

1954

The Quarterly of the Central Washington College of Education Ellensburg, Washington. General Catalog 1954-1955

Central Washington University

Follow this and additional works at: <https://digitalcommons.cwu.edu/catalogs>

Recommended Citation

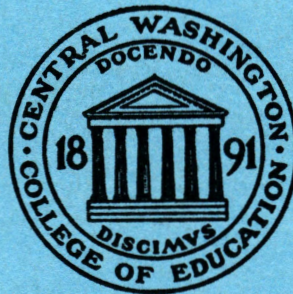
Central Washington University, "The Quarterly of the Central Washington College of Education Ellensburg, Washington. General Catalog 1954-1955" (1954). *Course Catalogs*. 124.
<https://digitalcommons.cwu.edu/catalogs/124>

This Book is brought to you for free and open access by the University Archives and Special Collections at ScholarWorks@CWU. It has been accepted for inclusion in Course Catalogs by an authorized administrator of ScholarWorks@CWU. For more information, please contact scholarworks@cwu.edu.

370.7379CJ
W312
V.48, no. 4
STORAGE

C.4

CENTRAL WASHINGTON COLLEGE OF EDUCATION



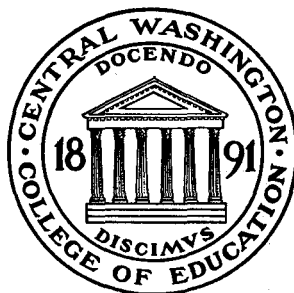
GENERAL CATALOG
AND ANNOUNCEMENTS

1954-1955

PUBLISHED QUARTERLY
ELLENSBURG, WASHINGTON

THE QUARTERLY
OF THE
Central Washington College
of Education

ELLENSBURG, WASHINGTON



GENERAL CATALOG
1954-1955

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

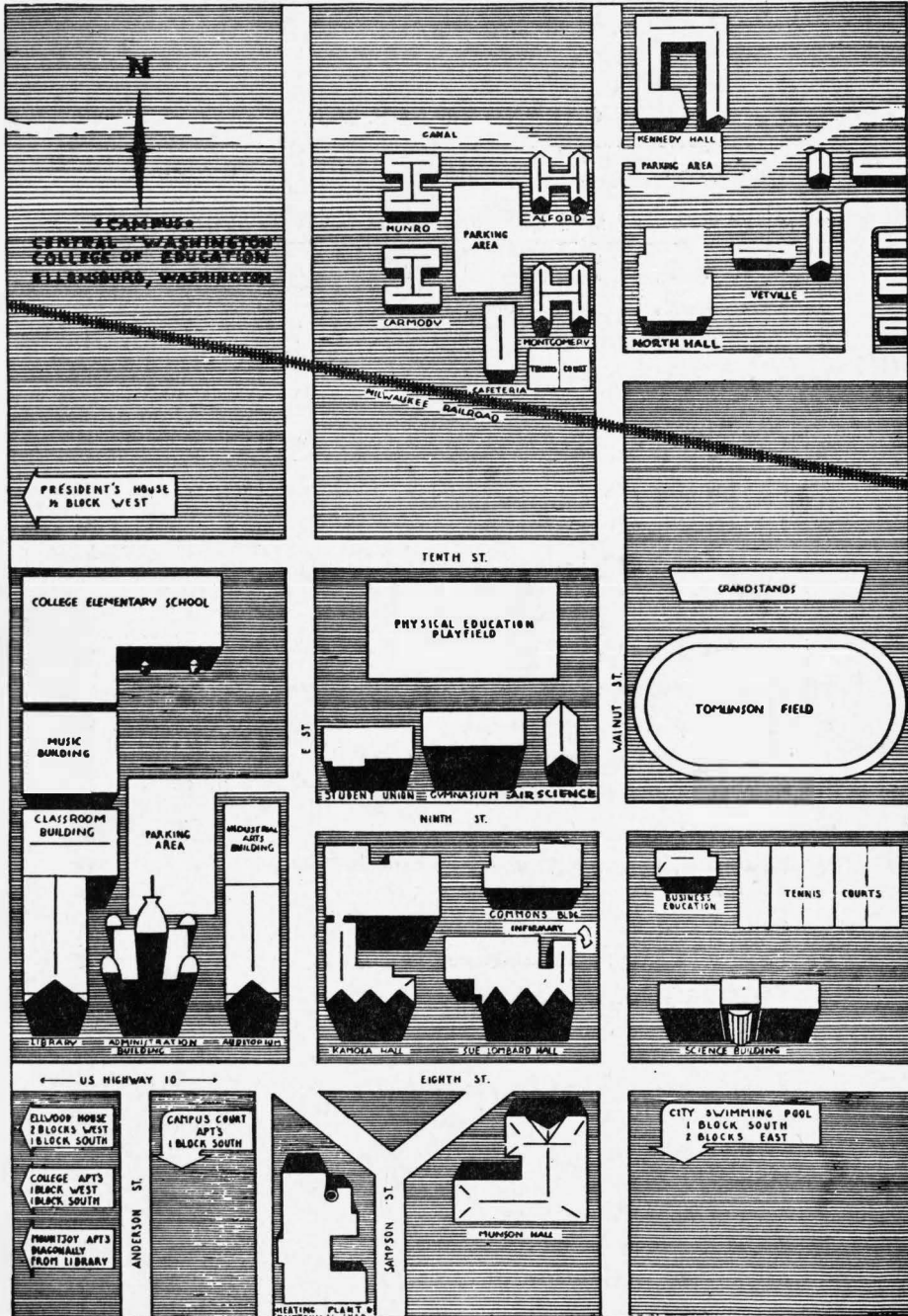
Entered at the Ellensburg, Washington, Post Office as
Second Class Matter



TABLE OF CONTENTS

	<i>Page</i>
Map of Campus.....	3
Calendar for 1954-1955.....	4, 5, 6
Official Directory	7
Board of Trustees.....	7
Administrative Officers	7
Division Chairmen	7
State Board of Education.....	7
Student Personnel Officers.....	8
Secretaries and Assistants.....	8
The Faculty	9
Faculty Committees	17
General Information	19
Expenses	33
Guidance and Activities.....	38
The Curriculum	44
Admissions	44
The College of Education.....	48
Program for the Degree of Bachelor of Arts in Education	
The General Certificate.....	50
The Fifth Year.....	50
The Graduate Study Program.....	74
The College of Arts and Sciences.....	84
Arts and Sciences Program.....	85
Junior College and Pre-Professional Programs.....	99
Description of Courses.....	128
Education, Philosophy, and Psychology.....	129
Fine Arts	144
Industrial Arts	147
Health, Physical Education and Recreation.....	150
Home Economics	157
Language and Literature.....	159
Speech and Drama.....	162
French Language and Literature.....	164
Spanish	164
Library Science	164
Music	165
Science and Mathematics.....	171
Social Sciences	180
Air Science and Tactics.....	194
Index	199

MAP OF CAMPUS



CALENDAR FOR 1954

JANUARY							MAY							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	1	2	2	3	4	5	6	7	8	5	6	7	1	2	3	4
10	11	12	13	14	15	16	9	10	11	12	13	14	15	12	13	14	15	16	17	18
17	18	19	20	21	22	23	16	17	18	19	20	21	22	19	20	21	22	23	24	25
24	25	26	27	28	29	30	23	24	25	26	27	28	29	26	27	28	29	30		
31							30	31												
FEBRUARY							JUNE							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
7	1	2	3	4	5	6	6	7	1	2	3	4	5	3	4	5	6	7	1	2
14	8	9	10	11	12	13	13	14	8	9	10	11	12	10	11	12	13	14	15	16
21	15	16	17	18	19	20	20	21	15	16	17	18	19	17	18	19	20	21	22	23
28	22	23	24	25	26	27	27	28	22	23	24	25	26	24	25	26	27	28	29	30
MARCH							JULY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
7	1	2	3	4	5	6	4	5	6	7	1	2	3	7	1	2	3	4	5	6
14	8	9	10	11	12	13	11	12	13	14	15	16	17	14	8	9	10	11	12	13
21	15	16	17	18	19	20	18	19	20	21	22	23	24	21	15	16	17	18	19	20
28	22	23	24	25	26	27	25	26	27	28	29	30	31	28	22	23	24	25	26	27
APRIL							AUGUST							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	1	2	3	1	2	3	4	5	6	7	5	6	7	1	2	3	4
11	12	13	14	8	9	10	8	9	10	11	12	13	14	12	13	14	15	16	17	18
18	19	20	21	15	16	17	15	16	17	18	19	20	21	19	20	21	22	23	24	25
25	26	27	28	22	23	24	22	23	24	25	26	27	28	26	27	28	29	30	31	

CALENDAR FOR 1955

JANUARY							MAY							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
2	3	4	5	6	7	1	1	2	3	4	5	6	7	4	5	6	7	1	2	3
9	10	11	12	13	14	8	8	9	10	11	12	13	14	11	12	13	14	15	16	17
16	17	18	19	20	21	22	15	16	17	18	19	20	21	18	19	20	21	22	23	24
23	24	25	26	27	28	29	22	23	24	25	26	27	28	25	26	27	28	29	30	
30	31						29	30	31											
FEBRUARY							JUNE							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	1	2	3	4	5	5	6	7	1	2	3	4	2	3	4	5	6	7	1
13	14	8	9	10	11	12	12	13	14	15	16	17	18	9	10	11	12	13	14	15
20	21	22	23	24	25	26	19	20	21	22	23	24	25	16	17	18	19	20	21	22
27	28						26	27	28	29	30			23	24	25	26	27	28	29
MARCH							JULY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	1	2	3	4	5	3	4	5	6	7	1	2	6	7	1	2	3	4	5
13	14	8	9	10	11	12	10	11	12	13	14	15	16	13	14	15	16	17	18	19
20	21	22	23	24	25	26	17	18	19	20	21	22	23	20	21	22	23	24	25	26
27	28	29	30	31			24	25	26	27	28	29	30	27	28	29	30			
APRIL							AUGUST							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	1	2	7	1	2	3	4	5	6	4	5	6	7	1	2	3
10	11	12	13	14	15	9	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	31

QUARTERLY CALENDAR, 1954-1955

Autumn Quarter

Reception for Students and Parents.....	Sunday, September 26
Orientation and Registration of New Students.....	
Monday, Tuesday, Wednesday, Thursday, September 27, 28, 29, 30	
Registration of Former Students.....	Thursday, September 30
Instruction Begins	Friday, October 1
Last Day to Register with Late Fee or to Add a Course or to Drop a Class	Wednesday, October 13
Thanksgiving Recess	
.....	Wednesday, November 24, 1:00 p.m. to Monday, November 29
Autumn Quarter Closes, Noon.....	Friday, December 17

Winter Quarter

Pre-registration	Monday through Friday, November 15-19
Registration of All Students.....	Monday, January 3
Instruction Begins	Tuesday, January 4
Last Day to Register With Late Fee or to Add a Course or to Drop a Class.....	Wednesday, January 12
Washington's Birthday (Classes Meet).....	Tuesday, February 22
Winter Quarter Closes, Noon.....	Wednesday, March 16

Spring Quarter

Pre-registration.....	Monday through Friday, February 28-March 4
Registration of All Students.....	Monday, March 21
Instruction Begins	Tuesday, March 22
Last Day to Register With Late Fee or to Add a Course or to Drop a Class	Friday, April 1
Memorial Day Holiday.....	Monday, May 30
Grades of All Graduating Seniors Are Due at 12 Noon.....	
.....	Tuesday, May 31
Commencement Exercises	Sunday, June 5
Spring Quarter Closes, 5:00 p.m.....	Tuesday, June 7

Summer Quarter

Pre-registration.....	Monday through Friday, May 16-20
Pre-registration, Graduate Students.....	
.....	9:00 a.m. to 1:00 p.m., Saturday, May 21
Registration of All Students.....	Monday, June 13
Instruction Begins	Tuesday, June 14
July Fourth Holiday.....	Monday, July 4
First Term Closes.....	Wednesday, July 13
Second Term Begins.....	Thursday, July 14
Second Term Closes.....	Friday, August 12

OFFICIAL DIRECTORY

BOARD OF TRUSTEES

VICTOR J. BOUILLON, Chairman.....Ellensburg
BERNARDINES K. FRICK.....Marlin
DON M. TUNSTALL.....Yakima

ADMINISTRATIVE OFFICERS

ROBERT E. MCCONNELL.....President
J. WESLEY CRUM.....Dean of Instruction
EMIL E. SAMUELSON.....Dean of Students and Director of Placement
EDWARD B. ROGEL.....Director of Public Service
ERNEST L. MUZZALL.....Director of Graduate Studies
PERRY H. MITCHELL.....Registrar
KENNETH COURSON.....Business Manager
MARGARET S. MOUNT.....Librarian
BONNIE WILEY.....Director of Publications
ALEXANDER H. HOWARD, JR.....
.....Acting Director of Audio-Visual Education

DIVISION CHAIRMEN

MAURICE L. PETTIT.....Education and Psychology
HERBERT GLENN HOGUE.....Fine and Industrial Art
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 HEBELER.....College Elementary School
JAMES L. MULLER.....Air Science and Tactics

STATE BOARD OF EDUCATION

PEARL A. WANAMAKER..Superintendent of Public Instruction, Olympia
HAROLD S. SHEFELMAN.....First Congressional District, Seattle
GEORGE O. GIBLETT.....First Congressional District, Bremerton
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
HERMAN R. PRAETORIUS.....Fourth Congressional District, Tieton
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
WILLIAM P. BOWIE.....Sixth Congressional District, Kirkland

STUDENT PERSONNEL OFFICERS

EMIL E. SAMUELSON.....	Dean of Students
ANNETTE H. HITCHCOCK.....	Dean of Women
MAURICE L. PETTIT.....	Dean of Men
JEAN M. HAUCK.....	College Nurse
BARBARA HOFFMAN	Director of Dormitories
RICHARD URDAHL.....	Supervisor of Alford Hall
To be selected.....	Supervisor of Carmody Hall
MRS. MARGARET CHURCH.....	Supervisor of Kamola Hall
MRS. ANNE MILLER.....	Supervisor of Kennedy Hall
To be selected.....	Supervisor of Montgomery Hall
To be selected.....	Supervisor of Munro Hall
MR. and MRS. WILLIAM DAVIS.....	Supervisors of Munson Hall
MR. and MRS. DON DUNCAN.....	Supervisors of North Hall
MRS. JANET THORN.....	Supervisor of Sue Lombard Hall

SECRETARIES AND ASSISTANTS

LOUISE SHELTON	Secretary to the President
JOAN FREESE.....	Secretary to the Dean of Instruction
MARIE GREGERICH.....	Secretary to the Registrar
ELLEN MORRIS	Secretary to the Director of Public Service
JOANN VAN ZEE.....	Secretary to the Dean of Students
J. A. CLEMAN.....	Assistant Accountant
BARBARA SCHOBER.....	Secretary to the Business Manager
JAMES W. KELLEY.....	Plant Superintendent and Chief Engineer
DON JONGEWARD.....	Manager, Central Stores
OLIVE SCHNEBLY.....	Manager, Student Union
RUTH ADAMS	Manager, Audio-Visual Library
JANET WATSON	Assistant Director of Dormitories
LAURA JOHNSON.....	Secretary to the Dean of Women
MILDRED EASTHAM.....	Secretary to the Dean of Men
MARY LINCKE.....	Secretary to the Librarian
WINONA PRICE.....	Secretary, Office of Air Science and Tactics

AIR SCIENCE AND TACTICS ADMINISTRATIVE ASSISTANTS

CHARLES F. CARR.....	Master Sergeant, United States Air Force
BYRON P. CONNER.....	Master Sergeant, United States Air Force
VINCENT C. FALBO.....	Master Sergeant, United States Air Force
SAMUEL R. HILL, JR.....	Master Sergeant, United States Air Force
STANLEY G. JOHNSON.....	Master Sergeant, United States Air Force

THE FACULTY, 1954-55**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.
- J. WESLEY CRUM**.....Dean of Instruction
B.S., Seattle Pacific College; M.S., Ph.D., University of Washington.
At Central since 1949.
- EMIL E. SAMUELSON**.....Dean of Students
B.A., Milton College, Milton, Wisconsin; Ph.D., University of Wisconsin; Post-doctoral Student, Teachers College, Columbia University. At Central since 1932.
- ERNEST L. MUZZALL**.....Director of Graduate Studies
B.A., M.A., State College of Washington; Ed.D., Stanford University. At Central since 1938.
- EDWARD B. ROGEL**.....Director of Public Service
B.A. (Ed.), M.A., State College of Washington. At Central since 1943.
- PERRY H. MITCHELL**.....Registrar
B.A., M.A., University of Washington. At Central since 1949.

