwork and the correspondence
work, members of the administration and the faculty appear upon
Central Washington College

Programs of the Inland Empire Education Association, regional meetings of the Washington Education Association, and county institutes. The College 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 and civic meetings should be addressed to the President of the Central Washington College of Education.

Film Service

A large library of motion picture films and other visual aids are available for rental by schools and other organizations. Instructional films are available for all age levels and in a large variety of subjects. Address the Director of Visual Education.
Part III

EXPENSES

REFUNDABLE FEES AND DEPOSITS

Payment of Fees. All fees except course fees are payable in full at the time of registration.

Deposits. A $10.00 room deposit is made to the Business Office at the time of making room reservations by all students living in college residence halls.

Refunds. Students who withdraw during the first two weeks after enrollment are entitled to the return of the deposits if not subject to forfeit because of damage to college property, $5.00 from the Student Government Association Fee, $2.00 from the Library Fee, $1.50 from the Health Fee, $3.50 from the Miscellaneous Fee, and $2.00 from the General Course Fee. There are no other refunds on Fees.

General Course Fee. A fee of $2.50 is required of all students. This fee replaces individual course fees heretofore charged except for the fees for bowling, fencing and individual instruction in music.

Health Fee. The health fee is $3.00 per quarter. This fee entitles each student to a thorough health 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 college physician upon the recommendation of the school nurse. Students living off-campus are charged $1.00 per day during the time they are confined in the infirmary.

Library Fee. The Library fee is $3.00 per quarter.

Miscellaneous Fee. This fee of $5.00 per quarter is used for the support of special lectures, assemblies, and other services.

Student Government Association Fee. The Associated Students' Fee is $13.50 per quarter for the autumn, winter and spring quarters, and $11.00 for the summer quarter. The following charges are included in this fee for each quarter of the regular year: Student Building Fund $5.00; Alumni Fund $.50; Campus Club $1.00; General Fees $7.00.

NON-REFUNDABLE FEES

There are no refunds on the following fees:

Placement Fee. All graduates of four-year programs or of other terminal programs pay $1.00. This amount goes to the support of the Placement Service.
Audit Fees.

**Campus daytime classes.** Students enrolling for audit purposes only, 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 may not be audited.

**Campus evening classes.** The audit fee for evening classes offered on the campus is $2.50 per credit hour.

**Extension classes.** Students wishing to audit extension classes pay $4.00 per credit hour.

**Binding Fee.** This fee is charged all graduate students who submit a thesis as part of the requirements for the degree of Master of Education. $4.00 for each copy. Two copies required. Those who submit a paper under Plan 2 will pay $1.00 for having it bound as a pamphlet.

**Cap and Gown Fee.** The fee for cap and gown rental for the Bachelor of Arts Degree is $2.25; for the Master of Education Degree $5.00 (including hood). Arrangements should be made with the college book store. Those who wish to purchase hoods may secure them at the book store for a charge of $16.50.

**Change of Schedule Fee.** Students changing their schedule of classes after the initial registration pay a fee of $1.00.

**Certificate Fee.** A $2.00 certificate fee is charged only when a student receives a certificate without at the same time receiving a degree. This fee is in addition to the $1.00 fee required for registering the certificate.

**Correspondence Study Fee.** The fee for all correspondence work is $4.00 per credit hour. A special bulletin on correspondence work is mailed upon request.

**Extension Fee.** The fee for all extension class work for audit or credit is $4.00 per credit hour.

**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 B. A. Degree in Education pay the certificate fee also.

**Fee for Late Health Examination.** Students who fail to meet their first health examination appointment (for inadequate cause) will be required to pay a fee of $5.00.

**Hyakem Fee.** All students who enroll for the autumn and winter quarters pay a fee of $5.00 which entitles them to a copy of the Hyakem, the college yearbook.
**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.

**Special Student Fees.** Students who register for five hours or less are considered to be special students and pay $2.50 per credit hour. Such students also pay the library deposit fee of $5.00 which is refunded upon withdrawal.

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

**Test Fee.** A fee of $1.00 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.

**Transcript Fee.** One transcript of record is furnished the student without charge. A fee of $1.00 is charged for each additional transcript. Fee must be paid before transcript may be sent.

**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 this service.

**BOARD AND ROOM**

Board in the college dining hall is charged at the rate of $8.00 per week. Conditions make this item subject to change.

Rooms are $3.50 per week. Most rooms are double with single beds. Students who wish to make a room reservation should send a $10.00 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 at least one month 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 Men or Women. Reservations should be made early to insure accommodations. The applicant should designate the term for which he is applying.

**ROOM EQUIPMENT AND FURNISHING**

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. Laundering of room linen is included in the charge for room rent.
SUMMARY OF EXPENSES

<table>
<thead>
<tr>
<th>Item</th>
<th>Term</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health fee</td>
<td>$3.00</td>
<td>$9.00</td>
</tr>
<tr>
<td>Library fee</td>
<td>3.00</td>
<td>9.00</td>
</tr>
<tr>
<td>Miscellaneous fee</td>
<td>5.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Student Government Association fee</td>
<td>13.50</td>
<td>40.50</td>
</tr>
<tr>
<td>Hyakem</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>General course fee</td>
<td>2.50</td>
<td>7.50</td>
</tr>
<tr>
<td>Board—Autumn</td>
<td>96.00</td>
<td></td>
</tr>
<tr>
<td>Winter and Spring, each</td>
<td>88.00</td>
<td>272.00</td>
</tr>
<tr>
<td>Room—Autumn</td>
<td>42.00</td>
<td></td>
</tr>
<tr>
<td>Winter and Spring, each</td>
<td>38.50</td>
<td></td>
</tr>
</tbody>
</table>

$477.00

NOTE: Books and supplies are not included in the above list of expenses. The average amount for these books and supplies is $16.00 for each quarter or $48.00 for each school year.

(The above figures are subject to change.)

A dormitory room deposit of $10.00 is paid during the first term each year. This amount is refunded when the student leaves, if there are no charges against his account.

Personal Costs. In addition to the above will be the costs for clothing, transportation and other personal expenditures. The majority of social events are sponsored and financed by the Student Government Association at no additional cost to those participating.
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, junior high, and senior high schools.

2. It is the belief of the administration and faculty that teaching is a privilege and not a right. Therefore, candidates for teacher preparation are selected through guidance. 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 the college serves.

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

5. The student 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 the faculty members assigned as freshmen advisers, all give much time to helping freshmen make a favorable start on their college programs. Heads of divisions in which the major and the minor have been chosen serve as counselors for upper classmen.
The school nurse and other members of the Division of Health and Physical Education are available for counseling on personal problems affecting health and physical fitness. Special work to correct speech difficulties is given to students who need such help. The Dean of Women and Dean of Men help students in the administration of the college social program and counsel 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 and transfer students are present on the campus. During these days, activities are planned to acquaint new students 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 Men and Women, and the Director of Personnel are active in gaining necessary information for class assignments, in acquainting students with the library, their new living arrangements, college traditions, and in helping them to get the right kind of start in college life. Upperclass students selected in each dormitory also assist new students in getting started in college.

The Dean of Men and the Dean of Women are responsible for the **social living conditions on the college campus.** In dormitories where the large majority of out-of-town students reside, students are 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-advisor with the Registrar in matters pertaining to the curriculum.

There are numerous occasions, also, when a student needs help in order to make a satisfactory adjustment to his college work. Problems relating to study load, methods of study, daily time-budgeting, and overcoming subject deficiencies 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 advisors. Advisory groups are limited to twenty students in order that the advisors may become well-acquainted with each student.
Every freshman student, therefore, has the assurance that a faculty member is available to help him with his problems.

The college plans to give each student as much personal freedom as he is capable of using to his advantage. Faculty guidance, therefore, is given 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. 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

Although no written rules and regulations have been formulated for the conduct of students, it is assumed that all students are responsible men and women who are aware of what constitutes acceptable conduct. Student government, however, provides a democratic method for dealing with student conduct problems. Whenever undesirable conduct occurs, student government groups, such as the house or dormitory councils and the Honor Council, function to review the facts, pass judgment, and impose penalties. Members of the Personnel Division—housemothers, Dean of Women, Dean of Men, the Director of Student Personnel Services, and the Faculty-Student Welfare Committee—serve as counsellors to individual students and to student government groups. They may also serve as "courts of last appeal."

Students who reside in residence halls are subject to the house rules which have been formulated by the members of the dormitory 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 may remove therefrom by submitting a 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 Dormitories; also, the student must satisfy the college authorities that all college 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 land-
lady, 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 LIFE**

**Student Social Program**

The main purpose of the student social program is to provide opportunity for students to find social satisfactions and adjustment in a program of activities geared to their interests and needs. A diversified program of activities is therefore encouraged; club activities, sports, dancing, folk games and dances, outdoor activities, cards, and many other types of recreational activities are regular features of the college social program for students. Students exercise a large measure of freedom in planning for, initiating, and in conducting these social events. Faculty members under the general guidance and direction of the social deans serve as advisers to student activities.

**Student Government Association**

All students are members of the Student Government Association by virtue of their standing as college students. The Student Government Association is the students' own organization for carrying on activities which are student motivated and initiated. At Central Washington College there has long been a tradition of freedom to students in the conduct of their own social activities. 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 expressed a desire to organize 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 Dean of Women and the Dean of Men serve as advisers to student government, but other faculty members may be called upon at various times to assist student groups.

The membership fee for the regular school year is $13.50 a quarter, and for the summer session, $11.00. The executive board of the Student Government Association is composed of the president, vice-president, secretary, treasurer and representatives of various student organizations. The funds provided by membership fees are used to supplement the Student Government Association Building Fund, 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, Professional and Honorary 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.

Off-Campus Clubs. There are two organizations of students living off-campus, The Kaags, 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 Social Science, The Herodoteans; in Geography, The Whitbeck Club; in Health and Physical Education, Woman's Recreation Association, Dance Club (women), Do-Si-Do Club (men and women), and The Crimson W Club (men); in Music, Sigma Mu Epsilon; in Science, Isomers, Chemistry Club; and Sigma Tau Alpha, campus organization of Rainbow Girls.

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.

Future Teachers of America is a national organization for students interested in becoming teachers.

The Intercollegiate Knights is a service club for men.

The Spurs is a national honorary for sophomore women, who 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.

Alpha Phi Omega is an organization of former boy scouts and open to any male student of any scouting rank.

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 a concert choir, orchestra, band, and numerous small ensembles. Each of these organizations prepare standard classical literature for concert use. In addition to regular quarterly campus concerts, choir and band tour somewhere within the State of Washington each 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 concert choir is an organization of approximately seventy-five 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 fifty pieces which appears both as a concert group and a marching band.
Part V

THE CURRICULUM

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.

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

Students attending high schools in Washington should apply to their high school principals or superintendents for the uniform application blanks that are used in this state. They should be filled out according to directions and forwarded to the office of the Registrar. Graduates from out-of-state high schools should write to the Registrar for application forms. All applications should be filed two weeks prior to the registration date given for the quarter in which the student plans to enroll.

2. Non-high School Graduates. Mature students who have not completed a full four-year high school course may be admitted. If such students wish to become candidates for the degree of Bachelor of Arts, they must satisfy the full entrance requirement. This may be done by obtaining credit in fifteen high school units by examination or substituting college credits for high school courses not completed. The basis for this substitution of credit is ten quarter credits of college work for each high school unit.

Credit for college work completed is not allowed until high school graduation requirements have been met. College credit is not allowed for post graduate work taken in high school.


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 of Education. All official transcripts should be filed two weeks prior to the registration date given for the quarter in which the student plans to enroll.

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 enroll.

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 the 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 enroll.

**STUDENT LOAD**

The standard load is 16 credits per quarter. A student may enroll for 17 credits without permission.

Class loads above 17 credit hours will be permitted on the basis of a student's cumulative grade point averages for the three preceding quarters or any portion thereof when a student has been in school less than three quarters.

Overloads will be permitted in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Cumulative G. P. A.</th>
<th>Maximum Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 to 2.49</td>
<td>18 credits</td>
</tr>
<tr>
<td>2.50 to 2.99</td>
<td>19 credits</td>
</tr>
<tr>
<td>3.00 and above</td>
<td>20 credits</td>
</tr>
</tbody>
</table>

Approval for overloads on the above basis will be granted by the Registrar's Office after a check of the student's record has been made.

First quarter freshmen are not permitted to enroll in more than 17 credit hours.

First quarter transfer students may enroll for no more than 18 credit hours. Any load above 17 hours requires a grade point average of 2.00.

Any exceptions to the above procedure will be made only upon the approval of the Personnel Committee.

**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 and graduate students. Courses numbered from 200 and above are for graduate students only.

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
   Dean of Men's Office A-101
2. Pay fees in Business Office A-203
3. Report to the college library to complete registration

CLASSIFICATION OF STUDENTS

Class rank is based upon the number of quarter hours earned, as follows: Freshmen, 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. “N.R.” No report, is a temporary mark indicating that the grade is being withheld or delayed temporarily. This mark becomes an “E” unless cleared within a period of time specified by the instructor.

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).
For each hour with a grade of "N.R.," 0 quality points.
(.until removed).

SCHOLARSHIP STANDARDS

Students are considered to be "in good standing" when their scholarship, that is, their grade point average, is 1.75 or better. Graduation from any college program requires an all-over average of 1.75 and an average of 2.00 for the final three quarters of the senior year. Whenever a student's scholastic record falls below 1.75 for any quarter he is placed on condition and this conditional status is not removed until after he has maintained two successive quarters of scholarship above 1.75.

Students who enter college with a grade point average from high school or from another college of less than 1.75 will also be placed on conditional classification.

A faculty committee called the Personnel Committee exercises supervision over students' scholastic progress. Periodic meetings are held to review the records of students, to advise individual students when their records remain seriously below standard, and to make necessary adjustments for students who wish to remain in college and to try to improve their college records.

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 will 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.
Part VI

THE COLLEGE OF EDUCATION

The College has a major responsibility for the preparation of teachers, supervisors, administrators and other certificated workers for the schools of Washington. Beginning July 1, 1951, the General Certificate will be issued to those who have completed the four-year curriculum of professional education and have been granted the Bachelor of Arts Degree in Education. This certificate permits the holder to teach in the schools of this state. The present elementary and secondary certificates will be issued until September 1, 1951, and are for those who have completed the greater part of their professional training programs. The Master of Education Degree may be secured by the successful completion of one year of work beyond the Bachelor’s Degree.

PROGRAM FOR THE BACHELOR OF ARTS DEGREE IN EDUCATION

Admissions and Standards

Students are admitted to the College of Education on the same basis as those entering other divisions. However, prospective teachers are expected to maintain average or better than average records.

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.

Degrees and Certificates

The College is authorized by the State Board of Education to grant teaching certificates to those who have completed the prescribed curriculum and who have met certain other requirements. The degree of Bachelor of Arts in Education is granted under authorization by the State Legislature. Ordinarily the degree and the teaching certificate are granted at the same time. Students who transfer from other institutions where they have earned standard degrees but have not taken professional education courses may complete the requirements for a certificate in three or four quarters.

It is also authorized to grant the Master of Education Degree to those who successfully complete the required program.

New Certification Law

Under a law passed in 1949, the present three year elementary and secondary certificates will not be granted after September 1, 1951. Beginning July 1, 1951, a new certificate known as the Qualifying
General Certificate will be granted to those who have satisfactorily completed the professional curriculum. This certificate authorizes the holder to teach at any grade or level in the public schools for a period of four years. Prior to the beginning of the fifth year of teaching the holder will be required to complete a fifth year of graduate work. This year may be taken as a regular year of college work or it may be taken during the summer terms. In either case such work must be taken subsequent to one or more years of teaching experience. Upon completion of such graduate work and experience and upon the termination of qualifying general certificate, the teacher will be granted the continuing general certificate. This certificate will be good for as long as the holder is actively engaged in teaching.

Students who graduate in June, 1951, will be eligible to receive the qualifying general certificate on July 1, 1951.

GENERAL CATALOG, 1950-1951

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.

Three-Year Secondary Certificate. This certificate will be issued to those who complete the five-year curriculum required of secondary school teachers. This certificate is valid in the junior and senior high schools of the State of Washington for a period of three years. One college year of residence is required for the Secondary Certificate.

The Qualifying General Certificate. This certificate will be issued to those who complete the four-year program designed for teaching at all levels in the public school. It is valid in the elementary, junior and senior high schools in the State of Washington. The life of the certificate is four years.

The General Certificate. This certificate will be issued to those who have taught successfully for one year on the Qualifying General Certificate and have completed one additional year of professional training as required by the State Board of Education.

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.
Six-Year Secondary 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. One college year of residence is required for the Secondary Certificate.

Special Education Credential (Remedial Certificate). This certificate may be obtained upon the completion of 30 hours of work as outlined in this catalog, together with the completion of the requirements for a three-year certificate.

Conversions, Renewals and Reinstatements. All conversions, renewals and reinstatements of teaching certificates 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.

Student Teaching Program

All applications for student teaching must be made through the office of the Chairman, Division of Education and Psychology. Assignments will be made by the Student Teaching Committee with reference to student needs, abilities, and interests. Elementary assignments will be by grade levels; secondary level assignments will attempt to match major-minor combinations.

1. 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.

   For the sixteen-credit student teaching requirement, each student is expected to devote one full-time quarter to a particular assignment. In special cases, the Student Teaching Committee will permit the requirement to be completed by half-day assignments in two different quarters for eight credits each.

   Facilities for student teaching are provided in the public schools of Ellensburg, Thorp, Yakima, and Wenatchee. Residence supervisors will live in these centers to guarantee a maximum of supervisory counselling and assistance. Student teachers moving away from the campus for the quarter will be given special consideration concerning dormitory room reservations and fee reductions. A limited number of student teachers each quarter may be placed in the College Elementary School, on the campus.

   Prerequisites for student teaching shall include a grade point average of 2.00 for each of the two quarters preceding the assignment, a cumulative grade point quotient of at least 1.75, the completion of all Freshman and Sophomore requirements, and the completion of the professional sequence courses through Education 105.
NURSERY SCHOOL, KINDERGARTEN—PRIMARY EDUCATION

The college has very adequate facilities to prepare prospective teachers to teach at the primary level. Students are extended the opportunity of studying the growth and educational needs of children. The opportunities to study children are provided through the use of observations, readings, discussions and by working with children in various clubs and organizations. All students are given the opportunity to participate with classroom teachers to gain a thorough knowledge of children. Child development is stressed throughout all the professional courses.

Students planning to enter teaching are encouraged to prepare themselves for this level. The greatest demand for teachers in recent years has been at the kindergarten and primary level. Those who anticipate teaching in the primary grades should arrange for laboratory experiences at the higher levels, as well as doing student teaching in both the kindergarten and primary grades.

ADVANCED TEACHING

Teachers who have been certified and who have not completed the four-year pre-service requirement of student teaching will be required to do some advanced teaching before being recommended for a degree. Exemption from this requirement or substitution of other courses may be granted only upon request which is submitted to the Student Teaching Committee.

DEGREE AND CERTIFICATE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS IN EDUCATION

General Requirements for Degree

1. Graduation from a four-year accredited high school or its equivalent.
2. A total of 192 credits is required for graduation. A maximum of twelve credits in music activity may be included in the 192 credit hours required for the degree.
3. Residence study of at least one academic year (thirty-six weeks) with a minimum of fifteen credits per quarter. Credits earned by correspondence or in extension classes do not serve as meeting the residence requirement.
4. The final quarter preceding graduation shall be in residence.
5. Cumulative grade point quotient of 1.75 with at least a grade point quotient of 2.00 for the last three quarters.
6. Not more than one-fourth of any curriculum leading to the Bachelor of Arts degree shall be taken in extension classes and/or correspondence.
7. Sixty credits in upper division courses (courses numbered from 100 to 200).
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 as basic requirements, or an equivalent, and also the special requirements of the divisions in which the major and minor or 3 minors have been chosen.

Certificate Requirements

In addition to the requirements for the Degree in Education, the following requirements for the teaching certificate must be met:
1. Age of eighteen years at the date of granting certificate.
2. Good moral character and personal and physical fitness for teaching.
3. Citizenship in the United States or the holder of an alien permit.
**Central Washington College**

**REQUIREMENTS FOR NURSERY SCHOOL, KINDERGARTEN, PRIMARY AND INTERMEDIATE TEACHER EDUCATION**

**Credits**

<table>
<thead>
<tr>
<th>I. General Education Courses</th>
<th>67</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 3, Introduction to Art.</td>
<td>2</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>History 21, Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>History 110, History and Government of Washington</td>
<td>3</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>Physical Education, Activity Courses</td>
<td>6</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Science 1, Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 20, Developments of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Professional Courses</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 3, Child Development</td>
<td>5</td>
</tr>
<tr>
<td>Education 100, Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Education 104a or b, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 105a or b, Curriculum and Methods</td>
<td>5</td>
</tr>
<tr>
<td>Art 1, Art Structure</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 100, Physical Education Activities for the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 103, School Health</td>
<td>2</td>
</tr>
<tr>
<td>Education 106a or b, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 159, Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 107, School Law</td>
<td>1</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
</tbody>
</table>

1. On the basis of the English Placement Test, students who show marked proficiency are excused from English 1.

2. Students who take History 50 and 51 are not required to take History 21.

3. 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 music 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.

4. Physical Education Activities are required to be taken during the first two years.

5. Students enrolling in the general science major and the physical science minor are not required to take Science 1.

6. Students enrolling in the general science major or the biology minor are not required to take Science 2.
III. Majors

Primary and intermediate teachers may complete a major of 30 hours and a minor of 15 hours, or three minors of 15 hours each. A maximum of ten credits selected from general education courses may be included in the major. The major may be chosen from one of the following fields:

- English
- Fine Arts
- General Science
- Geography
- Geology and Geography
- Health and Physical Education
- History
- Home Economics
- Industrial Arts
- Music
- Social Science
- Speech and Drama

IV. Minors

A maximum of five credits selected from general education courses may be included in the minor. Minors for nursery school, kindergarten, primary and intermediate teachers may be selected from the following:

- Applied Music
- Biology
- Commercial Education
- English
- Elementary Subjects
- Fine Arts
- French
- Geography
- Geology
- Health Education
- Speech and Drama
- History
- Home Economics
- Industrial Arts
- Library Science
- Music
- Physical Education
- Physical Science
- Recreation
- Sociology
- Spanish

V. Electives

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

Total credits .................................................. 192

DETAILS OF MAJORS IN ELEMENTARY EDUCATION

**English**

<table>
<thead>
<tr>
<th>Major (30 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>English 50, Language and Reading</td>
<td>3</td>
</tr>
<tr>
<td>English 51, Approach to Poetry</td>
<td>3</td>
</tr>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 119, Children’s Literature</td>
<td>2</td>
</tr>
<tr>
<td>English Literature</td>
<td>5</td>
</tr>
<tr>
<td>American Literature</td>
<td>5</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Elective in English</td>
<td>1</td>
</tr>
</tbody>
</table>

---

1. Open only to students majoring in music.
### Fine Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 3, Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>Art 50, Elementary Drawing</td>
<td>5</td>
</tr>
<tr>
<td>Art 51, Lettering</td>
<td>3</td>
</tr>
<tr>
<td>Art 52, Beginning Oil Painting or</td>
<td></td>
</tr>
<tr>
<td>Art 56, Water Color</td>
<td>5</td>
</tr>
<tr>
<td>Art 65, School Murals</td>
<td>2</td>
</tr>
<tr>
<td>Art 100, Figure Construction and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Art 101, Creative Design</td>
<td>5</td>
</tr>
<tr>
<td>Art 130a, Art Education</td>
<td>2</td>
</tr>
<tr>
<td>Elective in Art</td>
<td>3</td>
</tr>
</tbody>
</table>

### General Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 3, Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>Select 10 hours from</td>
<td></td>
</tr>
<tr>
<td>Science 50, 51, 52, Zoology</td>
<td>10</td>
</tr>
<tr>
<td>Science 55, 56, 57, Botany</td>
<td></td>
</tr>
<tr>
<td>Select 5 hours from</td>
<td></td>
</tr>
<tr>
<td>Science 45, 46, Geology</td>
<td>5</td>
</tr>
<tr>
<td>Select 10 hours from</td>
<td></td>
</tr>
<tr>
<td>Science 70, 71, Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Science 27, 28, 29, Physics</td>
<td></td>
</tr>
<tr>
<td>Science 133a, Science Education in the Elementary School</td>
<td>2</td>
</tr>
</tbody>
</table>

### Geography

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 50, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 63, Weather and Climate</td>
<td>5</td>
</tr>
<tr>
<td>Geography 114, Conservation of Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>Geography 122, Geography of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Upper Division Geography</td>
<td>9</td>
</tr>
</tbody>
</table>

### Geology—Geography

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 45, Earth Science</td>
<td>5</td>
</tr>
<tr>
<td>Science 46, Introduction to Fossils</td>
<td>5</td>
</tr>
<tr>
<td>Geography 63, Weather and Climate</td>
<td>5</td>
</tr>
<tr>
<td>Geography 110, Geography of North America</td>
<td>5</td>
</tr>
<tr>
<td>Geography 112, Geography of Europe</td>
<td>3</td>
</tr>
<tr>
<td>Geography 114, Conservation of Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Geology</td>
<td></td>
</tr>
</tbody>
</table>

*Students enrolling in the above major are not required to take Science 1 or 2.*
General Catalog, 1950-1951

Health and Physical Education
(Men and Women)

<table>
<thead>
<tr>
<th>Major (30 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 56, Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 51, Theory and Practice in Rhythms</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 100, Physical Education for Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 116, Program Planning in Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Science 80, Physiology and Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 119, Theory and Practice in Health</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 1, Physical Education Activities</td>
<td>6</td>
</tr>
</tbody>
</table>

**History**

<table>
<thead>
<tr>
<th>Major (30 credits):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History 50, History of the United States I</td>
<td>5</td>
</tr>
<tr>
<td>History 51, History of the United States II</td>
<td>5</td>
</tr>
<tr>
<td>History 58, Ancient and Medieval History</td>
<td>5</td>
</tr>
<tr>
<td>History 59, Modern World History</td>
<td>5</td>
</tr>
<tr>
<td>Electives in History</td>
<td>10</td>
</tr>
</tbody>
</table>

**Home Economics**

<table>
<thead>
<tr>
<th>Major (30 credits):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>@Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>@Home Economics 21, Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 49, Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 60, Fundamentals in Textiles</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 63, Weaving</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 65, Home Furnishing</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 70, Clothing Selection and Construction</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 105, Household Management</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 110, Family Relations</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 115, Child Care in the Home</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 121, School Lunch</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 122, Home Economics Activities in the Elementary School</td>
<td>1</td>
</tr>
</tbody>
</table>

**Industrial Arts**

<table>
<thead>
<tr>
<th>Major (30 credits):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts 70a, Creative Crafts—Wood and Leather</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 70b, Creative Crafts—Metal and Plastics</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 71, Woodworking</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 73, Photography</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 74, Pottery</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 130b, Industrial Arts Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Industrial Arts</td>
<td>10</td>
</tr>
</tbody>
</table>

---

1 Students enrolling for this major are not required to take History 21.

2 Must be taken together.
### Central Washington College

#### Music

<table>
<thead>
<tr>
<th>Major (30 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 1, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Music 50, Elementary Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 64, Intermediate Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 111, Advanced Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 54a, Class Instruction—Piano</td>
<td>1</td>
</tr>
<tr>
<td>Music 103a, Music Education for the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Music 107, Choral and Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>Music 112, Music History and Appreciation to 1800</td>
<td>3</td>
</tr>
<tr>
<td>Music 113, Music History and Appreciation from 1800</td>
<td>3</td>
</tr>
<tr>
<td>Music Activities</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Social Science

<table>
<thead>
<tr>
<th>Major (30 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History 21, Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>History 58, Ancient and Medieval History</td>
<td>5</td>
</tr>
<tr>
<td>Geography 50, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 50, Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 120, The Community</td>
<td>2</td>
</tr>
<tr>
<td>Elective in Social Science</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Speech and Drama

<table>
<thead>
<tr>
<th>Major (30 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td>Speech 50, Voice and Articulation</td>
<td>2</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Speech 55, Dramatic Production</td>
<td>5</td>
</tr>
<tr>
<td>Speech 110, Children's Drama</td>
<td>3</td>
</tr>
<tr>
<td>Speech 119, Introduction to Speech Correction</td>
<td>5</td>
</tr>
<tr>
<td>Speech 120a, Teaching Speech in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Speech 130, Problems in Speech and Drama</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Speech and Drama</td>
<td>6</td>
</tr>
</tbody>
</table>

(English 104 may be counted as an elective in Speech and Drama.)

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① Because the understanding of the piano keyboard is most essential in the training of the public school music teacher, a proficiency piano examination will be given to all entering music majors. Students meeting the piano requirement will not enroll for Music 54a. Students not meeting this requirement will enroll for Music 54a, during their first year. Music 54a is a prerequisite for Music 50.