EDUCATION AND PSYCHOLOGY

- MAURICE L. PETTIT**.....Professor of Education
B.A. (Ed.), Central Washington College of Education; M.A., Ph.D.,
University of Washington. At Central since 1950.
- 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.
- LILLIAN M. BLOOMER**.....Associate Professor of Education
B.A. (Ed.), Central Washington College of Education; M.A., Ohio
State University. At Central since 1925.
- J. WESLEY CRUM**.....Professor of Education
B.S., Seattle Pacific College; M.S., Ph.D., University of Washington.
At Central since 1949.
- 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.**.....Associate Professor of Education
B.A. (Ed.), Central Washington College of Education; A.M., Ph.D.,
University of Chicago. At Central since 1950.
- ELDON E. JACOBSEN**.....Assistant Professor of Psychology
B.S., M.S., Utah State Agricultural College; Graduate Student,
State College of Iowa, University of Washington. At Central since 1950.

- JOHN A. LACOSTE.....Instructor in Education
B.A., Coe College, Cedar Rapids, Iowa; M.A., University of Iowa;
Ed.D., University of Washington. At Central since 1953.
- ANNE C. LEMBESIS.....Assistant Professor of Education
B.A., Northwestern University; M.A., University of Iowa. At
Central since 1949.
- MAURICE MCGLOSSON.....Associate Professor of Education
A.B., DePauw University, Greencastle, Indiana; A.M., Ed.D., In-
diana University. At Central since 1953.
- 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.
- DONALD J. MURPHY.....Assistant Professor of Education
B.A., Whitewater State Teachers College, Whitewater, Wisconsin;
M.A., Ph.D., University of Iowa. At Central since 1953.
- ERNEST L. MUZZALL.....Professor of Education
B.A., M.A., State College of Washington; Ed.D., Stanford Univer-
sity. At Central since 1938.
- DAN L. OPFLEMAN.....Assistant Professor of Education
B.A., Lynchburg College, Lynchburg, Virginia; M.A., George Pea-
body College for Teachers; Graduate Student, George Peabody
College for Teachers. At Central since 1953.
- EMIL E. SAMUELSON.....Professor of Education
B.A., Milton College, Milton, Wisconsin; M.A., Ph.D., University
of Wisconsin; Post-doctoral Student, Teachers College, Columbia
University. At Central since 1932.
- 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 Art
B.A., State College of Washington; Graduate Student, New York
State College of Ceramics. At Central since 1927.
- EMANUEL FRANK BACH.....Assistant Professor of Art
A.B., A.M., Colorado State College of Education; Graduate Student,
University of Denver. At Central since 1951.
- WILHELM BAKKE.....Assistant Professor of Industrial Art
B.A., College of Puget Sound; M.S., Oregon State College; Grad-
uate Student, University of Washington. At Central since 1948.
- MERTON R. BARRY.....Assistant Professor of Art
B.S., M.S., University of Wisconsin; Graduate Student, Kunstgerer-
beschule der Stadt Zurich, Switzerland; University of Zurich,
Switzerland; and Kunsthistorisch Instituut—Rijksuniversiteit Ut-
recht, Netherlands. At Central since 1950.

- 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, and Teachers College, Uni-
versity. At Central since 1938.
- GEORGE L. SOGGE.....Associate Professor of Industrial Art
B.S., Stout Institute; M.A., Ohio State University; Graduate Stu-
dent, University of Washington, 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 Cen-
tral since 1939.

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, University of Southern Cali-
fornia, and Teachers College, Columbia University. At Central
since 1929.
- L. G. CARMODY.....Assistant Professor of Physical Education
B.A., Central Washington College of Education; M.A., Teachers
College, Columbia University; Graduate Student, University of
Washington. At Central since 1949.
- ALYCE R. CHESKA.....Assistant Professor of Physical Education
B.A., Duluth State College; University of Minnesota; Graduate
Student, University of Washington. At Central since 1953.
- PEGGY GAZETTE.....Instructor in Physical Education
B.S., M.Ed., Whitworth College; Graduate Student, University of
Minnesota. At Central since 1952.
- ANNA PAVLOFF.....Assistant Professor of the Dance
B.S., Oklahoma A. and M. College; M.A., Teachers College, Colum-
bia University; Graduate Student, Teachers College,
Columbia University. At Central since 1950.
- DELBERT PETERSON.....Assistant Professor of Physical Education
B.A. (Ed.), Western Washington College of Education; M.A.,
Teachers College, Columbia University; Graduate Student, Teachers
College, Columbia University and Central Washington College of
Education. At Central since 1950.
- LINWOOD E. REYNOLDS.....Assistant Professor of Physical Education
B.A., University of Montana; M.A., Stanford University; Graduate
Student, University of Washington, University of Montana, and
Los Angeles City College. At Central since 1947.
- WARREN R. TAPPIN.....Assistant Professor of Physical Education
A.B., University of Massachusetts; M.Ed., Boston University; Grad-
uate Student, University of Washington. At Central since 1953.
- LEELA C. ZION.....Instructor in Physical Education
B.A., Ohio State College; M.A., Stanford University; Graduate
Student, California State Polytechnic College. At Central since
1953.

HOME ECONOMICS

- HELEN M. MICHAELSEN** Associate Professor of Home Economics
B.S., M.S., University of Washington; Graduate Student, Iowa State
College, and University of Minnesota. At Central since 1937.
- ANNE E. MORGAN** Assistant Professor of Home Economics
B.S., University of Washington; M.A., Teachers College, Columbia
University. At Central since 1953.
- JEANNETTE H. WARE** Assistant Professor of Home Economics
B.S., University of Washington; M.S., Teachers College, Columbia
University. At Central since 1950.
- BARBARA WEIGAND** Assistant Professor of Home Economics
B.S., M.S., Kansas State College. At Central since 1952.

LANGUAGE, LITERATURE AND SPEECH

- CATHARINE BULLARD** Professor of English
A.B., Rio Grande College, Rio Grande, Ohio; 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.
- ANNETTE HITCHCOCK** Associate Professor of English
B.A., University of North Dakota; M.A., Teachers College, Colum-
bia University; Graduate Student, Columbia University. At Central
since 1942.
- NORMAN S. HOWELL** Associate Professor of Speech and Dramatics
B.A., M.A., State College of Washington; Graduate Student, Uni-
versity of Washington. At Central since 1945.
- JEAN P. KELLER** Assistant Professor of French and Spanish
A.B., Heidelberg College, Tiffin, Ohio; M.A., Ohio State University;
Ph.D., University of Washington. At Central since 1953.
- 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, Ripon, Wisconsin; M.A., University of
Washington; Graduate Student, 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.
- KEITH RINEHART** Assistant Professor of English
B.A., M.A., University of Oregon; Ph.D., University of Wisconsin;
At Central since 1953.
- E. ALLYN THOMPSON** Assistant Professor of Speech
B.A., John B. Stetson University, Deland, Florida; M.A., Cornell
University; Graduate Student, Indiana University. At Central
since 1953.

- EDGELEY W. TODD.....Assistant Professor of English
B.A., Lake Forest College, Lake Forest, Illinois; M.A., Ph.D.,
Northwestern University. At Central since 1952.

MUSIC

- WAYNE S. HERTZ.....Professor of Music
B.S. (Mus. Ed.), University of Illinois; M.M., Northwestern Uni-
versity; Graduate Student, New York University. At Central
since 1938.
- RAYMOND BAUER.....Assistant Professor of Music
B.A., University of Nebraska; B.M., M.M., Eastman School of
Music. At Central since 1950.
- HERBERT A. BIRD.....Assistant Professor of Music
Mus. B., Oberlin Conservatory of Music; M.A., Teachers College,
Columbia University. At Central since 1947.
- A. BERT CHRISTIANSON.....Associate Professor of Music
B.S. (Ed.), University of North Dakota; M.S. (Mus. Ed.), Univer-
sity of Idaho. At Central since 1947.
- JUANITA DAVIES.....Associate Professor of Music
B.A., M.M., Chicago Conservatory of Music; Student, Ripon Col-
lege, and McPhail School of Music. At Central since 1927.
- HENRY J. EICKHOFF.....Assistant Professor of Music
B.A., B.D., Concordia Seminary; M.M., Northwestern University;
Graduate Student, Organ Institute, Andover, Mass., and North-
western University. At Central since 1950.
- JOSEPH S. HARUDA.....Assistant Professor of Music
B.S., M.A., Teachers College, Columbia University; Graduate Stu-
dent, Teachers College, Columbia University. At Central since 1951.
- G. RUSSELL ROSS.....Assistant Professor of Music
B.M., Morningside College; M.S., Northwestern University; Grad-
uate 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.

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 Brook-
lyn, University of Chicago. At Central since 1936.
- GEORGE F. BECK.....Professor of Geology
B.S., State College of Washington; M.S., University of Washing-
ton; Graduate Student, University of California. At Central since
1925.
- DOROTHY DEAN.....Associate Professor of Biological Science
B.S., Montana State College; S.M., University of Chicago; Grad-
uate Student, Teachers College, Columbia University, University
of Michigan. At Central since 1928.
- CARL G. JOHNSON.....Assistant Professor of Physical Science
B.S., M.A., University of Washington; Graduate Student, Univer-
sity of California. At Central since 1947.

- ARTHUR F. LADD.....Assistant Professor of Physics
B.S. (Ed.), M.S., University of Idaho; Graduate Student, University of Washington. At Central since 1951.
- JANET M. LOWE.....Instructor in Biological Science
B.S., University of Washington; S.M., University of Chicago; Graduate Student, University of Chicago and University of Minnesota. 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.
- *BERNARD E. MICHALS.....Instructor in Science
A.B., M.A., Colorado State College of Education; Graduate Student, Stanford University. At Central since 1951.
- WILFRID 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.
- BRUCE ALAN ROBINSON.....Assistant Professor of Mathematics
B.S., M.S., University of Washington; Graduate Student, University of Washington. At Central since 1947.
- * On leave of absence, 1954-55.

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.
- ROBERT S. FUNDERBURK.....Associate 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.
- HELEN MARY GOULD.....Instructor in Business Education
B.B.A., B.S., M.A., University of Minnesota; Graduate Student, University of Minnesota. At Central since 1951.
- MARTIN KAATZAssistant Professor of Geography
A.B., A.M., Ph.D., University of Michigan. At Central since 1952.
- MAX KLINGBEILAssociate 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, Whitewater, Wisconsin; M.A., University of Minnesota; Graduate Student, Northwestern University.
At Central since 1949.
- KENNETH V. LUNDBERG.....Assistant Professor of Economics
A.A., North Park College, Chicago; B.A., Wheaton College, Illinois; M.A., Ph.D., University of Wisconsin. At Central since 1952.
- GLENN D. McDONALD.....Assistant Professor of Social Science
B.S., M.A., Southern Methodist University; Graduate Student, University of Colorado and University of Texas. At Central since 1950.

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

COLLEGE ELEMENTARY SCHOOL

- AMANDA K. HEBELER**.....Director of Campus Student Teaching
B.A., M.A., Teachers College, Columbia University; Ed.M., Michigan
State Normal College. At Central since 1924.
- RUTH L. WOODS**...Assistant Professor of Education, Nursery School
B.A. (Ed.), M.Ed., Central Washington College of Education. At
Central since 1941.
- BARBARA ELISE KOHLER**.Assistant Professor of Education, Kindergarten
B.A. (Ed.), Central Washington College of Education; M.A., Teach-
ers College, Columbia University. At Central since 1947.
- ADA SHOCKLEY**Assistant Professor of Education, First Grade
B.A. (Ed.), M.Ed., Central Washington College of Education. At
Central since 1953.
- MILDRED WHITE**Assistant Professor of Education, Second Grade
B.A. (Ed.), M.Ed., Central Washington College of Education. At
Central since 1951.
- EDITH F. KISER**.....Assistant Professor of Education, Third Grade
B.A. (Ed.), M.Ed., Central Washington College of Education. At
Central since 1951.
- HAZEL HILL**Fourth Grade
B.A., University of Utah; Graduate Student, University of Utah.
At Central since 1953.
- FRANCES SHUCK**.....Assistant Professor of Education, Fifth Grade
B.S. (Ed.), Central Missouri State Teachers College; M.A., Colo-
rado State College of Education. At Central since 1944.
- LOIS HAMMILL**.....Assistant Professor of Education, Sixth Grade
B.A. (Ed.), Central Washington College of Education; M.A., Colo-
rado State College of Education. At Central since 1949.

AIR SCIENCE AND TACTICS

- JAMES L. MULLER**.....Professor of Air Science and Tactics
Lieutenant Colonel, United States Air Force. At Central since 1953.
- SHELTON D. KEM**.....Assistant Professor of Air Science and Tactics
Major, United States Air Force. At Central since 1951.
- LESTER L. RINK**.....Assistant Professor of Air Science and Tactics
Captain, United States Air Force. At Central since 1951.
- EDWARD W. TARRANT**...Assistant Professor of Air Science and Tactics
Captain, United States Air Force. At Central since 1952.

GEORGE E. MULLEN...Assistant Professor of Air Science and Tactics
Chief Warrant Officer, United States Air Force. At Central since
1952.

LIBRARY STAFF

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

JOHN P. ALLEN.....Assistant General Librarian
B.A., M. Lib., University of Washington. At Central since 1952.

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 E. FLYNT.....Children's Librarian
B.A., Mississippi Women's College; B.A., in Lib., University of
Washington; At Central since 1952.

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

CLIFFORD WOLFSEHR.....Circulation Librarian
B.A., Linfield College; M.A., State College of Washington; M.A.,
in L.S., University of Minnesota; Graduate Student, University
of Minnesota. At Central since 1953.

EMERITUS LIST

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

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. Emeritus since 1954.

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.B., Ph.M., University of Wisconsin; Ed.D., University of California. 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
University of Chicago. At Central since 1915. Emeritus since 1949.

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

FACULTY COMMITTEES

For 1954-55

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

Academic Affairs—President McConnell, Miss Bullard, Mr. Crum, Miss Hebel, Mr. Hertz, Mr. Hogue, Mr. Lind, Miss Michaelsen, Mr. Mitchell, Col. Muller, Mr. Nicholson, Mr. Pettit, Mr. Rogel, Mr. Samuelson, Mr. Williams.

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

Admissions, Matriculation and Graduation—Mr. Crum, Mr. Beck, Mr. Mitchell, Mr. Rogel.

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

Athletic Committee—Mr. McDonald, Mr. Courson, Mr. Howard, Mr. Kosy, Mr. Mayberry, Mr. Mitchell, Mr. Nicholson, Mr. Odell, S.G.A. President, Two Student Council Members.

Commencement—Mr. Mayberry, Mr. Bakke, Mr. Bauer, Miss Hoffman, Mr. Mitchell, Mr. Rinehart, Miss Weigand, Mr. Wolfsehr.

Faculty Council—Mr. Mitchell, Miss Hammill, Mr. Howard, Mr. Johnson, Mr. Kosy, Mr. Mohler, Mr. Odell, Mr. Randall, Mr. Robinson, Miss Scruggs, Miss Spurgeon.