② A maximum of 12 credit hours in music activity may be included in the 192 credit hours required for the degree.
DETAILS OF MINORS IN ELEMENTARY EDUCATION

© Applied Music

Minor (15 credits):
- Applied Music, Major Field
- Music 54b, Class Instruction—Voice
- Music 54c, Class Instruction—Strings
- Music 55c, Class Instruction—Strings
- Music 54d, Class Instruction—Woodwinds
- Music 54e, Class Instruction—Brass
- Music 54g, Class Instruction—Percussion
- Music Activity

Credits:
- 6
- 1
- 1
- 1
- 1
- 1
- 3

© Minor (15 credits):
- Select 15 hours from
  - Science 50, 51, 52, Zoology
  - Science 55, 56, 57, Botany

© Biology

Minor (15 credits):
- Science 50, 51, 52, Zoology
- Science 55, 56, 57, Botany

© Commercial Education

Minor (15 credits):
- Secretarial Science 51, or 52, or 53, or 54, Typing
- Commercial Education 61, Business Law
- Commercial Education 65, Principles of Accounting
- Electives in Commercial Education

© Elementary Subjects

Minor (15 credits):
- Art 104, Art Methods and Materials
- English 119, Children’s Literature
  or English 120, Story Telling, Poetry Reading, and Dramatization
- Music 52, Song Literature for the Elementary Grades
  or Music 110, Music Methods and Materials
- Science 133a, Science Education in the Elementary School
- Speech 120a, Teaching Speech in the Elementary School
- Art 20, Crafts for Children
- Electives

Credits:
- 2
- 2
- 2
- 3
- 2
- 2
- 3

© Open only to students majoring in music.
© Students enrolling for this minor are not required to take Science 2.
© Open to all elementary teachers but especially recommended for primary teachers. Those who have completed one or more of the above courses may substitute an equivalent number of credits upon the approval of the Advisor, Division Chairman, and the Director of Instruction.
Central Washington College

**English**

<table>
<thead>
<tr>
<th>Minor (15 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>Select one or more from English 50, 51, 52</td>
<td>3-9</td>
</tr>
<tr>
<td>Electives in English</td>
<td>1-7</td>
</tr>
</tbody>
</table>

**Fine Arts**

<table>
<thead>
<tr>
<th>Minor (15 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 3, Introduction to Art</td>
</tr>
<tr>
<td>Art 56, Water Color</td>
</tr>
<tr>
<td>Art 65, School Murals</td>
</tr>
<tr>
<td>Art 115, Sketching</td>
</tr>
<tr>
<td>Electives in Art</td>
</tr>
</tbody>
</table>

**French**

Minor (15 credits): for students who have had beginning French in either high school or college:
| French 53, 54, 55, Advanced French | 9 |
| French 100, 101, 102, Survey of French Literature | 6 |

**Geography**

<table>
<thead>
<tr>
<th>Minor (15 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 1, World Geography</td>
</tr>
<tr>
<td>Geography 50, Economic Geography</td>
</tr>
<tr>
<td>Electives in Geography</td>
</tr>
</tbody>
</table>

**Geology**

<table>
<thead>
<tr>
<th>Minor (15 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 1, Survey of Physical Sciences</td>
</tr>
<tr>
<td>Science 45, Earth Science</td>
</tr>
<tr>
<td>Science 46, Introduction to Fossils</td>
</tr>
</tbody>
</table>

**Health Education**

<table>
<thead>
<tr>
<th>Minor (15 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 1, Health Essentials</td>
</tr>
<tr>
<td>Science 90, Human Physiology</td>
</tr>
<tr>
<td>Health Education 119, Theory and Practice in Health</td>
</tr>
<tr>
<td>Health Education 103, School Health</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
</tr>
</tbody>
</table>

1 Science 80 is not a prerequisite of Health Education 119 in the Health Education Minor.
**History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 21, Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>History 58, Ancient and Medieval History</td>
<td>5</td>
</tr>
<tr>
<td>History 59, Modern World History</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 50, History of the United States I</td>
<td>5</td>
</tr>
<tr>
<td>History 51, History of the United States II</td>
<td>5</td>
</tr>
<tr>
<td>History 58, Ancient and Medieval History</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Home Economics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 49, Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 60, Fundamentals in Textiles or</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 65, Home Furnishing</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 110, Family Relations</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 115, Child Care in the Home or</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 121, School Lunch</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 170, Clothing Selection</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Industrial Arts**

Courses for the minor will be selected with the approval of the division chairman.

**Library Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library 50, Use of Books and Libraries</td>
<td>3</td>
</tr>
<tr>
<td>Library 101, Book Selection</td>
<td>2</td>
</tr>
<tr>
<td>Library 102, Classification and Cataloging</td>
<td>3</td>
</tr>
<tr>
<td>Library 103, School Library Administration</td>
<td>3</td>
</tr>
<tr>
<td>Library 150, Library Service</td>
<td>2</td>
</tr>
<tr>
<td>English 119, Children’s Literature</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Music**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 1, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Music 54a, Class Instruction—Piano</td>
<td>1</td>
</tr>
<tr>
<td>Music 103a, Music Education for the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Music 107, Choral and Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>Music 113, Music History and Appreciation from 1800</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

1. Students who take this minor are not required to take History 21.
2. Home Economics 105 may be substituted for Home Economics 115 or 121.
Physical Education

Minor (15 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 51, Theory and Practice in Rhythms</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 56, Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 100, Physical Education Activities for the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>5</td>
</tr>
</tbody>
</table>

15

Physical Science

Minor (15 credits):

Select 15 hours from

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 70, 71, 72, Chemistry</td>
<td>15</td>
</tr>
<tr>
<td>Science 27, 28, 29, Physics</td>
<td>15</td>
</tr>
</tbody>
</table>

Recreation

Minor (15 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 59, Introduction to Community Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 124, Organization and Administration of Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education 126, Public Relations in Community Recreation</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>5</td>
</tr>
</tbody>
</table>

15

Sociology

Minor (15 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Electives in Sociology</td>
<td>10</td>
</tr>
</tbody>
</table>

15

Spanish

Minor (15 credits) For students who have had beginning Spanish in either high school or college:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 53, 54, 55, Advanced Spanish</td>
<td>9</td>
</tr>
<tr>
<td>Spanish 100, 101, 102, Survey of Spanish Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

15

Speech and Drama

Minor (15 credits):

<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>Speech 50, Voice and Articulation</td>
<td>2</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Speech 110, Children’s Drama</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Speech and Drama</td>
<td>5</td>
</tr>
</tbody>
</table>

15

Students may choose elective courses in Drama, Speech Correction, or a combination.

1 Students enrolling for this minor are not required to take Science 1.
## REQUIREMENTS FOR THE TEACHER EDUCATION CURRICULUM

### Curriculum by Years

#### PRIMARY AND INTERMEDIATE PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>Art 3, Introduction to Art.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Education, one credit each quarter</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science 1, Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Sociology 20, Development of Social Institutions.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Major, Minor and Elective</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>Art 1, Art Structure.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Music 1 or 2, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Physical Education, one credit each quarter</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Psychology 3, Child Development</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Major, Minor and Elective</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>Education 100, Introduction to Teaching.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Education 104a or b, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Education 105a or b, Curriculum and Methods</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Health Education 103, School Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>History 110, History and Government of Washington</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Education 100, Physical Education Activities for the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Major, Minor and Elective</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>Education 106a or b, Directed Teaching.</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Education 107, School Law</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Education 159, Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Major, Minor and Elective</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

1. Psychology 1 may be taken by first quarter freshmen.
2. Education 100 may be taken by third quarter sophomores.
# REQUIREMENTS FOR UPPER GRADES AND JUNIOR HIGH SCHOOL TEACHING

## I. General Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 3, Introduction to Art.</td>
<td>2</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>History 21, Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>History 110, History and Government of Washington</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Music 1 or 3, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity Courses</td>
<td>6</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Science 1, Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
</tbody>
</table>

## II. Professional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 3, Child Development</td>
<td>5</td>
</tr>
<tr>
<td>Education 100, Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Education 104b or c, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 105b or c, Curriculum and Methods</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 103, School Health</td>
<td>2</td>
</tr>
<tr>
<td>Education 106b or c, Directed Teaching</td>
<td>9</td>
</tr>
<tr>
<td>Education 159, Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 107, School Law</td>
<td>1</td>
</tr>
<tr>
<td>Education 146, Introduction to Guidance</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
</tbody>
</table>

1 On the basis of the English Placement Test, students who show marked proficiency are excused from English 1.

2 Students enrolling in History 50 and 51 are not required to take History 21.

3 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 music may take Music 1 if, upon test, they seem to possess the requisite ability. Music 3 is for students who plan to teach in the junior or senior high school.

4 Physical Education Activities are required to be taken during the first two years.

5 Students enrolling in the physical science major or the chemistry or physical science minor are not required to take Science 1.

6 Students enrolling in the biological science major or the botany or zoology minor are not required to take Science 2.
III. Majors

Junior High School teachers will complete a major of 45 credit hours and a minor of 15 credit hours. A maximum of ten credits selected from the general education courses may be included in the major. The major shall be selected from one of the following fields:

- Biological Science
- Commercial Education
- Economics
- English
- Fine Arts
- General Science
- Geography
- Health and Physical Education
- History

- Home Economics
- Industrial Arts
- Mathematics
- Modern Languages
- Music
- Physical Science
- Recreation and Physical Education
- Social Science
- Sociology
- Speech and Drama

IV. Minors

A maximum of five credits selected from general education courses may be included in the minor. One minor of 15 credit hours shall be selected from the following:

- Applied Music
- Botany
- Chemistry
- Commercial Education
- Economics
- Elementary Subjects
- English
- Fine Arts
- French
- Geography
- Geology
- Health Education
- Health and Physical Education
- History
- Industrial Arts
- Library Science
- Mathematics
- Music
- Physics
- Political Science
- Recreation
- Sociology
- Spanish
- Speech and Drama
- Zoology

V. Electives

Electives consisting of 23 credit hours to bring the total to 192 credits. These should be selected from upper division courses whenever possible.

| Total | 192 |

(i) Open only to students majoring in music.
Central Washington College

DETAILS OF MAJORS IN JUNIOR HIGH SCHOOL PROGRAM

① Biological Science

<table>
<thead>
<tr>
<th>Major (45 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 1, Survey of Physical Sciences.</td>
<td>5</td>
</tr>
<tr>
<td>Science 50, 51, 52, Zoology</td>
<td>15</td>
</tr>
<tr>
<td>Science 55, 56, 57, Botany</td>
<td>15</td>
</tr>
<tr>
<td>Science 134, Science and Mathematics Methods—Secondary</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Biological Science.</td>
<td>8</td>
</tr>
</tbody>
</table>

Commercial Education

<table>
<thead>
<tr>
<th>Major (45 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 70, Principles of Economics.</td>
<td>5</td>
</tr>
<tr>
<td>Secretarial Science 51, 52, 53, Typing</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial Science 56, 57, 58, Shorthand</td>
<td>15</td>
</tr>
<tr>
<td>Commercial Education 65, 105, Principles of Accounting I, II</td>
<td>10</td>
</tr>
<tr>
<td>Secretarial Science 64, Business Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial Science 60, Secretarial Practice</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Education 110, Methods in Commercial Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Secretarial Science, Commercial Education or Economics</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives from Commercial Education, Economics or Secretarial Science may be substituted for Secretarial Science 51, 52, 53, 56, 57, 58 if part of these requirements are waived because of previous training. Such electives may also be substituted for the 18 quarter hours in Secretarial Science 56, 57, 58, and 60 if the student chooses to take this major without developing teaching competency in shorthand.

Economics

<table>
<thead>
<tr>
<th>Major (45 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 68, Economics of Production</td>
<td>5</td>
</tr>
<tr>
<td>Economics 69, Economics of Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 65, Principles of Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>Economics 105, Money and Banking</td>
<td>5</td>
</tr>
<tr>
<td>Economics 110, Public Finances and Taxation</td>
<td>5</td>
</tr>
<tr>
<td>Economics 115, Economics of Labor</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 106, Business Statistics</td>
<td>5</td>
</tr>
<tr>
<td>History 116, Economic History of the United States</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Elective from Economics, Sociology, or Commercial Education</td>
<td>3</td>
</tr>
</tbody>
</table>

English

<table>
<thead>
<tr>
<th>Major (45 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>English 50, Language and Reading</td>
<td>3</td>
</tr>
<tr>
<td>English 51, Approach to Poetry</td>
<td>3</td>
</tr>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 128, Secondary School Literature</td>
<td>2</td>
</tr>
<tr>
<td>English Literature</td>
<td>10</td>
</tr>
<tr>
<td>American Literature</td>
<td>5</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Electives in English</td>
<td>11</td>
</tr>
</tbody>
</table>

(Speech 105 may be counted as an elective in English.)

① Those taking the biological science major are not required to take Science 2.
## Fine Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1, Art Structure</td>
<td>3</td>
</tr>
<tr>
<td>Art 3, Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>Art 50, Elementary Drawing</td>
<td>5</td>
</tr>
<tr>
<td>Art 51, Lettering</td>
<td>3</td>
</tr>
<tr>
<td>Art 52, Beginning Oil Painting</td>
<td>5</td>
</tr>
<tr>
<td>Art 53, History and Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Art 56, Water Color</td>
<td>5</td>
</tr>
<tr>
<td>Art 100, Figure Construction and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Art 101, Creative Design</td>
<td>5</td>
</tr>
<tr>
<td>Art 107, Layout and Design</td>
<td>5</td>
</tr>
<tr>
<td>Art 130a, Art Education</td>
<td>2</td>
</tr>
<tr>
<td>Elective in Art</td>
<td>4</td>
</tr>
</tbody>
</table>

## Geography

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 81, Physical Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 83, Weather and Climate</td>
<td>5</td>
</tr>
<tr>
<td>Geography 90, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 114, Conservation of Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>Geography 122, Geography of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Geography</td>
<td>17</td>
</tr>
</tbody>
</table>

History 104 may be taken as an elective if Geography 111 has been taken. Science 62 may be taken as part of this major.

## General Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 3, Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>Select 15 hours from</td>
<td></td>
</tr>
<tr>
<td>Science 50, 51, 52, Zoology</td>
<td></td>
</tr>
<tr>
<td>Science 55, 56, 57, Botany</td>
<td>15</td>
</tr>
<tr>
<td>Select 5 hours from</td>
<td></td>
</tr>
<tr>
<td>Science 45, 46, Geology</td>
<td>5</td>
</tr>
<tr>
<td>Select 15 hours from</td>
<td></td>
</tr>
<tr>
<td>Science 70, 71, 72, Chemistry</td>
<td></td>
</tr>
<tr>
<td>Science 27, 28, 29, Physics</td>
<td>15</td>
</tr>
<tr>
<td>Science 134, Science and Mathematics Methods—Secondary</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
</tbody>
</table>

| Total Credits | 45 |
## Health and Physical Education (Men)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 56, Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 110, Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 121, 122, and 123, Theory and Practice in Physical Education</td>
<td>6</td>
</tr>
<tr>
<td>Science 80, Physiology and Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>Science 90, Human Physiology</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 119, Theory and Practice in Health</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 101, Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>6</td>
</tr>
<tr>
<td>Electives in Health and Physical Education</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 45 credits

## Health and Physical Education (Women)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 56, Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 110, Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 117, Theory and Practice in Sports</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 118, Theory and Practice in Dance</td>
<td>3</td>
</tr>
<tr>
<td>Science 80, Physiology and Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>Science 90, Human Physiology</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 116, Program Planning in Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 119, Theory and Practice in Health</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>6</td>
</tr>
<tr>
<td>Electives in Health and Physical Education</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 45 credits

## History

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 21, The Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>History 58, Ancient and Medieval History</td>
<td>5</td>
</tr>
<tr>
<td>History 59, Modern History</td>
<td>5</td>
</tr>
<tr>
<td>History 125, Europe in the 20th Century</td>
<td>5</td>
</tr>
<tr>
<td>History 104, The Latin American Republics or History 109, The West in American History</td>
<td>5</td>
</tr>
<tr>
<td>History 111, The United States in the Twentieth Century</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Electives in History</td>
<td>8</td>
</tr>
</tbody>
</table>

Total: 45 credits

1 Select two from Physical Education 121, 122, 123.
2 Men majoring in physical education are required to include American Dance, two individual sports, and one team sport.
3 Women majoring in physical education are required to include one dance class, two individual sports, and a course in basic skills for four of the required physical education courses.
### Home Economics

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 2</td>
<td>General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 21</td>
<td>General Nutrition (Laboratory)</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 50</td>
<td>Food Preparation</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 70</td>
<td>Clothing Selection and Construction</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 105</td>
<td>Household Management</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 110</td>
<td>Family Relations</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 115</td>
<td>Child Care or</td>
<td></td>
</tr>
<tr>
<td>Home Economics 106</td>
<td>Consumer Problems</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 121</td>
<td>School Lunch</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 123</td>
<td>Methods in Home Economics</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 151</td>
<td>Meal Planning, Preparation and Service</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 161</td>
<td>Textiles</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 165</td>
<td>Home Planning and Furnishing</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 171</td>
<td>Advanced Clothing Construction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Industrial Arts**

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts 70a</td>
<td>Creative Crafts—Wood and Leather</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 70b</td>
<td>Creative Crafts—Metal and Plastics</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 71</td>
<td>Woodworking</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 74</td>
<td>Pottery</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 79</td>
<td>Mechanical Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 83</td>
<td>General Metals I</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 85a</td>
<td>Elementary Electricity</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 85b</td>
<td>Sheet Metal Work</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 113</td>
<td>Advanced Furniture Construction</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 130b</td>
<td>Industrial Arts Education</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 131</td>
<td>General Shop Planning and Organization</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives in Industrial Arts:**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

**Electives from among:** Industrial Arts 103, 110, 73, 111, 112, 114, 133, 115.

**Mathematics**

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 50</td>
<td>College Algebra or Mathematics 54, Mathematical Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51</td>
<td>Trigonometry or Mathematics 55, Mathematical Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 52</td>
<td>Analytic Geometry and Calculus or Mathematics 56, Medical Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 101, 102, 103</td>
<td>Calculus</td>
<td>15</td>
</tr>
</tbody>
</table>

**Electives from physics or upper division mathematics:**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**Modern Languages**

### French

**Major (30 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 50, 51, 52</td>
<td>First Year French</td>
<td>15</td>
</tr>
<tr>
<td>French 53, 54, 55</td>
<td>Advanced French</td>
<td>9</td>
</tr>
<tr>
<td>French 100, 101, 102</td>
<td>Survey of French Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

© Must be taken together.
Central Washington College

Spanish

Major (30 credits):

Spanish 50, 51, 52, First Year Spanish ........................................ 15
Spanish 53, 54, 55, Advanced Spanish .......................................... 9
Spanish 100, 101, 102, Survey of Spanish Literature ....................... 6

Credits 30

French-Spanish

Major (33 credits):

French 50, 51, 52 or Spanish 50, 51, 52 ....................................... 15
Eighteen hours chosen from:

French 53, 54, 55; French 100, 101, 102 ...................................... 18
Spanish 53, 54, 55; Spanish 100, 101, 102 ................................... 18

Credits 33

Music

Major (45 credits):

Music 1, Fundamentals of Music .................................................. 5
Music 50, Elementary Harmony .................................................... 3
Music 54a, Class Instruction—Piano ............................................. 1
Music 64, Intermediate Harmony .................................................. 3
Music 103a, Music Education for the Elementary School .................... 3
Music 103b, Music Education for the Secondary School ..................... 3
Music 104, Form Analysis ......................................................... 3
Music 107, Choral and Instrumental Conducting ............................... 3
Music 108, Advanced Choral and Instrumental Conducting .................. 3
Music 111, Advanced Harmony .................................................... 3
Music 112, Music History and Appreciation to 1800 ......................... 3
Music 113, Music History and Appreciation from 1800 ..................... 3
Music 116, Counterpoint .......................................................... 3
Music Activities ........................................................................ 3
Elective ...................................................................................... 3

Credits 45

Physical Science

Major (45 credits):

Science 2, Survey of Biological Sciences ....................................... 5
Science 70, 71, Chemistry ............................................................. 10
Science 27, 28, 29, Elementary Physics ....................................... 15
Select 5 hours from

Science 60, 61, Geology ............................................................... 5
Science 134, Science and Mathematics Methods—Secondary ............. 2
Electives in Science .................................................................... 8

Credits 45

(1) All music majors are required to take the applied music minor in addition to meeting the major requirements.
(2) Because the understanding of the piano keyboard is most essential in the training of the public school music teacher, a proficiency piano examination will be given to all entering music majors. Students meeting the piano requirement will not enroll for Music 54a. Students not meeting this requirement will enroll in Music 54a during their first year. Music 54a is a prerequisite for Music 50.
(3) A maximum of 12 credit hours in music activity may be included in the 192 credit hours required for the degree.
(4) Those taking the physical science major are not required to take Science 1.
Recreation and Physical Education

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 59, Introduction to Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 124, Organization and Administration of Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education 125, Activities and Program Planning in Community Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education 126, Public Relations in Community Recreation</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education 58, Camp Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives will be chosen (with guidance) from music, art, physical education, industrial arts and drama. 19

**Social Science**

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 50, History of the United States I</td>
<td>5</td>
</tr>
<tr>
<td>History 51, History of the United States II</td>
<td>5</td>
</tr>
<tr>
<td>History 58, Ancient and Medieval History</td>
<td>5</td>
</tr>
<tr>
<td>History 59, Modern World History</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 50, Anthropology or Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Geography 50, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Economics 70, Principles of Economics</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Geography 114, Conservation of Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
</tbody>
</table>

elect. from History, Sociology, Political Science and Economics 28

Sociology

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 50, Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives from History, Sociology, Political Science and Economics 28

Speech and Drama

Major (45 credits):

<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>Speech 50, Voice and Articulation</td>
<td>2</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Speech 55, Dramatic Production</td>
<td>5</td>
</tr>
<tr>
<td>Speech 119, Introduction to Speech Correction</td>
<td>5</td>
</tr>
<tr>
<td>Speech 120b, Teaching Speech in the Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>Speech 130, Problems in Speech and Drama</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives in Speech and Drama 24

English 104 may be counted as an elective in speech and drama.

© Students who major in social science are not required to take History 21.
# DETAILS OF MINORS IN JUNIOR HIGH EDUCATION

## Applied Music

Minor (15 credits) to be taken with major in music:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music—Major Field</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Music 54b, Class Instruction—Voice</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music 54c, Class Instruction—Strings</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music 55c, Class Instruction—Strings</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music 54d, Class Instruction—Woodwinds</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music 54e, Class Instruction—Brass</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music 54g, Class Instruction—Percussion</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music Activities</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

## Botany

Minor (15 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 55, 56, Botany</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Science 57, Plant Taxonomy</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

## Chemistry

Minor (15 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 70, 71, General Chemistry</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

## Commercial Education

Minor (15 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial Science 51, 52, or 53, Typing</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Commercial Education 61, Business Law</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Commercial Education 65, Principles of Accounting</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Electives in Commercial Education and Secretarial Science</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

## Economics

Minor (15 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 70, Principles of Economics</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Electives from Economics and Commercial Education</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

*All music majors are required to take the applied music minor in addition to meeting the major requirements. Open only to students majoring in music.*

*A maximum of 12 credit hours in music activity may be included in the 192 credit hours required for a degree.*

*Students enrolling for this minor are not required to take Science 2.*

*Students enrolling for this minor are not required to take Science 1.*
Elementary Subjects

Minor (15 credits):

Art 104, Art Methods and Materials .............................................. 2
English 119, Children's Literature or
English 120, Story Telling, Poetry Reading, and Dramatization .......... 2
Music 52, Song Literature for the Elementary Grades or
Music 110, Music Methods and Materials ....................................... 3 or 2
Science 133a, Science Education in the Elementary School ............... 2
Speech 120a, Teaching Speech in the Elementary School .................. 2
Art 20, Crafts for Children ......................................................... 2 or 3
Elective ................................................................................. 2 or 3

Credits

Minor (15 credits):

English 20, Literary Backgrounds ..................................................... 5
Select at least one from
English 50, 51, 52 ........................................................................ 3
Electives in English ........................................................................ 7

Fine Arts

Minor (15 credits):

Art 1, Art Structure ........................................................................ 3
Art 3, Introduction to Art ................................................................ 2
Art 50, Elementary Drawing .......................................................... 5
Electives in Art ................................................................................ 5

French

Minor (15 credits) For students who have had beginning French in either
high school or college:
French 53, 54, 55, Advanced French ............................................... 9
French 100, 101, 102, Survey of French Literature ......................... 6

Geography

Minor (15 credits):

Geography 1, World Geography ....................................................... 5
Geography 50, Economic Geography ............................................... 5
Electives in Geography .................................................................... 5

Geology

Minor (15 credits):

Science 1, Survey of Physical Sciences ............................................ 5
Science 45, 46, Geology .................................................................. 10

Open to all elementary and junior high school teachers but especially
recommended for primary teachers.

-3
Central Washington College

Health Education

Minor (15 credits):
Health Education 1, Health Essentials ........................................... 3
Science 90, Human Physiology ....................................................... 5
Health Education 103, School Health .......................................... 2
Health Education 109, First Aid .................................................. 2
Health Education 119, Theory and Practice in Health ..................... 3

Health and Physical Education

(Men)

Minor (15 credits):
Physical Education 56, Introduction to Physical Education............... 3
Health Education 119, Theory and Practice in Health ..................... 3
Physical Education 121, 122, 123, Theory and Practice in Physical
Education ......................................................................................... 3
Physical Education Activities ......................................................... 5
Elective in Physical Education ....................................................... 1

Health and Physical Education

(Women)

Minor (15 credits):
Physical Education 56, Introduction to Physical Education............... 3
Health Education 119, Theory and Practice in Health ..................... 3
Physical Education 117, Theory and Practice in Sports or
Physical Education 118, Theory and Practice in Dance ................... 3
Physical Education Activities ......................................................... 5
Elective in Physical Education ....................................................... 1

History

Minor (15 credits):
History 21, The Growth of American Democracy or
History 50, and 51, History of the United States I, II ..................... 5 or 10
Electives in History (one in History of Europe is required) .............. 10 or 5

Home Economics

Minor (15 credits):
Home Economics 2, General Nutrition ............................................. 3
Home Economics 60, Fundamentals in Textiles or
Home Economics 65, Home Furnishing ......................................... 2
Home Economics 105, Household Management ................................ 3
Home Economics 110, Family Relations ........................................ 3
Home Economics 115, Child Care in the Home or
Home Economics 106, Consumer Problems .................................. 2
Home Economics 170, Clothing Selection ...................................... 2

Science 80 is not a prerequisite of Health Education 119 in the Health
Education minor and the Health and Physical Education minors for men and
women.

Elect one.
General Catalog, 1950-1951

Industrial Arts

Courses for the minor will be elected under the direction of the chairman of the Industrial Arts Division.

Library Science

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor (15 credits):</td>
</tr>
<tr>
<td>Library 50, Use of Books and Libraries 3</td>
</tr>
<tr>
<td>Library 101, Book Selection 2</td>
</tr>
<tr>
<td>Library 102, Classification and Cataloging 3</td>
</tr>
<tr>
<td>Library 103, School Library Administration 3</td>
</tr>
<tr>
<td>Library 150, Library Service 2</td>
</tr>
<tr>
<td>English 119, Children's Literature 2</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor (15 credit hours):</td>
</tr>
<tr>
<td>Mathematics 50, College Algebra 5</td>
</tr>
<tr>
<td>Mathematics 51, Trigonometry 5</td>
</tr>
<tr>
<td>Mathematics 52, Analytic Geometry and Calculus or Mathematics 56, Mathematical Analysis 5</td>
</tr>
</tbody>
</table>

Music

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor (15 credits):</td>
</tr>
<tr>
<td>Music 1, Fundamentals of Music 5</td>
</tr>
<tr>
<td>Music 54a, Class Instruction— Piano 1</td>
</tr>
<tr>
<td>Music 103b, Music Education for the Secondary School 3</td>
</tr>
<tr>
<td>Music 107, Choral and Instrumental Conducting 3</td>
</tr>
<tr>
<td>Music 113, Music History and Appreciation from 1800 3</td>
</tr>
</tbody>
</table>

Physics

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor (15 credits):</td>
</tr>
<tr>
<td>Science 27, 28, 29, Elementary Physics 15</td>
</tr>
</tbody>
</table>

Political Science

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor (15 credits):</td>
</tr>
<tr>
<td>Political Science 52, American Government 5</td>
</tr>
<tr>
<td>Electives in Political Science 10</td>
</tr>
</tbody>
</table>

Recreation

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor (15 credits):</td>
</tr>
<tr>
<td>Physical Education 59, Introduction to Recreation 3</td>
</tr>
<tr>
<td>Physical Education 124, Organization and Administration of Recreation 5</td>
</tr>
<tr>
<td>Physical Education 126, Public Relations in Community Recreation 2</td>
</tr>
<tr>
<td>Physical Education Activities 5</td>
</tr>
</tbody>
</table>

Sociology

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor (15 credits):</td>
</tr>
<tr>
<td>Sociology 20, Development of Social Institutions 5</td>
</tr>
<tr>
<td>Electives in Sociology 10</td>
</tr>
</tbody>
</table>

† Students enrolling in this minor are not required to take Science 1.
Spanish
Minor (15 credits) For students who have had beginning Spanish in either high school or college:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 53, 54, 55, Advanced Spanish</td>
<td>9</td>
</tr>
<tr>
<td>Spanish 100, 101, 102, Survey of Spanish Literature</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Speech and Drama
Minor (15 credits):

<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>Speech 50, Voice and Articulation</td>
<td>2</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Speech 110, Children's Drama</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Speech and Drama</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Students may choose elective courses in Drama, Speech Correction or a combination.