Faculty Courtesy—Mr. Mayberry, Mr. Bird, Mr. Newschwander, Mrs. Mundy, Miss Ware.

Faculty Lounge—Miss Dean, Mr. Anshutz, Mr. Bach, Miss Gould, Miss Weigand.

Graduate Assistantships—Mr. Crum, Mr. Partridge, Mr. McGlasson, Mr. Muzzall.

Graduate Study—Mr. Muzzall, Miss Bullard, Mr. Crum, Mr. Hertz, Mr. Lind, Miss Miller, Mr. Pettit, Mr. Williams.

Library and Teaching Aids—Mr. Funderburk, Mr. Bach, Miss Flynt, Mr. Howard, Miss Mount.

Memorials—Miss Hebel, Miss Anderson, Mr. Barto, Miss Mount, Mr. Randall.

Newsletter—Mr. Rogel, Miss Anderson, Miss Dean, Mr. Eickhoff, Mr. Randall, Mr. Reynolds, Miss Shuck.

Publications Committee—Miss Wiley, Mr. Mitchell, Student Representative, Campus Crier Editor, Hyakem Editor.

Scholarships—Mr. Rogel, Miss Dean, Mr. Lundberg, Miss Simpson, Mr. Sogge.

Student Activity Advisors—Athletics, Mr. Nicholson; Budget and Accounting, Mr. Courson; Campus Crier, Miss Wiley; Dramatics, Mr. Howell; Hyakem, Miss Wiley; Music, Mr. Hertz; Social Affairs, Mrs. Hitchcock; Women's Athletics, Mrs. Cheska.

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

Student-Faculty Coordination and Planning Board—Mr. Samuelson, Mr. Courson, Mr. Haruda, Mrs. Hitchcock, Mr. Jacobsen, President McConnell, Mr. Mitchell, Miss Pavloff, Mr. Pettit, Ten Student Representatives.

Student Health—Mr. Samuelson, Dr. Waddington, Mrs. Cheska, Mrs. Hauck, Miss Miller, Mr. Nicholson.

Student Loan Fund—Mr. Partridge, Mr. Courson, Miss Davies, Mrs. Hitchcock, Mr. Peterson.

Student Personnel—Mr. Samuelson, Miss Hebel, Mrs. Hitchcock, Mr. Mitchell, Mr. Pettit.

Student Teaching—Mr. Pettit, Miss Hebel, Mr. McGlasson.

Union Board—Mr. Pettit, Mrs. Hitchcock, Miss Lowe, Five Student Representatives.

Part II

GENERAL INFORMATION

The Central Washington College of Education 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.

FUNCTIONS OF THE COLLEGE

The Central Washington College of Education is a multipurpose institution performing the following functions: (1) the professional preparation of teachers and administrators for the elementary, secondary, and extended secondary schools (i.e., junior colleges); (2) the general education of men and women in the arts and sciences; (3) the offering of junior college opportunities for students who wish one or two years of college education; (4) the providing of pre-professional work in a variety of fields; and (5) the offering of business education and secretarial training programs.

The College grants a Bachelor of Arts in Education degree and a Provisional General (teaching) Certificate upon the successful completion of an approved four-year course in teacher education. A fifth year of teacher education planned in accordance with the student's needs as discovered during and taken subsequent to at least one full year of teaching experience leads to the Standard General (teaching) Certificate. Professional work leading to principals' credentials and special teaching certificates is also provided. The Master of Education degree is conferred upon those who meet the degree requirements during the fifth year of professional study. The College also offers a Bachelor of Arts in Arts and Sciences degree upon the completion of an approved four-year program in the arts and sciences.

GENERAL OBJECTIVES*

A comprehensive set of educational aims or objectives has been developed in order that the faculty, students and citizens may know just what the institution is attempting to do as it seeks effectively to fulfill the functions which have been assigned to it.

The general objectives of higher education do not differ in kind from those of elementary and secondary education. However, the emphasis placed on various aims changes as one matures and takes advantage of the educative experiences which are available to him. Consequently the College attempts to discover the extent to which students already meet the general objectives and assist them to make

* This is a tentative statement of objectives. The faculty is in the process of preparing a revised statement.

the maximum growth toward a well balanced fulfillment of all general objectives.

The fulfillment of the educational objectives of the College is a responsibility shared by all phases of the institution's programs—instructional, guidance, social, physical activity, health, student government, spiritual, dormitory living, recreational, and cultural. The degree to which the aims have been met in the education of a given individual can be measured only in the behavior patterns of the individual. Growth toward the fulfillment of objectives can be recognized in changes in behavior. The objectives which are common to all of the basic functions of the Central Washington College of Education are presented below. Those which are applicable specifically to a given function are to be found in the opening paragraphs of the catalog chapter dealing with that particular function.

The Central Washington College of Education seeks to help students to

1. Develop respect for and confidence in other persons, grow in their insights into and acceptance of ethical, moral and spiritual values and principles, and acquire the ability to work cooperatively with others,
2. Develop and maintain good bodily, mental and emotional health,
3. Generate and utilize the ability and habit of thinking rationally, of expressing thoughts clearly, of using numbers efficiently, and of reading, listening and viewing with understanding and discrimination,
4. Create and apply the capacity to recognize and appreciate beauty in nature and the arts,
5. Understand and appreciate our American heritage,
6. Understand and appreciate the rights and duties of a citizen in a democratic society and develop diligent and competent performance of the obligations of citizens of the community, state, nation and world,
7. Comprehend the significant features of the various cultures and appreciate their interrelatedness,
8. Understand the significance of the family for the individual and society and acquire the qualities, information, attitudes and skills conducive to successful family life,
9. Comprehend the main scientific facts and principles concerning the nature of the world and man, appreciate the influence of science upon human life, and use the scientific method in every day life,
10. Help them acquire the attitudes, skills and habits conducive to effective independent work,
11. Require a knowledge of how to purchase and use goods and services intelligently,

12. Make an intelligent vocational choice and plan and project an educational program designed to insure successful participation in a chosen vocational field,
13. Utilize their creative abilities, and
14. Develop the habit of using leisure time well, of budgeting it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

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 sixty-third year of its service to the citizens of the state at the close of the school year 1953-54.

The first president of the institution was Benjamin F. Barge, who served from 1891 to 1894. He was followed by P. A. Gatz, 1894-1898. W. E. Wilson was president from 1898 to 1916; George Black from 1916 to 1930. Selden F. Smyser was acting-president for the year 1930-1931. Robert E. McConnell 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 Union Building, Commons 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, and Kennedy halls for women and Munson, North, Carmody, Alford, Montgomery, and Munro halls for men.

GEOGRAPHICAL FEATURES, CLIMATE AND ACCESSIBILITY

Ellensburg is located in the center of the state. It has an elevation of fifteen hundred feet above sea level, and 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.

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 all sections of the state. The Greyhound Lines maintain a terminal in Ellensburg and operate coaches over all highways. Air transportation to and from Ellensburg is provided by West Coast Airlines.

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 five hundred 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 educated, and cultured 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.

PART-TIME EMPLOYMENT

The College aids students who are seeking part-time employment. Inquiries should be addressed to the Director of Student Employment. Secretarial services are in demand and many young people are em-

ployed in the college dining rooms, the library, laboratories, and offices.

Off-campus work for women—Work in private homes for board and room provides a limited number of opportunities for women students. Many young women do various types of work in private homes, such as baby sitting and ironing. Contact the Dean of Women if interested in this type of employment.

Off-campus work for men—Means of self-support for men include, among others, part-time janitor service, clerical work in offices and stores, garden and lawn work, garage work, farm work, and odd jobs by the hour. The Dean of Men should be contacted for this type of employment.

Students planning to earn the major part of their college expenses should reduce their study programs accordingly.

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 business office. All applicants must have had a residence at the College of **at least one quarter** and attained an acceptable scholastic record before asking for financial assistance.

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

The Ellensburg Rotary Club, in November, 1931, created a fund of \$500.00. Loans are made available for short periods to students of proved ability. The granting of loans from this fund is made from a special Rotary loan fund. Requests for loans from this fund should be made to the committee on student loans at 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. Applications should be made to the chairman of the Student Loan Committee.

The Washington Congress of Parents and Teachers maintains a loan fund for students enrolled in the teaching program. Applications should be made to the chairman of the Student Loan Committee.

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 freshman members of the Associated Women Students, 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 \$100.00 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.

Graduate Assistantships. Six graduate assistantships are available to qualified graduate students who plan to work on their Master's Degree. These pay \$100.00 per month or \$900.00 for the college year. Students holding these assistantships are employed by division chairmen or staff members. On the average, student assistants work two hours a day or ten hours a week. They assist in various ways, such as handling and organizing materials and doing the varied tasks found essential in the several divisions. Graduate students who are interested in these assistantships should apply to the Dean of Instruction.

Jennie Moore Memorial Scholarship. This \$50.00 scholarship is awarded to help further the education of a junior or a senior of Central Washington College. The scholarship is awarded on the basis of professional promise in the field of teaching. Scholarship, character, personality and leadership are considered.

The John P. Munson Scholarships. Approximately fifteen awards are made annually to students who manifest creative qualities during their college study. The awards are for \$150.00 and are granted each spring to students who will be juniors and seniors during the next college year. Selections are made on the basis of superior scholarship, initiative, character, originality, need, self-confidence and the ability to do independent thinking. Candidates may apply to the Scholarship Committee. Applications are due by May 1.

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.

Ellensburg Junior Chamber of Commerce Scholarships. The Ellensburg Junior Chamber of Commerce has established two scholarships of \$75.00 each to be awarded to two Ellensburg high school seniors who will attend Central Washington College of Education. Information concerning these scholarships may be secured from the Director of Public Service.

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 given each spring. Any Central Washington College of Education student (freshman, sophomore, junior, senior, graduate) currently enrolled during any quarter (Autumn, Winter, Spring, Summer) may compete by preparing a paper which deals with some problem of human relations or human behavior. The paper will be judged on the extent to which it tends to promote basic common understanding and cooperation among people. Papers are submitted to the Scholarship Committee.

Teacher Education Scholarships. The Washington Congress of Parents and Teachers makes funds available each year for four schol-

arships in teacher education. Three awards of \$600.00 each (\$150.00 a year for 4 years) are made to High School Seniors. One award of \$300.00 (\$150.00 a year for 2 years) is made to a Junior College Sophomore. Scholarship and activities; health and vitality; social adjustment; general culture; need; and promise for success in teaching serve as a basis for these awards. Applications are submitted to the Director of Public Service, Central Washington College of Education, and are due by May 1.

Dennis Farrell Memorial Pre-Medicine Scholarship. An award of \$50.00 is made annually at the end of spring quarter to a student who will be enrolled the following year as a sophomore in pre-medicine. This award is given in memory of Dennis Farrell of Ellensburg who was a student in pre-medicine. Selection of a candidate is made on the basis of scholarship, character, professional promise in medicine and financial need. Candidates may apply to the Scholarship Committee by May 1.

Central Washington College of Education Memorial Scholarship Fund. This fund was established in 1951. Memorial contributions and direct gifts may be made to this fund by faculty, alumni, students and friends of the College. Contributions may be sent to the College Business Office. Memorial contributions are acknowledged by a card with a message of sympathy to the bereaved. As sufficient funds accumulate, scholarship awards are made to students upon recommendation of the Scholarship Committee.

Central Washington College of Education Alumni Scholarship Fund. A \$500.00 scholarship fund has been created by the Board of Directors of the Central Washington College of Education Alumni Association for the purpose of providing emergency financial assistance to students on the basis of individual merit and professional promise. This fund is being replenished by individual contributions from the alumni of the College. Scholarship awards are made upon recommendation of the College Scholarship Committee.

David Hertz Memorial Scholarship. An annual award of \$50.00 will be made to the Central Washington College of Education freshman showing the greatest promise for success in music. Candidates are to be selected by the music faculty on the basis of the following qualifications:

1. Ability and performance in music
2. Scholarship
3. Leadership
4. Character and personality

The recipient of this award will be named at the end of spring quarter and will receive the award upon enrolling for his sophomore year at Central Washington College of Education.

Eddys Bakery Scholarship. This scholarship of \$250.00, made possible through Eddys Bakery, is available to a Central Washington

College of Education freshman, sophomore, junior or senior enrolled in the teacher education program, who is a citizen of the state of Washington, and whose home is located in either Kittitas, Yakima, or Benton county. Candidates will be judged on the basis of their professional promise as a teacher and on their need for financial assistance to complete a college education. Applications are due by May 1 and are submitted to the chairman of the college Scholarship Committee.

Ellensburg Baptist Men's Club Scholarship. A scholarship of \$100.00 will be awarded to a Baptist student, either man or woman, who has come to Central Washington College of Education from some community other than Ellensburg. The candidate must be someone preparing in the field of teacher education or some other social service work. Candidates are to apply to the college Scholarship Committee. This committee will select a candidate subject to the approval of the pastor of the First Baptist Church of Ellensburg.

Harold W. Quigley Scholarships. There are two Quigley Scholarships, one paying \$50.00 and the other \$25.00 toward fees of freshman students. They are awarded to high school seniors competing in Central's annual Science Day activities. These scholarships are financed by Central's Science and Mathematics faculty in honor of Professor Harold W. Quigley, now emeritus, who was for many years an outstanding teacher of biology at Central Washington College of Education. Interested high school seniors should contact the chairman of the Division of Science and Mathematics.

Other Scholarships. Many other scholarships are available to Central Washington College of Education students from time to time but have not necessarily been established as permanent scholarships.

Leadership Scholarships—Twenty \$150.00 awards are being made out of net proceeds from the College Book Store. Fifteen awards will go to freshmen and five to students who will be sophomores.

P.E.O. Scholarships—Two awards of \$75.00 each have been made possible by P. E. O. chapters B. F. and D. N. of Ellensburg. The awards are made upon recommendation of the College Scholarship Committee.

Eastern Star Scholarship—One cash award of \$150.00 is provided by the Order of Eastern Star, Grand Chapter of Washington. At least one of the candidates' parents must have Masonic or Eastern Star Membership in the State of Washington. Application is made to the College Scholarship Committee.

Ellensburg Lions Club Scholarship—An award of \$50 will be made for autumn quarter 1954. The candidate will be selected by the Ellensburg Lions Club.

First consideration will be given to blind students. If there are no blind students applying the award will go to a student who is preparing for Community Recreation or Social Welfare Work. In all cases financial need and scholarship will be considered in the order listed.

Presser Foundation Scholarships in Music—These scholarships vary in amount, and are usually granted to upper classmen. Selection is made by the music faculty. Apply to chairman of Music Division.

The Effie I. Raitt Memorial Scholarship. This scholarship of \$25.00 was established in 1946. It is awarded annually to a sophomore or junior Home Economics major or minor who has maintained a grade average of B or better, and who has shown professional interest in home economics.

The Jennie I. Rowntree Scholarship. This scholarship of \$25.00 was established in 1950. It is awarded annually to a sophomore or junior Home Economics major who has maintained high scholarship and has evidenced high professional interest in home economics.

STUDENT HOUSING

Central Washington College is well-equipped to house its students. There are three residence halls for women, Kamola Hall, Sue Lombard Hall and Kennedy Hall. There are six residence halls for men. They are Alford, Carmody, Montgomery, Munro, Munson, and North 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 direction of the Office of Student Personnel Services. The college employs a full-time registered nurse who is available for consultation and health counselling. The college has secured the services of a local physician who gives part of his professional time to serve as college doctor. A contract with a local clinic provides, in addition, expert medical services to all students.

The student is required to take certain health examinations and tests to insure prompt and adequate recognition of his health status and limitations. One of these is the annual tuberculosis checkup which is provided for all students through a cooperative arrangement with the State Department of Health. Entering students are required to take a hearing test and a complete physical examination. They will be scheduled for these examinations at the time of registration.

In addition, students applying for a practice teaching assignment

must take a physical examination prior to the assignment. All members of varsity sports squads are required to take physical examinations prior to participation in varsity competition.

Medical advice and office treatments are free to all students. The health service program also includes prevention of disease and a comprehensive follow-up program.

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 60,000 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 2,450 volumes on Pacific Northwest history; exhibit collection of textbooks; exhibit collection of children's books; 6,500 volumes of bound magazines; an extensive file of unbound periodicals; and a juvenile library of 6,450 volumes housed in the College Elementary School.

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.

ADMISSION OF FOREIGN STUDENTS

The College accepts qualified students from foreign countries. They are welcomed as members of the student organization. Such students have contributed much to the knowledge and understanding of their homelands on the part of students and faculty during recent years. Regular fees and other charges are paid by foreign students. Address the Registrar.

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.

At this institution educational services may be enjoyed by Korean veterans as well as veterans of World War II. Pertinent information concerning Public Law 346 and Public Law 550 may be secured by writing the veterans' adviser.

Application for Training

1. Several weeks prior to anticipated date of enrollment an application for training (form 7-1990) should be forwarded to your Veterans Administration Regional Office, with a photo-static copy of your separation orders and record of service.
2. If veteran has not attended another institution of higher learning, his high school transcript should be sent to the Registrar's Office, with a letter applying for admission. If the veteran has attended other institutions of higher learning, a transcript of his credits should be forwarded to the Registrar for evaluation.

Admission of Veterans

1. Veterans who are graduates of accredited high schools are admitted on the same basis as other high school 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 Committee on Admissions, Matriculation and Graduation.

Credit for Military Experience

College credit for educational experience in military service in World War II and for Korean veterans:

- 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 evaluating other educational experiences gained in military service.
- c. Credit up to 12 quarter hours will be granted for the completion of basic military training and 18 quarter credits for officers' 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. Credit will not be allowed for both ratings and schooling.
- 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, and shall be filed permanently in the office of the Registrar.

For further information address the Office of the Registrar.

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 will be organized upon request wherever possible. Courses offered through extension are planned to meet local needs. Credit earned through extension study may be used in meeting the requirements for a college degree and for a teaching certificate. No more than 12 quarter hours of extension and/or correspondence credit may be approved as a part of the 45 quarter hours in the student's fifth year program for the Standard General Teaching Certificate. Extension credit, however, may not be used in meeting the residence requirement 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 extension 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 teacher certification. No more than 12 quarter hours of correspondence and/or extension credit may be approved as a part of the 45 quarter hours in the student's fifth year program for the Standard General Teaching Certificate.

Credit earned by correspondence study may be used toward the bachelor's degree but not toward the master's degree at Central Washington College of Education. Correspondence credit may not be used in meeting the residence requirement for a degree. Students who plan to use correspondence credit toward graduation must complete all lessons and the final examination before the beginning of their final quarter of residence study. Address inquiries to the Director of Public Service.

In-Service Education

The college is eager to cooperate with local school districts in making available members of its staff for the purpose of assisting with the in-service education of teachers. 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 programs of the Inland Empire Education Association, regional meetings of the Washington Education Association, institutes, and other professional meetings. The College music organizations have appeared on radio and television broadcasts. 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.

Instructional Materials Service

The college maintains a large library of 16mm motion pictures which are available for rental on a "spot booking" basis by schools and other organizations. These films are designed for instructional purposes and are available for all age levels and in a large variety of subject areas. Information is available on the nature and sources of a wide variety of the Audio-Visual materials, equipment, facilities, and techniques for using these materials in instruction. In cooperation with the Office of Public Service, extension courses in Audio-Visual education are offered as well as consultant services by staff members for workshops and other meetings. Address the Director, Office of Visual Education.

Part III

EXPENSES*

REFUNDABLE FEES AND DEPOSITS

Payment of Fees. All fees except special 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.

A uniform deposit of \$15.00 is required of each student taking Air R.O.T.C. This deposit is returned to the student upon return of the uniform to the college.

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.

Associated Women Students. All women students pay a fee of \$.50 per quarter to the support of the social activities of the College in which women are primarily interested. A portion of the fund so obtained also supports the yearly scholarships offered by this organization. In addition, the Associated Women Students sponsors certain entertainment features each school year.

Audit Fees.

Campus daytime classes. Students enrolling for audit purposes only, pay a fee of \$6.00 per credit hour. Laboratory courses have an additional fee of \$.50 per credit hour.

Campus evening classes. The audit fee for evening classes offered on the campus is \$6.00 per credit hour.

Extension classes. Students wishing to audit extension classes pay \$6.00 per credit hour.

Building Fee. A fee of five dollars (\$5.00) per quarter is charged of all students for the redemption of building bonds.

General Course Fee. A fee of \$2.50 is required of all students. There are special fees for bowling, fencing, skiing, P. E. 58 (Camp Leadership), 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 services of the college physician upon the recom-

* All expense items are subject to change.

mentation of the school nurse. Students living off-campus are charged \$1.50 per day during the time they are confined to the infirmary.

Library Fee. The Library Fee is \$3.00 per quarter. This fee is non-refundable for special students.

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

Special Course Fees. Special fees are required for the courses listed below. These fees are refundable when a class is dropped within the designated time at the beginning of the quarter.

Music

Private vocal or instrumental (other than pipe organ) music lessons are \$20.00 per quarter for ten lessons or \$40.00 per quarter for twenty lessons.

Private pipe organ lessons are \$25.00 per quarter for ten lessons or \$50.00 per quarter for twenty lessons.

Vocal and Instrumental Class Instruction (Music 54, 55, 56) requires a fee of \$5.00 per quarter which includes rental of instrument.

Physical Education

Bowling	\$10.00
Camp Leadership (PE 58).....	2.50
Fencing	5.00
Skiing	2.50

Student Government Association Fee. The Associated Students' Fee is \$14.50 per quarter. The following charges are included in this fee for each quarter: Student Building Fund \$5.00; Alumni Fund \$.50; General Fees, \$9.00.

Union Fund Fee. A fee of \$1.00 is used for financing the Union Building.

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.

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. Three copies required.

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 \$5.50 (including hood). Those who wish to purchase hoods may secure them at the Book Store.

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 \$6.00 per credit hour. A special bulletin on correspondence work is mailed upon request.

Evening Classes. Registration fee for special students in campus evening classes only—\$6.00 per credit hour. The fee is the same for all students, whether enrolled for credit or on an audit basis. A laboratory fee of \$.50 per credit hour will be charged of special students in all laboratory courses taught as campus evening classes.

Extension Fee. The fee for all extension class work for audit or credit is \$6.00 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.

Hyakem Fee. All students who enroll for the autumn and winter quarters pay a fee of \$6.00 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 \$3.00 per credit hour.

Such students also pay the Library Fee of \$3.00, Union Fee \$1.00, and Health Fee \$1.00.

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.

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 \$10.25 per week. **Conditions make this item subject to change.**

Rooms in Sue Lombard, Kamola, Kennedy, Munson, and North Halls are \$4.00 per week with two or more persons per room. Rooms

in Carmody, Alford, Montgomery, and Monroe Halls are \$3.50 per week with two persons in each room. Single rooms are 50¢ per week additional.

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.**

Payment of at least one month's board and room is to be made in advance each quarter. The following payment can be made four weeks later and payment in full at the beginning of the eighth week.

There are no refunds for board and room unless the student is absent for seven or more days.

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

The following linen is furnished each student: two hand towels, one bath towel, one pillow cover, two sheets, two blankets and one bedspread. Laundering of linen is included in the charge for room rent.

SUMMARY OF EXPENSES

	<i>Term</i>	<i>Year</i>
Building fee	\$5.00	\$15.00
Health fee	3.00	9.00
Library fee	3.00	9.00
Miscellaneous fee	5.00	15.00
Student Government Association fee.....	14.50	43.50
Hyakem	6.00	6.00
General course fee.....	2.50	7.50
Union fee	1.00	3.00
Board—Autumn	123.00	
Winter and Spring, each.....	112.75	348.50
Room—Autumn	48.00	
Winter and Spring, each.....	44.00	136.00
		<hr/>
		\$592.50

NOTE: Books and supplies are not included in the above list of expenses. The average amount for these books and supplies is \$20.00 for each quarter or \$60.00 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 Dean of Students, the Registrar, and the faculty members assigned as advisers, all give much time to helping freshmen make a favorable start on the college programs.

Upperclass students also have faculty advisers to assist them in scheduling classes and in other ways.

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 cor-

rect 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 Orientation 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 Dean of Students 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 or house counsellors.

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

There are numerous occasions, also, when a student needs help 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 advisers. Advisory groups are limited in size in order that the advisers 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 a few rules and regulations have been formulated for the conduct of students, it is generally 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 Dean of Students and the Faculty Student Judicial Committee—serve as counselors 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 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**. There is no refund for board and room unless the student is absent for seven or more days.

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

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

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

STUDENT 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 Students, 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 is \$14.50 a quarter. 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 student 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 AFROTC, **Arnold Air Society**; 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-Shaw Club**; in Health and Physical Education, **Women's Recreation Association**, **Dance Club** (women), **Do-Si-Do Club** (men and women), and **Crimson W Club** (men); in Music, **Sigma Mu Epsilon**; in Science, **Isomers**, Chemistry Club; **Sigma Tau Alpha**, campus organization of Rainbow Girls; **PHREMMS**, in Physical Ed., Health and Recreation, and **The Recreation Club**.

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.

Apha 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.

3. **World War II and Korean Veterans.** See section on Veterans' Education.

ADMISSION WITH ADVANCED STANDING

1. **From 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. **From 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. From 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 average 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:

<i>Cumulative G. P. A.</i>	<i>Maximum Load</i>
2.00 to 2.49.....	18 credits
2.50 to 2.99.....	19 credits
3.00 and above.....	20 credits

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. Obtain registration booklet in Office of the Registrar.
3. Report to college library for tally and classes.
4. Pay fees in Business Office.

CLASSIFICATION OF STUDENTS

Class rank is based upon the number of quarter hours earned, as follows: Freshman, 0-45 quarter hours; Sophomore, 46-90 quarter hours; Junior, 91-135 quarter hours; Senior, 136-192 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 "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. A grade will be recorded 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 absences 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 public schools of Washington. All of the resources of the College are dedicated to the task of selecting, preparing and placing competent young people in the important field of teaching. The Division of Education has the responsibility for the professional phases of this work including course work and the directed teaching experiences both on the campus and in a limited number of selected public schools. However, all other College Divisions make important contributions to the teacher education program.

In addition to the Bachelor of Arts Degree in Education, the College grants the Master of Education Degree upon the successful completion of one college year of work.

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 teaching certificate and a degree, the student must have achieved a grade point average of 1.75 for the four years of college work and a grade point average of 2.00 for the final three quarters.

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.

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

Applications for all degrees and certificates issued by the College should be made through the Office of the Registrar.

**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).

8. All male students not exempted for medical or other reason must complete the two-year Basic Air Force R.O.T.C. course.

9. Candidates for the Bachelor of Arts and Master of Education degrees are required to be present to receive their degrees at the Commencement exercises unless excused by the Committee on Admissions, Matriculation and Graduation.

Exceptions are made in the case of those students who are graduated at the end of the autumn and winter quarters, and the first term of the summer session.

If such students wish to participate in the commencement exercises they should notify the Registrar's Office when making application for graduation.

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.

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, except to teachers who have emergency or qualifying teaching certificates which are valid in the State. Beginning July 1, 1951, a new certificate known as the Provisional General Certificate has been 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. After the student's first initial year of teaching on the Provisional General Certificate he is required to earn additional college credit. 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 Provisional 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.

THE GENERAL CERTIFICATE PROGRAM

The basic consideration in planning this program has been to provide a pattern for the development of teacher education in all colleges so that the needs of the public schools may be met. This over-all plan has been approved by the State Board of Education. Likewise, the program of each institution must be approved by the same board.

There are three phases of the general certificate program—pre-service education, one to four years of initial teaching and a fifth year of teacher education in college.

The general certificate program recognizes the continuing nature of education. It is designed to bring about an understanding of human growth and development as well as the acquisition of knowledges and skills which teachers need to work effectively with the various age groups.

The program consists of four years of work encompassing the following: (1) general education, 60 quarter credits; (2) professional education, 40 quarter credits; (3) broad areas of concentration, 60 quarter credits. The latter consists of sixty quarter hours which may be completed in one of three options. The first option is one broad area in which no more than 36 of the 60 quarter credits should be devoted to one subject in an area. The second option includes two areas of 36 to 45 and 15 to 24 quarter credits respectively. No more

than 36 credits should be devoted to one subject. The third option includes three areas of approximately 20 quarter credits each. Professionalized subject matter may be considered as one field under this option.

The areas of concentration include (1) health; (2) language arts; (3) social studies; (4) sciences and mathematics; (5) fine and applied arts.

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 now have the qualifying elementary certificate upon completion of 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 now have the qualifying secondary certificate upon completion of 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 Provisional 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 Standard General Certificate. This certificate will be issued to those who have taught successfully for one year on the Provisional 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.

①General Certificate Eligibility Requirements for Teachers Who Hold Elementary and Secondary Certificates

1. Persons who have been issued a three-year or a six-year elementary **and** a three-year or a six-year secondary certificate, or their equivalents, will be eligible for a standard general certificate provided that they have had at least one year of teaching experience.
2. Persons who hold a three-year or a six-year elementary certificate, or the equivalent, will be eligible for the standard general certificates provided they have had at least one year of teaching experience and have completed 45 quarter hours of study beyond elementary certificate requirements including subject matter and professional education studies as recommended in the program pattern for the general certificate. These should include laboratory experiences at the secondary level.

Standards approved for supervision of the fifth college year in the program for the general certificate will apply to this study.

3. Persons who hold a three-year or a six-year secondary certificate, or the equivalent, will be eligible for the standard general certificate provided that they have had at least one year of teaching experience and have secured a minimum of 24 quarter hours of professional subject matter such as reading, art, music, health, physical education and fundamental concepts of science and number, in addition to child development, elementary curriculum and procedures and laboratory experiences on the elementary level.

Standards approved for supervision of the fifth college year in the program for the general certificate will apply to this study.

①The Continuing Teaching Certificates

Standard General:

The standard general certificate shall be valid as long as the holder remains in teaching service and for a period of five years thereafter.

Continuing Secondary:

The six-year secondary certificate shall be valid as long as the holder remains in teaching service and for a period of five years thereafter.

Continuing Elementary:

The six-year elementary certificate shall be valid as long as the holder remains in teaching service and for a period of five years thereafter, provided that he has completed 45 quarter hours beyond the requirements of the certificate. Standards approved for supervision of the fifth college year in the program for the general certificate will apply to this study. Holders of this certificate may, however, continue it in force, as at present, by earning 9 quarter hours every six years.

Student Teaching During Summer Sessions

Teachers who attend summer sessions to complete their Bachelor of Arts Degree in Education requirements, may be exempted from the student-teaching requirement provided they have had several years of successful teaching experience. In lieu of the credit needed for student teaching, work may be taken in Directed Observation, Unit Course in Teaching, Special Methods courses, or workshops in the curriculum areas.

① State Board of Education regulations of June 13, 1950.

REQUIREMENTS FOR THE GENERAL CERTIFICATE

①General Education	Credits
②Art. 1, Art Structure.....	2
③English 1, English Composition.....	3
English 2, English Composition.....	3
English 3, English Composition.....	3
English 20, Literary Backgrounds.....	5
Health Education 1, Health Essentials.....	3
History 110, History and Government of Washington.....	3
④Home Economics 2, General Nutrition.....	3
Social Science	10
Ten credits to be selected from:	
Geography 1, World Geography.....	5
History 21, Growth of American Democracy.....	5
Sociology 20, Development of Social Institutions..	5
⑤Music 1, 2 or 3.....	5
⑥Physical Education Activities.....	6
Psychology 1, General Psychology.....	5
⑦Physical Science 1, Survey of Physical Sciences.....	5
⑧Physical Science 2, Survey of Biological Sciences.....	5
Speech 1, Fundamentals of Public Speaking.....	2
	63
Professional Education	
Psychology 3, Child Development.....	5
Education 100, Introduction to Teaching.....	3
Education 105, Curriculum and Methods.....	5
Education 104, and/or 106, Directed Teaching.....	16
Education 159, Elementary Education	3
Education 160, Secondary Education	3
Education 107, School Law	1
Psychology 102, Education Psychology and Measurement.....	4
	40

① All Freshman and Sophomore men are required to take R.O.T.C. in addition to the above General Education courses.