Zoology
Minor (15 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 50, 51, Invertebrate Zoology</td>
<td>10</td>
</tr>
<tr>
<td>Science 52, Vertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Students enrolling in this minor are not required to take Science 2.
**REQUIREMENTS FOR THE TEACHER EDUCATION CURRICULUM**

Curriculum by Years

**JUNIOR HIGH SCHOOL PROGRAM**

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 3, Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>History 21, Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education, one credit each quarter</td>
<td>3</td>
</tr>
<tr>
<td>Science 1, Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 20, Literary Backgrounds</td>
<td>3</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 3, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education, one credit each quarter</td>
<td>3</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>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td>Major, Minor and Elective</td>
<td>15</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 100, Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Education 104, b or c, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 105, b or c, Curriculum and Methods</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 103, School Health</td>
<td>2</td>
</tr>
<tr>
<td>History 110 History and Government of Washington</td>
<td>3</td>
</tr>
<tr>
<td>Major, Minor and Electives</td>
<td>27</td>
</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 106b or c, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 107, School Law</td>
<td>1</td>
</tr>
<tr>
<td>Education 146, Introduction to Guidance</td>
<td>3</td>
</tr>
<tr>
<td>Education 159, Elementary Education or Education 160, Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
<tr>
<td>Major, Minor and Elective</td>
<td>29</td>
</tr>
</tbody>
</table>

---

1. Psychology 1 may be taken by first quarter freshmen.
2. Education 100 may be taken by third quarter sophomores.
## REQUIREMENTS FOR SECONDARY TEACHING

### I. General Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 3, Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>History 21, Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>History 110, History and Government of Washington</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Music 1 or 3, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education, Activity Courses</td>
<td>6</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Science 1, Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 2, Child Development</td>
<td>8</td>
</tr>
<tr>
<td>Education 100, Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Education 104c or d, Directed Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Education 105c, Curriculum and Methods</td>
<td>5</td>
</tr>
<tr>
<td>Education 106c or d, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Health Education 103, School Health</td>
<td>2</td>
</tr>
<tr>
<td>Education 107, School Law</td>
<td>1</td>
</tr>
<tr>
<td>Education 146, Introduction to Guidance</td>
<td>3</td>
</tr>
<tr>
<td>Education 160, Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
</tbody>
</table>

### II. Professional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 3, Child Development</td>
<td>8</td>
</tr>
<tr>
<td>Education 100, Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Education 104c or d, Directed Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Education 105c, Curriculum and Methods</td>
<td>5</td>
</tr>
<tr>
<td>Education 106c or d, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Health Education 103, School Health</td>
<td>2</td>
</tr>
<tr>
<td>Education 107, School Law</td>
<td>1</td>
</tr>
<tr>
<td>Education 146, Introduction to Guidance</td>
<td>3</td>
</tr>
<tr>
<td>Education 160, Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
</tbody>
</table>

---

1. On the basis of the English Placement Test, students who show marked proficiency are excused from English 1.
2. Students enrolling in History 50 and 51 are not required to take History 21.
3. 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 music may take Music 1, if upon test they seem to possess the requisite ability. Music 3 is for students who plan to teach in the junior or senior high school.
4. Physical Education Activities are required to be taken during the first two years.
5. Students enrolling in chemistry, physical science or physics majors or chemistry or physics minors are not required to take Science 1.
6. Students enrolling in biological science major or the botany or zoology minor are not required to take Science 2.
III. Majors

Secondary teachers will complete a major of 45 credit hours.

A maximum of ten credits selected from the general education courses may be included in the major. A major shall be selected from one of the following fields:

- Biological Science
- Chemistry
- Commercial Education
- Economics
- English
- Fine Arts
- Geography
- Health and Physical Education
- History
- Home Economics
- Industrial Arts
- Mathematics
- Modern Languages
- Music
- Physical Science
- Physics
- Recreation and Physical Education
- Sociology
- Social Science
- Speech and Drama

IV. Minors

A minor of 15 quarter credits is required for the degree of Bachelor of Arts in Education. A second minor of 15 credits is required for the secondary certificate. The second minor may be taken as a part of the four-year degree program or during the fifth year. A maximum of five credits selected from courses in general education may be included in each minor. Minors shall be selected from the following fields:

- Applied Music
- Botany
- Chemistry
- Commercial Education
- Economics
- English
- Fine Arts
- French
- Geography
- Health Education
- Health and Physical Education
- History
- Home Economics
- Industrial Arts
- Mathematics
- Music
- Physics
- Political Science
- Recreation
- Sociology
- Spanish
- Speech and Drama
- Zoology

V. Electives

Electives consisting of 23 credits to bring the total to 192 credits. These should be selected from upper division courses whenever possible.

VI. Fifth Year

A fifth year consisting of 45 credits in addition to the 192 credits required for the Bachelor of Arts Degree in Education is required for the secondary certificate.

---

1. Open only to students majoring in music.
2. The term “upper division” refers to courses numbered from 100 to 200.
Central Washington College

DETAILS OF MAJORS FOR SECONDARY SCHOOL PROGRAM

1. Biological Science

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 1, Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 50, 51, 52, Zoology</td>
<td>15</td>
</tr>
<tr>
<td>Science 55, 56, 57, Botany</td>
<td>15</td>
</tr>
<tr>
<td>Science 134, Science and Mathematics Methods—Secondary</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Biological Science</td>
<td>8</td>
</tr>
</tbody>
</table>

2. Chemistry

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 70, 71, General Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Science 110, Quantitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Science 113, 114, Organic Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Science 134, Science and Mathematics Methods—Secondary</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Chemistry</td>
<td>8</td>
</tr>
</tbody>
</table>

3. Commercial Education

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 70, Principles of Economics</td>
<td>5</td>
</tr>
<tr>
<td>Secretarial Science 51, 52, and 53, Typing</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial Science 56, 57, 58, Shorthand</td>
<td>15</td>
</tr>
<tr>
<td>Commercial Education 65, 105, Principles of Accounting I, II</td>
<td>10</td>
</tr>
<tr>
<td>Secretarial Science 60, Secretarial Practice</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial Science 64, Business Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Education 110, Methods in Commercial Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Secretarial Science, Commercial Education or Economics</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives from commercial education or economics may be substituted if part of the above requirements are waived because of previous training. Such electives may also be substituted for the 18 quarter hours in Secretarial Science 56, 57, 58 and 60 if the student chooses to take this major without developing teaching competency in shorthand.

4. Economics

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 68, Economics of Production</td>
<td>5</td>
</tr>
<tr>
<td>Economics 69, Economics of Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 65, Principles of Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>Economics 105, Money and Banking</td>
<td>5</td>
</tr>
<tr>
<td>Economics 110, Public Finance and Taxation</td>
<td>5</td>
</tr>
<tr>
<td>Economics 115, Economics of Labor</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 106, Business Statistics</td>
<td>5</td>
</tr>
<tr>
<td>History 116, Economic History of the United States</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Elective from Economics, Sociology, or Commercial Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Those taking the biological science major are not required to take Science 2.

Those taking the chemistry major are not required to take Science 1.
### English

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 20, Literary Background</td>
<td>5</td>
</tr>
<tr>
<td>English 50, Language and Reading</td>
<td>3</td>
</tr>
<tr>
<td>English 51, Approach to Poetry</td>
<td>3</td>
</tr>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 128, Secondary School Literature</td>
<td>2</td>
</tr>
<tr>
<td>English Literature</td>
<td>10</td>
</tr>
<tr>
<td>American Literature</td>
<td>5</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Electives in English</td>
<td>11</td>
</tr>
</tbody>
</table>

(Speech 105 may be counted as an elective in English.)

### Fine Arts

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1, Art Structure</td>
<td>3</td>
</tr>
<tr>
<td>Art 3, Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>Art 50, Elementary Drawing</td>
<td>5</td>
</tr>
<tr>
<td>Art 51, Lettering</td>
<td>3</td>
</tr>
<tr>
<td>Art 52, Beginning Oil Painting</td>
<td>5</td>
</tr>
<tr>
<td>Art 53, Art History and Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Art 56, Water Color</td>
<td>5</td>
</tr>
<tr>
<td>Art 100, Figure Construction and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Art 101, Creative Design</td>
<td>5</td>
</tr>
<tr>
<td>Art 107, Layout and Design</td>
<td>5</td>
</tr>
<tr>
<td>Art 130a, Art Education</td>
<td>2</td>
</tr>
<tr>
<td>Elective in Art</td>
<td>4</td>
</tr>
</tbody>
</table>

### Geography

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 81, Physical Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 83, Weather and Climate</td>
<td>5</td>
</tr>
<tr>
<td>Geography 50, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 114, Conservation of Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>Geography 122, Geography of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Geography</td>
<td>17</td>
</tr>
</tbody>
</table>

History 104 may be taken as an elective if Geography 111 has been taken.

Science 62 may be included as a part of this major.
### Health and Physical Education

#### (Men)

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 56, Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 110, Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 121, 122, and 123, Theory and Practice in Physical Education</td>
<td>6</td>
</tr>
<tr>
<td>Science 80, Physiology and Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>Science 90, Human Physiology</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 119, Theory and Practice in Health</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 101, Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>6</td>
</tr>
<tr>
<td>Electives in Health and Physical Education</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits:** 45

#### (Women)

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 56, Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 110, Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 117, Theory and Practice in Sports</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 118, Theory and Practice in Dance</td>
<td>3</td>
</tr>
<tr>
<td>Science 80, Physiology and Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>Science 90, Human Physiology</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 116, Program Planning in Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 119, Theory and Practice of Health</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>6</td>
</tr>
<tr>
<td>Electives in Health and Physical Education</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits:** 45

### History

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 21, The Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>History 58, Ancient and Medieval History</td>
<td>5</td>
</tr>
<tr>
<td>History 59, Modern History</td>
<td>5</td>
</tr>
<tr>
<td>History 125, Europe in the Twentieth Century</td>
<td>5</td>
</tr>
<tr>
<td>History 104, The Latin American Republics or History 109, The West in American History</td>
<td>5</td>
</tr>
<tr>
<td>History 111, The United States in the Twentieth Century</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Electives in History</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Credits:** 45

1. Select two from Physical Education 121, 122, 123.
2. Men majoring in physical education are required to include American Dance, two individual sports, and one team sport.
3. Women majoring in physical education are required to include one dance class, two individual sports, and a course in basic skills for four of the required physical education courses.
### Home Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 2</td>
<td>General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 21</td>
<td>Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 50</td>
<td>Food Preparation</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 70</td>
<td>Clothing Selection and Construction</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 105</td>
<td>Household Management</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 110</td>
<td>Family Relations</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 115</td>
<td>Child Care</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 121</td>
<td>School Lunch</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 123</td>
<td>Methods in Home Economics</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 151</td>
<td>Meal Planning, Preparation and Service</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 161</td>
<td>Textiles</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 165</td>
<td>Home Planning and Furnishing</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 171</td>
<td>Advanced Clothing Construction</td>
<td>3</td>
</tr>
</tbody>
</table>

### Industrial Arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts 70a</td>
<td>Creative Crafts—Wood and Leather</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 70b</td>
<td>Creative Arts—Wood and Plastics</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 71</td>
<td>Woodworking</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 74</td>
<td>Pottery</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 79</td>
<td>Mechanical Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 83</td>
<td>General Metals I</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 85a</td>
<td>Elementary Electricity</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 85b</td>
<td>Sheet Metal Work</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 113</td>
<td>Advanced Furniture Construction</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 130b</td>
<td>Industrial Arts Education</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 131</td>
<td>General Shop Planning and Organization</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Industrial Arts</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Electives from among: Industrial Arts 73, 103, 110, 111, 112, 114, 133, and 115.

### Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 50</td>
<td>College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51</td>
<td>Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 52</td>
<td>Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 101, 102, 105</td>
<td>Calculus</td>
<td>15</td>
</tr>
<tr>
<td>Science 134</td>
<td>Science and Mathematics Methods—Secondary</td>
<td>2</td>
</tr>
<tr>
<td>Electives from Physics or upper division mathematics</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

### Modern Languages

#### French

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 50, 51, 52</td>
<td>First Year French</td>
<td>15</td>
</tr>
<tr>
<td>French 53, 54, 55</td>
<td>Advanced French</td>
<td>9</td>
</tr>
<tr>
<td>French 100, 101, 102</td>
<td>Survey of French Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

Those planning to teach vocational home economics under the provisions of the Federal program will need to complete their work at the University of Washington or the State College of Washington.

Must be taken together.
### Spanish

**Major (30 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 50, 51, 52, First Year Spanish</td>
<td>15</td>
</tr>
<tr>
<td>Spanish 53, 54, 55, Advanced Spanish</td>
<td>9</td>
</tr>
<tr>
<td>Spanish 100, 101, 102, Survey of Spanish Literature</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

### French-Spanish

**Major (33 credits):**

- French 50, 51, 52 or Spanish 50, 51, 52: 15 credits
- Eighteen hours chosen from:
  - French 53, 54, 55
  - French 100, 101, 102
  - Spanish 53, 54, 55; Spanish 100, 101, 102: 18 credits

### Music

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 1, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Music 50, Elementary Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 54a, Class Instruction—Piano</td>
<td>1</td>
</tr>
<tr>
<td>Music 64, Intermediate Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 103a, Music Education for the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Music 103b, Music Education for the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Music 104, Form Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Music 107, Choral and Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>Music 108, Advanced Choral and Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>Music 111, Advanced Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 116, Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>Music 112, Music History and Appreciation to 1800</td>
<td>3</td>
</tr>
<tr>
<td>Music 113, Music History and Appreciation from 1900</td>
<td>3</td>
</tr>
<tr>
<td>Music Activities</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Music</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

### Physical Science

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 70, 71, Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Science 27, 28, 29, Elementary Physics</td>
<td>15</td>
</tr>
</tbody>
</table>
| Select 5 hours from:
  - Science 45, 46, Geology | 5 |
  - Science 134, Science and Mathematics Methods—Secondary | 2 |
  - Electives in Physical Science | 8 |
| **Total** | **45** |

---

1. All music majors are required to take the applied music minor in addition to meeting the major requirements.

2. Because the understanding of the piano keyboard is most essential in the training of the public school music teacher, a proficiency piano examination will be given to all entering music majors. Students meeting the piano requirement will not enroll for Music 54a. Students not meeting this requirement will enroll for Music 54a, during their first year. Music 54a is a prerequisite for Music 50.

3. A maximum of 12 credit hours in music activity may be included in the 192 credit hours required for the degree.

4. Students enrolling in the physical science major are not required to take Science 1.
General Catalog, 1950-1951

Physics

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 5, Physics Problems</td>
<td>3</td>
</tr>
<tr>
<td>Science 77, 78, 79, General and Engineering Physics</td>
<td>15</td>
</tr>
<tr>
<td>Science 96, Fundamentals of Radio</td>
<td>3</td>
</tr>
<tr>
<td>Science 116, Introduction to Atomic Physics</td>
<td>3</td>
</tr>
<tr>
<td>Science 134, Science and Mathematics Methods—Secondary</td>
<td>2</td>
</tr>
<tr>
<td>Electives from upper division offerings in mathematics or physics.</td>
<td>14</td>
</tr>
</tbody>
</table>

Recreation and Physical Education

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 59, Introduction to Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 124, Organization and Administration of Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education 126, Activities and Program Planning in Community Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education 126, Public Relations in Community Recreation</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education 58, Camp Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>6</td>
</tr>
<tr>
<td>Electives will be chosen (with guidance) from music, art, physical education, industrial arts and drama.</td>
<td>19</td>
</tr>
</tbody>
</table>

Social Science

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 50, History of the United States I</td>
<td>5</td>
</tr>
<tr>
<td>History 51, History of the United States II</td>
<td>5</td>
</tr>
<tr>
<td>History 58, Ancient and Medieval History</td>
<td>5</td>
</tr>
<tr>
<td>History 59, Modern World History</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 50, Anthropology or Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Geography 50, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Economics 70, Principles of Economics</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Geography 114, Conservation of Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
</tbody>
</table>

Sociology

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 50, Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Electives from sociology, political science and economics.</td>
<td>28</td>
</tr>
</tbody>
</table>

© Students enrolling in the physics major are not required to take Science 1.

© Students enrolling in the social science major are not required to take History 21.
**Speech and Drama**

<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>Speech 50, Voice and Articulation</td>
<td>2</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Speech 55, Dramatic Production</td>
<td>5</td>
</tr>
<tr>
<td>Speech 119, Introduction to Speech Correction</td>
<td>5</td>
</tr>
<tr>
<td>Speech 120b, Teaching Speech in the Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>Speech 130, Problems in Speech and Drama</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Speech or Drama</td>
<td>24</td>
</tr>
</tbody>
</table>

English 104 may be counted as an elective in Speech and Drama.

**DETAIL OF MINORS IN SECONDARY EDUCATION**

**Applied Music**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music—Major Field</td>
<td>6</td>
</tr>
<tr>
<td>Music 54b, Class Instruction—Voice</td>
<td>1</td>
</tr>
<tr>
<td>Music 54c, Class Instruction—Strings</td>
<td>1</td>
</tr>
<tr>
<td>Music 55c, Class Instruction—Strings</td>
<td>1</td>
</tr>
<tr>
<td>Music 54d, Class Instruction—Woodwinds</td>
<td>1</td>
</tr>
<tr>
<td>Music 54e, Class Instruction—Brass</td>
<td>1</td>
</tr>
<tr>
<td>Music 54g, Class Instruction—Percussion</td>
<td>1</td>
</tr>
<tr>
<td>Music Activities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Botany**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 55, 56, Botany</td>
<td>10</td>
</tr>
<tr>
<td>Science 57, Plant Taxonomy</td>
<td>5</td>
</tr>
</tbody>
</table>

**Chemistry**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 70, 71, General Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
</tr>
</tbody>
</table>

**Commercial Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial Science 51, or 52, or 53, Typing</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Education 61, Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Commercial Education 65, Principles of Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>Electives in Commercial Education and Secretarial Science</td>
<td>6</td>
</tr>
</tbody>
</table>

**Notes:**
- All music majors are required to take the applied music minor in addition to meeting the major requirements. Open only to students majoring in music.
- A maximum of 12 credit hours of music activity may be included in the 192 credit hours required for the degree.
- Students taking this minor are not required to take Science 2.
- Students taking this minor are not required to take Science 1.
### Economics

Minor (15 credits):
- Economics 70, Principles of Economics: 5 credits
- Electives from Economics and Commercial Education: 10 credits

Total: 15 credits

### English

Minor (25 credits):
- English 20, Literary Backgrounds: 5 credits
- English 50, Language and Reading: 3 credits
- English 51, Approach to Poetry: 3 credits
- English 128, Secondary School Literature: 2 credits
- Electives in English to complete requirement: 12 credits

Speech 54 may be counted as an elective in the above minor.

Total: 25 credits

### Fine Arts

Minor (15 credits):
- Art 1, Art Structure: 3 credits
- Art 3, Introduction to Art: 2 credits
- Art 50, Elementary Drawing: 5 credits
- Electives in Fine Arts: 5 credits

Total: 15 credits

### French

Minor (15 credits) For students who have had beginning French in either high school or college:
- French 53, 54, 55, Advanced French: 9 credits
- French 100, 101, 102, Survey of French Literature: 6 credits

Total: 15 credits

### Geography

Minor (15 credits):
- Geography 1, World Geography: 5 credits
- Geography 50, Economic Geography: 5 credits
- Electives in Geography: 5 credits

Total: 15 credits

### Health Education

Minor (15 credits):
- Health Education 1, Health Essentials: 3 credits
- Science 90, Human Physiology: 5 credits
- Health Education 103, School Health: 2 credits
- Health Education 109, First Aid: 2 credits
- Health Education 119, Theory and Practice in Health: 3 credits

Total: 15 credits

1. Science 80 is not a prerequisite for Health Education 119, in the Health Education Minor.
### Health and Physical Education

#### (Men)

**Minor (15 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 56, Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 119, Theory and Practice in Health</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 121, 122, 123, Theory and Practice in Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### (Women)

**Minor (15 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 56, Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 119, Theory and Practice in Health</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 117, Theory and Practice in Sports or Physical Education 118, Theory and Practice in Dance</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>5</td>
</tr>
<tr>
<td>Electives in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### History

**Minor (15 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 21, The Growth of American Democracy or History 50 and 51, History of United States I, II</td>
<td>5 or 10</td>
</tr>
<tr>
<td>Electives in History (one in History of Europe is required)</td>
<td>10 or 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Home Economics

**Minor (15 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 60, Fundamentals in Textiles or Home Economics 65, Home Furnishing</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 105, Household Management</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 110, Family Relations</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 115, Child Care in the Home or Home Economics 106, Consumer Problems</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 170, Clothing Selection</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Industrial Arts

**Minor (15 credits):**

Courses for the minor will be elected under the direction of the chairman of the Industrial Arts Division | 15

### Mathematics

**Minor (15 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 50, College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 52, Analytical Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

1. Science 80 is not a prerequisite for Health Education 119, in the Health and Physical Education Minors for men and women.

2. Elect one.
General Catalog, 1950-1951

Music

Minor (15 credits):

Music 1, Fundamentals of Music ......................................................... 5
Music 54a, Class Instruction—Piano .................................................. 1
Music 103b, Music Education for the Secondary School ..................... 3
Music 107, Choral and Instrumental Conducting .................................. 3
Music 113, Music History and Appreciation from 1800 ....................... 3

---------------------------------------------

15

Physics

Minor (15 credits):
Science 27, 28, 29, Elementary Physics ........................................... 15

Political Science

Minor (15 credits):
Political Science 52, American Government ......................................... 5
Electives in Political Science ............................................................. 10

---------------------------------------------

15

Recreation

Minor (15 credits):
Physical Education 59, Introduction to Recreation ......................... 3
Physical Education 124, Organization and Administration of Recreation .... 5
Physical Education 126, Public Relations in Community Recreation .......... 2
Physical Education Activities .............................................................. 5

---------------------------------------------

15

Sociology

Minor (15 credits):
Sociology 20, Development of Social Institutions .............................. 5
Electives from Sociology ................................................................. 10

---------------------------------------------

15

Spanish

Minor (15 credits) For students who have had beginning Spanish in either
high school or college:
Spanish 53, 54, 55, Advanced Spanish ............................................... 9
Spanish 100, 101, 102, Survey of Spanish Literature ......................... 6

---------------------------------------------

15

Speech and Drama

Minor (15 credits):
Speech 1, Fundamentals of Speech .................................................. 2
Speech 50, Voice and Articulation ..................................................... 2
Speech 54, Oral Reading ...................................................................... 3
Electives in Speech or Drama ............................................................. 8

---------------------------------------------

15

Zoology

Minor (15 credits):
Science 50, 51, Invertebrate Zoology ................................................. 10
Science 52, Vertebrate Zoology ........................................................... 5

---------------------------------------------

15

(1) Students taking this minor are not required to take Science 1.
(2) Students taking this minor are not required to take Science 2.
### REQUIREMENTS FOR THE TEACHER EDUCATION CURRICULUM

Curriculum by Years

**SECONDARY SCHOOL PROGRAM**

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 3, Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>History 21, Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education, one credit each quarter</td>
<td>3</td>
</tr>
<tr>
<td>Science 1, Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 20, Literary Backgrounds</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 3, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education, one credit each quarter</td>
<td>3</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>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td>Major, Minor and Elective</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48</td>
</tr>
</tbody>
</table>

#### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 100, Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Education 104c or d, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 105c, Curriculum and Methods</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 103, School Health</td>
<td>2</td>
</tr>
<tr>
<td>History 110, History and Government of Washington</td>
<td>3</td>
</tr>
<tr>
<td>Major, Minor and Electives</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48</td>
</tr>
</tbody>
</table>

#### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 106c or d, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 107, School Law</td>
<td>1</td>
</tr>
<tr>
<td>Education 146, Introduction to Guidance</td>
<td>3</td>
</tr>
<tr>
<td>Education 160, Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
<tr>
<td>Major, Minor and Elective</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48</td>
</tr>
</tbody>
</table>

1. May be taken during third quarter of Freshman year.
2. May be taken during third quarter of Sophomore year.
### REQUIREMENTS FOR THE GENERAL CERTIFICATE

(For Teaching in Both Elementary and Secondary Schools)

#### I. General Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 3 Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>1 English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>2 English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>20 English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>21 History 21, Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>110 History 110, History and Government of Washington</td>
<td>3</td>
</tr>
<tr>
<td>Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>1 Music 1, 2, or 3, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education, Activity Courses</td>
<td>6</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>1 Science 1, Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>2 Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
</tbody>
</table>

#### II. Professional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 3, Child Development</td>
<td>5</td>
</tr>
<tr>
<td>Education 100, Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Education 104, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 105a or b or c, Curriculum and Methods</td>
<td>5</td>
</tr>
<tr>
<td>Art 1, Art Structure</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 103, School Health</td>
<td>2</td>
</tr>
<tr>
<td>Education 106, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 159, Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 160, Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 146, Introduction to Guidance</td>
<td>3</td>
</tr>
<tr>
<td>Education 107, School Law</td>
<td>1</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
</tbody>
</table>

1. On the basis of the English Placement Test, students who show marked proficiency are excused from English 1.
2. Students enrolling in History 50 and 51 are not required to take History 21.
3. 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 in music 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 and Music 3 is for students who plan to teach in the junior or senior high school.
4. Physical Education Activities are required to be taken during the first two years.
5. Students enrolling in any of the physical science majors or minors are not required to take Science 1.
6. Students enrolling in any of the biological science majors or minors are not required to take Science 2.
Central Washington College

Areas of Concentration

Under the provisions of the General Certificate program the student may choose to take a forty-five credit major and a fifteen-credit minor on three twenty-credit minors. The majors listed below are broad fields and when combined with the fifteen credit minor should provide the minimum preparation required of the beginning teacher.

III. Major Fields

<table>
<thead>
<tr>
<th>Biological Science</th>
<th>Industrial Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Commercial Education</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>Economics</td>
<td>Music</td>
</tr>
<tr>
<td>English</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Physics</td>
</tr>
<tr>
<td>General Science</td>
<td>Psychology</td>
</tr>
<tr>
<td>Geography</td>
<td>Recreation and Physical Education</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Social Science</td>
</tr>
<tr>
<td>History</td>
<td>Sociology</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Speech and Drama</td>
</tr>
</tbody>
</table>

Credits 45

IV. Minor Fields

Students electing the forty-five credit major will also elect a fifteen credit minor. Those taking the three twenty credit minors will select such minors as those indicated below. Students should consult their advisors concerning desirable minor combinations for the various levels of teaching. The minors listed below are especially adapted to the teaching needs of various levels as checked.

<table>
<thead>
<tr>
<th>Applied Music</th>
<th>Elementary</th>
<th>Junior High</th>
<th>Senior High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Botany</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Commercial Education</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>English</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>French</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Library Science</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Physical Education</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Physical Science</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalized Subjects</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech and Drama</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Credits 15 or 20
V. Electives

Electives to complete the total of 192 credits required for the Degree of Bachelor of Arts in Education.

VI. Fifth Year

A fifth year of work consisting of 45 credits in addition to the 192 credits required for the Degree of Bachelor of Arts in Education is required for the continuing General Certificate.

The fifth year of teacher education is to follow a period of one year of initial teaching experience. It is recommended that the student obtain this fifth year during one academic year. It is recognized, however, that there will be sufficient reason in some circumstances for the student's advisor to recommend that the fifth year of work be taken during summer sessions.

DETAILS FOR MAJORS FOR THE GENERAL CERTIFICATE

© Biological Science

Major (45 credits):
Science 1, Survey of Physical Sciences ........................................ 5
Science 50, 51, 52, Zoology ..................................................... 15
Science 55, 56, 57, Botany ...................................................... 15
Science 134, Science and Mathematics, Methods—Secondary ............. 2
Electives in Biological Science ................................................. 8

© Chemistry

Major (45 credits):
Science 2, Survey of Biological Sciences .................................... 5
Science 70, 71, General Chemistry ............................................. 10
Science 72, Qualitative Analysis .............................................. 5
Science 110, Quantitative Analysis ........................................... 5
Science 113, 114, Organic Chemistry ........................................ 10
Science 134, Science and Mathematics Methods—Secondary ............. 2
Electives in Chemistry ......................................................... 8

Commercial Education

Major (45 credits):
Economics 70, Principles of Economics ...................................... 5
Secretarial Science 51, 52, 53, Typing ..................................... 3
Secretarial Science 56, 57, 58, Shorthand ................................ 15
Commercial Education 65, 105, Principles of Accounting I, II ....... 10
Secretarial Science 64, Business Correspondence .......................... 3
Secretarial Science 60, Secretarial Practice ................................ 3
Commercial Education 110, Methods in Commercial Education ........ 2
Electives in Secretarial Science, Commercial Education or Economics .. 4

Electives from Commercial Education, Economics, or Secretarial Science may be substituted if part of the above requirements are waived because of previous training. Such electives may also be substituted for the 18 quarter hours in Secretarial Science 56, 57, 58, and 60 if the student chooses to take this major without developing teaching competency in shorthand.

© Those taking the biological science major are not required to take Science 2.
© Those taking the chemistry major are not required to take Science 1.
Central Washington College

Economics

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 68, Economics of Production</td>
<td>5</td>
</tr>
<tr>
<td>Economics 69, Economics of Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 65, Principles of Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>Economics 105, Money and Banking</td>
<td>5</td>
</tr>
<tr>
<td>Economics 110, Public Finance and Taxation</td>
<td>5</td>
</tr>
<tr>
<td>Economics 115, Economics of Labor</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 106, Business Statistics</td>
<td>5</td>
</tr>
<tr>
<td>History 116, Economic History of the United States</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Elective from Economics, Sociology, or Commercial Education</td>
<td>3</td>
</tr>
</tbody>
</table>

English

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 50, Language and Reading</td>
<td>3</td>
</tr>
<tr>
<td>English 51, Approach to Poetry</td>
<td>3</td>
</tr>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 128, Secondary School Literature</td>
<td>2</td>
</tr>
<tr>
<td>English Literature</td>
<td>10</td>
</tr>
<tr>
<td>American Literature</td>
<td>5</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Electives in English</td>
<td>16</td>
</tr>
</tbody>
</table>

Speech 105 may be counted as an elective in English.

Fine Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 50, Elementary Drawing</td>
<td>5</td>
</tr>
<tr>
<td>Art 51, Lettering</td>
<td>3</td>
</tr>
<tr>
<td>Art 53, History and Appreciation of Art</td>
<td>3</td>
</tr>
<tr>
<td>Art 54, Modeling and Sculpturing</td>
<td>5</td>
</tr>
<tr>
<td>Art 56, Water Color</td>
<td>5</td>
</tr>
<tr>
<td>Art 65, School Murals</td>
<td>2</td>
</tr>
<tr>
<td>Art 100, Figure Construction and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Art 101, Creative Design</td>
<td>5</td>
</tr>
<tr>
<td>Art 130a, Art Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Art</td>
<td>12</td>
</tr>
</tbody>
</table>

Geography

Major (45 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 81, Physical Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 83, Weather and Climate</td>
<td>5</td>
</tr>
<tr>
<td>Geography 50, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 114, Conservation of Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>Geography 122, Geography of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Geography</td>
<td>17</td>
</tr>
</tbody>
</table>

History 104 may be taken as an elective if Geography 111 has been taken.