② All students who are preparing for teaching in elementary schools are required to take additional work in art. This may be accomplished by electing an art major or minor, a professional subject matter minor or by one or more art electives.

③ On the basis of the English Placement Test, students who show marked proficiency are excused from English 1. Those who show deficiency will be enrolled in English A.

④ Home Economics and Pre-Nursing majors must take Home Economics 21 with Home Economics 2.

⑤ The music courses required of all students are differentiated according to the musical experience and ability of the students. Music 1 is for those who plan to major or minor 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 must be taken by students who plan to teach in the primary or intermediate grades. Music 3 is for those who plan to teach in the junior and senior high school and those in the liberal arts curriculum.

⑥ Physical Education activities are required to be taken during the first two years.

⑦ Students enrolling in any of the physical science majors or minors are not required to take Physical Science 1.

⑧ Students enrolling in any of the biological science majors or minors are not required to take Biological Science 2.

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 or 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.

Credits

Major Fields

45

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

Minor Fields

15 or 20

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 advisers 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.

	Elementary	Junior High	Senior High
Applied Music	×	×	×
Biology	×		
Botany		×	×
Chemistry		×	×
Commercial Education	×	×	×
Economics		×	×
English	×	×	×
Fine Arts	×	×	×
French	×	×	×
Geography	×	×	×
Geology	×	×	
Health Education	×	×	×
Health and Physical Education		×	×
History	×	×	×

	Elementary	Junior High	Senior High
Home Economics	×	×	×
Industrial Arts	×	×	×
Library Science	×	×	
Mathematics		×	×
Music	×	×	×
Physical Education	×	×	×
Physical Science	×		
Physics		×	×
Political Science		×	×
Professionalized Subjects	×	×	×
Recreation	×	×	×
Sociology	×	×	×
Spanish	×	×	×
Speech and Drama.....	×	×	×
Zoology		×	×
			<i>Credits</i>
①Air R.O.T.C. (Men).....			12
Electives (Men)			18
(Women)			30

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

Total credits required for graduation.....192

The Fifth Year of the Teacher Education Program

See section on Graduate Study for details.

REQUIREMENTS FOR THE TEACHERS EDUCATION CURRICULUM BY YEARS

GENERAL CERTIFICATE

First Year

	<i>Credits</i>
Art. 1, Art Structure.....	2
English 1, English Composition	3
English 2, English Composition	3
English 3, English Composition	3
Health Education 1, Health Essentials.....	3
Social Science (Geography 1 or History 21 or Sociology 20).....	5
Physical Science 1, Survey of Physical Sciences.....	5
Biological Science 2, Survey of Biological Sciences.....	5
Psychology 1, General Psychology.....	5
Physical Education, Physical Education Activities.....	3
Air R.O.T.C. (Men).....	6
Electives (Men)	5
Electives (Women)	11
	48

① Air R.O.T.C. drill will be scheduled on Tuesday at 11 a. m. No courses enrolling men should be scheduled at this time. The two hours of class work will be scheduled as are other classes. P. E. activities for men will not be scheduled for 11 a. m., Tuesdays.

Second Year

English 20, Literary Backgrounds.....	5
Social Science (Geography 1 or History 21 or Sociology 20).....	5
① Home Economics 2, General Nutrition.....	3
Music 1, 2 or 3, Fundamentals of Music.....	5
Psychology 3, Child Development.....	5
Speech 1, Fundamentals of Public Speaking.....	2
Physical Education, Physical Education Activities.....	3
Air R.O.T.C. (Men).....	6
Major, Minor and Electives (Men).....	14
Major, Minor and Electives (Women).....	20
	—
	48

Third and Fourth Years^②

② Education 100, Introduction to Teaching.....	3
② Education 105, Curriculum and Methods.....	5
History 110, History and Government of Washington.....	3
④ Education 104 and/or 106, Directed Teaching.....	16
⑥ Education 159, Elementary Education.....	3
⑥ Education 160, Secondary Education.....	3
Education 107, School Law.....	1
Psychology 102, Educational Psychology and Measurement.....	4
Major, Minor and Electives.....	58
	—
	96

DETAILS OF MAJORS FOR THE GENERAL CERTIFICATE**Core Curriculum Major for Secondary Schools**

Major (60 credits):	Credits
Education 147, Reading Problems in the High School.....	3
English 51, Approach to Poetry.....	3
English 102 or 103, American Literature.....	5
English 128, Secondary School Literature.....	2
Speech 128, Teaching Speech in the Secondary School.....	2
Select 8 hours of electives from the following:.....	8
English 70, Introduction to Modern Literature, 3 credits	
English 101, English Literature, 5 credits	
English 104, Shakespeare, 5 credits	
English 105, World Literature, 5 credits	
English 106, The Novel, 3 credits	
English 154, The Short Story, 3 credits	
Speech 54, Oral Reading, 3 credits	

① Home Economics majors and Pre-Nursing majors must take Home Economics 21 with Home Economics 2.

② Education 100 may be taken by third quarter sophomores. Normally it should be taken prior to the end of the second quarter of the junior year.

③ Education 105 should be taken early during the junior year.

④ Directed teaching should be taken during the third quarter of the junior year or the first or second quarter of the senior year. Advanced ROTC students will take directed teaching during the fall or winter quarter of the senior year.

⑤ Approximately one-half of the following required credit hours in education, psychology and history should be completed prior to the end of the junior year.

⑥ Normally Education 159 and 160 should follow Directed Teaching. However, either or both courses may be taken prior to Directed Teaching if such is necessary to balance the junior and senior schedules.

MAJORS FOR THE GENERAL CERTIFICATE—Continued**Core Curriculum Major for Secondary Schools—Continued**

	<i>Credits</i>
Social Science 128, Methods and Materials in Social Science, Secondary.....	2
Select 18 hours of electives from the following groups:	18
Economics 70, Principles of Economics, 5 credits	
Economics 111, Current Economics, 3 credits	
Political Science 52, American Government, 5 credits	
Political Science 102, The United Nations, 2 credits	
Sociology 50, Anthropology, 5 credits	
Sociology 120, The Community, 2 credits	
Geography 110, Geography of North America, 5 credits	
Geography 114, Conservation of National Resources, 3 credits	
History 111, The U. S. in the 20th Century, 5 credits	
History 130, Understanding History, 3 credits	
Science Education 105, History of Science.....	5
Science Education 134, Science and Mathematics Education in the Secondary School	2
Science Education 139, Community Resource Materials for the Science Teacher	3
Electives from the following:.....	7
Biological Science 143, Genetics, 3 credits	
Botany 55 or 56, 5 credits	
Botany 58, Economic Botany, 2 credits	
Geology 45, Earth Science, 5 credits	
Science Education 30, Chemistry for Teachers, 3 credits	
Zoology 50, 51, or 52, 5 credits	
	—
	60

①Biological Science

Major (45 credits):	
Botany 55 and 56; 57 or 5 credits elective in botany.....	15
Geology 44 and 46.....	5
Science Education 133 or 134.....	2
Zoology 50 or 51; 52 or 5 credits elective in zoology.....	15
Electives in science or mathematics.....	8
	—
	45

②Chemistry

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

① Those taking the biological science major are not required to take Biological Science 2.

② Those taking the chemistry major are not required to take Physical Science 1.

MAJORS FOR THE GENERAL CERTIFICATE—Continued**Commercial Education**

Major (45 credits):	Credits
Economics 70, Principles of Economics.....	5
Secretarial Science 51, 52, and 53, or 52, 53, and 54, Typewriting.....	6
Secretarial Science 56, 57, and 58, or 57, 58 and 59, 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.....	1
	<hr/> 45

Economics

Major (45 credits):	
Economics 68, Economics of Production.....	5
Economics 69, Economics of Distribution.....	5
Commercial Education 65, Principles of Accounting I.....	5
Economics 105, Money and Banking.....	5
Economics 110, Public Finance and Taxation.....	5
Economics 115, Economics of Labor.....	5
Commercial Education 106, Business Statistics.....	5
History 116, Economic History of the United States.....	5
Social Science 128, Methods and Materials in the Social Sciences—Secondary	2
Electives from economics, sociology, or commercial education.....	3
	<hr/> 45

English

Major (45 credits):	
English 20, Literary Backgrounds.....	5
English 50, Language and Reading.....	2
English 51, Approach to Poetry.....	3
English 52, Advanced Composition.....	3
English 119, Children's Literature, or	
English 128, Secondary School Literature.....	2
English Literature.....	10
American Literature.....	5
Speech 54, Oral Reading.....	3
Electives in English.....	12
	<hr/> 45

Speech 105 may be counted as an elective in English.

Fine Arts

Major (45 credits):	
Art 50, Elementary Drawing.....	5
Art 51, Lettering.....	3
Art 54, Modeling and Sculpturing.....	5
Art 101, Creative Design.....	5
Art 130, Art Education.....	2
Electives in fine arts.....	25
	<hr/> 45

* Commercial Education 110, Methods in Commercial Education, will be offered in 1954-55 but not in 1955-56.

Electives from commercial education, economics, or secretarial science may be substituted if part of the above requirements are waived because of previous training.

MAJORS FOR THE GENERAL CERTIFICATE—Continued**Geography**

Major (45 credits):	Credits
Geography 1, World Geography	5
Geography 81, Physical Geography	5
Geography 83, Weather and Climate.....	5
Geography 50, Economic Geography	5
Geography 114, Conservation of Natural Resources.....	3
Geography 110, Geography of North America.....	5
Social Science 128, Methods and Materials in the Social Science Secondary..	2
Electives in geography, history, economics, political science, sociology.....	15
	<hr/>

General Science

Major (45 credits):	45
Mathematics 2 or 50.....	5
Zoology 50, 51, or 52.....	5
Botany 55 or 56.....	5
Elective in biology.....	5
Paleontology and Geology: Electives from Geology 45, 46, 47, 164.....	5
Chemistry 70 and 71.....	10
Physics 27, 28, or 29.....	5
Science Education 133 or 134.....	2
Electives in science.....	3
	<hr/>
	45

Health and Physical Education**(Men and Women)**

Major (45 credits):	
Health Education 55, First Aid (or Physical Education 64, Athletic Training)	2
Physical Education 56, Introduction to Physical Education.....	3
Zoology 80, Physiology and Anatomy.....	5
Zoology 90, Human Physiology	5
Health Education 101, Kinesiology.....	3
Health Education 103, School Health.....	2
Health Education 106, Physiology of Exercise.....	3
Health Education 119, Theory and Practice in Health.....	3
Select nine hours from Physical Education 100, 117, 118, 121, 122, 128, 130..	9
①Physical Education Activities.....	5
Electives in health and physical education.....	5
	<hr/>

History

Major (45 credits):	45
History 50, History of the United States I.....	5
History 51, History of the United States II.....	5
History 61, Ancient and Medieval History.....	5
History 62, Modern European History.....	5
Political Science 52, American Government.....	5
Social Science 128, Methods and Materials in the Social Sciences—Secondary	2
Electives from upper division history courses.....	18
	<hr/>
	45

① (a) Men majoring in physical education are required to include International Dance, two individual sports, and one team sport.

(b) 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.

MAJORS FOR THE GENERAL CERTIFICATE—Continued**Home Economics**

Major (45 credits):		Credits
Home Economics	1, Introduction to Home Economics.....	1
② Home Economics	2, General Nutrition	3
② Home Economics	21, General Nutrition (Laboratory).....	2
Home Economics	10, Clothing Selection	2
Home Economics	20, Clothing Construction	3
Home Economics	30, Textiles	5
Home Economics	40, Home Furnishing	5
Home Economics	52, Food Preparation	3
Home Economics	105, Household Management	3
Home Economics	110, Family Relations	3
Home Economics	115, Child Care in the Home.....	2
Home Economics	123, Methods in Home Economics.....	2
Home Economics	151, Meal Planning and Service.....	5
Home Economics	171, Advanced Clothing Construction.....	4
Home Economics	180, Housing	2
		<hr/> 45

Industrial Arts

Major (45 credits):		
Industrial Arts	70, Creative Crafts—Wood and Plastics.....	2
Industrial Arts	80, Creative Crafts—Metal and Leather.....	3
Industrial Arts	71, Woodworking	5
Industrial Arts	74, Pottery	5
Industrial Arts	79, Mechanical Drawing	3
Industrial Arts	83, General Metals I.....	5
Industrial Arts	85, Elementary Electricity	2
Industrial Arts	86, Sheet Metal Work.....	3
Industrial Arts	113, Advanced Furniture Construction.....	5
Industrial Arts	130, Industrial Arts Education.....	2
Industrial Arts	131, General Shop Planning and Organization.....	2
Electives in industrial arts.....		8
		<hr/> 45

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

Mathematics

Major (45 credits):		
Mathematics	50, College Algebra or Mathematics 54, Mathematical Analysis	5
Mathematics	51, Trigonometry or Mathematics 55, Mathematical Analysis..	5
Mathematics	52, Analytical Geometry and Calculus or	
Mathematics	56, Mathematical Analysis.....	5
Mathematics	101, 102, 103, Calculus.....	15
Science Education	134, Science and Mathematics Education in the	
Secondary School	2
Electives from physics or upper division mathematics.....		13
		<hr/> 45

② Must be taken together.

MAJORS FOR THE GENERAL CERTIFICATE—Continued**Modern Languages****French**

Major (30 credits):		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

①Music

Major (45 credits):		
Music 1, Fundamentals of Music.....	5	
②Music 50, Elementary Harmony	3	
②Music 54a, Class Instruction—Piano.....	1	
Music 64, Intermediate Harmony	3	
Music 103, Music Education for the Elementary School.....	3	
Music 128, 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 I.....	3	
Music 113, Music History and Appreciation II.....	3	
Music 116, Counterpoint	3	
③Music Activities	3	
Elective	3	
		45

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

② Because an 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.

MAJORS FOR THE GENERAL CERTIFICATE—Continued**⊙Physical Science**

Major (45 credits):	Credits
Chemistry: 70 and 71.....	10
Geology: 5 credits from 45, 46, and 47.....	5
Mathematics: 2 or 50.....	5
Physics: 27, 28, and 29; or 77, 78, and 79.....	15
Science Education: 133 or 134.....	2
Electives: from chemistry, geology, mathematics, physics.....	8
	<hr/> 45

⊙Physics

Major (45 credits):	
Science Education 2, Survey of Biological Sciences.....	5
Physics 5, Physics Problems.....	3
Physics 77, 78, 79, General and Engineering Physics.....	15
Physics 96, Fundamentals of Radio.....	3
Physics 116, Introduction to Atomic Physics.....	3
Science Education 134, Science and Mathematics Education in the Secondary School	2
Electives in upper division mathematics or physics courses.....	14
	<hr/> 45

Psychology

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

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. Majors in this area are not considered to be psychologists, educational psychologists or counselors, but workers prepared to give specialized assistance to classroom teachers and students.

Majors 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.

Major (45 credits):	Credits
A. Required Courses	
Psychology 1, General Psychology	5
Psychology 3, Child Development	5
Education 146, Introduction to Guidance.....	3
Psychology 102, Educational Psychology and Measurement.....	4
	<hr/> 17

⊙ Those taking the physical science or physics major are not required to take Physical Science 1.