Science 62 may be taken as a part of this major.
General Science

Major (45 credits):
Science 3, Environmental Science ........................................... 3
Select 15 hours from
Science 50, 51, 52, Zoology ................................................... 15
Science 55, 56, 57, Botany ..................................................... 15
Select 5 hours from
Science 45, 46, Geology .......................................................... 5
Select 15 hours from
Science 70, 71, 72, Chemistry
Science 27, 28, 29, Physics .................................................... 15
Science 134, Science and Mathematics Methods—Secondary ................ 2
Elective ..................................................................................... 5

Health and Physical Education

(Men)

Major (45 credits):
Health Education 1, Health Essentials ........................................ 3
Physical Education 56, Introduction to Physical Education ............... 3
Physical Education 110, Organization and Administration of Physical Education .......................................................... 3
1 Physical Education 121, 122, 123, Theory and Practice in Physical Education .......................................................... 6
Science 80, Physiology and Anatomy ............................................ 5
Science 90, Human Physiology .................................................... 5
Health Education, 109, First Aid ................................................. 2
Health Education 119, Theory and Practice in Health .................... 3
Health Education 101, Kinesiology ............................................. 3
2 Physical Education Activities ................................................... 6
Electives in Health and Physical Education .................................. 6

Health and Physical Education

(Women)

Major (45 credits):
Health Education 1, Health Essentials ........................................ 3
Physical Education 56, Introduction to Physical Education ............... 3
Physical Education 110, Organization and Administration of Physical Education .......................................................... 3
Physical Education 117, Theory and Practice in Sports .................... 3
Physical Education 118, Theory and Practice in Dance .................... 3
Science 80, Physiology and Anatomy ............................................ 5
Science 90, Human Physiology .................................................... 5
Health Education 109, First Aid ................................................. 2
Health Education 116, Program Planning in Health and Physical Education .......................................................... 3
Health Education 119, Theory and Practice in Health .................... 3
3 Physical Education Activities ................................................... 6
Electives in Health and Physical Education .................................. 6

1 Select two from Physical Education 121, 122, 123.
2 Men majoring in physical education are required to include American Dance, two individual sports, and one team sport.
3 Women majoring in physical education are required to include one dance class, two individual sports, and a course in basic skills for four of the required physical education courses.
### History

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 21, The Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>History 58, Ancient and Medieval History</td>
<td>5</td>
</tr>
<tr>
<td>History 59, Modern History</td>
<td>5</td>
</tr>
<tr>
<td>History 125, Europe in the 20th Century</td>
<td>5</td>
</tr>
<tr>
<td>History 104, The Latin American Republics or</td>
<td>5</td>
</tr>
<tr>
<td>History 109, The West in American History</td>
<td>5</td>
</tr>
<tr>
<td>History 111, The United States in the Twentieth Century</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Electives in History</td>
<td>8</td>
</tr>
</tbody>
</table>

### Home Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 21, General Nutrition (Laboratory)</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 50, Food Preparation</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 70, Clothing Selection and Construction</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 105, Household Management</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 110, Family Relations</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 115, Child Care or</td>
<td></td>
</tr>
<tr>
<td>Home Economics 106, Consumer Problems</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 121, School Lunch</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 123, Methods in Home Economics</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 151, Meal Planning, Preparation and Service</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 161, Textiles</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 165, Home Planning and Furnishing</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 171, Advanced Clothing Construction</td>
<td>3</td>
</tr>
</tbody>
</table>

### Industrial Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts 70a, Creative Crafts—Wood and Leather</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 70b, Creative Crafts—Metal and Plastics</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 71, Woodworking</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 74, Pottery</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 79, Mechanical Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 83, General Metals I</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 85a, Elementary Electricity</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 85b, Sheet Metal Work</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 113, Advanced Furniture Construction</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 130b, Industrial Arts Education</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 131, General Shop Planning and Organization</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Industrial Arts</td>
<td>8</td>
</tr>
</tbody>
</table>

Electives from among: Industrial Arts 103, 110, 73, 111, 112, 114, 133, 115.

(*) Must be taken together.
Mathematics

Major (45 credits): Credits
Mathematics 50, College Algebra or Mathematics 54, Mathematical Analysis... 5
Mathematics 51, Trigonometry or Mathematics 55, Mathematical Analysis... 5
Mathematics 52, Analytic Geometry and Calculus or Mathematics 56, Mathematical Analysis................................. 5
Mathematics 101, 102, 103, Calculus........................................ 15
Science 134, Science and Mathematics Methods—Secondary..................... 2
Electives from Physics or Upper Division Mathematics................................ 13

45

Modern Languages

French

Major (30 credits):
French 50, 51, 52, First Year French........................................... 15
French 53, 54, 55, Advanced French............................................ 9
French 100, 101, 102, Survey of French Literature.................. 6

30

Spanish

Major (30 credits):
Spanish 50, 51, 52, First Year Spanish........................................... 15
Spanish 53, 54, 55, Advanced Spanish......................................... 9
Spanish 100, 101, 102, Survey of Spanish Literature.................. 6

30

French—Spanish

Major (33 credits):
French 50, 51, 52 or Spanish 50, 51, 52........................................... 15
Eighteen hours chosen from:
French 53, 54, 55; French 100, 101, 102
Spanish 53, 54, 55; Spanish 100, 101, 102........................................... 18

33
### Music

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 1, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Music 50, Elementary Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 54a, Class Instruction—Piano</td>
<td>1</td>
</tr>
<tr>
<td>Music 64, Intermediate Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 103a, Music Education for the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Music 103b, Music Education for the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Music 104, Form Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Music 107, Choral and Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>Music 108, Advanced Choral and Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>Music 111, Advanced Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 112, Music History and Appreciation to 1800</td>
<td>3</td>
</tr>
<tr>
<td>Music 113, Music History and Appreciation from 1800</td>
<td>3</td>
</tr>
<tr>
<td>Music 116, Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>Music Activities</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

### Physical Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 70, 71, Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Science 27, 28, 29, Elementary Physics</td>
<td>15</td>
</tr>
<tr>
<td>Select 5 hours from:</td>
<td></td>
</tr>
<tr>
<td>Science 45, 46, Geology</td>
<td>5</td>
</tr>
<tr>
<td>Science 134, Science and Mathematics Methods—Secondary</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Science</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

### Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 5, Physics Problems</td>
<td>3</td>
</tr>
<tr>
<td>Science 77, 78, 79, General and Engineering Physics</td>
<td>15</td>
</tr>
<tr>
<td>Science 96, Fundamentals of Radio</td>
<td>3</td>
</tr>
<tr>
<td>Science 116, Introduction to Atomic Physics</td>
<td>3</td>
</tr>
<tr>
<td>Science 134, Science and Mathematics Methods—Secondary</td>
<td>2</td>
</tr>
<tr>
<td>Electives from Upper Division Offerings in Mathematics or Physics</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

1. All music majors are required to take the applied music minor in addition to meeting the major requirements.
2. Because the understanding of the piano keyboard is most essential in the training of the public school music teacher, a proficiency piano examination will be given to all entering music majors. Students meeting the piano requirements will not enroll for Music 54a. Students not meeting this requirement will enroll in Music 54a during their first year. Music 54a is a prerequisite for Music 50.
3. A maximum of 12 credit hours may be included in the 192 credit hours required for the degree.
4. Those taking the physical science major are not required to take Science 1.
Psychology

This major is to give students entering teaching the opportunity to develop competence in professional psychological work in the public schools. They will work with aspects of guidance and counseling, mental testing, diagnosis, prognosis, the evaluation of results, consultation, and will assist teachers in special education work with students in the public schools.

Students who major in this area will be expected to do some part time teaching in the classroom. They will utilize the remaining time in the areas suggested above. Those students who major in this area are not to be considered as psychologists, educational psychologists, or counsellor-directors, but workers prepared to give specialized assistance to classroom teachers and students.

Students pursuing this major will be expected to take two fifteen-hour minors, since seventeen hours of the major are also required in the teacher-education program. Admission to this program will be on a selective basis of scholarship and aptitude to pursue academic work in this area.

Major (45 credits):

A. Required Courses

<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>Psychology 3, Child Development</td>
<td>5</td>
</tr>
<tr>
<td>Education 146, Introduction to Guidance</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 17

B. The remaining credits to complete the major are to be selected on a guided basis from the areas listed below to fit the individual's needs and competencies.

| Psychology of Adjustment                        | Social Psychology          |
| Clinical Psychology                              | Speech Correction Clinic   |
| Guidance and Personnel Procedure                | Remedial Reading           |
| Diagnostic Techniques and Measurement           | Remedial Arithmetic        |
| Social Psychology                               | Sight Saving               |
| Psychology of Adolescence and Guidance          | Psychological Seminar      |
| Helping the Exceptional Child                   | Administration of the Guidance Program |
| Mental Testing                                  | Introduction to Speech Correction |
| Abnormal Psychology                             | Human Growth and Development |
| Speech Pathology                                | Educational Statistics     |
| Teaching of Reading                             | Culture and Personality    |
### Central Washington College

#### Recreation and Physical Education

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 59, Introduction to Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 124, Organization and Administration of Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education 125, Activities and Program Planning in Community Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education 126, Public Relations in Community Recreation</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education 58, Camp Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>6</td>
</tr>
<tr>
<td>Electives will be chosen (with guidance) from music, art, physical education, industrial arts and drama</td>
<td>19</td>
</tr>
</tbody>
</table>

### Social Science

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 50, History of the United States I</td>
<td>5</td>
</tr>
<tr>
<td>History 51, History of the United States II</td>
<td>5</td>
</tr>
<tr>
<td>History 58, Ancient and Medieval History</td>
<td>5</td>
</tr>
<tr>
<td>History 59, Modern World History</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 50, Anthropology or Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Geography 50, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Economics 70, Principles of Economics</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Geography 114, Conservation of Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
</tbody>
</table>

### Sociology

**Major (45 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 50, Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Social Science 117c, Social Science Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>Electives from Sociology, Political Science and Economics</td>
<td>26</td>
</tr>
</tbody>
</table>

### Speech and Drama

**Major (45 credits):**

<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>Speech 50, Voice and Articulation</td>
<td>2</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Speech 55, Dramatic Production</td>
<td>5</td>
</tr>
<tr>
<td>Speech 119, Introduction to Speech Correction</td>
<td>5</td>
</tr>
<tr>
<td>Speech 120b, Teaching Speech in the Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>Speech 130, Problems in Speech and Drama</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Speech and Drama</td>
<td>24</td>
</tr>
</tbody>
</table>

English 104 may be counted as an elective in speech and drama.

© Students who major in social science are not required to take History 21.
## DETAILS OF MINORS FOR THE GENERAL CERTIFICATE

### Applied Music

Minor (15 credits) To be taken with the major in music:

- **Applied Music—Major Field**: 6 credits
- **Music 54b, Class Instruction—Voice**: 1 credit
- **Music 54c, Class Instruction—Strings**: 1 credit
- **Music 55c, Class Instruction—Strings**: 1 credit
- **Music 54d, Class Instruction—Woodwinds**: 1 credit
- **Music 54e, Class Instruction—Brass**: 1 credit
- **Music 54g, Class Instruction—Percussion**: 1 credit

Other music activities: 3 credits

Total: 15 credits

### Biology

Minor (15 credits) Select 15 hours from:

- **Science 50, 51, 52, Zoology or Science 55, 56, 57, Botany**: 15 credits

Minor (20 credits): Add five hours of biology electives above Science 57.

Total: 20 credits

### Botany

Minor (15 credits):

- **Science 55, 56, Botany**: 10 credits
- **Science 57, Plant Taxonomy**: 5 credits

Minor (20 credits): Add five hours of botany electives.

Total: 20 credits

### Chemistry

Minor (15 credits):

- **Science 70, 71, General Chemistry**: 10 credits
- **Science 72, Qualitative Analysis**: 5 credits

Minor (20 credits): Add five hours of electives in chemistry.

Total: 20 credits

1. All music majors are required to take the applied music minor in addition to meeting the major requirements. Open only to students majoring in music.

2. A maximum of 12 credit hours of music activity may be included in the 192 credit hours required for the degree.

3. Students taking this minor are not required to take Science 2.

4. Students taking this minor are not required to take Science 1.
Commercial Education

Secretarial Science 51, or 52, or 53, Typing ........................................ 1
Commercial Education 61, Business Law ........................................... 3
Commercial Education 65, Principles of Accounting I ......................... 5
Electives in Commercial Education or electives in Secretarial Science ...... 6

Minor (20 credits):
Add five hours electives in economics ........................................... 5

Economics

Minor (15 credits):
Economics 70, Principles of Economics ........................................ 5
Electives from economics and commercial education .......................... 10

Minor (20 credits):
Add five hours electives in economics ........................................... 5

English

Minor (15 credits):
English 50, Language and Reading ................................................ 3
English 51, Approach to Poetry ....................................................... 3
English 128, Secondary School Literature ....................................... 2
Electives in English ........................................................................... 7

Minor (20 credits):
Add five hours electives in English ................................................. 5

Fine Arts

Minor (15 credits):
Art 3, Introduction to Art ............................................................... 2
Art 50, Elementary Drawing ............................................................... 5
Art 51, Lettering .................................................................................. 3
Art 101, Creative Design ................................................................. 3
Art 20, Crafts for Children or Art 104, Art Methods and Materials ...... 2

Minor (20 credits):
Add: Art 56, Water Color ................................................................. 5

French

Minor (15 credits) For students who have had beginning French in either high school or college:
French 53, 54, 55, Advanced French ................................................ 9
French 100, 101, 102, Survey of French Literature ............................. 6
Geography

Minor (15 credits):
- Geography 1, World Geography ........................................ 5
- Geography 50, Economic Geography .................................... 5
- Electives in Geography.................................................... 5

Total: 15

Minor (20 credits):
- Add five hours of geography electives.................................. 5

Total: 20

Geology

Minor (15 credits):
- Science 1, Survey of Physical Sciences................................. 5
- Science 45, Earth Science .................................................. 5
- Science 46, Introduction to Fossils..................................... 5

Total: 15

Minor (20 credits):
- Add five hours of geology elective.................................... 5

Total: 20

Health Education

Minor (15 credits):
- Health Education 1, Health Essentials................................. 3
- Science 90, Human Physiology or Science 92, Bacteriology........ 5
  ①Health Education 119, Theory and Practice in Health.............. 3
  Health Education 103, School Health.................................. 2
  Health Education 109, First Aid........................................ 2

Total: 15

Minor (20 credits):
- Add: Science 80, Physiology and Anatomy.............................. 5

Total: 20

Health and Physical Education

(Men)

Minor (15 credits):
- Physical Education 56, Introduction to Physical Education........ 3
  ②Physical Education 121, 122, 123, Theory and Practice in Physical Education
  ①Health Education 119, Theory and Practice in Health............... 3
  Physical Education Activities........................................... 5
  Elective in Physical Education......................................... 1

Total: 15

Minor (20 credits):
- Add: Science 80, Physiology and Anatomy.............................. 5

Total: 20

① Science 80 is not a prerequisite for Health Education 119, in the Health and Physical Education Minors and the Health Education Minor.
② Elect one.
### Health and Physical Education

#### (Women)

<table>
<thead>
<tr>
<th>Minor (15 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 56, Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 117, Theory and Practice in Sports or</td>
<td></td>
</tr>
<tr>
<td>Physical Education 118, Theory and Practice in Dance</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 119, Theory and Practice in Health</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>5</td>
</tr>
<tr>
<td>Electives in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Minor (15 credits):</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>Add: Science 80, Physiology and Anatomy</td>
<td></td>
</tr>
<tr>
<td><strong>Minor (20 credits):</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

#### History

<table>
<thead>
<tr>
<th>Minor (15 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 21, The Growth of American Democracy or</td>
<td></td>
</tr>
<tr>
<td>History 50 and 51, History of United States I, II</td>
<td>5 or 10</td>
</tr>
<tr>
<td>Electives in History (one in History of Europe is required)</td>
<td>10 or 5</td>
</tr>
<tr>
<td><strong>Minor (15 credits):</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>Add five hours of history electives</td>
<td></td>
</tr>
<tr>
<td><strong>Minor (20 credits):</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

#### Home Economics

<table>
<thead>
<tr>
<th>Minor (15 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 49, Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 60, Fundamentals in Textiles or</td>
<td></td>
</tr>
<tr>
<td>Home Economics 65, Home Furnishing</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 110, Family Relations</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 115, Child Care in the Home or</td>
<td></td>
</tr>
<tr>
<td>Home Economics 121, School Lunch or</td>
<td></td>
</tr>
<tr>
<td>Home Economics 105, Household Management</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 170, Clothing Selection</td>
<td>2</td>
</tr>
<tr>
<td><strong>Minor (15 credits):</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Minor (20 credits):</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

#### Industrial Arts

<table>
<thead>
<tr>
<th>Minor (15 credits):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts 71, Woodworking</td>
<td>5</td>
</tr>
<tr>
<td>Electives in Industrial Arts</td>
<td>10</td>
</tr>
<tr>
<td><strong>Minor (20 credits):</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>Add five hours of electives in Industrial Arts</td>
<td></td>
</tr>
<tr>
<td><strong>Minor (20 credits):</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

---

1. Science 80 is not a pre-requisite for Health Education 119 in the Health and Physical Education minors and the Health Education minor.
2. In lieu of adequate high school experience in wood shop, five hours in some other course may be substituted by application to the chairman of the department.
### Library Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library 100, Use of Library Resources</td>
<td>3</td>
</tr>
<tr>
<td>Library 101, Selection of Recreational and Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>Library 102, Organization of Library and Audio-Visual Materials</td>
<td>4</td>
</tr>
<tr>
<td>Library 103, School Library Administration</td>
<td>3</td>
</tr>
<tr>
<td>English 119, Children's Literature or English 128, Secondary School Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

Minor (15 credits):  
Add: Education 139, Visual Instruction  
15

### MATHEMATICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 50, College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 52, Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
</tbody>
</table>

Minor (15 credits):  
Add five hours electives in Mathematics  
15

### Music

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 1, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Music 54a, Class Instruction—Piano</td>
<td>1</td>
</tr>
<tr>
<td>Music 103a, Music Education for the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Music 107, Choral and Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>Music 113, Music History and Appreciation from 1800</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor (15 credits):  
Add: Music 54b, Class Instruction—Voice  
Add: Music 55a, Class Instruction—Piano  
Add: Music 50, Elementary Harmony  
20

### Physical Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 51, Theory and Practice in Rhythms</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 56, Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 100, Physical Education Activities for the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 109, First Aid</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>5</td>
</tr>
</tbody>
</table>

Minor (20 credits):  
Add: Physical Education 117 (for women), Methods in Sports, or  
Physical Education 121 (for men), Physical Education Methods  
Add: Electives in Physical Education  
20
Central Washington College

**Physical Science**

Minor (15 credits):
Select 15 hours from
- Science 70, 71, 72, Chemistry
- Science 27, 28, 29, Physics

Credits
- 15

Minor (20 credits):
Add five hours of electives in Chemistry or Physics

Credits
- 20

**Physics**

Minor (15 credits):
Science 27, 28, 29, Elementary Physics

Credits
- 15

Minor (20 credits):
Add five hours of electives in Physics

Credits
- 20

**Political Science**

Minor (15 credits):
Political Science 52, American Government

Credits
- 5

Electives in Political Science

Credits
- 10

Minor (20 credits):
Add five hours of electives in Political Science

Credits
- 20

**Professionalized Subjects**

Minor (15 credits or 20 credits):
The students may choose the courses from those listed below to complete the fifteen-hour or the twenty-hour minor. Not more than two subjects may be taken from any one area. The student is encouraged to select a course from each of several areas.
The areas are:

**Education:**
- Education 103, Teaching Procedures in the Language Arts
- Education 50, Manuscript Writing
- Education 117, Teaching of Reading
- Education 128, Teaching of Arithmetic

Credits
- 3
- 1
- 3
- 3

**Art:**
- Art 20, Crafts for Children
- Art 104, Art Methods and Materials

Credits
- 2
- 2

**Industrial Arts:**
- Industrial Art 70a, Creative Crafts—Wood and Leather
- Industrial Art 70b, Creative Crafts—Metal and Plastics

Credits
- 2
- 2

**Health, Physical Education, and Recreation:**
- Health Education 103, School Health
- Physical Education 51, Theory and Practice in Rhythms
- Physical Education 58, Camp Leadership
- Physical Education 100, Physical Education Activities for the Elementary School

Credits
- 2
- 3
- 3
- 2

*Students enrolling in the physical science or physics minor are not required to take Science 1.*
### Home Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 115, Child Care in the Home</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 121, School Lunch</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 122, Home Economics Activities in the Elementary School</td>
<td>1</td>
</tr>
</tbody>
</table>

### Language and Literature

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 119, Children's Literature</td>
<td>2</td>
</tr>
<tr>
<td>English 120, Storytelling, Poetry Reading, and Dramatization</td>
<td>2</td>
</tr>
<tr>
<td>English 128, Secondary School Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

### Speech and Drama

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 110, Children's Drama</td>
<td>3</td>
</tr>
<tr>
<td>Speech 120a, Teaching Speech in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Speech 120b, Teaching Speech in the Secondary School</td>
<td>2</td>
</tr>
</tbody>
</table>

### Library Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Science 101, Selection of Recreational and Instructional Material</td>
<td>3</td>
</tr>
<tr>
<td>Library Science 102, Organization of Library and Audio-Visual Materials</td>
<td>4</td>
</tr>
</tbody>
</table>

### Music

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 52, Song Literature for Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>Music 103a, Music Education for the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Music 103b, Music Education for the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Music 110, Music Methods and Materials</td>
<td>2</td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 133a, Science Education in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Science 133b, Science Education in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Science 139, Community Resource Materials for the Science Teacher</td>
<td>3</td>
</tr>
</tbody>
</table>

### Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science 117b, Methods and Materials in the Social Sciences—Elementary</td>
<td>2</td>
</tr>
<tr>
<td>Social Science 117c, Methods and Materials in the Social Sciences—Secondary</td>
<td>2</td>
</tr>
</tbody>
</table>

### Recreation

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 59, Introduction to Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 124, Organization and Administration of Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education 126, Public Relations in Community Recreation</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total for Recreation: 15 credits**

### Sociology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Electives from Sociology</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total for Sociology: 15 credits**

### Minor (20 credits)

- Add five hours of electives from Sociology

**Total for Minor (20 credits): 20 credits**
Spanish
Minor (15 credits) For students who have had beginning Spanish in either high school or college:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 53, 54, 55, Advanced Spanish</td>
<td>9</td>
</tr>
<tr>
<td>Spanish 100, 101, 102, Survey of Spanish Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

Speech and Drama
Minor (15 credits):
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 50, Voice and Articulation</td>
<td>2</td>
</tr>
<tr>
<td>Speech 54, Oral Reading</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Speech or Drama</td>
<td>10</td>
</tr>
</tbody>
</table>

Minor (20 credits):
Add five hours of electives in Speech and Drama.

© Zoology
Minor (15 credits):
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 50, 51, Invertebrate Zoology</td>
<td>10</td>
</tr>
<tr>
<td>Science 52, Vertebrate Zoology</td>
<td>5</td>
</tr>
</tbody>
</table>

Minor (20 credits):
Add five hours electives in Zoology.

©Students taking this minor are not required to take Science 2.
**General Catalog, 1950-1951**

**REQUIREMENTS FOR THE TEACHER EDUCATION CURRICULUM**

**Curriculum by Years**

**GENERAL CERTIFICATE**

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 3, Introduction to Art.</td>
<td>2</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>History 21, Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education, Physical Education Activities</td>
<td>3</td>
</tr>
<tr>
<td>Science 1, Survey of Physical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1, Art Structure</td>
<td>3</td>
</tr>
<tr>
<td>English 20, Literary Backgrounds</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, 2, or 3, Fundamentals of Music</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education, Physical Education Activities</td>
<td>3</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>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td>Major, Minor and Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 100, Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Education 104, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 105, a, b, c, or d, Curriculum and Methods</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 103, School Health</td>
<td>2</td>
</tr>
<tr>
<td>History 110, History and Government of Washington</td>
<td>3</td>
</tr>
<tr>
<td>Major, Minor and Electives</td>
<td>27</td>
</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 106, Directed Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Education 107, School Law</td>
<td>1</td>
</tr>
<tr>
<td>Education 140, Introduction to Guidance</td>
<td>3</td>
</tr>
<tr>
<td>Education 159, Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 160, Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</td>
</tr>
<tr>
<td>Major, Minor and Electives</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 1 may be taken by first quarter freshmen.</td>
<td></td>
</tr>
<tr>
<td>Education 100 may be taken by third quarter sophomores.</td>
<td></td>
</tr>
</tbody>
</table>
THE GRADUATE SCHOOL OF EDUCATION

The Legislature in 1947 authorized the Colleges of Education to grant the Master of Education degree. In 1949 the program was expanded to include the preparation of secondary school teachers and specialists. The Master's program is designed for the professional preparation of master teachers, principals, supervisors, and specialists in several fields. One college year beyond the Bachelor's degree is the minimum residence requirement for the master's degree.

ADMISSION REQUIREMENTS

Admission to courses for graduate credit shall be restricted to:

1. Students who hold an earned degree from a teachers college, college, or university that is accredited by the appropriate regional accrediting agency.

2. Students who hold earned bachelor's degree from institutions not on the accredited lists or approved lists. They may be admitted to graduate courses, but graduate status will be withheld until the ability to do acceptable graduate work has been demonstrated during at least one quarter.

3. Students who require for a bachelor's degree less than the work of a quarter. Students in this group shall not be permitted to earn graduate credit for more work than the difference between the amount necessary to complete the requirements for the bachelor's degree and the amount considered a normal full-time program.

Admission to candidacy for the master's degree shall be restricted to students who meet the requirements for admission to graduate courses and who have satisfactorily completed one quarter of work. The Graduate Committee in passing upon an application will consider the following:

1. The candidate's academic record including his undergraduate record and his work in basic required courses in education. The average for the final undergraduate year and for the first quarter of graduate study must be B or higher.

2. The candidate's professional experience and other experiences indicating his ability to pursue graduate study.

3. The candidate's rating on a standardized test of general ability.

4. The candidate's ability to define his goal and plan a program of study.

5. The candidate's general maturity and professional promise.

At least one year of successful teaching experience is required before admission to candidacy for the degree of Master of Education.

The candidate should apply for admission to candidacy by the end
of his first quarter of graduate work, and his application must be acted upon by the end of the second quarter of graduate study. This requires that the candidate be notified of his acceptance or rejection for graduate candidacy by the beginning of his third quarter of graduate study.

If the candidate is not admitted to graduate candidacy on application at the end of his first quarter of graduate study, he may be permitted to take another quarter on a probationary basis. If his work during the second quarter does not meet the required standards, he shall be notified of his failure to qualify for graduate candidacy.

GENERAL REQUIREMENTS

Degree. The minimum requirements for the degree, Master of Education, may be fulfilled by following either Plan I or Plan II described below.

Plan I

Under Plan I the candidate must satisfy the following specific requirements:

Credits Required. The candidate must complete a minimum of forty-five quarter credits. Half of these must be in courses numbered above 200 and the balance in courses from 100 to 200. Included in the forty-five credits are the three to six credits which may be earned for a field or research project.

Field or Research Project. The candidate must complete, under the direction of an adviser, a research project (thesis) or a field problem which must be approved by his special committee. The thesis or field problem must conform to the standards for typing theses. Three to six quarter credits may be earned upon the completion of the thesis or field problem.

Two copies of the thesis or field problem must be deposited with the chairman of the Graduate Committee; these are to be filed in the college library. A fee of $3.00 must be paid through the Business Office to cover the cost of binding.

Final Examinations. After the thesis or field problem has been completed and filed in the office of the chairman of the Graduate Committee, and after the required courses or seminars have been completed, the candidate must complete oral and/or written examinations. The examination covers the thesis or field problem and the courses and seminars. An application for final examination, approved by the special committee, must be filed in the office of the chairman of the Graduate Committee at least two weeks in advance of the exami-
nation. Final examinations are conducted by the candidate's special committee and are open to the faculty. However, the special committee alone shall decide upon the merit of the candidate's performance.

A report of each final examination shall be filed by the chairman of the special committee in the office of the chairman of the Graduate Committee.

**Application for Degree.** Each candidate for a Master of Education degree is to file an application for the degree. Application blanks are available in the office of the chairman of the Graduate Committee.

**Residence.** One academic year in residence is required. An academic year is considered to be three quarters, which need not be consecutive. Graduates of this institution may do one-third of their graduate work in another institution.

**Correspondence and Extension Courses.** No credit shall be given for courses taken by correspondence. Not more than nine quarter credits of extension work may be allowed for the Master of Education degree. For such courses the standard of work must be equal to that of courses offered on the campus. Extension courses do not apply in satisfying the residence requirement.

**Maximum Time Limit.** Courses taken subsequent to admission to candidacy and five years before the time of graduating shall be reviewed.

**Employment.** Students holding a full time position shall not be permitted to register for more than six quarter credits. Twelve quarter credits so earned shall be accepted as a quarter in residence.