MAJORS FOR THE GENERAL CERTIFICATE—Continued**Psychology—Continued**

- 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

Recreation and Physical Education

Major (45 credits):	<i>Credits</i>
Health Education 55, First Aid.....	2
Physical Education 58, Camp Leadership.....	3
Physical Education 59, Introduction to Recreation.....	3
Physical Education 100, Physical Education Activities for the Elementary School	3
Education 106r, Field Work in Recreation.....	5
Physical Education 118, Theory and Practice in Rhythms.....	3
Physical Education 124, Organization and Administration of Recreation....	5
Physical Education 125, Activities and Program Planning in Recreation....	2
Physical Education 126, Public Relations in Recreation.....	2
Education 172, Group Leadership and Group Processes.....	3
Physical Education Activities.....	6
Eight hours of electives to be chosen (with guidance) from art, arts and crafts, drama, industrial arts, music, physical education, recreation, speech, outdoor education.....	8
	<hr/> 45

① Social Science

Major (45 credits):	
History 50, History of the United States I.....	5
History 51, History of the United States II.....	5
History 61, Ancient and Medieval History.....	5
History 62, Modern European History.....	5
Sociology 50, Anthropology or Sociology 51, Principles of Sociology.....	5
Geography 50, Economic Geography.....	5
Economics 70, Principles of Economics.....	5
Political Science 52, American Government.....	5
Geography 114, Conservation of Natural Resources.....	3
Social Science 128, Methods and Materials in the Social Sciences—Secondary	2
	<hr/> 45

① Students who major in social science are not required to take History 21.

MAJORS FOR THE GENERAL CERTIFICATE—Continued**Sociology**

Major (45 credits):	Credits
Sociology 20, Development of Social Institutions.....	5
Sociology 50, Anthropology.....	5
Sociology 51, Principles of Sociology.....	5
Psychology 107, Social Psychology.....	3
Psychology 115, Youth and Marriage.....	3
Social Science 128, Methods and Materials.....	2
In the Social Sciences—Secondary or Social Science 117, Methods and Materials in the Social Sciences—Elementary	
Electives from sociology, economics, history, or political science.....	22
	—
	45

Speech and Drama

Major (45 credits):	
Speech 1, Fundamentals of Public Speaking.....	2
Speech 50, Voice and Articulation.....	2
Speech 54, Oral Reading	3
Speech 55, Dramatic Production	5
Speech 119, Introduction to Speech Correction.....	5
Speech 120, Teaching Speech in the Elementary School or Speech 128, Teaching Speech in the Secondary School.....	2
Speech 130, Problems in Speech and Drama.....	2
Electives in speech and drama.....	24
	—
	45

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

DETAILS OF MINORS FOR THE GENERAL CERTIFICATE**①Applied Music**

Minor (15 credits) To be taken with the major in music:	<i>Credits</i>
Applied music—Major Field	6
Music 54b, Class Instruction—Voice	1
Music 54c, Class Instruction—Strings	1
Music 55c, Class Instruction—Strings	1
Music 54d, Class Instruction—Woodwinds	1
Music 54e, Class Instruction—Brass	1
Music 54g, Class Instruction—Percussion	1
②Music Activities	3
	<hr/> 15

③Biology

Minor (15 credits) Select 15 hours from:	
Botany 55 or 56	5
Science Education 134 or 133	2
Zoology	5
Electives: 3 credits from mathematics, chemistry, science education, biology	3
	<hr/> 15
Minor (20 credits):	
5 additional credits from electives above	5
	<hr/> 20

④Botany

Minor (15 credits):	
Botany 55 and 56	10
Botany 57, Plant Taxonomy	5
	<hr/> 15
Minor (20 credits):	
Add five hours of botany electives	5
	<hr/> 20

④Chemistry

Major (15 credits):	
Chemistry 70, 71, General Chemistry	10
Chemistry 72, Qualitative Analysis	5
	<hr/> 15
Minor (20 credits):	
Add five hours of electives in chemistry	5
	<hr/> 20

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 Biological Science 2.

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

MINORS FOR THE GENERAL CERTIFICATE—Continued**Commercial Education**

Minor (16 credits):	<i>Credits</i>
Secretarial Science 51 and 52, or 52 and 53, or 53 and 54, Typewriting.....	4
Secretarial Science 56, or 57, or 58, or 59, Shorthand.....	5
Commercial Education 65, Principles of Accounting I.....	5
Commercial Education 110, Methods in Commercial Education*.....	2
	<hr/> 16

Minor (20 credits):	
Add four hours electives in commercial education or economics.....	4
	<hr/> 20

Economics

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

Minor (20 credits):	
Add five hours electives in economics or commercial education.....	5
	<hr/> 20

①English

Minor (15 credits):	
English 50, Language and Reading.....	2
English 51, Approach to Poetry.....	3
English 119, Children's Literature or	
English 128, Secondary School Literature.....	2
Electives in English	8
	<hr/> 15

Minor (20 credits):	
Add five hours electives in English.....	5
	<hr/> 20

Fine Arts

Minor (15 credits):	
Art 101, Creative Design	5
Art 120, Arts and Crafts for Children.....	2
Art 104, Art Methods and Materials.....	2
Art 3, Introduction to Art.....	2
Electives in fine arts.....	4
	<hr/> 15

Minor (20 credits):	
Art 3, Introduction to Art.....	2
Art 101, Creative Design	5
Electives in fine arts.....	13
	<hr/> 20

* Commercial Education 110, Methods in Commercial Education, will be offered in 1954-55 but not in 1955-56.

① Not more than 2 hours of Journalism may be included in the 15-hour minor, and not more than 4 hours of Journalism in the 20-hour minor.

MINORS FOR THE GENERAL CERTIFICATE—Continued**French**

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

French 53, 54, 55, Advanced French	9
French 100, 101, 102, Survey of French Literature.....	6

15

(French 100, 101, 102 are offered alternate years. See Schedule of Classes.)

French (Alternative Minor)

Minor (24 credits) For students who have not had beginning French in high school or college:

French 50, 51, 52, First year French.....	15
French 53, 54, 55, Advanced French	9

24

Geography

Minor (15 credits):

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

15

Minor (20 credits):

Add 5 hours of Geography electives from Geography 110 or Geography 81..	5
---	---

20

Geology

Minor (15 credits):

Geology 45, Earth Science	5
Geology 46, Introduction to Fossils.....	5
Physical Science 1, Survey of Physical Sciences.....	5

15

Minor (20 credits):

Add five hours of geology elective.....	5
---	---

20

Health Education

Minor (15 credits):

Health Education 55, First Aid	2
Zoology 90, Human Physiology or Biological Science 92, Bacteriology....	5
Health Education 103, School Health	2
①Health Education 119, Theory and Practice in Health.....	3
Health Education 130, School and Community Health.....	3

15

Minor (20 credits):

Add Zoology 80, Physiology and Anatomy.....	5
---	---

20

① Zoology 80 is not a prerequisite for Health Education 119, in the health and physical education minors and the health education minor.

MINORS FOR THE GENERAL CERTIFICATE—Continued**Health and Physical Education****(Men and Women)**

	<i>Credits</i>
Minor (15 credits):	
Physical Education 56, Introduction to Physical Education.....	3
Physical Education 100, Physical Education Activities for the Elementary School or Physical Education 123, Theory and Practice in Physical Education	3
①Health Education 119, Theory and Practice in Health.....	3
Physical Education Activities	5
Electives in physical education.....	1
	15
Minor (20 credits):	
Add Zoology 80, Physiology and Anatomy.....	5
	20

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
	15
Minor (20 credits):	
Add five hours of history electives.....	5
	20

Home Economics

Minor (15 credits):	
Home Economics 1, Introduction to Home Economics.....	1
Home Economics 2, General Nutrition	3
Home Economics 10, Clothing Selection	2
Home Economics 52, Food Preparation	3
Home Economics 105, Household Management	3
Home Economics 110, Family Relations	3
	15
Minor (20 credits):	
Add: Home Economics 122, Nutrition Activities in Elementary School.....	1
Electives from Home Economics 20, 30, 40, 63, 115.....	4
	20

Industrial Arts

Minor (15 credits):	
②Industrial Arts 71, Woodworking.....	5
Electives in industrial arts.....	10
	15
Minor (20 credits):	
Add five hours of electives in industrial arts.....	5
	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 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.

MINORS FOR THE GENERAL CERTIFICATE—Continued**Library Science**

Minor (15 credits):	Credits
Library 50, Use of Library Resources.....	3
Library 101, Selection of Recreational and Instructional Materials.....	3
Library 102, Cataloging and Classification.....	4
Library 103, School Library Administration.....	3
English 119, Children's Literature or English 128, Secondary School Literature.....	2
	15
Minor (20 credits):	
Add: Education 139, Instructional Aids; Classroom Utilization.....	5
	20

Mathematics

Minor (15 credits):	
Mathematics 50, College Algebra	5
Mathematics 51, Trigonometry	5
Mathematics 52, Analytic Geometry and Calculus.....	5
	15
Minor (20 credits):	
Add five hours of electives in mathematics.....	5
	20

Music

Minor (15 credits):	
Music 1, Fundamentals of Music.....	5
Music 54a, Class Instruction—Piano	1
Music 103, Music Education for the Elementary School.....	3
Music 107, Choral and Instrumental Conducting.....	3
Music 113, Music History and Appreciation II.....	3
	15
Minor (20 credits):	
Add: Music 54b, Class Instruction—Voice.....	1
Music 55a, Class Instruction—Piano	1
Music 50, Elementary Harmony	3
	20

Physical Education

Minor (15 credits):	
Health Education 55, First Aid.....	2
Physical Education 56, Introduction to Physical Education.....	3
Physical Education 100, Physical Education Activities for the Elementary School or Physical Education 130, Theory and Practice in Phy. Ed.....	3
Physical Education 118, Theory and Practice in Rhythms.....	3
Physical Education Activities	4
	15
Minor (20 credits):	
Add: Physical Education 117 (for women), Methods in Sports, or Physical Education 121 (for men), Physical Education Methods.....	3
Electives in physical education.....	2
	20

MINORS FOR THE GENERAL CERTIFICATE—Continued**①Physical Science**

	<i>Credits</i>
Minor (15 credits):	
Chemistry 70	5
Physics: Select 10 credits from Physics 27, 28 and 29.....	10
	—
	15
Minor (20 credits):	
5 additional credits from chemistry, geology, mathematics, or physics.....	5
	—
	20

①Physics

Minor (15 credits):	
Physics 27, 28, 29.....	15
Minor (20 credits):	
Add five hours of electives in physics.....	5
	—
	20

Political Science

Minor (15 credits):	
Political Science 52, American Government.....	5
Electives in political science.....	10
	—
	15
Minor (20 credits):	
Add five hours of electives in political science.....	5
	—
	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 three subjects may be taken from any one area. The student is encouraged to select courses from each of several areas.

The areas are:

Education:

Education 103, Teaching Procedures in the Language Arts.....	3
Education 50, Manuscript Writing	1
Education 117, Teaching of Reading.....	3
Education 128, Teaching of Arithmetic.....	3

Art:

Art 65, School Mural	2
Art 104, Art Methods and Materials.....	2
Art 120, Crafts for Children.....	2
Art 129, Advanced Crafts for Children.....	2

Industrial Arts:

Industrial Art 70, Creative Crafts—Wood and Plastics.....	2
Industrial Art 74, Pottery	5
Industrial Art 80, Creative Crafts—Metal and Leather.....	2

① Students taking these minors are not required to take Physical Science 1.

MINORS FOR THE GENERAL CERTIFICATE—Continued**Professionalized Subjects—Continued**

Health, Physical Education, and Recreation:	Credits
Health Education 103, School Health.....	2
Physical Education 51, Theory and Practice in Rhythms.....	3
Physical Education 58, Camp Leadership	3
Physical Education 100, Physical Education Activities for the Elementary School	3
Home Economics:	
Home Economics 10, Clothing Selection	2
Home Economics 52, Food Preparation	3
Home Economics 63, Weaving	2
Home Economics 110, Family Relationships.....	3
Home Economics 115, Child Care in the Home.....	2
Home Economics 122, Nutrition Activities in the Elementary School.....	1
Home Economics 124, Home Economics Activities in the Elementary School	1
Language and Literature:	
English 119, Children's Literature	2
English 120, Storytelling, Poetry Reading, and Dramatization.....	2
English 128, Secondary School Literature.....	2
English 138, Methods of Teaching Composition and Grammar in Secondary School	2
Speech and Drama:	
Speech 110, Children's Drama	3
Speech 120, Teaching Speech in the Elementary School.....	2
Speech 128, Teaching Speech in the Secondary School.....	2
Library Science:	
Library Science 101, Selection of Recreational and Instructional Material.	3
Library Science 103, School Library Administration.....	3
Music:	
Music 54a, 55a, 56a, Piano Class Instruction.....	3
Music 103, Music Education for the Elementary School.....	3
Music 151, Music in the Classroom.....	3
Music 152, Song Literature for the Elementary Grades.....	2
Science:	
Science Education 133, Science Education in the Elementary School.....	2
Science Education 134, Science and Mathematics Methods—Secondary..	2
Science Education 139, Community Resource Materials for the Science Teacher	3
Social Science:	
Social Science 117, Methods and Materials in the Social Sciences—Elementary	2
Social Science 128, Methods and Materials in the Social Sciences—Secondary	2

MINORS FOR THE GENERAL CERTIFICATE—Continued**Recreation**

Minor (15 credits):	Credits
Physical Education 59, Introduction to Recreation.....	3
Physical Education 125, Activities and Program Planning.....	5
Physical Education 126, Public Relations in Health, Physical Education and Recreation	2
Physical Education Activities	5
	—
	15

Minor (20 credits):

Add: Physical Education 124, Organization and Administration of Recreation	5
	—
	20

Sociology

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

Minor (20 credits):

Add five hours of electives from sociology.....	5
	—
	20

Spanish

Minor (15 credits) for students who have had beginning Spanish in either high school or college:	Credits
Spanish 53, 54, 55, Advanced Spanish	9
Spanish 100, 101, 102, Survey of Spanish Literature.....	6
(Spanish 100, 101, 102 are offered alternate years. See Schedule of Classes.)	

Spanish (Alternative Minor)

Alternative minor (24 credits) for students who have not had beginning Spanish in either high school or college:

Spanish 50, 51, 52, First year Spanish.....	15
Spanish 53, 54, 55, Advanced Spanish	9
	—
	24

Speech and Drama

Minor (15 credits):	Credits
Speech 50, Voice and Articulation.....	2
Speech 54, Oral Reading	3
Electives in speech and drama.....	10
	—
	15

Minor (20 credits):

Add five hours of electives in Speech and Drama.....	5
	—
	20

① Zoology

Minor (15 credits):	Credits
Zoology 50, 51, Invertebrate Zoology	10
Zoology 52, Vertebrate Zoology	5
	—
	15
Minor (20 credits):	
Add five hours electives in zoology.....	5
	—
	20

① Students taking this minor are not required to take Biological Science 2.

THE GRADUATE STUDY PROGRAM

THE FIFTH YEAR OF STUDY FOR THE STANDARD GENERAL CERTIFICATE

The standard general certificate is secured after the completion of one year of fulltime teaching and by the completion of one year of graduate study. During the first year of teaching the beginning teacher has held the provisional general certificate and has been provided with supervisory services by the employing school district and the college. The initial year of service has revealed needs for the improvement of competencies on the part of the beginning teacher. These vary greatly with individual teachers. For this reason the fifth year program is a flexible one in general but should be carefully planned by the teacher and his advisers. This is a joint responsibility of the teacher, the school system and the college.