**Duplication of Graduate Credit.** Courses taken prior to June 16, 1947, shall not be counted as graduate credit.

**Scholarship.** A grade average of B is required. No grade below C will be accepted as graduate credit.

**Plan II**

Under Plan II, the candidate must satisfy the following specific requirements:

**Credits Required.** The candidate must complete a minimum of fifty quarter credits of course work or seminars. These fifty credits must include Education 222, in which the candidate will write an extensive paper on an approved problem.©

**Final Examinations.** After the candidate has completed the maximum required courses or seminars, he must present himself for an oral and/or written examination. The examination covers courses

© Graduate credit will be allowed for Education 146, 159, 160. Credits will not be allowed for History 110; Education 100, 104, 105, 106, 107; Psychology 102, and Health Education 103.
and seminars. An application for final examination, approved by the special committee, must be filed in the office of the chairman of the Graduate Committee at least two weeks in advance of the examination. Final examinations are conducted by the candidate's special committee and are open to the faculty. However, the special committee alone shall decide upon the merit of the candidate's performance.

A report on each final examination shall be filed by the chairman of the special committee in the office of the chairman of the Graduate Committee.

**Application for Degree.** Each candidate for a Master of Education degree is to file an application for the degree. Application blanks are available in the office of the chairman of the Graduate Committee.

**Residence.** One academic year in residence is required. An academic year is considered to be three quarters, which need not be consecutive. Graduates of this institution may do one-third of their graduate work in another institution.

**Correspondence and Extension Courses.** No credit shall be given for courses taken by correspondence. Not more than nine quarter credits of extension work may be allowed for the Master of Education degree. For such courses the standard of work must be equal to that of courses offered on the campus. Extension courses do not apply in satisfying the residence requirement.

**Maximum Time Limit.** Courses taken subsequent to admission to candidacy and five years before the time of graduation shall be reviewed.

**Employment.** Students holding a full time position shall not be permitted to register for more than six quarter hours. Twelve quarter credits so earned shall be accepted as a quarter in residence.

**Duplication of Graduate Credit.** Courses taken prior to June 16, 1947, shall not be counted as graduate credit.

**Scholarship.** A grade average of B is required. No grade below C will be accepted as graduate credit.
PROGRAM FOR MASTER OF EDUCATION DEGREE

I. Courses Required of All

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 200, Introduction to Graduate Study</td>
<td>3</td>
</tr>
<tr>
<td>Education 201, Educational Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 200, Human Growth and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

If Plan 1 is followed, three to six credits in Education 250 or 251 must be completed. If Plan 2 is elected, two credits in Education 222 must be completed.

Students may elect to work in one of the areas listed below. A student who has a special interest in an area not represented may present a program for approval by the Graduate Committee. The student is expected to select fifteen quarter credits in courses directly related to his field of specialization.

II. Specialization

A. Administration (Principals) and Supervision

Select five hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 109, The Elementary School Principal</td>
<td>5</td>
</tr>
<tr>
<td>Education 143, Junior High School Administration</td>
<td>5</td>
</tr>
<tr>
<td>Education 170, The High School Principal</td>
<td>5</td>
</tr>
<tr>
<td>Education 203, Seminar in Educational Administration</td>
<td>5</td>
</tr>
<tr>
<td>Education 204, Educational Administration</td>
<td>5</td>
</tr>
<tr>
<td>Education 110, School Supervision</td>
<td>5</td>
</tr>
<tr>
<td>Education 206, Evaluation of the School Program</td>
<td>3</td>
</tr>
<tr>
<td>Guided Electives</td>
<td>2</td>
</tr>
</tbody>
</table>

B. Audio-Visual and Teaching Aids

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 139, Visual Instruction</td>
<td>5</td>
</tr>
<tr>
<td>Education 144, Radio and Recordings in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>Education 150, Visual Education Workshop</td>
<td>5</td>
</tr>
<tr>
<td>Education 151, Administration of the Instructional Aids Program</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Curriculum Directors' Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 116, Diagnostic Techniques and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>Education 215, Elementary and Secondary School Curricula</td>
<td>5</td>
</tr>
<tr>
<td>Education 217, Procedures and the Program of Curriculum Improvement</td>
<td>3</td>
</tr>
<tr>
<td>Education 220, Seminar in Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>Sociology 120, The Community</td>
<td>2</td>
</tr>
</tbody>
</table>

D. Industrial Arts Specialization

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts 234, Planning Instructional Materials</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 200, Shop and Tool Maintaining</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts 135, Seminar in Industrial Arts Education</td>
<td>2 to 6</td>
</tr>
</tbody>
</table>

The remaining 5 to 9 hours will be taken from the following Industrial Arts courses as guided electives: Industrial Arts 100, 103, 105a, 105b, 110, 111, 113, 114, 116, 130b, 131, 134 | 5 to 9 |

E. Master-Teacher Program

Candidates taking course work under this program may qualify for several kinds of positions: demonstration teachers in public schools, master classroom teachers, public school supervisors, and teachers for laboratory schools.
1. Demonstration and Master-Classroom Teachers, Public School Supervisors

Improvement of Instruction:  

Education 117, Teaching of Reading ........................................ 3  
Social Science 117b, Social Science Methods and Materials .............. 3  

Ten credits of course work or seminars to be selected from the following courses or related areas:

Improvement of Instruction:

Education 128, Teaching of Arithmetic ...................................... 3  
Education 103, Teaching Procedures in the Language Arts ............... 3  
Science 133a, Science Education in the Elementary School .......... 3  
Music 110, Music Methods and Materials ............................... 2  
Art 104, Art Methods and Materials .................................... 2  
Physical Education .......................................................... 2  
Home Economics .............................................................. 2  
English 119, Children's Literature ...................................... 2  
Speech 110, Children's Drama ............................................. 2  
English 128, Secondary School Literature ................................ 2  
Education 206, Evaluation of the School Program ...................... 3  

Twenty-one to twenty-six credits of guided electives to be selected on the basis of the needs of the candidate. If the candidate follows Plan I, from three to six credits must be taken in either Education 250 or Education 251.

2. Laboratory School Teachers:

Improvement of Instruction:

Education 117, Teaching of Reading ........................................ 3  
Education 207, Advanced Laboratory Experiences ........................ 3  
Social Science 117b, Social Science Methods and Materials ........... 2  
Education 208, Guidance and Supervision of Student Teachers ........ 3  

Ten credits of course work or seminars to be selected from the following courses or related areas:

Improvement of Instruction:

Education 128, Teaching of Arithmetic ...................................... 3  
Education 103, Teaching Procedures in the Language Arts ............... 3  
Science 133a, Science Education in the Elementary Schools .......... 3  
Music 110, Music Methods and Materials ............................... 2  
Art 104, Art Methods and Materials .................................... 2  
Physical Education .......................................................... 2  
Home Economics .............................................................. 2  
English 119, Children's Literature ...................................... 2  
Speech 110, Children's Drama ............................................. 2  
English 128, Secondary School Literature ................................ 2  
Education 206, Evaluation of the School Program ...................... 3  

Personnel and Guidance Program

Psychology 103, Psychology of Adjustment .................................. 5  
Education 116, Diagnostic Techniques and Measurements ................ 3  
Education 146, Introduction to Guidance ................................ 3  
Education 210, Administration of the Guidance Program............... 4  

Public School Art

Art 140, The School Art Program .......................................... 5  
Art 141, Art and Modern Living ............................................ 2  
Art 200, Administration of the School Art Program ..................... 3  
Art 201, Seminar in Art Education ....................................... 2  
Guided Electives ............................................................ 3
### Public School Health and Physical Education Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 116, Program Planning in Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 130, School and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 135, Seminar in Health and Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Sociology 120, The Community</td>
<td>2</td>
</tr>
<tr>
<td>Guided Electives</td>
<td>5</td>
</tr>
</tbody>
</table>

### Public School Music

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 120, Music History and Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Music 200, Supervision of Public School Music</td>
<td>3</td>
</tr>
<tr>
<td>Music 201, Advanced Music Methods</td>
<td>3</td>
</tr>
<tr>
<td>Guided Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

### Remedial Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 116, Diagnostic Techniques and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>Education 125, Remedial Reading</td>
<td>3</td>
</tr>
<tr>
<td>Speech 124, Speech Correction Clinic</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 103, Psychology of Adjustment</td>
<td>5</td>
</tr>
</tbody>
</table>

### Teacher-Librarians' Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Science 120, Historical Survey of Books and Libraries</td>
<td>2</td>
</tr>
<tr>
<td>Library Science 103, School Library Administration</td>
<td>3</td>
</tr>
<tr>
<td>Library Science 200, Reference and Bibliography</td>
<td>2</td>
</tr>
<tr>
<td>Library Science 101, Book Selection</td>
<td>3</td>
</tr>
<tr>
<td>Library Science 102, Classification and Cataloging</td>
<td>5</td>
</tr>
</tbody>
</table>

### Guided Electives

Fifteen credits of guided electives to be selected on the basis of the needs of the candidate.

### Remedial Education

To meet the requirements for a certificate in Remedial Education set by the State Board of Education, the student must take these additional courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 126, Remedial Arithmetic</td>
<td>2</td>
</tr>
<tr>
<td>Education 127, Sight Saving</td>
<td>2</td>
</tr>
<tr>
<td>Education 106h, Directed Teaching in Remedial Class</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 100, Arts and Crafts (Remedial)</td>
<td>5</td>
</tr>
</tbody>
</table>
Part VII

THE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences was established in 1947 subsequent to enabling legislation passed by the 1947 Legislature.

Students who enroll in the arts and sciences program will need to complete work in three broad areas in order to qualify for the Bachelor of Arts degree. These areas include: (1) 70 credits in general education subjects, common to all students; (2) 45 credits in a major field; and (3) 77 credits in elective subjects.

Admissions, advanced standing, student load and other regulations are described on pages 36 to 39. Upon completing the four-year program and satisfying all other requirements, the student will be granted the Bachelor of Arts Degree.

1. Graduation from a four-year accredited high school or its equivalent.
2. A total of 192 credits is required for graduation. A maximum of twelve credits in music activity may be included in the 192 credit hours required for the degree.
3. Residence study of at least one academic year (thirty-six weeks) with a minimum of fifteen credits per quarter. Credits earned by correspondence or in extension classes do not serve as meeting the residence requirement.
4. The final quarter preceding graduation shall be in residence.
5. Cumulative grade point quotient of 1.75 with at least a grade point quotient of 2.00 for the last three quarters.
6. Not more than one-fourth of any curriculum leading to the Bachelor of Arts degree shall be taken in extension classes and/or correspondence.
7. Sixty credits in upper division courses (courses numbered from 100 to 200).

SPECIAL REQUIREMENTS

Those students who wish to earn a second Bachelor's degree (B.A. and B.A. in Education) may do so if they meet the requirements for the second degree and have completed a minimum of one additional quarter of work (fifteen quarter credits) in residence.

ARTS AND SCIENCE PROGRAM

Bachelor of Arts Degree

| Credits |
|-----------------|-----------------|
| I. General Education Subjects (Required) | 70 |
| Education and Psychology | |
| Education 2, Career Planning | 1 |
| Psychology 1, General Psychology | 5 |

[ 109 ]
<table>
<thead>
<tr>
<th>Fine Arts, Literature and Music</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 3, Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>Music 1, Fundamentals of Music, or 3, Introduction to Music</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities (6 quarters)</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1 and 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 1, Survey of Physical Sciences or Science 2, Survey of Biological Sciences</td>
<td>5</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History 21, The Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Social Science Elective: economics, sociology, political science, geography, history</td>
<td>5</td>
</tr>
</tbody>
</table>

II. Major Field (45 credits). Credits in excess of the forty-five required for the major will not be counted as a part of the 192 required for graduation. 45

<table>
<thead>
<tr>
<th>Biology</th>
<th>Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Industrial Arts</td>
</tr>
<tr>
<td>Economics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>English</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Music</td>
</tr>
<tr>
<td>Geography</td>
<td>Physics</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Recreation and Physical Education</td>
</tr>
<tr>
<td>History</td>
<td>Social Science</td>
</tr>
<tr>
<td>Speech and Drama</td>
<td></td>
</tr>
</tbody>
</table>

III. Electives (20 quarter hours limit in any field other than the major; however, in mathematics or foreign language 30 hours may be elected) 77

| Total                                              | 192     |

1. Music 1 is for music majors. Music 3 is for non-majors. Non-majors may take Music 1 if, upon test, they possess the requisite ability.
2. Physical Education Activities are required to be taken during the first two years.
3. On the basis of the English Placement Test, students who show marked proficiency are excused from English 1.
4. Each student must complete some work in both physical and biological science. The ten hours of laboratory science shall be taken in one field (physical or biological). The survey course (Science 1 or 2) shall be taken in the other field.
5. Students enrolling in the History major are not required to take History 21.
6. Students who have selected Music as a major may take up to 20 additional hours in music and/or music activities as electives.
## THE MAJOR FIELDS

### BIOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 50, 51, Invertebrate Zoology</td>
<td>10</td>
</tr>
<tr>
<td>Science 52, Vertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Science 55, 56, Botany</td>
<td>10</td>
</tr>
<tr>
<td>Science 57, Plant Taxonomy</td>
<td>5</td>
</tr>
<tr>
<td>Upper Division Electives in biological science</td>
<td>15</td>
</tr>
</tbody>
</table>

### CHEMISTRY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 70, 71, General Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Science 110, Quantitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Science 113, 114, Organic Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Science 135, 136, 137, Physical Chemistry</td>
<td>15</td>
</tr>
</tbody>
</table>

### ECONOMICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 68, Economics of Production</td>
<td>5</td>
</tr>
<tr>
<td>Economics 69, Economics of Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 65, Principles of Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>Economics 105, Money and Banking</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 106, Business Statistics</td>
<td>5</td>
</tr>
<tr>
<td>Economics 110, Public Finance and Taxation</td>
<td>5</td>
</tr>
<tr>
<td>Economics 115, Economics of Labor</td>
<td>5</td>
</tr>
<tr>
<td>History 116, Economic History of the United States</td>
<td>5</td>
</tr>
<tr>
<td>Upper Division elective from economics, geography, history, sociology, or commercial education</td>
<td>5</td>
</tr>
</tbody>
</table>

### ENGLISH

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 50, Language and Reading</td>
<td>3</td>
</tr>
<tr>
<td>English 51, Approach to Poetry</td>
<td>3</td>
</tr>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>10</td>
</tr>
<tr>
<td>American Literature</td>
<td>5</td>
</tr>
<tr>
<td>Electives to complete requirement</td>
<td>21</td>
</tr>
</tbody>
</table>

Speech 105 may be counted as an elective in English.

### FINE ARTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 50, Elementary Drawing</td>
<td>5</td>
</tr>
<tr>
<td>Art 51, Lettering</td>
<td>3</td>
</tr>
<tr>
<td>Art 52, Beginning Oil Painting</td>
<td>5</td>
</tr>
<tr>
<td>Art 53, Art History and Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Art 54, Modeling and Sculpturing</td>
<td>5</td>
</tr>
<tr>
<td>Art 56, Water Color</td>
<td>5</td>
</tr>
<tr>
<td>Art 100, Figure Construction and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Art 101, Creative Design</td>
<td>5</td>
</tr>
<tr>
<td>Art 107, Layout and Design</td>
<td>5</td>
</tr>
<tr>
<td>Electives from Industrial Arts 70, 73, and 74 or from Art 102, 108, 109, 113, and 116</td>
<td>6</td>
</tr>
</tbody>
</table>

1. Pre-Medical students will need to elect Comparative Anatomy.
2. If elected in fulfillment of the General Educational Requirement, choose ten hours of upper division chemistry courses instead.
### GEOGRAPHY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 50, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 81, Physical Geography</td>
<td>5</td>
</tr>
<tr>
<td>Geography 83, Weather and Climate</td>
<td>5</td>
</tr>
<tr>
<td>Geography 110, Geography of North America</td>
<td>5</td>
</tr>
<tr>
<td>Geography 111, Geography of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>Geography 112, Geography of Europe</td>
<td>3</td>
</tr>
<tr>
<td>Geography 114, Conservation of Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>Geography 118, Geography of Asia</td>
<td>3</td>
</tr>
<tr>
<td>Geography 120, Geography of China</td>
<td>2</td>
</tr>
<tr>
<td>Geography 122, Geography of the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>Geography 123, Geography of the Soviet Union</td>
<td>2</td>
</tr>
<tr>
<td>Geography 125, Field Studies of Washington Areas</td>
<td>4</td>
</tr>
<tr>
<td>Elective in Geography</td>
<td>2</td>
</tr>
</tbody>
</table>

### HEALTH AND PHYSICAL EDUCATION

Since most major students in the field of Physical Education must find employment in the public schools, they are required to complete the training for certification at the elementary, junior high school, or senior high school level. They should follow one of the programs outlined on pages 46, 56 and 71.

### HISTORY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 50, History of the United States I</td>
<td>5</td>
</tr>
<tr>
<td>History 51, History of the United States II</td>
<td>5</td>
</tr>
<tr>
<td>History 54, Modern Europe or History 58, Ancient and Medieval History or History 59, Modern World History</td>
<td>5</td>
</tr>
<tr>
<td>History 104, The Latin American Republics</td>
<td>5</td>
</tr>
<tr>
<td>History 109, The West in American History</td>
<td>5</td>
</tr>
<tr>
<td>Electives from Upper Division courses in history</td>
<td>20</td>
</tr>
</tbody>
</table>

### HOME ECONOMICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 21, Nutrition (taken with Home Economics 2)</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 50, Food Preparation</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 63, Weaving</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 70, Clothing Selection and Construction</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 105, Household Management</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 106, Consumer Problems</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 110, Family Relations</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 115, Child Care in the Home</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 120, Advanced Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 151, Meal Planning, Preparation and Service</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 161, Textiles</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 165, Home Planning and Furnishing</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 171, Advanced Clothing Construction</td>
<td>3</td>
</tr>
</tbody>
</table>

1. If Geography 50 is elected in fulfillment of the General Education requirement, substitute one of the following courses:
   - Science 161, Historical Geology       | 5       |
   - Science 45, Earth Science            | 5       |

2. If History 50 or 51 or either is elected in fulfillment of the General Education Requirement, other History courses may be taken from Upper or Lower Division upon approval of the department. Students taking History 50 and 51 are not required to take History 21.
## Industrial Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts 70, Creative Crafts</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 71, Woodworking</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 73, Photography</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 74, Pottery</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 83, General Metals</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 85, Sheet Metalwork and Elementary Electricity</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 113, Advanced Furniture Construction</td>
<td>5</td>
</tr>
<tr>
<td>Art 101, Creative Design</td>
<td>5</td>
</tr>
<tr>
<td>Electives from fine or industrial arts</td>
<td>7</td>
</tr>
</tbody>
</table>

## Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 50, College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 52, Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 101, 102, 103, Calculus</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics 105, 106, Differential Equations</td>
<td>10</td>
</tr>
<tr>
<td>Elective in Mathematics</td>
<td>5</td>
</tr>
</tbody>
</table>

## Modern Languages

### French

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 50, 51, 52, First Year French</td>
<td>15</td>
</tr>
<tr>
<td>French 53, 54, 55, Advanced French</td>
<td>9</td>
</tr>
<tr>
<td>French 100, 101, 102, Survey of French Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

### Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 50, 51, 52, First Year Spanish</td>
<td>15</td>
</tr>
<tr>
<td>Spanish 53, 54, 55, Advanced Spanish</td>
<td>9</td>
</tr>
<tr>
<td>Spanish 100, 101, 102, Survey of Spanish Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

### French-Spanish

Eighteen hours chosen from:
- French 53, 54, 55; French 100, 101, 102
- Spanish 53, 54, 55; Spanish 100, 101, 102

## Music

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 20, Ear Training and Sight Singing</td>
<td>3</td>
</tr>
<tr>
<td>Music 50, 64, 111, Harmony</td>
<td>9</td>
</tr>
<tr>
<td>Music 116, 117, 118, Counterpoint</td>
<td>9</td>
</tr>
<tr>
<td>Music 104, Form Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Music 112, 113, 120, Music History and Appreciation</td>
<td>9</td>
</tr>
<tr>
<td>Music 107, Choral and Instrumental Conducting</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Music</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits: 45
# PHYSICS

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 5, Physics Problems</td>
<td>3</td>
</tr>
<tr>
<td>Science 77, 78, 79, General Physics</td>
<td>15</td>
</tr>
<tr>
<td>Science 117, Electricity, Magnetism and Radiations</td>
<td>5</td>
</tr>
<tr>
<td>Science 118, Optics</td>
<td>5</td>
</tr>
<tr>
<td>Science 119, Mechanics and Wave-motions</td>
<td>5</td>
</tr>
<tr>
<td>Electives (at least 5 hours from Upper Division physics courses or from mathematics courses numbered above 100)</td>
<td>12</td>
</tr>
</tbody>
</table>

## RECREATION

Those desiring to complete a major in Recreation should complete the basic requirements for teacher training at the junior or senior high school level as specified on pages 59 and 74. In addition they complete the major in Recreation as follows:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 59, Introduction to Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 124, Organization and Administration of Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education 125, Program Planning in Community Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education 126, Public Relations in Community Recreation</td>
<td>2</td>
</tr>
<tr>
<td>Education 106r, Field Work in Community Recreation</td>
<td>5</td>
</tr>
<tr>
<td>Electives from Physical Education, Education, Music, Art, Industrial Art and Drama</td>
<td>25</td>
</tr>
</tbody>
</table>

## SOCIOLGY

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 50, Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Electives from Sociology, Political Science and Economics</td>
<td>30</td>
</tr>
</tbody>
</table>

## SOCIAL SCIENCE

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Sociology 50, Anthropology or Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>(b) Economics 70, Principles of Economics</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 111, Contemporary Social Thought or Sociology 119, Social Problems</td>
<td>5</td>
</tr>
<tr>
<td>History 116, Economic History of the United States</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 100, International Relations</td>
<td>5</td>
</tr>
<tr>
<td>Electives chosen from Commercial Education, Economics, Geography, History or Sociology</td>
<td>15</td>
</tr>
</tbody>
</table>

## SPEECH AND DRAMA

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 50, Voice and Articulation</td>
<td>2</td>
</tr>
<tr>
<td>Speech 54, Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Speech 130, Problems in Speech and Drama</td>
<td>2</td>
</tr>
<tr>
<td>Electives in Speech and Drama</td>
<td>38</td>
</tr>
</tbody>
</table>

English 104 may be counted as an elective in Speech and Drama.

\(\text{If any or all of these courses are taken in fulfillment of the General Education Requirement, other courses from the Division of Social Science and History—either upper or lower division—may be substituted upon approval of the department.}\)
JUNIOR COLLEGE AND PRE-PROFESSIONAL PROGRAMS

These programs are planned for two groups of students: those who wish one or two years of college work prior to entering an occupation; and those who wish to do pre-professional work for one or two years before entering a professional school, university or college.

The programs described here are not to be considered as required in every case. They represent patterns that generally agree with the requirements of many professional schools. Since there are many variations in the requirements of the professional schools, the student should select those courses required by the institution to which he plans to transfer. The student should consult the catalog of the institution from which he expects to earn a degree.

Students who transfer to the University of Washington with credit in English 1, 2, and 52 (11 hours) will have fulfilled the composition requirement for all departments and colleges except engineering. A student who has had only 8 hours (English 1 and 2) will confer with the Director of Freshman English at the University. He will be asked to submit papers written for college courses (not necessarily English courses) and if necessary to write one or more impromptu papers. If his writing is of sufficiently high quality, he will be exempted from further work in composition; if not, he will be required to take another three-hour course.

Since it is sometimes difficult to find room for a three-hour lower-division course in an upper division professional program, students who plan to take a full two-year course at C. W. C. E. would be wise to take English 52 in addition to English 1 and 2 before transferring to the University.

PRE-AGRICULTURE

The following courses are generally required of first-year students in agriculture. Students who complete these courses should have no difficulty in completing a major in agriculture in three years at a college of agriculture.

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 50, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Science 70, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

16
### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 56, Botany</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>Science 71, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</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>3</td>
</tr>
<tr>
<td>Economics 70, Principles of Economics</td>
<td>5</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### PRE-ARCHITECTURE

Architecture is a five-year program. The courses listed below will meet specific requirements for one year of work at one institution. Check these with the requirements of the school of your choice.

#### Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, Composition</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 50, College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Science 27, Elementary Physics or Science 77, General and Engineering Physics</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</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>English 2, Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

#### 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>Economics 70, Principles of Economics</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 52, Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
BACTERIOLOGY AND PUBLIC HEALTH

This is a four-year program leading to the degree in bacteriology and public health. The first two years of this program may be taken in this institution.

FIRST YEAR

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Science 70, General Chemistry</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Science 50, Invertebrate Zoology</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science 71, General Chemistry</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Science 51, Invertebrate Zoology</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Science 52, Vertebrate Zoology</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

SECOND YEAR

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science 110, Quantitative Analysis</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Science 113, Organic Chemistry</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science 114, Organic Chemistry</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Electives shall be chosen from social science, language or humanities, in accordance with the requirements of the institution to which the student is transferring.
BUSINESS ADMINISTRATION

Students interested in business may complete a four-year program at Central Washington College of Education leading to the bachelor of arts degree with a major in economics (see page 92).

Students wishing to complete work for a degree in business administration at another institution may secure the first two years of work at Central Washington College of Education. The following courses are generally required during the first two years of a four-year program in business administration.

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>Economics 68, Economics of Production</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 61, Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></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>3</td>
</tr>
<tr>
<td>Economics 69, Economics of Distribution</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 62, Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td>Commercial Education 63, Business Law</td>
<td>3</td>
</tr>
<tr>
<td>History 21, The Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

SECOND YEAR

Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 50, Economic Geography</td>
<td>5</td>
</tr>
<tr>
<td>Elective from mathematics, science or language</td>
<td>5</td>
</tr>
<tr>
<td>Elective in social science</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</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>Commercial Education 65, Principles of Accounting I</td>
<td>5</td>
</tr>
<tr>
<td>Elective in social science</td>
<td>5</td>
</tr>
<tr>
<td>Elective from mathematics, science or language</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Education 105, Principles of Accounting II</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Education 106, Business Statistics</td>
<td>5</td>
</tr>
<tr>
<td>Elective in social science</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

COMMERCIAL ART

This is a suggested schedule especially arranged for those interested in an intensive commercial art program. It provides a thorough training in art fundamentals for those who wish to enter the commercial art field at the end of two years of study.

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>Art 1, Art Structure</td>
<td>3</td>
</tr>
<tr>
<td>Art 3, Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>Art 51, Lettering</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 50, Elementary Drawing</td>
<td>5</td>
</tr>
<tr>
<td>Art 101, Creative Design</td>
<td>5</td>
</tr>
<tr>
<td>Art 117, Advanced Lettering</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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</tbody>
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Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 52, Beginning Painting</td>
<td>5</td>
</tr>
<tr>
<td>Art 100, Figure Construction and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Art 107, Layout and Design</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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</tr>
</tbody>
</table>
SECOND YEAR

Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 53, Art History and Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>Art 56, Water Color</td>
<td>5</td>
</tr>
<tr>
<td>Art 109, Advanced Layout and Design</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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</tr>
</tbody>
</table>

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 55, Print Making</td>
<td>3</td>
</tr>
<tr>
<td>Art 121, Fashion Illustration</td>
<td>5</td>
</tr>
<tr>
<td>Art 141, Art and Modern Living</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
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</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 118, Production Techniques in Advertising Art</td>
<td>5</td>
</tr>
<tr>
<td>Art 112, Advanced Figure Construction and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Art 126, Interior Design</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

PRE-DENTISTRY

The first two years of the pre-dental program are devoted to general education. A student entering the pre-dental course should complete the entire two years in this institution since the readjustment required upon shifting from one institution to the other frequently distorts the pattern and reduces the quality of the student's work.

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 Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 50, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</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>3</td>
</tr>
<tr>
<td>Science 71, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 51, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Science 52, Vertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

**Autumn**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 27, Elementary Physics</td>
<td>5</td>
</tr>
<tr>
<td>Science 113, Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Elective from the humanities and social science</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 28, Elementary Physics</td>
<td>5</td>
</tr>
<tr>
<td>Science 114, Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>16</td>
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</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 29, Elementary Physics</td>
<td>5</td>
</tr>
<tr>
<td>Elective from the humanities or social science</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

**PRE-DENTAL HYGIENE**

The first two years of the program of preparation for Dental Hygienists are devoted to general education. The purpose of the program is to train young women to render dental health service in private dental offices or in the field of public health. This program has been developed in cooperation with the University of Washington, School of Dentistry. Students completing the two years of work satisfactorily may enter the University as juniors.

**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 50, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Science 70, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>16</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>3</td>
</tr>
<tr>
<td>Science 51, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Science 71, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

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>Science 52, Vertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

SECOND YEAR

Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 113, Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 20, Development of Social Institutions or Sociology 50, Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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</tbody>
</table>

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 114, Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 92, Bacteriology</td>
<td>5</td>
</tr>
<tr>
<td>English 52, Advanced Composition</td>
<td>5</td>
</tr>
<tr>
<td>Speech 50, Voice and Articulation</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>
General Catalog, 1950-1951

**PRE-ENGINEERING**

The course requirements in engineering vary considerably for different fields of engineering and for the various colleges of engineering. In some instances the student may complete the major portion of two years of work at Central Washington College of Education before transferring to a college of engineering. In general the following courses are required during the first year.

**FIRST YEAR**

**Autumn**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 50, College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Science 5, Physics Problems</td>
<td>3</td>
</tr>
<tr>
<td>Science 70, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 79, Mechanical Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total Credits                               | 16      |

**Winter**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Science 71, General Chemistry</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total Credits                               | 16      |

**Spring**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 52, Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Arts 111, Engineering Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Science 20, Elementary Surveying</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total Credits                               | 17      |

**PRE-FORESTRY**

Forestry is a four-year program. Students planning to complete this program should transfer to another institution at the end of the first year.

**FIRST YEAR**

**Autumn**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Science 70, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 55, Botany</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total Credits                               | 16      |

**Winter**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>Science 71, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 56, Botany</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
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</tbody>
</table>

| Total Credits                               | 16      |
### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts 79, Mechanical Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Science 57, Plant Taxonomy</td>
<td>5</td>
</tr>
<tr>
<td>Science 63, General Forestry</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

**Credits:** 17

### PRE-JOURNALISM

Journalism is a four-year program. The first two years of work may be taken at Central Washington College of Education. Students who complete the following two-year program and transfer to the University of Washington may complete the four-year program in one of two ways: (1) enroll during the summer term in order to complete pre-requisites for the intensive, non-elective, third year work, or (2) take their senior courses in their junior year and take the third year professional sequence as seniors.

### 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 27, Elementary Physics</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>English 60, Journalism</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

**Credits:** 16

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>History 54, Modern History I, or History 55, Modern History II</td>
<td>5</td>
</tr>
<tr>
<td>English 65, Newswriting</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

**Credits:** 16

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td>English 67, Editing</td>
<td>2</td>
</tr>
<tr>
<td>English 61, Practical Journalism</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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</tr>
</tbody>
</table>

**Credits:** 16
# SECOND YEAR

## Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 68, Economics of Production</td>
<td>5</td>
</tr>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</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>Speech 70, Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>7</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

## Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 21, The Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>Electives from English 102, 107, 110 and 111</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

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## HOME ECONOMICS

Home economics is generally a four-year program leading to a bachelor's degree. Central Washington College of Education offers a four-year and five-year teacher training program with a major or a minor in home economics. The College also offers a four-year program leading to the bachelor of arts degree in arts and sciences with a major in home economics. Students wishing to complete work for a degree in home economics at another institution may take their first two years of work at Central Washington College of Education. Such students shall select their courses under the advisement of the chairman of the home economics division. The following two-year program lists courses generally required during the first two years of a professional or vocational home economics program.

## 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 Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 50, Food Preparation</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

- Students planning to specialize in advertising should take Art 50 rather than Geography 1.
- A professional major in journalism at the University of Washington must complete a total of 20 credits in one of the following fields: sociology, political science, psychology, history, home economics, geography, or economics.
Central Washington College

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Science 71, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Art 1, Art Structures</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 17

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 70, Principles of Economics</td>
<td>5</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 161, Textiles</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 16

SECOND YEAR

Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 70, Clothing Selection and Construction</td>
<td>5</td>
</tr>
<tr>
<td>Science 27, Elementary Physics</td>
<td>5</td>
</tr>
<tr>
<td>Science 113, Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 16

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 114, Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 80, Physiology and Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 171, Advanced Clothing Construction</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 17

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 92, Bacteriology</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 151, Meal Planning and Service</td>
<td>5</td>
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<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
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<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 16

PRE-LAW

The pre-law program at this college is either a two- or a four-year course. The student who completes the two-year program below may then transfer to a law school and under normal conditions complete the work in law in four years. If he remains at Central for four years and is graduated with the bachelor's degree in arts and sciences he may normally expect upon transferring to law school to complete the professional law program in two years.

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>History 50, History of the United States I</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
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<tr>
<td>Physical Education Activity</td>
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</table>

Total Credits: 16
### General Catalog, 1950-1951

#### Winter
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>History 51, History of the United States II</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
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<tr>
<td><strong>Total</strong></td>
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#### Spring
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
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<td><strong>Total</strong></td>
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#### SECOND YEAR

#### Autumn
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Economics 68, Economics of Production</td>
<td>5</td>
</tr>
<tr>
<td>Political Science 54, Comparative Government</td>
<td>5</td>
</tr>
<tr>
<td>Philosophy 129, Introduction to Philosophy</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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#### Winter
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 69, Economics of Distribution</td>
<td>5</td>
</tr>
<tr>
<td>English 20, Literary Backgrounds</td>
<td>5</td>
</tr>
<tr>
<td>elective</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></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>History 60, English Constitutional History</td>
<td>5</td>
</tr>
<tr>
<td>elective</td>
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<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

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Students wishing to secure a bachelor's degree while at the same time meeting requirements for a professional degree in law should elect courses toward fulfillment of the general requirements for a bachelor's degree.
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 are helpful in preparing for library work:

- Secretarial Science 51, Elementary Typing
- Art 51, Lettering
- Art 107, Layout and Design
- Any course offered in Library Administration

PRE-MEDICINE

Three years of pre-professional work are required for admission to medical school. It is recommended that a student complete the entire three years in one college. The pre-professional work enables the student to develop skill in applying the scientific method and to gain a background in the humanities and the social sciences.

FIRST YEAR

**Autumn**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 50, College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Science 50, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Science 70, General Chemistry</td>
<td>5</td>
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<td>Physical Education Activity</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 51, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Science 71, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</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>Science 52, Vertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
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<tr>
<td>Physical Education Activity</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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SECOND YEAR

**Autumn**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 110, Quantitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Science 113, Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>
### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 114, Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>History 21, The Growth of American Democracy</td>
<td>5</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
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<tr>
<td>Physical Education Activity</td>
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<td>Elective</td>
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<td><strong>Total</strong></td>
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### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 20, Development of Social Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Economics 70, Principles of Economics</td>
<td>5</td>
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<tr>
<td>Physical Education Activity</td>
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<tr>
<td>Elective</td>
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### THIRD YEAR

#### Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 27, Elementary Physics</td>
<td>5</td>
</tr>
<tr>
<td>Science 140, Comparative Anatomy of Chordates</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>6</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>Science 28, Elementary Physics</td>
<td>5</td>
</tr>
<tr>
<td>Science 141, Comparative Anatomy of Chordates</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 29, Elementary Physics</td>
<td>5</td>
</tr>
<tr>
<td>Science 142, General Vertebrate Embryology</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

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1. Recommended electives.
2. The elective courses should stress general education in preference to additional work in the sciences. Courses in the humanities and social sciences are recommended. Foreign language is not required for admission to the University of Washington Medical School; however, it is acceptable as an elective. Students who may be applying to a school which requires language are advised to elect the necessary courses.
Central Washington College

**METEOROLOGY**

The first two years of the meteorology program may be taken at this institution. The final two years of the four-year program may be taken at a college or school offering a degree in this field.

**FIRST YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn</strong></td>
<td></td>
</tr>
<tr>
<td>Science 27, Elementary Physics</td>
<td>5</td>
</tr>
<tr>
<td>English 1 English Composition</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 50, College Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
</tr>
<tr>
<td>Geography 110, Geography of North America</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 51, Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>Science 28, Elementary Physics</td>
<td>5</td>
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<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>English 2, English Composition</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 52, Analytical Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>Science 29, Elementary Physics</td>
<td>5</td>
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<tr>
<td>Elective</td>
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<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>SECOND YEAR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Autumn</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics 101, Calculus</td>
<td>5</td>
</tr>
<tr>
<td>Geography 1, World Geography</td>
<td>5</td>
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<tr>
<td>Elective</td>
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<td>Physical Education Activity</td>
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<tr>
<td><strong>Winter</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics 102, Calculus</td>
<td>5</td>
</tr>
<tr>
<td>Geography 118, Geography of Asia</td>
<td>3</td>
</tr>
<tr>
<td>Geography 123, Geography of the Soviet Union</td>
<td>2</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Physical Education Activity</td>
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</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
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<tr>
<td>Mathematics 103, Calculus</td>
<td>5</td>
</tr>
<tr>
<td>Geography 83, Weather and Climate</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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</tr>
</tbody>
</table>
**PRE-NURSING**

The pre-nursing program at this institution is two years in length. The student should then transfer to an institution granting a degree in nursing.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>English 1, English Composition</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Science 70, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Home Economics 2, General Nutrition</td>
<td>3</td>
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<td>Home Economics 21, Nutrition</td>
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<tr>
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<tr>
<td>Winter</td>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science 71, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
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</tr>
<tr>
<td></td>
<td>Physical Education Activity</td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Spring</td>
<td>Home Economics 50, Food Preparation</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
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<tr>
<td></td>
<td>Elective</td>
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<tr>
<td></td>
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**SECOND YEAR**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
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</tr>
<tr>
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</tr>
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<td></td>
<td></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>Winter</td>
<td>Science 113, Elementary Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
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<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Electives may be chosen in accordance with the student's personal interest. A balanced minimum distribution of elective credit such as the following is suggested:

- Humanities (literature, speech, music, etc.) ................. 10
- Social Sciences (sociology, psychology, history, economics, etc.) .... 20

Since 35 credits of science are required in the above program, not more than five elective credits in science should be elected.
Central Washington College

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 114, Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 92, Bacteriology</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
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<tr>
<td>Physical Education Activity</td>
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</tbody>
</table>

**PRE-OCCUPATIONAL THERAPY**

Occupational therapy is a profession for the treatment of the physically and mentally ill and injured. Qualified professional workers are employed in general, orthopedic, and psychiatric hospitals, community workshops, schools and hospitals for handicapped children and adults, including the crippled, war-injured, blind, deaf, feeble-minded and tubercular.

Occupational therapy requires a five-year training program. The first four years of prescribed work are taken in the arts, physical and biological sciences, and professional courses. A fifth year of clinical work is required under this program.

The program described below includes the courses generally required during the first two years of study. Students who intend to qualify as occupational therapists should consult the catalog of an institution which grants the degree in occupational therapy.

**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 50, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Art 1, Art Structure</td>
<td>3</td>
</tr>
<tr>
<td>Speech 1, Fundamentals of Speech</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</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>3</td>
</tr>
<tr>
<td>Science 51, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Speech 70, Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Art 50, Elementary Drawing</td>
<td>1</td>
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<tr>
<td>Physical Education Activity</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
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General Catalog, 1950-1951

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>Industrial Arts 70a, Creative Crafts—Wood and Leather, and Industrial Arts 70b, Creative Crafts—Metal and Plastics</td>
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<td>Industrial Arts 74, Pottery</td>
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<td>Physical Education Activity</td>
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</table>

SECOND YEAR

**Autumn**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Science 90, Human Physiology</td>
<td>5</td>
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<tr>
<td>Science 27, Elementary Physics</td>
<td>5</td>
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<tr>
<td>Psychology 3, Child Development</td>
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<tr>
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</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 28, Elementary Physics</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
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**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Industrial Arts 71, Woodworking</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics 63, Weaving</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 1, Health Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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<td>16</td>
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</table>

PRE-PHARMACY

One year of pre-professional work may be completed at Central Washington College of Education before a student enrolls in a college of pharmacy. To receive a degree in pharmacy a student must complete a minimum of three years of work in a college of pharmacy in addition to the courses listed below.

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 55, Botany</td>
<td>5</td>
</tr>
<tr>
<td>Science 70, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
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<tbody>
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<td>16</td>
</tr>
</tbody>
</table>
Central Washington College

Winter

English 2, English Composition ........................................ 3
1 Mathematics 50, College Algebra or
Mathematics 54, Mathematical Analysis ............................ 5
Science 71, General Chemistry ........................................ 5
Elective in the social sciences or humanities ........................ 2
Physical Education Activity ............................................. 1

Credits

16

Spring

English 52, Advanced Composition ..................................... 3
Psychology 1, General Psychology ..................................... 5
Science 72, Qualitative Analysis ...................................... 5
2 Health Education 1, Health Essentials ............................ 3
Physical Education Activity ............................................. 1

Credits

17

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).

Pre-requisites 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 will serve as a basic foundation to prepare students for further specialized work in this field.

FIRST YEAR

Autumn

English 1, English Composition ...................................... 5
Science 50, Invertebrate Zoology ..................................... 5
Science 70, General Chemistry ........................................ 5
Physical Education Activity ............................................. 1

Credits

16

Winter

English 2, English Composition ...................................... 3
Science 51, Invertebrate Zoology ..................................... 5
Science 71, General Chemistry ........................................ 5
Elective ................................................................. 2
Physical Education Activity ............................................. 1

Credits

16

(1) Mathematics 2, Fundamentals of Algebra, will be accepted in fulfillment of this requirement at the State College of Washington.

(2) Health Education 1 is required at the University of Washington but not at the State College of Washington.
The social work curriculum is ordinarily a six-year program leading to the degree of master of social work. The student may take the four-year program at Central Washington College of Education leading to the degree of bachelor of arts in education with a major in sociology or the degree of bachelor of arts with a major in social science. At the completion of either of these programs he may then enter a graduate school of social work for the two-year professional program.

If he prefers, the student may take the two-year pre-social work program below and then transfer to another institution for the balance of his training.

**FIRST YEAR**

**Autumn**

English 1, English Composition ............................................... 5
Science 50, Invertebrate Zoology ............................................. 5
Elective  .................................................................................. 5
Physical Education Activity .................................................... 1

---

**PRE-SOCIAL WORK**

The social work curriculum is ordinarily a six-year program leading to the degree of master of social work. The student may take the four-year program at Central Washington College of Education leading to the degree of bachelor of arts in education with a major in sociology or the degree of bachelor of arts with a major in social science. At the completion of either of these programs he may then enter a graduate school of social work for the two-year professional program.

If he prefers, the student may take the two-year pre-social work program below and then transfer to another institution for the balance of his training.

**FIRST YEAR**

**Autumn**

English 1, English Composition ............................................... 5
Science 50, Invertebrate Zoology ............................................. 5
Elective  .................................................................................. 5
Physical Education Activity .................................................... 1

---

**SECOND YEAR**

**Autumn**

Health Education 1, Health Essentials ......................................... 3
Speech 1, Fundamentals of Speech ............................................ 2
Psychology 3, Child Development ............................................. 5
Science 27, General Physics .................................................... 5
Physical Education Activity .................................................... 1

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**Winter**

Health Education 106, Physiology of Exercise .................................. 3
Health Education 109, First Aid ................................................ 2
Science 30, Physiology and Anatomy .......................................... 5
Science 28, General Physics .................................................... 5
Physical Education Activity .................................................... 1

---

**Spring**

Health Education 101, Kinesiology ............................................. 3
Psychology 102, Educational Psychology and Measurement ............. 4
Science 93, Human Anatomy .................................................... 5
Psychology 111, Abnormal Psychology ....................................... 3
Physical Education Activity .................................................... 1

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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>3</td>
</tr>
<tr>
<td>Science 51, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Sociology 51, Principles of Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</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>Political Science 52, American Government</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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</table>

### SECOND YEAR

#### Autumn

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 50, Anthropology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 1, General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Philosophy 129, Introduction to Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
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</table>

#### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<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>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>
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</table>

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 70, Principles of Economics</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 102, Educational Psychology and Measurement</td>
<td>4</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</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
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</tbody>
</table>

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136 Central Washington College
PRE-VETERINARY

Veterinary medicine is a six-year program. The first year of work may be taken at Central Washington College of Education.

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 Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 50, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
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</tbody>
</table>

Total: 16

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Science 71, General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Science 51, Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Elective in social science or humanities</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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</tbody>
</table>

Total: 16

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English 52, Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>Science 72, Qualitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Science 52, Vertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Elective in social science or humanities</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
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</tbody>
</table>

Total: 16

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.

This course may be expanded to a two-year program for those who wish further training.

**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>Secretarial Science 56 or 57, Shorthand</td>
<td>5</td>
</tr>
<tr>
<td>Secretarial Science 51, Elementary Typing</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Education 3, Business Arithmetic</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 15

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1 Students who have had shorthand in high school need not take Secretarial Science 57.
2 Students who have had typing in high school need not take Secretarial Science 51. They should take Secretarial Science 4 instead during autumn quarter.
### Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Secretarial Science 64, Business Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial Science 57 or 58, Shorthand</td>
<td>5</td>
</tr>
<tr>
<td>Secretarial Science 52, Typing</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Education 65, Principles of Accounting or Secretarial Science 60, Secretarial Practice and Secretarial Science 4, Office Machines</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
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<td>15</td>
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### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English 2, English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Secretarial Science 58, or 59, Shorthand</td>
<td>5</td>
</tr>
<tr>
<td>Secretarial Science 53, Typing</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Education 105, Principles of Accounting or Commercial Education 106, Business Statistics</td>
<td>5</td>
</tr>
<tr>
<td>Secretarial Science 109, Civil Service Training</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
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<td>17</td>
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PART VIII
DESCRIPTION OF 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.

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 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.

2. Career Planning. A course designed to orient the student with the necessary abilities and aptitudes leading toward various professions. One credit.

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.

100. Introduction to Teaching. The student is given through observations, class discussions, and related readings, a general background of the conditions encountered in teaching. Frequent observations of children are used to give a meaningful interpretation of the present day trends of teaching. Prerequisite, Psychology 3. Three credits.

102. Contemporary Movements in Education in the United States. The various types of educational theories are discussed, including the educational thought of England, Germany, France, Russia and the American school systems. A thorough study of the theory of general education on which the American system is based is given major emphasis. Prerequisite, junior standing. Three credits.
103. Teaching Procedures in the Language Arts. This course is designed for elementary, junior high school teachers, principals, and supervisors. Emphasizes curriculum objectives and selection of subject matter content, the materials and methods of instruction, and latest research accomplishments in language and spelling. Prerequisite, Education 104 or 105. Three credits.

104. Directed Teaching. Students enrolled in the teacher-education program are required to do sixteen quarter hours of student teaching. This assignment should generally be on a full-day basis for one quarter. When the entire sixteen hours are taken in the same quarter the student should enroll for Education 104—eight hours and Education 106—eight hours. In some cases, the student may have need to complete his student teaching in two different quarters. When this is the case, the student should enroll in Education 104—eight hours, for his first assignment, and for Education 106—eight hours, for his second assignment. The student is encouraged to enroll for his student teaching on a full day basis for one quarter. Several off-campus centers are established which require that students live in the community where they are teaching. These assignments include experiences in all activities of the school. Prerequisite, Education 105. Eight credits.

105a, b, c, or d. Curriculum and Methods. In this course 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 inter-related parts of activity and experience units. The main emphasis in this course is upon methods. Prerequisite, Education 100. Five credits.

106. Directed Teaching. This assignment is the second assignment when student teaching is done on a half-day basis for a quarter. Students are encouraged to do their student teaching on a full-day basis for one quarter. Instructions for enrolling in student teaching for sixteen hours on a full-day basis is given in the description for Education 104. Prerequisites, Education 104 and 105. Eight 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. Prerequisites, Education 104 and 106. Five credits.

106r. Field Work in Community Recreation. This course requires the student to participate in a community recreational program and may be used to constitute five hours of student teaching for those students who are majoring in recreation. Supervision of these students will be provided by personnel responsible for majors in recreation. Five credits.
106y. Directed Teaching. The purpose of this course is to afford an opportunity for students to pursue additional credit in student teaching beyond the regular required assignments. It also provides for credit differentials in making student teaching assignments other than the normal load. Permission of the chairman of the Division is required to enroll in this course. A maximum of twenty-one hours of student teaching credits is allowed. Credits arranged.

107. School Law. A study of those laws of the State of Washington which have a bearing upon the public school education. Required of all students who are to be recommended for a teaching certificate by the college. Prerequisite, one quarter of student teaching or teaching experience. One credit.

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. Community relations, pupil and teacher problems. Actual and practical problems of the elementary school administrator are studied and discussed. Prerequisite, experience or graduate 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 graduate 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 in the development of human life and institutions. Prerequisite, Education 104. Three credits.

116. Diagnostic Techniques and Measurements. The purposes of this course are to consider the problems connected with 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. Prerequisite, Psychology 103 or 111. Three credits.
117. Teaching of Reading. This course is designed for students who have not had any teaching experience. The purpose is to acquaint the new teacher with the skills and abilities of a good reading program, reading as it is integrated with the content fields, and the place of comprehension in reading. Prerequisite, Education 104 or 105. Three credits.

118. Nursery School, Kindergarten, and 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 Junior Primary. Prerequisites, Education 104 and 105. Three credits.

119. Modern Educational Problems. The purpose of this course is to complete the professional preparation of student teachers. The material will be organized into several units somewhat as follows:
1. Philosophy of education for a democracy, and evaluation of present-day theory and practice.
2. School and community relationships.
3. The organization of instruction, basic issues, techniques, and trends in curricula development.
4. Teaching as a profession, professional ethics, and growth in service.
Prerequisite, Education 106. Three 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. Education Seminar. The purpose of this course is to afford students the opportunity for doing advanced study or investigation in some area of education. Approval of the Chairman of the Division is essential for admission to this course. To enroll in this course the student should indicate immediately after the title in what area the seminar is being pursued. For example, the enrollment card should carry the title: 122 Education Seminar—(Seminar in .................). Credit arranged.

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. Considera-
tion is given to kindergarten and beginning first grade experience which build background for reading. Prerequisite, Education 104, or 105. 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. Prerequisite, Education 104 or 105. Three credits.

126. Remedial Arithmetic. A study of the psychology of learning arithmetic and difficulties encountered by the slow learner and handicapped child. Prerequisite, Education 104 or 105. 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. Prerequisite, Education 104 or 105. Two credits.

128. Teaching of Arithmetic. The purpose of this course is to acquaint the student with the purposes, principles and methods of instruction. Attention is given to the true nature of the fundamental processes, the “discovery” method as one means of putting the “meaning theory” into practice, the use of proof, the building of number concepts and the purpose of problems. Prerequisite, Education 104 or 105. Three credits.

132. The Modern Reading Program. This course is designed for the experienced and mature student. Study involves the nature of the reading process, the objectives and modern trends, methods of instruction at the various grade levels, testing and diagnosis, procedures for improving the reading ability and analysis of instructional materials. Prerequisite, teaching experience. Three credits.

137. Aviation Education. This course deals with the influence that aviation has had upon world culture. It deals mainly with the problems that confront society as a result of the influences of aviation and its impact upon education. Three credits.

139. Visual Instruction. This course provides an opportunity for teachers to learn the proper place of visual instruction in the program of the elementary and secondary schools. Much time is spent in the study and analysis of the purposes and various uses of all visual instruction media of the classroom. Provision is made for those enrolled in this class to gain practice in the operation of motion picture machines and other types of classroom projection equipment. Five credits.

143. Junior High School Administration. A course for teachers who have administration responsibilities in the junior high school. The history, philosophy, curriculum, and practices of the modern junior high school are studied. The problems of administration per-
tinent to early adolescence, such as guidance, programming, caring for individual needs, curriculum organization, and co-curricular activities are stressed. The junior high school is evaluated in light of its success and present needs. Prerequisite, experience or graduate standing. Five credits.

144. Radio and Recording in the Classroom. This course is designed to assist in the study of radio and educational recordings as a part of the school program. A short time is devoted to the background of radio in American education and research in this field. A greater part of the time is used in the investigation of "Broadcasts for School Use," "How Teachers Use Radio," "Radio in the Curriculum," "Use of Recordings," "Student Broadcasts," "Contribution of Out-of-School Radio," and "Program Discrimination." Students will be given the opportunity to acquaint themselves with modern classroom sound equipment. Two 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. Prerequisite, Education 104 or 105. Two credits.

146. Introduction to Guidance. This course considers the philosophy underlying guidance, i.e., the personnel viewpoint and the major areas of guidance—namely, educational, personal-social and vocational adjustments. Consideration is directed toward the tools of guidance such as cumulative records, case studies, tests, observation, rating scales, and their application at various levels of educational and social development. Prerequisite, Education 104 or 105. Three credits.

147. Reading Problems in the High School. This course deals with problems involved in reading at the junior and senior high school level. Included is examination of methods and materials used in the instruction, both in the remedial and the developmental reading program. Prerequisite, Education 104 or 105. Three credits.

148. Workshop. This course is designed to give the student an opportunity to share in developing plans for individual and group study of problems. Laboratory facilities will be included as part of the workshop; specialists will lead discussions on various problems concerning elementary education. Three to six credits.

149. Mental Testing. This course deals with the nature and composition of intelligence. The various instruments that have been found useful in measuring aspects of intelligence are studied. Group, individual, and clinical tests of intelligence, linguistic and performance will be studied. The student will gain experience in administering
the Stanford-Benet (1937 revision), and the Wechsler-Bellvue tests. Prerequisites, Education 104 and 105. Three credits.

150. Visual Education Workshop. Here each student works under guidance on problems from the field of audio-visual instruction which are of particular importance to him. Opportunity for developing materials for use in the classroom will be provided. Prerequisite, Education 139. Five credits.

151. Administration of the Instructional Aids Program. Here the student will study the requirements of a particular school or school system and suggest, under guidance, an adequate instructional aids program for this school. Techniques of surveying, planning, providing equipment and materials, and directing an instructional aids program are studied. Prerequisites, Education 139 and Education 150. Three credits.

159. Elementary Education. This course treats the teaching procedures used in the specialized areas not covered in Education 105. Special attention is given to creative experiences, classroom organization and management, techniques of studying and helping children, current trends in elementary curriculum, and problems of the beginning teacher. Prerequisite, Education 104 or 105. Three credits.

160. Secondary Education. This course deals with the history of secondary education in the United States, broad objectives of secondary education, different forms of curriculum organization, appraisal of students, guidance and counsel programs, procedures for class management, objective aids to instruction, extra class and extra school activities of teachers and students, youth problems and preparing youth for their life problems. Prerequisite, Education 104 or 105. Three credits.

161. Methods in Family Life Education. This course will be a study of the broad objectives, trends, methods and materials of instruction on various grade levels of teaching, and methods of gaining community acceptance and cooperation in family life education programs. Prerequisite, Home Economics 110. Three credits.

166. Safety Education. This course includes a thorough examination and study of factors affecting the safety of individuals. Areas included are: accident prevention, safety in driving, water safety, home safety, accident prevention in the school—physical education, shops, safety as a social problem, development of safety skills, habits, and attitudes, and ideals. Special attention will be given to driver education. Three credits.

170. The High School Principal. This course deals with the significant administrative problems with which secondary principals are confronted—scheduling, selection and assignment of teaching personnel, records and reports, curricular activities, guidance and community problems, instructional material at the secondary level,
supervision of classroom teachers, and in-service education. Prerequisite, experience or graduate standing. Five credits.

175. School Building Planning. This course is designed to acquaint the student with the importance of planning a school building with relationship to a sound philosophy of the aims and purposes of education. The school plant is an educational tool and should be designed to provide facilities for national and community needs of our democratic society. Prerequisites, experience or graduate standing. Five credits.

176. Public School Finance. This course deals with the principles of public school finance, planning, execution and appraisal of activities which it entails; the theory is supplemented by practice in uniform accounting techniques, budgetary procedure, cost analysis, management of school indebtedness, salary of school employees. Prerequisite, experience or graduate standing. Five credits.

200. Introduction to Graduate Study. This course deals with the nature of scientific thinking, the selection of a problem, formulating and stating the problem, defining and delimiting the problem, concluding statement about the problem, purpose of the survey, formulation and testing of hypotheses, classification of research methods, the historical method, the normative-survey method including questionnaire inquiries, documentary studies; observations, the experimental methods, analysis and interpretation of data, preparation of the research report, the sociological type of research, the philosophical type of research, the creative type of research in curriculum making. Three credits.

201. Educational Foundations. This course is required of all students who are candidates for an advanced degree. Special attention is given in this course to recent programs and problems of post-war adjustment; to an understanding of our social institutions and the part they play in meeting the issues which confront American education. Emphasis is placed upon their educational and philosophical implications. Three credits.

202. Educational Statistics. A basic course for the graduate student intended to give him the preparation needed to conduct research in the field of education. The necessary skills are developed through demonstrations and laboratory work and different types of research methods are explored and tried out. The desired outcomes are two, primarily: (1) preparations in research skills and information which can be applied to the graduate thesis or practical problem; and (2) preparation in research skills and abilities which can be utilized by the educational specialist in his professional work. Prerequisite, graduate standing. Four credits.

203. Seminar in Educational Administration. This course is open to advanced students desiring an opportunity to study some particular phase of school administration. Three credits.
204. **Educational Administration.** This course is organized to give the student a background in the problems of school administration which deals with staff personnel including organization, selection, pay and promotion; pupil personnel including census, attendance, promotion, records; special services including health, library, community and public relations, equipment and supplies. Five credits.

206. **Evaluation of the School Program.** Preparation of this course is to give the student a background and orientation in the use and interpretation of informal and modern methods of evaluating instruction and achievement in the school. Three credits.

207. **Advanced Laboratory Experience.** The purpose of this course is to enable students to study extensively the practices in the College Elementary School. This course requires observations, conferences, and readings contributing to the solution of the problems raised in observations and conferences. Students may be expected to participate and serve as assistants to the regularly assigned classroom instructors. Consult Chairman of Education Division for permission to register for this course. Three credits.

208. **Guidance and Supervision of Student Teachers.** A laboratory course which includes actual experience in guiding and development of student teachers. Included in these supervisory experiences are:

1. Day-by-day and unit planning.
2. The direction, observation, and evaluation of teaching activities.
3. Individual and group conferences.
4. Prognosis and recommendation.

Three credits.

210. **Administration of the Guidance Program.** A course which seeks to orient guidance into the total school program. The areas of group and individual guidance are considered. Centralized and decentralized administrative organizations and the relationship between classroom teacher, administrator, specialists and the guidance worker are examined. Prerequisite, graduate standing. Four credits.

212. **Guidance and Community Resources.** This course encompasses the area of community planning through which all resources of the community such as recreational programs, summer camps, church and club groups, state services, parents and business are mobilized and coordinated in a positive program for youth. Prerequisite, graduate standing. Three credits.

215. **Elementary and Secondary School Curricula.** This course includes a thorough examination of the methods and results of research leading to the organization and the development of the instructional program of the elementary and secondary schools. Special attention will be given to recent trends in major subject matter areas. Five credits.
216. **Principles and Techniques of Curriculum Making.** The student is given an opportunity to examine and study the principles and techniques essential to curriculum construction. The role of research as it applies to the curriculum will receive emphasis. Five credits.

217. **Program of Curriculum Improvement.** The student will receive instruction in curriculum improvement based upon a sound philosophy of education, a knowledge of social and community needs, a knowledge of child needs, and evaluation of the existing program. Emphasis will be placed upon the entire area of curriculum improvement in actual school situations. Three credits.

220. **Seminar in Curriculum.** Students will work on individual curriculum problems. They will (a) discuss and define areas of study, (b) determine methods of work, (c) make progress reports, and (d) evaluate actual accomplishments of each student. Two credits.