GENERAL REQUIREMENTS

1. The fifth year of study shall begin immediately following one year of teaching experience. It must be completed within four years.
2. A total of 45 quarter credits must be earned. Not more than 15 of these credits may be earned prior to one year of teaching experience.
3. Not more than 12 quarter credits of extension and/or correspondence courses may be counted.
4. One-half or more of the credits must be in upper division or graduate courses.
5. The student may choose the institution in which to complete his requirements for the standard general certificate.
 - A. If the student chooses a Washington institution, that one will be responsible for developing with him a program appropriate for his needs and will be responsible for recommending him for the standard general certificate.
 - B. If the student selects an out of state institution for the fifth year of study he will consult and rely upon his pre-service institution for counseling and recommendation for the certificate. He must secure the approval of his program in advance of entering the out of state institution.
6. One semester or two quarters of the fifth year must be taken in residence in a single institution.
7. The fifth year of study at Central may be so organized as to include study for the Master of Education Degree for qualified students.

THE MASTER OF EDUCATION DEGREE PROGRAM

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.

ACCREDITATION

The Central Washington College of Education is accredited by the Northwest Association of Secondary and Higher Schools and the American Association of Colleges for Teacher Education.

ORGANIZATION

The Committee on Graduate Study is the policy-making or legislative body for graduate work, including the Master of Education and all other study beyond the bachelor's degree.

OBJECTIVES

The Central Washington College of Education is primarily interested in the preparation of teachers, school administrators and supervisors. In order to qualify for the degree the student should be able to demonstrate the ability (1) to recognize and define educational problems, (2) to organize and weigh evidence and (3) to formulate valid conclusions. As evidence of the accomplishment of these objectives the student should be able to show at graduation competence in an area of specialization related to teaching, administration or educational services, and in independent work. The latter requirement may be satisfied by the completion of a thesis or research paper.

GENERAL REQUIREMENTS

All graduate students admitted to candidacy after June 15, 1953, are subject to the following regulations. Students who have been admitted to candidacy prior to the above date may choose to continue under the provisions as stated in the 1952-53 catalog or they may elect to meet the requirements of the revised program.

ADMISSION TO GRADUATE STUDY

Admission to courses for graduate credit shall be restricted to

1. Students who hold an earned bachelor's degree from a teachers college, college, or university that is accredited by the appropriate regional accrediting agency.
2. Students who hold an 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 student has completed one quarter of acceptable graduate work.

3. Students who require for a bachelor's degree less than one quarter's work. 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 (15 credits).

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 including Education 200. 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 3.00 or higher. If the student completes a second quarter of study on a conditional basis the grade point average will be computed on the basis of the two quarters of graduate work only. The student's record including courses taken during his undergraduate and/or graduate programs must include 25 quarter credits in education and psychology (in addition to Psychology 1).
2. The candidate's professional experience and other experiences indicating his ability to pursue graduate study.
3. The candidate's general maturity and professional promise.
4. The candidate's ability to define his goal and plan a program of study.
5. The candidate's rating on a standardized test of general ability.

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 candidacy for the degree 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.

Under normal circumstances no graduate student may complete his work for the master's degree during the same quarter in which he becomes eligible for admission to candidacy.

DEGREE

The degree of Master of Education may be earned by fulfilling the requirements of either Plan 1 or Plan 2. In Plan 1 the student is required to present an acceptable thesis and in Plan 2 a satisfactory research paper.

CREDITS REQUIRED

The candidate must complete 45 quarter credits selected from courses in the 100 and 200 groups.

PLAN 1

The candidate may elect to complete a thesis under the direction of his adviser. This project must be approved by a committee of three of which his adviser is chairman. The other two members participate only upon the request of the chairman when special problems arise and at the time of the oral examinations. The committee alone decides upon the adequacy of the study. It is also responsible for conducting the oral examinations and reporting the results to the Director of Graduate Studies.

Those students whose work requires the acquisition of substantial research skills or those who intend to study for the doctorate should choose Plan 1.

The thesis must conform to the standards for typing theses set forth in a standard manual for thesis writing as approved by the Graduate Committee. Six credits may be earned by the satisfactory completion of the thesis. Three copies of the thesis must be deposited with the Director of Graduate Studies. After binding, one copy is filed with the Library, one with the Director of Graduate Studies, and one is delivered to the student.

A fee of \$4.00 per copy is charged to cover the cost of binding.

PLAN 2

Plan 2 provides that the student may choose to prepare a research paper in connection with one of his graduate classes (courses numbered in the 100 and 200 groups). This paper should deal with some phase of public education. This paper must be completed during the quarter in which the course is taken and filed with the Director of Graduate Studies at the end of the quarter.

FINAL EXAMINATIONS

After a thesis or research paper has been completed and filed in the office of the Director of Graduate Studies, and after the required courses or seminars have been completed, the candidate must complete oral and/or written examinations. The examinations cover the thesis, courses and seminars. An application for final examination approved by the committee, must be filed in the office of the Director of Graduate Studies at least two weeks in advance of the examination.

Final examinations are conducted by the candidate's committee and are open to the faculty. However, the 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 committee in the office of the Director of Graduate Studies. The final examination must be completed at least two weeks prior to Commencement in June and ten days before Commencement in August.

APPLICATION FOR DEGREE

Each candidate for the Master of Education degree is required to file an application. Application forms are available in the office of the Director of Graduate Studies.

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 college quarter of their graduate work at another institution.

TRANSFER OF CREDIT

A maximum of 15 quarter credits for approved courses may be transferred from other institutions. Transfers of such credit shall be made only upon presentation of a written request by the student. This transfer of credit does not reduce the residence requirements.

CORRESPONDENCE AND EXTENSION COURSES

No credit shall be given for courses taken by correspondence. No 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 graduation 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.

TIME LIMITATION ON GRADUATE CREDIT

Courses taken prior to June 16, 1947, shall not be counted as graduate credit.

SCHOLARSHIP

A cumulative grade point average of 3.00 is required for work offered for the degree.

ATTENDANCE AT COMMENCEMENT EXERCISES

Candidates for degrees are required to be present at the Commencement exercises unless excused by the Committee on Admissions, Matriculation and Graduation.

Exceptions are made of those students who are graduated at the end of the autumn and winter quarters, and the first term of the summer session. Such students may request that they be included in the ceremonies if they choose.

COUNSELING

Students registering for the first time in the graduate program will have their programs approved by the general graduate counselors. At the end of the first quarter of work and upon admission to candidacy a committee of three will be appointed for those students who propose to write theses. An adviser will be appointed for those who choose Plan 2.

RESPONSIBILITY OF STUDENTS

Graduate students are expected to know the requirements for the Master's degree. The office of the Director of Graduate Studies and faculty will try to aid in all possible ways but **the responsibility for any errors of enrollment or interpretation of the requirements remains with the student.**

PROGRAM FOR MASTER OF EDUCATION DEGREE

Courses Required in Plan 1 and Plan 2

Credits

Education 200, Introduction to Graduate Study.....	3
Education 201, Educational Foundations	3
Psychology 200, Human Growth and Development.....	3

If Plan 1 is chosen, six credits in Education 250 must be completed.

A student may elect to work in one of the fields of specialization listed below or he may choose another with the approval of his committee if a thesis is involved or with the approval of his advisor if Plan 2 is chosen.

The courses listed in the fields of specialization are suggested only. **These courses should constitute a minimum of 15 credits.** With the guidance of his advisor the student should work out the program best suited to his needs. Elective courses should be selected with the approval of his advisor.

Specialization

Administration and Supervision

Select five credits from the following courses:

Education 109, The Elementary School Principal.....	5
Education 143, Junior High School Administration.....	5
Education 170, The High School Principal.....	5
Education 173, Internship in School Administration.....	5-15
Education 203, Seminar in Educational Administration.....	5
Education 204, Educational Administration	5

Select ten credits from the following courses:		Credits
Education 110, School Supervision		5
Education 172, Group Leadership and Group Processes.....		3
Education 174, Federal, State, and County Education.....		3
Education 175, School Building Planning.....		5
Education 176, Public School Finance.....		5
Education 177, School and Community Relations.....		3
Education 206, Evaluation of the School Problem.....		3

Art Education

Courses to be selected on the basis of individual needs and interests after consultation with the advisor and the chairman of the Fine and Industrial Arts Division.

Audio-Visual and Instructional Aids

Education 139, Instructional Aids: Classroom Utilization.....	5
Education 140, Instructional Aids: Local Production.....	3
Education 151, Instructional Aids: Administration of the Program..	3

Select at least four credits from the following courses:

Education 109, The Elementary School Principal.....	5
Education 143, Junior High School Administration.....	5
Education 144, Radio and Television in the Classroom.....	2
Education 150, Instructional Aids Workshop.....	5
Education 153, Core Curriculum	5
Education 157, In-Service Programs for School Personnel.....	3
Education 172, Group Leadership and Group Processes.....	3
Education 175, School Building Planning.....	5
Education 176, Public School Finance.....	5
Education 215, Elementary and Secondary Curricula.....	5
Education 216, Principles and Techniques of Curriculum Making....	5
Education 217, Procedures and the Program of Curriculum Improve- ment	3
Art 107, Layout and Design.....	5
Art 111, Silkscreen Printing	3
Industrial Arts 103, Advanced Photography.....	3
Library Science 102, Cataloging and Classification.....	4
Library Science 103, School Library Administration.....	3

Business Education

Courses to be selected on the basis of individual needs and interests after consultation with the advisor and the chairman of the Social Sciences Division.

Curriculum Directors

Select fifteen credits from the following courses:

Education 153, Core Curriculum	5
Education 172, Group Leadership and Group Processes.....	3
Education 206, Evaluation of the School Program.....	3
Education 215, Elementary and Secondary School Curricula.....	5
Education 216, Principles and Techniques of Curriculum Making....	5
Education 217, Procedures and the Program of Curriculum Improve- ment	3
Education 220, Seminar in Curriculum.....	2
Sociology 120, The Community	2

Family Life Education

Take the following nine hours of course work:

Education 161, Methods in Family Life Education.....	3
Psychology 115, Youth and Marriage, or Home Economics 110, Family Relations.....	3
Psychology 103, Psychology of Adjustment.....	3

Credits

Select at least six hours from the following courses so as to produce a balanced undergraduate and graduate program:

Education 146, Introduction to Guidance.....	3
Education 148FL, Family Life Education Workshop.....	3
Education 180, Individual Study	1-6
Philosophy 131, Ethics.....	5
Psychology 108, Psychology of Adolescence and Guidance.....	3
Home Economics 191, Advanced Child Care.....	2
Home Economics 141, Family Economics.....	5
Biological Science 143, Genetics.....	3
Commercial Education 111, Consumer Education.....	3
Sociology 119, Social Problems	5
Sociology 121, Culture and Personality.....	3

Health, Physical Education and Recreation

Courses to be selected on the basis of individual needs and interests after consultation with the advisor and the chairman of the Health and Physical Education Division.

Home Economics

Home Economics 120, Advanced Nutrition	2
Home Economics 121, Tailoring	3
Home Economics 141, Family Economics	5
Home Economics 152, Advanced Food Preparation.....	2
Home Economics 181, Household Equipment	1
Home Economics 191, Advanced Child Care.....	2

Industrial Arts Education

Courses to be selected on the basis of individual needs and interests after consultation with the advisor and the chairman of the Fine and Industrial Arts Division.

Language Arts

Courses to be selected on the basis of individual needs and interests after consultation with the advisor and the chairman of the Language, Literature and Speech Division.

Master Teachers

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 117, 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 Education 133, Science Education in the Elementary School	3
Music 128, Music Education for the Elementary School.....	3
Music 151, Music in the Classroom.....	3
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

	<i>Credits</i>
English 128, Secondary School Literature.....	2
Education 206, Evaluation of the School Program.....	3
Social Science 128, Methods and Materials in the Social Sciences..	2
Social Science 200, Social Science Methods and Materials.....	2
2. Laboratory School Teachers:	
Improvement of Instruction:	
Education 117, Teaching of Reading.....	3
Education 207, Advanced Laboratory Experiences.....	3
Social Science 117, 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 Education 133, Science Education in the Elementary Schools	3
Music 128, Music Education for the Elementary School.....	3
Music 151, Music in the Classroom.....	3
Art 104, Art Methods and Materials.....	2
Physical Education	2
Home Economics	2
English 119, Children's Literature.....	2
English 128, Secondary School Literature.....	2
Speech 110, Children's Drama.....	2
Education 206, Evaluation of the School Program.....	3
Social Science 128, Methods and Materials in the Social Sciences.	2
Social Science 200, Social Science Methods and Materials.....	2
Music Education	
Music 120, Music History and Appreciation.....	3
Music 170, Harmonic Analysis	3
Music 200, Supervision of Public School Music.....	3
Music 201, Advanced Music Methods.....	3
Guided Electives	6
Personnel and Guidance	
Select fifteen credits from the following courses:	
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
Psychology 108, Psychology of Adolescence and Guidance.....	3
Psychology 107, Social Psychology	3
Psychology 106, Guidance and Personnel Procedures.....	3
Psychology 104, Tests and Measurements.....	3
Education 162, Mental Testing	3
Psychology 115, Youth and Marriage.....	3
① Remedial Education	
Education 116, Diagnostic Techniques and Measurements.....	3
Education 125, Remedial Reading	3
Speech 124, Speech Correction Clinic.....	5
Psychology 103, Psychology of Adjustment.....	5
① To meet the requirements for a certificate in Remedial Education set by the State Board of Education, the student must take these additional courses:	
Education 126, Remedial Arithmetic	2
Education 127, Sight Saving	2
Education 106h, Directed Teaching in Remedial Class.....	5
Industrial Arts 100, Arts and Crafts (Remedial).....	5

Science and Mathematics

Courses to be selected on the basis of individual needs and interests after consultation with the advisor and the chairman of the Science and Mathematics Division.

Social Science

Courses to be selected on the basis of individual needs and interests after consultation with the advisor and the chairman of the Social Sciences Division.

Teacher Librarians**Credits**

Library Science 101, Selection of Recreational and Instructional Materials	3
Library Science 102, Cataloging and Classification.....	4
Library Science 103, School Library Administration.....	3
Library Science 120, Historical Survey of Books and Libraries.....	2
Library Science 175, Research and Bibliography.....	2
Library Science 150, Library Service	2

Specialists in this field frequently will find it desirable to include Education 139, Instructional Aids: Classroom Utilization, as an elective.

Guided Electives

Electives should be planned carefully on the basis of the needs of the candidate.

Guided Electives15 or 21

Under Plan 1, 15 credits of guided electives and under Plan 2, 21 credits of guided electives are to be selected on the basis of the needs of the candidate.

Principals' Credentials

Principals' credentials are issued by the State Superintendent of Public Instruction. Applicants for elementary, junior and senior high school credentials must have two years of successful teaching experience in the appropriate level, and must have completed a minimum of 12 quarter hours of required courses **after** a minimum of one year of teaching.

Applicants for the Administrator's Credential under the general certificate program must have completed requirements for the Standard General Teaching Certificate before they are eligible to receive the credential.

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. The purpose of the arts and sciences program is to provide a broad and liberal education for effective citizenship. It also provides opportunity for the student to select a major in one of twenty fields of specialization, with a sufficient number of credit hours left for free electives.

REQUIREMENTS FOR GRADUATION

Students who enroll in the arts and sciences program will need to complete work in 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 to 60 credits in a major field; (3) Air ROTC (men), 12 credits; (4) 30 to 60 credits in minor fields. Two minors of not less than 15 nor more than 30 credits each; and (5) electives to be selected from fields other than the major and minors in sufficient quantity to equal 192 credits.

Admissions, advanced standing, student load and other regulations are described on pages 44 to 47. 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).

8. All male students not exempted for medical or other reason must complete the two-year Basic Air ROTC course.

9. Candidates for the Bachelor of Arts and Master of Education degrees are required to be present to receive their degrees at the Commencement exercises unless excused by the Committee on Admissions, Matriculation and Graduation.

Exceptions are made for those students who are graduated at the end of the autumn and winter quarters, and the first term of the summer session. Such students may request that they be included in the ceremonies if they choose.

If such students wish to participate in the Commencement exercises they should notify the Registrar's Office when making application for graduation.