222. **Seminar in Education.** This is a problem course in which students choose an educational problem, select and organize the data pertaining to the problem, and then prepare an extensive written report which is to be presented to the other members of the course. Each student is responsible not only for his own major contributions, but also for the appraisal of the contributions of others. Required of all graduate students enrolled under Plan II. Two credits.

250. **Research Problems.** All graduate students who elect Plan I are required to complete a satisfactory report on some research project. The student may elect either Education 250 or Education 251. If the student chooses to receive credit for Education 250, his research problem will be in the form of a thesis and it is expected that it will consist of original research. Six credits.

251. **Field Problems.** All graduate students are required to complete and satisfactorily report on a research project. The time required to complete the work will vary and may consume more than one quarter. Six credits.

**Philosophy**

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

130. **History of Philosophy.** This course includes a study of the history of European thought from Thales to the present time. Prerequisite, junior standing. Five credits.
131. Ethics. This is an effort, through the study of various ethical theories, past and present, to approximate a scientific basis for moral conduct. Prerequisite, junior standing. Five credits.

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

Psychology

1. General Psychology. A survey of the science of psychology, man's original nature, the way in which nature is altered by use, and the common modes of individual and social behavior are topics for reading and discussion. This course may be taken during the first quarter of the freshman year. Five credits.

3. Child Development. The work in this course will survey the physical, mental, social and emotional development of the child. Particular emphasis will be placed on those factors of development which have a direct reference to problems in the schoolroom. Observation periods are scheduled at the College Elementary School and Ellensburg Public Schools. Prerequisite, Psychology 1. This course may be taken with the beginning of the first quarter of the sophomore year. Five credits.

102. Educational Psychology and Measurement. For this course the student will review educational theories and examine their psychological background. Attention will center on the development of personality and its importance in a democratic society; on educational goals and their valid and comprehensive measurement; and on the new theories and techniques of measurement and evaluation of pupil learning. Prerequisite, Education 104 or 105. Four credits.

103. Psychology of Adjustment. A study of the unadjusted or handicapped child to give basic understanding and techniques of individual case study. Some clinical experience is provided. Prerequisite, Psychology 1. Five credits.

105. Clinical Psychology. For advanced students and teachers who are interested in making a careful study of unadjusted or handicapped children. Specialists in fields closely related to child development will contribute to the course in units of study relating to their special interests. Prerequisites, junior or senior standing; Education 104. Two to five credits.

106. Guidance and Personnel Procedures. The personnel point of view is always constructive, preventative, educative, or re-educative. Personal techniques and practices, such as testing, interviews, visiting teachers, faculty advisers, orientation, placement, discipline problems, and mental hygiene problems are considered. Prerequisite, Education 146. Three credits.
107. Social Psychology. A course for students who are interested in the general college or pre-social service programs, but also may be taken by students in the professional program. The content of the course emphasizes the importance of an understanding of social factors in the interpretation of human behavior; such topics as the influence of environment on human behavior, the origins of motives, social factors in perception, and influence of the group on the individual, will be studied. Prerequisite, Psychology 1. Three credits.

108. Psychology of Adolescence and Guidance. This course is designed to orient the student with the needs of adolescents, the development of attitudes, development of the adolescent and the organization of personality during the years of adolescence, the guidance of adolescents with emphasis on guidance and control, educational needs, and vocational choice and adjustment. 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. Students may enroll in this Seminar by permission of the Chairman of the Division. Prerequisites, Education 104 and Psychology 3. Credit arranged.

111. Abnormal Psychology. A study of behavior variations from the normal personality. It includes a survey of symptoms, causes, and treatment of organic and functional mental disorders, as psycho-neurosis, psychosis, and general mental deficiency. It covers psychotherapy, as applied to classroom and community problems. Prerequisite, junior standing. Three credits.

200. Human Growth and Development. An advance course in child development with emphasis upon the sequential nature of motor and emotional development, the growth of understanding, social adjustments and personality. Opportunity to study children and to analyze special problems. Observations scheduled at the College Elementary School. Prerequisite, Psychology 3. Three credits.

FINE AND INDUSTRIAL ARTS

DEPARTMENTAL COURSES

Fine Arts

1. Art Structure. A background in the main art avenues such as design, painting, figure construction, lettering, modeling, block printing, and murals with experience in the various art media. This aims through actual creative experience to develop appreciations and a foundation for ensuing art courses. Three credits.

3. Introduction to Art. Lecture and discussion of contemporary and historic arts: painting, sculpture, architecture, applied design, and graphic arts. Course is based on use of slides, prints, reproduction of plastic art, and library material. Two credits.
20. **Crafts for Children.** A course which includes a survey of elementary crafts and how they may be adapted for use in public schools. Prerequisite Art 1. Two credits.

50. **Elementary Drawing.** Basic principles of drawing taught through experimenting with various techniques to develop an appreciation of form and design. Linear perspective is taught as a part of this course. In experimenting with various media the student becomes more resourceful and better able to develop his own individual talent. Prerequisite, Art 1. Five credits.

51. **Lettering.** A practical background in various types of lettering. The use of pen and brush with construction and spacing of modern letter forms. Prerequisite, Art 1. Three credits.

52. **Beginning Oil Painting.** The development of personal sensitiveness to light, form, and color in composition with emphasis on independent growth. Prerequisite, Art 50. Five credits.

53. **Art History and Appreciation.** Study of the various phases of art as developed in man's environment from the earliest times through 1850 by lecture, discussion, use of slides, and prints. For art majors. Three credits.

54. **Modeling and Sculpturing.** Development of design in mass, texture, and line through the modeling of abstractions and compositions in clay. Also includes casting, stone cutting, wood carving and experimenting in modern materials. Prerequisite, Art 1. Five credits.

55. **Print Making.** Through experience a study of print processes: wood cut, linoleum, silk screen, monotype and lithography. Prerequisite, Art 1. Three credits.

56. **Water Color.** Exploring all approaches to water color techniques through composition in sketching, still life, landscape, figure, and abstraction. Prerequisite, Art 1 and 50. Five credits.

65. **School Mural.** Aims to give the student an opportunity to work with a variety of media in the many approaches to mural design in the public schools. Also a study of contemporary murals. Prerequisite, Art 1. Two credits.

100. **Figure Construction and Composition.** Construction of the figure from diagram, model and memory. Action in drawing the figure. Drawing the head. Children and adult figures. Various art media are used to meet assigned problems. Prerequisite Art 50. Three credits.

101. **Creative Design.** This course is planned to develop a feeling for design through creative experience in the various media. Prerequisite, Art 1. Five credits.

104. **Art Methods and Materials.** The purpose of the course is to give the non-art major a practical understanding of materials, or-
ganization of this material for classroom use and a sound basis for a creative art program. Includes visits to public schools. Prerequisite, Art 1 and sophomore standing. 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 extensive experience in the techniques and skills used in modern advertising. The designing of packages, label, folders, posters, and other similar problems will constitute the work of the course. Prerequisites, Art 51 and 101. Five credits.

108. **Advanced Oil 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. Prerequisite, Art 107. Five credits.

112. **Advanced Figure Construction and Composition.** Advanced study in the field described above in Art 100. Also the use of the figure in illustration and mural design. Prerequisite, Art 100. Three credits.

113. **Advanced Water Color.** Continued study as outlined in Art 56 with emphasis on development of individual direction. Prerequisite, Art 51, 50, 56. Five credits.

115. **Sketching.** A concentrated course in outdoor sketching of the many phases of local environment. Prerequisite, Art 50. Two credits.

116. **Advanced Modeling and Sculpturing.** Advanced study as outlined in Art 54. Five credits.

117. **Advanced Lettering.** Advanced work in the techniques and skills in lettering applicable to layout and design. Prerequisite, Art 51. Two credits.

118. **Production Techniques in Advertising Art.** Actual study of production techniques as applied to advertising, lithography and plate printing. Problems will be designed and executed for plate making. Print shops and plate making industries will be visited and studied. Prerequisite, Art 101, 107, 109. Five credits.

121. **Fashion Illustration.** A vocational course designed to meet the needs of the student interested in the field of newspaper and magazine illustrations for contemporary fashion designs. Fashion layouts, sketching from models, and the rendering of fabrics and furs will be considered. Prerequisite, Art 1. Five credits.

126. **Interior Design.** Consideration for the problems of the professional interior decorator in how to: render interiors in elevation, use color, fabrics, floor and wall coverings in domestic and industrial
design problems. Special emphasis placed on contemporary interior design. Prerequisite, Art 1. Four credits.

130a. Art Education. A course for the art major dealing with problems and methods in teaching art. This affords a background for student teaching, as well as future teaching and supervision. Prerequisite, Art 1, and junior standing. Two credits.

140. The School Art Program. Consideration for the entire elementary school program and how art relates to these areas. Actual planning of the art program from nursery school through junior high, standards for evaluation of a sound art program, how to organize materials for classroom, the school, the home, and the community. Five credits.

141. Art and Modern Living. A study of modern living with its art implications: architecture, housing and community life, furnishings of the home, painting, sculpturing, commercial products and other aspects of daily living. Open to all students. Two credits.

200. Administration of the School Art Program. Consideration for the problems of the art counselor in how to: order supplies, assist teachers, plan workshop meetings, guidance and conferences with teachers. Three credits.

201. Seminar in Art Education. Observation and participation in an art program from nursery school through junior high school as a means of progressive understanding of children's art work with a practical application for supervisory needs. Conferences on art problems. Two credits.

Industrial Arts

20. Fly Tying and Tackle Making. Offered only during the summer quarter. One or two credits.

70a. Creative Crafts—Wood and Leather. A craft course to develop skill and appreciation through designing and making articles in wood and leather. Figure carving and ship carving in wood, and tooling and modeling leather. Two credits.

70b. Creative Crafts—Metal and Plastics. A craft course to develop skill and appreciation through designing and making articles in metal and plastics. Art metalwork in copper, pewter, etc., and the application of thermoplastic. Three credits.

71. Wood working. A course in beginning woodwork. Fundamental tool operations, simple construction principles, design, and finishing. The course material has been arranged to meet the needs of junior high school and intermediate teachers as well as industrial arts majors. Five credits.

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

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

79. Mechanical Drawing. The fundamental principles of orthographic projection, isometric drawing, and applied geometry are emphasized. The care and use of drawing instruments, freehand lettering, making of tracings and their reproduction. Three credits.

83. General Metals I. A diversified shop course in metalwork consisting of forging, foundry in soft metals, bench metalwork, machine shop, arc and oxy-acetylene welding, and heat treating. Five credits.

85a. Elementary Electricity. 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. Two credits.


100. Arts and Crafts (Remedial). A general crafts course designed for teachers in remedial education. Handicrafts in those media most usable in remedial classes—clay, wood, leather, plastics, and metal. 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. Three credits.

105a. Advanced Creative Crafts—Wood and Leather. This course continues the work offered in Ind. Arts 70a. Individual problems assigned. Prerequisite, Ind. Arts 70a. Two credits.

105b. Advanced Creative Crafts—Metal and Plastics. This course continues the work offered in Ind. Arts 70b. Individual problems assigned. Prerequisite, Ind. Arts 70b. Three credits.
110. **General Metals II.** This is an advanced course continuing the work offered in Ind. Arts 83. Individual problems of design and construction are assigned. Prerequisite, Ind. Arts 83. Five credits.

111. **Engineering Drawing.** An advanced course involving working drawings, sections, auxiliary projection, revolutions, and advanced problems in isometric drawing. Prerequisite, Ind. Arts 79. Three credits.

113. **Advanced Furniture Construction.** This course continues the work offered in Ind. Arts 71. Lecture and shop work in the design and construction of contemporary furniture. Individual problems. Five credits.

114. **Advanced Pottery.** A continuation of 74, with emphasis put upon a higher degree of perfection. Each student will have opportunity to do special work and plan his own pottery if interested in teaching the subject or operating a pottery studio. Five credits.

116. **Industrial Arts Design.** The application of design principles in relationship to function of objects and the choice of materials for their construction in industrial arts classes. Course work involves the design of projects appropriate to grade level in wood, metal, plastic, leather, ceramics, etc. Two credits.

130b. **Industrial Arts Education.** Problems and methods of teaching Industrial Arts. Junior standing. Two credits.

131. **General Shop Planning and Organization.** The study and planning of shop layouts for the modern junior high school, choice of equipment and machines, course content, and management of classes. Junior standing. Two credits.

134. **Planning Instructional Material.** Selection and preparation of course material in industrial arts. Preparation of courses of study, unit and lesson plans, and the several types of instruction sheets. Two credits.

135. **Seminar in Industrial Arts.** A seminar course for advanced students who have had the beginning and advanced courses in some field but feel that they can profit by some further individual study. Any student planning a seminar must confer in advance with his instructor, plan the work, and have it approved before registration. Two to six credits.

234. **Planning Instructional Material.** For graduate students in industrial arts education. Two credits.
HEALTH, PHYSICAL EDUCATION AND RECREATION

DEPARTMENTAL COURSES

Health Education

1. Health Essentials. 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. An introduction to nursing including the history and traditions; a survey of modern trends; and professional standards. Three credits.

101. Kinesiology. A study of the physiology of muscular movement, structure, 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 movements. Prerequisites, Science 80. Three credits.

103. School Health. School health problems are discussed with emphasis upon the teacher's responsibility for maintenance of good health; prevention of disease, and control of a healthful school environment. Two credits.

106. Physiology of Exercise. Study of functional physiology and the effects of exercise upon the circulatory, respiratory, digestive and nervous systems. Prerequisite, Science 90. Three credits.


109. First Aid. The Standard Red Cross First Aid Course for which certificates may be granted. Two credits.

116. Program Planning in Health and Physical Education. The study of the complete health and physical education program for elementary, intermediate, and junior high school. Attention is paid to child development as the basis for the selection of activities and suitable programs are worked out for the atypical child. Prerequisites, Science 80, junior standing. Three credits.

130. School and Community Health. A study of community and school health problems with emphasis upon an integrated health program for both school and community. Three credits.

135. Seminar in Health and Physical Education. A seminar dealing with problems in the field of health and physical education with emphasis on programs in supervision. Two credits.

Physical Education

13. Officiating in Women's Sports. A course designed for acquainting major students in physical education with the techniques of officiating in the various women's sports. Practice will be given in the various sports. Two credits.

51. Theory and Practice in Rhythms. An introduction to the fundamentals of rhythms. Methods and materials in constructing and teaching a rhythm program in the elementary schools. Prerequisite, Folk Dance. Three credits.

56. Introduction to Physical Education. This course gives the background of physical education and its present-day relationships. 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.


59. Introduction to Recreation. This course deals with the development of a recreational philosophy, and considers the historical background of recreation in this country. Three credits.

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

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

62. Track and Field Activities (Theory and Practice). Each event will be taken up and thoroughly discussed in regard to different methods used. A course in track training will be included. Two credits.
63. **Baseball Coaching (Theory and Practice).** A thorough study of the fundamentals of baseball and techniques and methods by which the game may be developed. Two credits.

64. **Athletic Training.** A course dealing with prevention, treatment and care of athletic injuries. Two credits.

100. **Physical Education Activities for the Elementary School.** Theory and practice in the selection, organization, and presentation of physical education activities suitable for the elementary school. Prerequisites (women), Basic Skills, Sports, Folk Dance. Prerequisites (men), American Dance, Field Sports, Stunts and Tumbling. Two credits.

103. **Tests and Measurements in Physical Education.** Instruction in the use of the statistical approach in measurement and its application to physical education. A study of the history of testing in physical education and analysis of tests available in this field. Three credits.

105. **Dance Survey.** 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 dances, and dance educators. Prerequisites, Dance I and Dance II, Composition. Two credits.

110. **Organization and Administration of Physical Education.** Considers the complete public school physical education program. Topics covered are: Aims and objectives, plant and facilities, the activity program, equipment, testing, medical control, class procedures, management of games and contests, finances, publicity, legal aspects, health coordination. Prerequisites, Physical Education 56, junior standing. Three credits.

117. **Theory and Practice in Sports.** Theory and practice in physical education for the junior and senior high school. Analysis of basic techniques, and evaluation of teaching methods. Prerequisite, Basic Skills, Sports, two individual sports. Three credits.

118. **Theory and Practice in Dance.** Construction of a program in basic and creative rhythms for the junior high school. Study and practice of teaching methods and progressions in rhythmic activities. Prerequisites, Dance I, and Folk Dance or American Dance. Three credits.

121. **Theory and Practice in Physical Education.** Theory and practice in physical education activities for the junior and senior high school with emphasis placed on teaching methods in calisthenics, soccer, speedball, touch football, flag ball, and individual contests. Three credits.

122. **Theory and Practice in Physical Education.** Theory and practice in physical education activities for the junior and senior high school with emphasis placed on teaching methods in rhythms, basketball, volleyball, boxing, wrestling, elementary tumbling. Three credits.
123. **Theory and Practice in Physical Education.** Theory and practice in physical education activities for the junior and senior high school with emphasis placed on teaching methods in stunts and self-testing activities, handball, relays, badminton, tennis, softball, and golf. Three credits.

124. **Organization and Administration of Recreation.** In this course the following studies are undertaken: Types of organizations for the conduct of recreational programs, legal aspects of programs, finance problems, cooperation with community agencies, problems of area and facilities, publicity, and records and reports. Five credits.

125. **Activities and Program Planning in Community Recreation.** A study of the various types of recreation programs, and an evaluation of and experience in recreational activities. Students will have an opportunity to set up daily, weekly, seasonal, and yearly programs. Five credits.

126. **Public Relations in Community Recreation.** A study of the various measures and means used to create public good will. Two credits.

**PHYSICAL EDUCATION ACTIVITY 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 a course in basic skills for four of the required physical education courses. The remaining credits may be earned in any of the current offerings.

All students wear the regulation uniform which consists of navy blue shorts with either white or navy blouse. The dance costume is a leotard.

**Adapted Activities.** Activities in this class are prescribed according to individual needs. (Students must obtain permission from the health and physical education division before enrolling in this class.) Autumn and winter.

**American Dances.** Includes square dances, mixers and couple dances and some social dancing. Autumn, winter, spring, and summer.

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

⊙ **Badminton.** Autumn, winter, spring, and summer.

**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, and spring.

⊙ Shuttlecocks are supplied by the student.
Conditioning Exercises. Informal conditioning exercises for promotion of general body development and to improve muscular coordination, posture, and motor skills. Winter.

Dance I. Introduction to Dance as an Art Form. Discussions of the history and philosophy of dance; practice in body movement and control. Autumn, winter, spring, and summer.

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

Fencing. Autumn, winter. Fee $5.00.

Folk Dance. Old and new dances from many foreign countries. Winter.

Golf. Spring and summer.


Skiing. Winter

Social Dancing. Instruction for beginners. Autumn and winter.

Sports. Seasonal team sports (basketball, field ball, field hockey, soccer, softball, speedball, and volleyball). Autumn, winter, and spring.

Stunts and Tumbling. Winter.

Swimming. Winter, summer.

Tennis. Autumn, spring.

Volleyball. Autumn.

Clubs are furnished, but students furnish golf balls.
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 required credits must include American Dance, two individual sports and one team sport.

Men wear the regulation uniform consisting of tan trunks and navy reversible T-shirts.

**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.** Autumn, winter, spring, and summer.

**Baseball.** Spring.

**Basketball.** Autumn, winter.

**Bowling.** Autumn, winter. Fee $10.00.

**Boxing.** Autumn and winter.

**Cross Country.** Fall.

**Fieldsports.** (Soccer, speedball, and touch football.) Autumn.

**Football.** Autumn.

**Golf.** Spring and summer.

**Life Saving.** Opportunity for earning Senior Life Saving Certificate and Water Safety Instructor Certificate. Spring.

**Social Dancing.** Autumn and winter.

**Softball.** Spring and summer.

**Stunts and Tumbling.** Winter.

**Swimming.** Autumn and winter.

**Tennis.** Autumn, spring, summer.

**Track.** Spring.

**Volleyball.** Autumn and winter.

**Wrestling.** Autumn and winter.

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1. Shuttlecocks must be supplied by the student.
2. Shoes must be provided by the student.
3. Clubs are furnished, but students provide own golf balls.
2. **General Nutrition.** Fundamental principles of human nutrition. Application of these principles to establishing good food habits. Three credits.

21. **Nutrition.** Laboratory course accompanying Nutrition 2. Required of home economics majors. Two credits.

49. **Elementary Food Preparation.** Laboratory course primarily for elementary teachers. Principles of food preparation, menu making, and simple meal service. Three credits.

50. **Food Preparation.** Selection and preparation of food. Proper care and storage. Food costs. Prerequisite, Home Economics 2. Five credits.

60. **Fundamentals in Textiles.** Identification, use, cost, and care of major textile fibers and fabrics. Two credits.

63. **Weaving.** Development and trends in American handweaving as a medium of artistic expression. Color, design, interpretation of drafts, techniques of weaving. Prerequisite, Art 3. Two credits.

65. **Home Furnishings.** Selection, arrangement, and use of furniture and furnishings for beauty, comfort, utility, and economy. Prerequisite, Art 3. Two credits.

70. **Clothing Selection and Construction.** Application of principles of color and design to individual selection. Wardrobe planning and budgeting. Construction of garments of cotton or rayon, and wool. Care and repair. Prerequisites, Art 3, and Home Economics 60 or 161. Five credits.

105. **Household Management.** Management of time, energy, money and other resources as they relate to family goals. Family budgeting. Selection, use and care of equipment. Three credits.

106. **Consumer Problems.** Analysis of values in choosing and using goods and services. Principles of buymanship. Protection through legislation and other forces of social control. Sources of information for consumers. Two credits.

110. **Family Relations.** Basic principles and desirable attitudes in family relationships. Economic and social problems confronting the family of today. Conserving family values. Responsibilities of the family in community life. Three credits.

115. **Child Care in the Home.** Care of the young child. Role of home and family in promoting physical, mental, and emotional health of children. Prerequisite, Home Economics 2. Two credits.

121. School Lunch. A laboratory course. Study of the school lunch and its educational possibilities and implications. Prerequisites, Home Economics 2, and 49 or 50. Two credits.

122. Home Economics Activities in the Elementary School. Types of activities best suited to children in the areas of Food and Nutrition, Textiles and Clothing, Weaving, Housing and Home Furnishing, Child Care and Family Relations. One credit.


151. Meal Planning and Service. Laboratory course in planning, preparing and serving meals. Emphasis on organization and management of time, food budgets, marketing and cost evaluations. Selection, use and care of table appointments. Prerequisites, Home Economics 2 and 50. Five credits.


165. Home Planning and Furnishing. House planning. Applications of the principles of art to selecting, arranging, and using household furnishings and decorative accessories. Cost, upkeep, and care. Field trips and special projects. Prerequisites, Art 3, Home Economics 60 or 161, and ability to sew. Five credits.

170. Clothing Selection. Choice of clothing and accessories appropriate to individual and occasion. Wardrobe planning, budgeting, and care. Prerequisite Art 3. Two credits.

1. **English Composition.** Extensive practice in writing, with considerable emphasis upon the fundamentals of grammar. Required of all freshmen except those excused upon the basis of the English Placement Test. Five credits.

2. **English Composition.** Further work in exposition, with the primary emphasis upon organization and clarity of expression. The training in exposition includes the preparation of documented papers. Prerequisite, English 1 or exemption from English 1. Three credits.

20. **Literary Backgrounds.** In this course literature is approached as a record of ideas. Selections include a variety of literary forms, chiefly from English and American literature. Prerequisite, sophomore standing. Five credits.

50. **Language and Reading.** Study of the meaning of language and its significance in human affairs, and training in reading by means of analysis of 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. Three credits.

52. **Advanced Composition.** Advanced work in writing. Expository writing is emphasized. Some attention is given to other forms and to the individual student’s needs and interests. 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 types. Prerequisite, English 20. 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. Two credits.

61. **Practical Journalism.** Credit in this course will be given 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.

65. **Newswriting.** A study of news values, the techniques of reportorial writing, and the methods of collecting news. Two credits.
67. Editing. A study of the techniques of and practice in editing copy, writing headlines, planning page layouts, and proofreading. Two credits.

70. Introduction to Modern Literature. Reading and interpretation of selections of modern literature, including fiction, non-fiction, poetry, and drama. Special emphasis on twentieth-century and American writers. The purpose of this course is to increase the student's appreciation of the literature of his own time. Prerequisite, English 20. Three credits.

100. English Literature. An historical and critical survey of English literature from beginning to the Restoration period. Five credits.


102. American Literature. An historical and critical survey of American literature, exclusive of the novel, with primary emphasis upon the major writers of the nineteenth century. Five credits.

104. Shakespeare. Reading of eighteen plays; detailed interpretation of several. Five credits.

105. World Literature. A survey of Oriental and European literature. Examination is made of selections from the writings of the Hebrews, Greeks, and Romans, and of selections from the literature of the Middle Ages, the Renaissance, and modern times. Five credits.

106. The Novel. Study of outstanding English and Continental novels. Five or six novels will be studied in class; others will be read as individual work. Three credits.

107. Literature of American Democracy. The reading of those essays, short stories, novels, and poems which have given clearest expression to the ideals of democracy and the distinguishing qualities of the American character. Three credits.


111. American Poetry. Study of the work of American poets from Whitman and Dickinson to the present. Two 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. Two 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 prac-
tice of the reading of poetry and stories, and the techniques of dramatization. Prerequisite, junior or senior standing. Two credits.

128. **Secondary School Literature.** A course designed to assist students in the selection and presentation of literature suitable for the secondary school. Two credits.

131. **High School Publications.** Study of the various types of high school publications, with special emphasis on the newspaper. This course is designed to prepare the prospective teacher to supervise high school publications. Two hours.

132. **Modern British Poetry.** Study of the work of British poets from Thomas Hardy to the present. Two credits.

154. **The Short Story.** Extensive reading and analysis of short stories, including both older and modern writers. Three credits.

170. **Literary Criticism.** Includes both a study of various theories of criticism and the application of a set of principles to selections of literature. Three credits.

**Speech and Drama**

1. **Fundamentals of Speech.** This course has the following general objectives: To develop in the student the ability to project his ideas to an audience in a forceful, conversational manner; to train the student to present ideas through carefully selected material and in an orderly manner; to help the student develop a good vocabulary, oral sentence sense, and the ability to control his bodily activity in a speaking situation so that his appearance is pleasing, relaxed, and natural. Two credits.

2. **Corrective Practice.** Remedial work for college students who need such help with their individual speech problems. One credit per quarter for a total of not more than three credits.

50. **Voice and Articulation.** Development and use of the speaking voice with attention to social and professional needs of the students; techniques of good speech such as correct phrasing, intonation, and stress patterns; a clear, pleasing, and well-modulated voice; distinct and acceptable pronunciation. Consideration given to the elimination of such difficulties as nasality, extremes of pitch and rate, indistinctness, monotony, and mispronunciations. Two credits.

54. **Oral Reading.** The oral interpretation of literature. Prerequisite, for majors and minors, Speech 50. Three credits.

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

57. **Public Discussion.** Considers the distinguishing features and characteristics as well as the principles of effective presentation and
argument as applied to the various forms of public discussion; round table, panel, symposium. Prerequisite, Speech 1. Three credits.

58. **Introduction to Radio Techniques.** Consideration of the techniques involved in production and performance of different kinds of radio programs. Three credits.

70. **Advanced Public Speaking.** Provides further study and application of the principles of effective public speaking introduced in Speech 1. Emphasis upon longer speeches for a greater variety of situations. Study of parliamentary procedure and critical analysis of some masterpieces from the world's public speaking literature. Prerequisite, Speech 1. Three 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.

110. **Children's Drama.** A course designed to acquaint students with materials and techniques in children's creative dramatics and children's theater. Lectures, reading, observation. Three credits.

119. **Introduction to Speech Correction.** The first course in speech correction, dealing with common speech defects and remedial measures for problems in lisping, indistinct pronunciation, foreign accent, delayed speech, stuttering, and inappropriate use of the voice. The purpose of this course is to help teachers to deal adequately with the speech defects found in the classroom. Five credits.

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

120b. **Teaching Speech in the Secondary School.** Consideration of the fundamental principles underlying speech education. Problems in the teaching of public speaking, debate, group discussion, voice, oral reading, and dramatics. Two credits.

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

122. **Speech Pathology.** This is the advanced course in speech correction. It deals with the speech involvements of pathologies of the larynx, mouth, ears, and brain. Disorders such as pathological voice defects, cleft palate, hard of hearing and deafness, aphasia, and spastic speech are given particular attention. Prerequisite, Speech 119. 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. This course should be taken only by the Remedial Education majors. Five credits.

125. English Phonetics. The study of American-English speech sounds. Practice in reading phonetic texts for individual improvement in pronunciation. Ear training through dictation and transcription of the student's own speech and that of others from phonograph records. Two credits.

130. Problems in Speech and Drama. Problems of research and practice assigned to advanced students. Prerequisite, consent of Instructor. Two credits.

131. Clinical Practice. Actual work with speech cases in the clinic. Prerequisite or co-requisite, Speech 119. The course may be taken one, two or three quarters. A total of six credits may be earned, two credits per quarter. Two to six 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. All three quarters of this first year course must be taken if credit is to be received. Five credits each quarter.

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

100, 101, 102. Survey of French Literature. Reading of the great French writers in prose, poetry, and drama, with lectures and discussion. Prerequisite, French 53, 54, 55, or equivalent. Offered alternate years (see schedule of classes). Two credits each quarter.

Spanish

50, 51, 52. First Year Spanish. Training in the fundamentals of the language, with work in reading, speaking, and composition. All three quarters of this first year course must be taken if credit is to be received. Five credits each quarter.

53, 54, 55. Advanced Spanish. For students who had had one year or more of Spanish. Continued study of the fundamentals of the language; emphasis upon rapid and effective reading in Spanish. Three credits each quarter.

100, 101, 102. Survey of Spanish Literature. Reading of the great writers in prose, poetry, and drama, with lectures and discussion. Prerequisite, Spanish 53, 54, 55 or equivalent. Offered alternate years. (See schedule of classes.) Two credits each quarter.
LIBRARY SCIENCE

100. Use of Library Resources. Instruction in the use of the library, general reference books, the card catalog, and indexes. Problems are assigned for the purpose of familiarizing the student with library materials useful in his college courses. Open to all students. Three credits.

101. Selection of Recreational and Instructional Materials. Principles of the selection of school library materials, including audiovisual aids, to meet the needs of the curriculum and the individual reading interests of boys and girls. Three credits.

102. Organization of Library and Audio-visual Materials. Principles underlying the preparation for use of books, pamphlets, audiovisual aids, and other materials found in elementary and junior high school libraries, with practice in applying those principles. Four credits.

103. School Library Administration. Designed to teach the objectives, organization and administration of modern school libraries. This course includes discussion of standards, selection of materials, routines, and program of activities for school libraries. Three credits.

120. Historical Survey of Books and Libraries. To include:
   b. History and Organization of Libraries. Survey of the historical development of libraries. 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. Prerequisites, Library 100, 101, 102 and 103. Two credits.

200. Reference and Bibliography. Intensive study and critical examination of basic reference books most frequently used in educational research, with attention given to reference methods and bibliographic form. Open to all graduate students. Two credits.

MUSIC

DEPARTMENTAL COURSES

1. Fundamentals of Music. Required of music majors and minors. Provides basic instruction in all phases of ear training and sight-singing. To include melodic and harmonic dictation, intervals, notation, key signatures, and scales. Five credits.

2. Fundamentals of Music. Course for non-majors and non-minors who may be expected to teach music in their own classrooms. Gives
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instruction through practical experience with the musical score in singing, writing, and a working knowledge of the piano keyboard. Five credits.

3. Introduction to Music. A music appreciation course for non-music majors and minors in the Junior-Senior High curriculum and in the college of arts and sciences. Important works of the great composers of the Baroque, Classic, Romantic, and Modern periods are studied, with special emphasis on fundamental musical concepts (rhythm, melody, harmony, form) as aids in intelligent and appreciative listening. Recordings are used extensively both in and out of class. 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 and minor. Prerequisite, Music 1 and 54a. Three credits.

52. Song Literature for Elementary Grades. A course designed to give the student a repertoire of some of the best songs for children and to provide experience in their presentation. Prerequisite, Music 2. Three credits.

54, 55, 56. Vocal and Instrumental Class Instruction. Beginning class instruction in voice, instruments of the orchestra, or piano. Class teaching pedagogy. The letter following the number will indicate the type of work in which credit will be allowed. One credit.
   A. Piano
   B. Voice
   C. Strings
   D. Woodwind
   E. Brass

64. Intermediate Harmony. Continuation of the study of harmony. Seventh chords in both major and minor keys are presented. Prerequisite, Music 50. Three credits.

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

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

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

*A Music Major is required to be a member of one of the performing organizations throughout his four undergraduate years. A maximum of 12 quarter credits in music activities may be applied on the 192 credits for the B.A. degree.
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76, 77, 78. Applied Music. Private instruction in the various branches of music. The letter following the number will indicate the type of work for which credit is given. One and one-half credits.

A. Piano
B. Voice
C. Strings
D. Woodwind instruments
E. Brass instruments
F. Organ

100, 101, 102. Applied Music. (Second year.) Prerequisite, 76, 77, 78. One and one-half credits.


104. Form Analysis. The student is introduced to the various musical forms through analysis of representative material. Prerequisites, Music 64 and 50. Three credits.

106. Composition. Original composition in representative styles and forms for various instrumental and vocal combinations. The student's knowledge of harmony, counterpoint, and form is used as the starting point for creative work. Prerequisites, Music 111, 116, and 104. Three credits.

107. Elementary Conducting. Open to music majors and minors only. A study of the fundamental principles of baton technique and practical experience in conducting with emphasis on choral literature. Prerequisite, Music 113. Three credits.


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

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

112. Music History and Appreciation to 1800. A survey of the development of music from the period of Greek modes to that of Haydn

○ Private lessons are $15 per quarter for ten lessons and $30 per quarter for twenty lessons, except for pipe organ, which are $25 for ten lessons per quarter or $50 for twenty lessons per quarter.
and Mozart and the perfecting of the sonata form. Composers and Schools of Composition are studied with emphasis on analysis of the music itself. Prerequisite, Music 50. Three credits.

113. **Music History and Appreciation from 1800.** A survey of the development of music from the period of Haydn and Mozart to the present time. Composers and Schools of Composition are studied with emphasis on analysis of the music itself. Prerequisite, Music 1. Three credits.

116. **Counterpoint.** Counterpoint in two and three parts as practiced by the composers of the 18th and 19th centuries. Written exercises and analysis. Emphasis upon clef reading. Prerequisite, Music 64. Three credits.

117. **Counterpoint.** (Continuation of Music 116.) Counterpoint in four or more voices. Prerequisite, Music 116. Three credits.

118. **Modern Counterpoint.** Review of the principles of strict counterpoint. Free imitation. The free entrance and treatment of dissonance. Florid writing in two to four parts with or without key relationships on the basis of melodic symmetry. Prerequisite, Music 111. Three credits.

119. **Canon and Fugue.** A study of canonic devices and fugal forms. Emphasis upon analysis. Prerequisite, Music 117. Three credits.

120. **Music History and Appreciation.** An intensive review of the music of the Classic and Romantic Periods. A study of Contemporary Composers and Schools of Composition. Analysis of music through the reading and comparison of scores will be emphasized. Prerequisites, Music 64, 104, 112, and 113. Three credits.

123. **Orchestration.** A practical course in arranging for Band and Orchestral instruments with a study of range, tonal color, and uses of the instruments for ensembles of various combinations up to and including the standard band and orchestra instrumentation. Prerequisites, Music 50, 64, and 111. Three credits.

126. **Modern Literature Analysis.** A study of literature of the twentieth century with emphasis on analysis. Works by the following composers will be studied: Hindemith, Schoenberg, Berg, Stravinsky, Bartok, Kodaly, Honegger, Milhaud, Poulenc, Harris, Ives, Copland, Piston, and many others of American and European Schools. Prerequisite, Music 112, 113, and 116. Three credits.

131. **Literature of Bach.** An intensive study of the works of Bach with emphasis on analysis and performance. Prerequisite, Music 112, 113, 116, and 104. Three credits.

132. **Literature of Beethoven.** An intensive study of the works of Beethoven with emphasis on analysis and performance. Prerequisite, Music 104, 112, 113, and 116. Three credits.
200. Supervision of Public School Music. Educational objectives; the elementary and junior high curriculum; coordination of work of the special subject with the general field of education; the problems of the teacher-supervisor; evaluating and checking results. Prerequisite, B. A. degree with major in Music Education. Three credits.

201. Advanced Music Methods. A comprehensive study of literature suitable for the various performing groups in the Junior and Senior High Schools—Band, Orchestra, and Chorus. Designed to acquaint the student with new publications as well as standard repertoire. Study of criteria necessary for the selection of music for the various groups. Prerequisite, B. A. degree with major in Music Education. Three credits.

SCIENCE AND MATHEMATICS

DEPARTMENTAL COURSES

Science

Ø1. Survey of Physical Sciences. A course designed to give the student an understanding of his physical environment and an appreciation of the role of science in our present day world. Effort is made to impart an understanding of the scientific method and to give the student an opportunity to use it; to trace changes and growths in scientific concepts; and to analyze some of the implications of science in a modern society. Demonstration experiments and audio-visual aids and materials are freely used. Five credits.

Ø2. 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 stereopticon slides. Five credits.

Ø3. Environmental Science. This course is designed to develop a familiarity with natural surroundings for Washington, and to lay a foundation in content material for the teaching of nature study. Strongly recommended as an elective to all elementary and intermediate students. Three credits.

Ø Science 1, 2, or 3 may be taken in any order.
5. **Physics Problems.** Training in the working of problems in the physical sciences for majors in the field and for pre-engineers. Prerequisites, high school algebra and geometry. Freshman mathematics to be taken concurrently. Problems are solved mainly during class hours. Three credits.

6. **Mechanics Problems.** A second problem course for pre-engineers. Prerequisite, Science 5. Freshman mathematics to be taken concurrently. Three credits.

10, 11. **General Biology.** An introductory course in the science of living things designed to present the important facts and principles of plant and animal life, and to show their implications in human welfare. The objectives and contents are in general similar to those of Science 2, but laboratory work in botany and zoology are included. Not open to students having credit in Science 2. Five credits each quarter.

20. **Elementary Surveying.** A course in applied mathematics and physics for pre-engineers and others. Lectures and field work. Prerequisites, Science 5 and Mathematics 51 or 55. Three credits.

25. **Glassblowing.** Instruction and practice in techniques of glassblowing and manipulation. Useful to the teacher of science, and to the laboratory worker. One credit.

27, 28, 29. **Elementary Physics.** A general education course designed also to meet the needs of pre-medical, pre-dental and home economics students but not suitable for pre-engineers or physics majors. The first quarter will comprise work in mechanics and heat; the second quarter, electricity and magnetism; the third quarter, sound, light and atomic physics. The courses may be taken in any sequence. Lectures and laboratory. Five credits per quarter.

30. **Chemistry for Teachers.** A brief, non-technical treatment of selected basic topics. The course is designed particularly for those who feel the need of some chemistry background in connection with their work in public school teaching, but it will also be of interest to non-science majors in general. Lectures and demonstrations. Three credits.

45. **Earth Science.** An introduction to the field of geology for Arts students and teachers, emphasizing earth forms, rocks and maps. Five credits.

46. **Introduction to Fossils.** Recognition of vertebrate, invertebrate and plant fossils found in the West. Mainly a laboratory course. Five credits.

47. **Rocks and Minerals.** A study of minerals and rocks in their relation to industry and general geology. Prerequisite, General Chemistry. Five credits.
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. Five credits.

55, 56. **Botany.** The fundamentals of structure and function as evidenced by the flowering plant are emphasized in the first quarter. The second quarter includes a study of the morphology and life history of representative forms found in each of the major groups of the plant kingdom. The courses may be taken independently of each other. Five credits per quarter.

57. **Plant Taxonomy.** An introductory course in the classification of flowering plants. The local flora will be the principal source of material for study. An herbarium of plants is required. Prerequisite, Science 55. Five credits.

58. **Economic Botany.** Plants useful to man, their origin, breeding, propagation, cultivation, processing and utilization. Two credits.

59. **Woody Ornamentals.** The identification and landscaping uses and values of the more common trees and shrubs. The elements of horticultural practices, including pruning, propagation and general care will be presented. Two credits.

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

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

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

70, 71. **General 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. 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. Five credits.
77, 78, 79. General and Engineering Physics. A thorough course designed for majors in physics, for pre-engineers, and for teachers of high school physics. Mathematics used will include simple calculus. First quarter, mechanics; second quarter, heat, sound and light; third quarter, electricity and magnetism. The courses may be taken in any sequence. Prerequisites, Science 5 and freshman mathematics. Calculus to be taken concurrently. Lectures and laboratory. Five credits per 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. Five credits.

90. Human Physiology. A lecture course in general physiology; includes the use of models, slides and films. Body structure and functions are treated in relation to the student's own problems of efficient living. Five credits.

91. Advanced Physiology. This course will deal with such representative topics as the ductless glands, the nervous and circulatory systems and problems of human diseases related to these. An attempt will be made to keep abreast of modern developments in the field. Prerequisite, Science 80 or 90. Five credits.

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. Prerequisite, Science 2 and 50 or equivalent. Five credits.

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

96. Fundamentals of Radio. A course presenting, through lecture and experimentation, the elements of the generation, radiation and reception of radio signals. The applications of various types of vacuum tubes in modern living will be stressed. Prerequisites, Science 27, 28, 29 or equivalent, and one year of college mathematics. Three credits.

100. Physical Basis of Music. A course designed for those interested in music. The mechanics of the production and transmission of sound will be developed with a minimum of mathematics. The physical basis of pitch and tone quality, construction of scales and other points of musical interest will be studied. Lectures, demonstrations and individual laboratory work. Three credits.

101. Organic Evolution. A general lecture course designed to familiarize the student with the laws of development and the ideas of origin and relations of organisms. Prerequisites, Science 2 and advanced standing. Three 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 of biological science. Five credits.

105. History of Science. A synthesis of history and science recommended for teachers and for arts and science majors wishing to gain perspective on the effect of scientific discoveries in creating changes in society. The dramatic part played by men of science in the century-by-century development of our modern culture is a central theme which will furnish valuable teaching material for actual classroom use. Five credits.

110, 111. Quantitative Analysis. Science 110 will include both volumetric and gravimetric procedures, to meet the needs of students not taking further courses in quantitative chemistry. Prerequisite, Science 72. Science 111 will include further volumetric work, electrodeposition, analysis of limestone, Kjeldahl nitrogen and/or other determinations involving special techniques. Prerequisite, Science 110 and permission. Five credits each quarter.

113, 114, 115. Organic Chemistry. The first two quarters will comprise a systematic study of the carbon compounds, and will meet the needs of students preparing for medicine and related fields, as well as those majoring in chemistry. Laboratory work will introduce important techniques of organic chemistry, and will include a number of preparations. The third quarter will be devoted to qualitative organic analysis, and advanced topics. Prerequisite, Science 72. Science 110 also recommended. Five credits each quarter.

116. Introduction to Atomic Physics. A study of modern theories and experiments regarding the nature of matter and electromagnetic radiations. Prerequisite, permission. Three credits.

117. Electricity, Magnetism and Radiations. A second course in electricity and magnetism; a study of electromagnetic radiations and their applications. Prerequisites, Science 77, 78, 79 and the calculus. Three hours lecture and four hours laboratory weekly. Five credits.

118. Optics. A study of geometrical and physical optics covering optical instruments, diffraction, interference, polarization and spectroscopy. Prerequisites, Science 77, 78, 79 and the calculus. Three hours lecture and four hours laboratory weekly. Five credits.


123. Introduction to Mathematical Physics. A treatment of elasticity, hydrodynamics, potential, wave-motions, etc., using vector
analysis and other mathematical techniques. Prerequisite, permission. Five credits.

124. **Analytic Mechanics.** A course devoted to the study of the mechanics of a particle and of a rigid body, including a treatment of vector fields, central forces, generalized coordinates and Lagrange's equations of motion. Prerequisite, permission. Five credits.

125. **Selected Topics in Physics.** A course in which the techniques of modern mathematics and laboratory practice are applied to the solution of physical problems. Prerequisite, permission. Five credits.

126. **Modern Physics.** Experimental evidence and theory connected with modern concepts of radiation, photoelectricity, spectroscopy, radio-activity, X-rays, and the nucleus of the atom. Prerequisite, Science 116. Three credits.

128. **Microtechnique.** A course designed to present the fundamentals of a wide range of useful standard methods in the preparation of microscopic materials. Prerequisite, 10 hours of Botany or Zoology. Three credits.

129. **Plant Anatomy.** A treatment of the fundamental facts and aspects of anatomy found in vascular plants, chiefly the Angiosperms. Plant tissues, with special reference to their development, organization and biological significance. Prerequisite, Science 55. Three credits.

130. **Plant Physiology.** A critical study of the various physiological activities of plants, such as photosynthesis, respiration and the responses to various stimuli. Prerequisite, Science 55. Three credits.

131. **Plant Ecology.** The relation of plants to environmental factors: soils, climate, other plants and animals. Prerequisites, Science 55 and 57. Two credits.

133a. **Science Education in the Elementary School.** Development of pupil interest in his environment, appreciation of its importance to him, and the beginnings of an application of scientific method are stressed. Techniques, selection of materials and appropriate subject matter for the various grade levels will be discussed. Students will work up and perform science demonstrations and experiments for use in classroom science teaching. Two credits.

133b. **Science Education in the Junior High School.** A course designed to familiarize prospective junior high school teachers with information, techniques and materials appropriate for teaching science at the junior high level. Students will work through science demonstrations and experiments and will organize unit materials for use in their subsequent teaching. Prerequisite, junior standing. Three credits.

134. **Science and Mathematics Methods—Secondary.** A course in methods and techniques of teaching in the various areas of science
and mathematics at the junior high school and secondary levels. Problems in the organization and management of science laboratories, and the procurement of supplies and materials for instructional and laboratory use will be included. Two credits.

135, 136, 137. Physical Chemistry. Atomic and molecular structure; the laws of gases, liquids and solutions; chemical thermodynamics and equilibria; electrochemistry. Lectures and laboratory. Prerequisites, Science 110, Science 114 and the calculus (the latter may be taken concurrently); college physics recommended. Five credits each quarter.

139. Community Resource Materials for the Science Teacher. A course designed to assist the teacher of science in visualizing and utilizing the local environment as a source of materials important for science study and experimentation. The influence of modern biological and physical science on the pattern of present day living is stressed. Three credits.

140, 141. Comparative Anatomy of Chordates. Comparative anatomy of the vertebrate organ systems with emphasis on their phylogenetic relationships. Dissection of selected vertebrate types. For students majoring in biology, and for pre-medical, pre-dental and pre-veterinary courses. Prerequisites, a year of general zoology; Science 140 is prerequisite to Science 141. Three lectures and four hours of laboratory each week. Five credits each quarter.

142. General Vertebrate Embryology. Details of the early developmental stages of the vertebrates. Emphasis on human embryology in the lectures and on the amphibian, the chick and the pig in the laboratory. Prerequisite, one year of general zoology. Three lectures and four hours laboratory each week. Five credits.


145. Parasitology. The biological relationships of parasite and host and the effect of such relationships on each. Prerequisite, one year of general zoology. Two lectures and two hours laboratory each week. Three credits.

150, 151. Science Seminar and Research. Registration in this course will be an arrangement with the staff member who is to direct the work or problem to be undertaken. Prerequisite, advanced standing and permission. Two to four credits each course. A total of not more than eight credits may be earned in Science 150, 151.

152. Biological Chemistry. A treatment of the chemical aspects of basic living processes. The course will include quantitative work in biochemical analysis and clinical procedures. Prerequisite, Science 113, 114, and, preferably, Science 110. Lectures and laboratory. Five credits.
161. **Historical Geology.** History of the earth as revealed by rock formations and their contained fossils. Prerequisite 10 hours of geology and, preferably, a background in biology. Five credits.

164. **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 geology, including either Science 46 or 161. Biology background desirable. Five credits.

165. **Paleobotany.** This is a study of the history of plant life on 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. Prerequisite, 10 hours of geology, including Science 46 or 161. Science 63, General Forestry, recommended. Five credits.

192. **Advanced Bacteriology.** A continuation of Science 92. Fundamentals of immunology, physiology of bacteria, and applied sanitary and clinical methods. Lectures and laboratory. Three credits.

### Mathematics

2. **Fundamentals of Algebra.** Designed for students having a deficiency in High School Algebra, or needing algebra review, as a course preliminary to College Algebra. Mathematics 50. Five credits.

3. **Geometry.** A course for students having a deficiency in High School Geometry, who contemplate enrolling later in courses more advanced than College Algebra. Five credits.

50. **College Algebra.** Functions and graphs, quadratic equations, polynomials, logarithms, exponentials, progressions. Prerequisites, two, or preferably three semesters of High School Algebra, or Mathematics 2. Five credits.

51. **Trigonometry.** Functions of acute angles, solution of right and oblique triangles, functions of any angle, identities, trigonometric equations. Prerequisites, two semesters of high school algebra and either high school geometry or Mathematics 3. Five credits.

52. **Analytic Geometry and Calculus.** Graphic representation, the straight line, graphs of the circle, eclipse, parabola, hyperbola, a study of rates, differentiation, and integration. Prerequisite, Mathematics 50 and 51. Five credits.

54, 55, 56. **Mathematical Analysis.** This is a synthetic course which integrates the conventional content of College Algebra, Trigonometry and Analytic Geometry in a study of functions and graphs, rates, maxima and minima, logarithms, exponential functions and the elements of differential and integral calculus. Recommended for pre-engineers and for physical science majors. Prerequisites, two, or
preferably three semesters of high school algebra, and either high school geometry or Mathematics 3. Five credits each quarter.


101, 102, 103. Calculus. Elements of differential and integral calculus. Prerequisite, either Mathematics 52 or 56. Five credits each quarter.

105, 106. Differential Equations. A study of the solutions of elementary ordinary and partial differential equations with applications to the fields of engineering and physical science. Prerequisite, Mathematics 103. Five credits each quarter.

110. Theory of Equations. A study of the methods of solution of higher degree equations; systems of simultaneous equations of higher degree in "n" variables will be included. Prerequisite, Mathematics 103. Five credits.

115, 116. Advanced Analysis. Selected topics from the Calculus, including line and surface integrals, Gamma, Beta and Bessel functions, and elliptic integrals. Prerequisite, Mathematics 103, and preferably 105, 106. Math. 115, three credits; Math. 116, two credits.

120. Mathematics for Junior High School Teachers. A course designed to acquaint the student with accepted techniques in the teaching of arithmetic, algebra, and geometry. Emphasis is given to the proper selection of materials and methods of presentation appropriate for the Junior high school level. Prerequisite, junior standing. Three credits.

THE SOCIAL SCIENCES

DEPARTMENTAL COURSES

Commercial Education

3. Business Arithmetic. Takes up a review of the fundamentals of arithmetic and their application to various business problems, such as keeping and reconciling the bank account, invoices and statements, interest, percentage, discounts and commissions, payroll taxes, etc. Although primarily for Commercial Education students, this course gives an excellent review for students who will be teaching arithmetic in the upper grades. No prerequisite. 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 instru-
Economics

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 (Economics 68), emphasizing primarily the problems of distribution. Prerequisite, 68, or 70. Five credits.

70. Principles of Economics. This course deals with the 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.

105. Money and Banking. The principles of money, credit, and banking, including a historical study of the monetary and banking systems in the United States. Five credits.


115. Economics of Labor. Present conditions and problems of labor; the rise, structure, philosophy, policies, and methods of trade unionism. Essentials of labor law as related to collective bargaining and efforts of the community to promote industrial peace. Five credits.

150. Readings in Economics. Students with a minimum of ten hours in Economics may use this course as an opportunity to explore specific problems not included in normal course offering. One to three credits.

Geography

1. World Geography. A study of the elements which in various combinations form the environments of men, the natural and man-made changes that occur, and the uses the peoples of the earth have made of these environments. 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.

Students who have had Economics 68 and/or 69 should not enroll for Economics 70.
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.

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 South America. A survey of the geographic landscapes and the economic activities of man in the countries of South America. 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.

114. Conservation of Natural Resources. The natural resources of the United States; their character, distribution, use and waste; present attitude and activities of state and federal governments in regard to conservation problems. Special consideration given to the resources and conservation problems of our own state. Three credits.

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

120. Geography of China. Lectures on the geographic regions of China. Two credits.

121. Practical Aids in Teaching Geography. Students who wish a review of the basic elements of geography plus a knowledge of the source and selection of materials, familiarity with elementary text and reference books and a study of the units commonly taught in the schools of the state will find this course helpful. Two credits.

122. Geography of the Pacific Northwest. Discussion of the topography, climate and economic resources of the Pacific Northwest; and the distribution and economic activities of the people of this area. Helpful to those who will teach the resources and industries of Washington in the elementary and junior high schools of the state. Three credits.

123. Geography of the Soviet Union. Lectures on the topography, climate, resources and economic activities in each of the several geographic regions that comprise the Soviet Union. Two credits.
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124. Readings in Geography. This is for students who have had several courses in geography. The readings will be done in an area chosen by the student and approved by the instructor. Oral reports on readings will be made periodically. Two credits.

125. Field Studies of Washington Area. To instruct geography majors in the methods of making aerial studies and to better acquaint them with Washington geography. Two credits.


127. Columbia River Field Studies. Fourteen days are spent in classroom study of the Columbia River and the Columbia Basin irrigation project and ten days in travel on a chartered Greyhound bus to these areas. Six credits. (Offered only in the summer quarter.)

131. Field Studies of Community Resources. The student will help plan and participate in a study of the Kittitas Valley and neighboring mountain areas. Local business men, government employees, and farmers will assist in the classroom and on the field trips. Conservation will be a central theme in this course. Five credits.

History

21. The Growth of American Democracy. In this course, attention is given to the environmental and cultural factors which have made Americans unique among peoples. The origins of ideas, ideals, tendencies, and trends are given a place in the development of institutions and of broad general movements. The changing pattern of American life and the emergencies of a complex industrial society with its attendant problems is stressed. Democracy is interpreted as a process involving not merely political equality, but social and economic well being. Considerable attention will be given to the schools and colleges, humanitarian reforms, and the rise of the labor movements. The ultimate aim is to make students more aware of their American heritage as citizens and more able and intelligent interpreters of democracy in the communities in which they serve. Five credits.

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 development of the American people. Five credits.

© Students who have had History 50 and 51 are exempt from History 21.
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. Two credits.

58. **Ancient and Medieval History.** Every effort is made in this course to provide the student with an opportunity to become thoroughly 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.** This course presents an analysis of the leading world-wide movements and historical events that have occurred between 1500 and the present. Analysis and interpretations by means of problems, discussions, and lectures provide students with a wide historical background which will help them toward a clearer understanding of contemporary world affairs. Five credits.

60. **English Constitutional History.** A study of the Anglo-Saxon origins, the Norman period, the legal, administrative, and parliamentary development; the limitation of royal power, the rise of the cabinet system, and the democratization of the Constitution. Five credits.

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

101. **The French Revolution.** A study of the conditions in France prior to 1789; the course of the Revolution from 1789 to 1799 with its international implications; and the organization of France during the early years of Napoleon. Three 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 organization 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.

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

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 exploration, 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 deals with the early phases of exploration and settlement in Washington as well as the more recent political, economic, and social development. The latter part of the course is devoted to a study of the organization and functioning of the state government. 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.

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 staff members. Prerequisite, junior standing, twenty hours of history, and a minimum grade point average of 2.5. Two 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.

121. **European Imperialism in Asia.** A study of the activities of the European nations in securing concessions and other privileges in the far East during the nineteenth and twentieth centuries. Three credits.

122. **The United States in World Affairs.** A course which traces the relations of this country with the outside world from the beginning to the present. Prerequisite, ten hours of American History or consent of the instructor. Five credits.

125. **Europe in the Twentieth Century.** This course deals with the events and movements which led to the two world wars. Special attention is given to the accumulation of causes that resulted in war, and the changes in governmental structure that came in the cycles of war and peace. Five credits.

### Political Science

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.

55. **Introduction to Public Law.** This course introduces the student to the legal bases and structure of governmental organization, including the fundamental doctrines and principles of constitutional, international and administrative law. Five credits.

100. **International Relations.** A course in world politics with emphasis on the consequences 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.

101. **Modern Political Philosophies.** By providing an opportunity for a clearer understanding of the principle competing ideologies in
the world today, this course is designed to prepare the student to evaluate world events more accurately. Among the social philosophies to be considered are Capitalism, Socialism, Fascism, and Communism. Prerequisite, Junior standing. Three credits.

102. The United Nations. The student will learn of the organization and structure of the United Nations, and its specialized agencies, such as UNESCO. The use of source materials and organization of teaching projects should be of special value to classroom teachers. Three credits.

107. Contemporary American Political Parties. A critical analysis of American political parties as a part of the process of government; party organization and activities; nomination and campaign methods; theories and functions of the party system; and party responsibility. Five credits.

Secretarial Science

4. Office Machines. This is a course designed to develop proficiency in the use of the calculator, adding machine, bookkeeping machines, dictaphone, and mimeograph and in general office procedure. Three credits.

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

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

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. 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 51 and 56 or equivalent. Three credits.

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

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

125. Advanced Secretarial Practice. The purpose is to provide professional secretarial training for a student who has typewriting and transcription skills. Problems, projects, and demonstrations are used to make the course one of practical value. Three credits.

Social Science

117b. Methods and Materials in the Social Sciences—Elementary. The central purpose of this course is the selection and use of methods and materials for effective teaching of the social sciences in the elementary school. A specialist in the 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. Two credits.

117c. Methods and Materials in the Social Sciences—Secondary. This course offers to the student a survey of methods and materials used in the field of the Social Sciences in the Secondary curriculum. Two credits.

Sociology

20. Development of Social Institutions. A study beginning with the natural history of the human species, showing how man has come to think, live and utilize his environment. The influences of thought, cultures, and institutions are related to contemporary problems. Special attention is given to analyzing contemporary problems, the criteria for determining them, and a scientific approach that will contribute their understanding and possible solution. Five credits.

50. Anthropology. The natural history of man is studied briefly to show the biological unity of the human species. Principal emphasis is placed on the importance of culture in conditioning human behavior. Such fundamental processes as child-rearing, marriage, the growth of religious concepts, and the development of status systems are studied as they appear in primitive societies. Following this, some attention is given to anthropological study of modern American communities. 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 ma­
terial and factual data, which illustrates current trends in human
relationships. Five credits.

111. Contemporary Social Thought. A critical study of the
present status of sociology as a scientific discipline. The more re­
cently developed research techniques for testing sociological prin­
ciples are reviewed. Emphasis is placed on the intimate relation of
sociology to the other social sciences and some attention is given to
the problem of how knowledge from the different fields may be most
effectively integrated. Five 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 problems of
class and caste. Five credits.

120. The Community. An examination of various types of com­
munities 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.

121. Culture and Personality. This is a study of the major influ­
ences which shape personality. The principal emphasis is placed on
institutional forces with condition biological drives and the growth
process. Illustrative material is studied and compared from a wide
variety of cultures, including our own. Three credits.

150. Readings in Sociology. Here students with ten hours or more
in sociology may have an opportunity to choose a specific problem in
the field and explore the literature relating to it. Two or three
credits.
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