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 SCIENCES PROGRAM

Bachelor of Arts Degree

	<i>Credits</i>
General Education Subjects (Required).....	70
Education and Psychology	
Psychology 1, General Psychology.....	5
Fine Arts, Literature and Music	
Art 1, Art Structure.....	2
English 20, Literary Backgrounds.....	5
①Music 1, Fundamentals of Music or 3, Introduction of Music..	5
Health	
Health Education 1, Health Essentials.....	3
Home Economics 2, General Nutrition.....	3
②Physical Education activities (6 quarters).....	6
Language	
③English 1, 2 and 3, English Composition.....	9
Speech 1, Fundamentals of Public Speaking.....	2
④Natural Science	
Physical Science 1, Survey of Physical Sciences or Biological Science 2, Survey of Biological Sciences.....	5
Laboratory Science	10
Social Science	
⑤History 21, The Growth of American Democracy.....	5
Sociology 20, Department of Social Institutions.....	5
Social Science Elective: economics, sociology, political science geography, history	5

① Music 1 is for music majors and minors. Music 3 is for all others in the Liberal Arts program. Non-majors and non-minors 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. Those showing a marked deficiency will be enrolled in English A.

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 (Physical Science 1 or Biological Science 2) shall be taken in the other field.

⑤ Students enrolling in the History major are not required to take History

	<i>Credits</i>
Major Field (45 to 60 credits). Credits in excess of 60 will not be counted as a part of the 192 required for graduation.....	45 to 60
Biology	Modern Languages
Chemistry	①Music
Economics	Physics
English	Political Science
Fine Arts	Pre-Medicine
Geography	Psychology
Health and Physical Education	Recreation and Physical Education
History	Social Science
Home Economics	Sociology
Industrial Arts	Speech and Drama
Mathematics	
Air ROTC (Men).....	12
Minor Field (30 to 60 credits). Two minors of not less than 15 or more than 30 credits each.....	30 to 60
Air Science and Tactics	Industrial Arts
Biology	Library Science
Botany	Mathematics
Chemistry	Music
Commercial Education	Philosophy
Economics	Physical Education
Education	Physical Science
English	Physics
Fine Arts	Political Science
French	Psychology
Geography	Recreation
Geology	Sociology
Health Education	Spanish
History	Speech and Drama
Home Economics	Zoology
Electives. To be selected from fields other than the major and minors in sufficient quantity which, when added to the credits earned in the above areas, will equal 192 credits.....	Variable
Total	192

① Students who have selected music as a major may take up to 20 additional hours in music and/or music activities as electives.

DETAILS OF MAJORS FOR THE ARTS AND SCIENCES PROGRAM

Biology

Major (45 to 60 credits):	Credits
Botany: 55 and 56; 57 or 5 credits botany elective.....	15
Zoology: 50 or 51; 52; 5 credits zoology elective.....	15
Electives from biology or paleontology to complete major.....	15 to 30
	45 to 60

Chemistry

Major (45 to 60 credits):	
① Chemistry 70, 71, General Chemistry.....	10
Chemistry 72, Qualitative Analysis.....	5
Chemistry 110, Quantitative Analysis.....	5
Chemistry 113, 114, Organic Chemistry.....	10
Chemistry 135, 136, 137, Physical Chemistry.....	15
Electives in chemistry to complete major.....	0 to 15
	45 to 60

Economics

Major (45 to 60 credits):	
Economics 68, Economics of Production.....	5
Economics 69, Economics of Distribution.....	5
Commercial Education 65, Principles of Accounting I.....	5
Economics 105, Money and Banking.....	5
Commercial Education 106, Business Statistics.....	5
Economics 110, Public Finance and Taxation.....	5
Economics 115, Economics of Labor.....	5
History 116, Economic History of the United States.....	5
Upper Division elective from economics, geography, history, sociology, or commercial education.....	5 to 20
	45 to 60

English

Major (45 to 60 credits):	
English 50, Language and Reading.....	2
English 51, Approach to Poetry.....	3
English 52, Advanced Composition.....	3
English Literature.....	10
American Literature.....	5
Electives to complete requirement.....	22 to 37
	45 to 60

Speech 105 may be counted as an elective in English.

① If elected in fulfillment of the General Education Requirement, choose ten hours of upper division chemistry courses instead.

MAJORS FOR THE ARTS AND SCIENCES—Continued**Fine Arts**

Major (45 to 60 credits):	Credits
Art 3, Introduction to Art.....	2
Art 50, Elementary Drawing	5
Art 51, Lettering	3
Art 52, Beginning Oil Painting.....	5
Art 53, Art History and Appreciation.....	3
Art 54, Modeling and Sculpturing.....	5
Art 55, Print Making	3
Art 56, Water Color	5
Art 100, Figure Construction and Composition.....	3
Art 101, Creative Design	5
Art 107, Layout and Design.....	5
Electives from fine and industrial arts, and Home Economics 63.....	1 to 16
	45 to 60

Geography

Major (45 to 60 credits):	
Geography 1, World Geography	5
Geography 50, Economic Geography	5
Geography 81, Physical Geography	5
Geography 83, Weather and Climate.....	5
Geography 110, Geography of North America.....	5
Geography 114, Conservation of Natural Resources.....	3
Geography 122, Geography of the Pacific Northwest.....	3
Electives in geography, other social sciences, and science.....	14 to 29
	45 to 60

Health and Physical Education

Since most students majoring in physical education must find employment in the public schools they are required to complete the training for certification under the general certificate program. See the description of such majors in the section on the General Certificate Program.

History

Major (45 to 60 credits):	
①History 50, History of the United States I.....	5
①History 51, History of the United States II.....	5
History 61, Ancient and Medieval History.....	5
History 62, Modern European History.....	5
Political Science 52, American Government.....	5
Electives from upper division history courses.....	20 to 35
	45 to 60

① 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.

MAJORS FOR THE ARTS AND SCIENCES—Continued**Home Economics**

Major (45 to 60 credits):		Credits
Home Economics 1,	Introduction to Home Economics.....	1
Home Economics 10,	Clothing Selection	2
Home Economics 20,	Clothing Construction	3
Home Economics 30,	Textiles	5
Home Economics 40,	Home Furnishing	5
Home Economics 52,	Food Preparation	3
Home Economics 105,	Household Management	3
Home Economics 110,	Family Relations	3
Home Economics 115,	Child Care in the Home.....	2
Home Economics 141,	Family Economics	5
Home Economics 151,	Meal Planning and Service.....	5
Home Economics 180,	Housing	2
Elective in home economics.....		6 to 21
		<hr/> 45 to 60

Industrial Arts

Major (45 to 60 credits):		
Industrial Arts 70,	Creative Crafts	5
Industrial Arts 71,	Woodworking	5
Industrial Arts 73,	Photography	3
Industrial Arts 74,	Pottery	5
Industrial Arts 83,	General Metals	5
Industrial Arts 85,	Sheet Metalwork and Elementary Electricity.....	5
Industrial Arts 113,	Advanced Furniture Construction.....	5
Art 101,	Creative Design.....	5
Electives from fine or industrial arts.....		7 to 22
		<hr/> 45 to 60

Mathematics

Major (45 to 60 credits):		
Mathematics 50,	College Algebra	5
Mathematics 51,	Trigonometry	5
Mathematics 52,	Analytic Geometry and Calculus.....	5
Mathematics 101, 102, 103,	Calculus	15
Mathematics 105, 106,	Differential Equations	10
Elective in mathematics.....		5 to 20
		<hr/> 45 to 60

Modern Languages**French**

French 50, 51, 52,	First Year French.....	15
French 53, 54, 55,	Advanced French	9
French 100, 101, 102,	Survey of French Literature.....	6
		<hr/> 30

Spanish

Spanish 50, 51, 52,	First Year Spanish.....	15
Spanish 53, 54, 55,	Advanced Spanish	9
Spanish 100, 101, 102,	Survey of Spanish Literature.....	6
		<hr/> 30

MAJORS FOR THE ARTS AND SCIENCES—Continued**Modern Languages—Continued**

French-Spanish	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
	<hr/> 33

①Music

Major (45 to 60 credits):

Music 1, Fundamentals of Music.....	5
Music 20, Ear Training and Sight Singing.....	2
Music 50, 64, 111, Harmony	9
Music 116, 117, 118, Counterpoint	9
Music 104, Form Analysis	3
Music 112, 113, 120, Music History and Appreciation.....	9
Music 107, Elementary Conducting	3
Electives in music.....	5 to 20
	<hr/> 40 to 60

Physics

Major (45 to 60 credits):

Physics 5, Physics Problems	3
Physics 77, 78, 79, General and Engineering Physics.....	15
Physics 117, Electricity, Magnetism and Radiations.....	5
Physics 118, Optics	5
Physics 119, Mechanics and Wave-motions.....	5
Electives (at least 5 hours from Upper Division physics courses or from mathematics courses numbered above 103).....	12 to 27
	<hr/> 40 to 60

②Pre-Medicine

Major (55 credits):

Zoology 50, 51, Invertebrate Zoology	10
Zoology 52, Vertebrate Zoology	5
Zoology 142, General Vertebrate Embryology.....	5
Chemistry 70, 71, General Chemistry.....	10
Chemistry 72, Qualitative Analysis	5
Chemistry 110, Quantitative Analysis	5
Chemistry 113, 114, Organic Chemistry.....	10
Mathematics	5
	<hr/> 55

① Music 1 is for music majors and minors. Music 3 is for all others in the Liberal Arts program. Non-majors and non-minors may take Music 1 if, upon test, they possess the requisite ability.

② A physics minor should ordinarily be taken with this major. See also the pre-medical courses listed in the pre-professional section.

MAJORS FOR THE ARTS AND SCIENCES—Continued**Political Science**

Major (45 to 60 credits):	Credits
Political Science 52, American Government	5
Political Science 54, Comparative Government	5
Political Science 100, International Relations	5
Political Science 107, Contemporary American Political Parties.....	5
Electives in political science.....	10
Electives in economics, history or sociology.....	15 to 30

Psychology

This major allows students to prepare for the following fields: training for research in psychology and/or college teaching, graduate training leading to employment in business, personnel or industrial psychology, and graduate training in clinical psychology.

A. For students anticipating graduate training for research in psychology and/or college teaching:

Education 195, Educational and Psychological Statistics.....	4
Psychology 140, Experimental Methods in Psychology and Education	5
Psychology 160, Systematic Psychology	3
Mathematics 50, College Algebra.....	5
Electives to be selected from:.....	28
(a) Natural sciences, such as physics, chemistry, zoology, physiology	
(b) Social sciences, such as sociology, anthropology, economics, political science, history	
(c) Mathematics, statistics	
(d) Humanities, such as philosophy, education, psychology, language, literature, art, music, drama	

—
45

B. For students anticipating employment in business, personnel or industrial psychology:

Education 195, Educational and Psychological Statistics.....	4
Psychology 140, Experimental Methods in Psychology and Education.	5
Mathematics 50, College Algebra.....	5
Education 146, Introduction to Guidance.....	3
Electives to be selected from:.....	28
(a) Psychology, economics, mathematics, physics, sociology, political science, commercial education	

—
45

C. For students anticipating entry into the graduate program in clinical psychology:

Psychology 3, Child Development	5
Psychology 105, Introduction to Child Clinical Psychology.....	3
Psychology 111, Abnormal Psychology	3
Education 195, Educational and Psychological Statistics.....	4
Psychology 140, Experimental Methods in Psychology and Education	5

MAJORS FOR THE ARTS AND SCIENCES—Continued**Psychology—Continued**

	<i>Credits</i>
Psychology 160, Systematic Psychology	3
Electives to be selected from:.....	28
(a) Natural sciences, such as physics, chemistry, zoology, physiology	
(b) Social sciences, such as sociology, anthropology, economics, political science, history	
(c) Mathematics, statistics	
(d) Humanities, such as philosophy, education, psychology, language, literature, art, music, drama	
	51

Students majoring in psychology for the Arts and Science degree should acquaint themselves with the requirements for the Psychology major in the Teacher-Education Program so that in the event they decide to transfer to the latter, this transfer can more readily be accomplished without penalty.

Recreation

Those desiring to complete a major in Recreation should complete the basic requirements for teaching training at the junior or senior high school level as specified on pages 54 to 57. In addition they complete the major in Recreation as follows:

Physical Education 59, Introduction to Recreation.....	3
Physical Education 124, Organization and Administration of Recreation...	5
Physical Education 125, Program Planning in Recreation.....	5
Physical Education 126, Public Relations in Recreation.....	2
Education 106r, Field Work in Recreation.....	5
Electives from physical education, education, music, art, industrial art and drama	25 to 40
	45 to 60

Sociology

Major (45 credits):

Sociology 20, Development of Social Institutions.....	5
Sociology 50, Anthropology	5
Sociology 51, Principles of Sociology.....	5
Psychology 107, Social Psychology	3
Psychology 115, Youth and Marriage.....	3
Social Science 128, Methods and Materials in the Social Sciences—Secondary or Social Science 117, Methods and Materials in the Social Sciences—Elementary	2
Electives from sociology, economics, history, or political science.....	22
	45

MAJORS FOR THE ARTS AND SCIENCES—Continued**Social Science**

Major (45 to 60 credits):	Credits
① Sociology 50, Anthropology or Sociology 51, Principles of Sociology.....	5
① Economics 70, Principles of Economics.....	5
① Political Science 52, American Government.....	5
Sociology 111, Contemporary Social Thought or Sociology 119, Social Problems	5
History 116, Economic History of the United States.....	5
Political Science 100, International Relations.....	5
Electives chosen from commercial education, economics, geography, history or sociology.....	15 to 30
	<hr/> 45 to 60

Speech and Drama

Major (45 to 60 credits):	
Speech 50, Voice and Articulation.....	2
Speech 54, Oral Interpretation	3
Speech 130, Problems in Speech and Drama.....	2
Electives in speech and drama.....	38 to 53
	<hr/> 45 to 60

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

① 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.

DETAILS OF MINORS FOR THE ARTS AND SCIENCES PROGRAM

Air Science and Tactics

Minor (15 to 30 credits):

All students who have completed the basic courses in their freshman and sophomore years of Air Science and Tactics and who complete one year or more of advanced R. O. T. C. will have earned a minor in Air Science and Tactics.

Biology

Minor (15 to 30 credits):

	Credits
Botany 55	5
Geology: 5 credits from 44, 46, 164, 165.....	5
Zoology 50, 51, or 52.....	5
Electives in biology to complete minor.....	0 to 15

15 to 30

Botany

Minor (15 to 30 credits):

Botany 55 or 56.....	5
Electives in botany to complete minor.....	10 to 25

15 to 30

Chemistry

Minor (15 to 30 credits):

Chemistry 70, 71	10
Chemistry 72, Qualitative Analysis	5
Electives in chemistry to complete minor.....	0 to 15

15 to 30

Commercial Education

Minor (15 to 30 credits):

Secretarial Science 51, 52, and 53, or 52, 53, and 54, Typewriting.....	6
Commercial Education 65, Principles of Accounting I.....	5
Electives in commercial education or secretarial science to complete minor	4 to 19

15 to 30

Economics

Minor (15 to 30 credits):

Economics 70, Principles of Economics.....	5
Electives in economics to complete minor.....	10 to 25

15 to 30

Education

Minor (15 to 30 credits):

Psychology 3, Child Development.....	5
Elective chosen with advisor to complete minor.....	10 to 25

15 to 30

English

Minor (15 to 30 credits):

English 51, Approach to Poetry.....	3
Electives in English to complete minor.....	12 to 27

15 to 30

MINORS FOR THE ARTS AND SCIENCES—Continued**Fine Arts**

Minor (15 to 30 credits):	Credits
Courses to be selected from the fine arts offerings exclusive of the general requirements for graduation.....	15 to 30
	<hr/> 15 to 30

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
	<hr/> 15
Alternative minor (24 credits) For students who have not had beginning French in either high school or college:	
French 50, 51, 52, First Year French.....	15
French 53, 54, 55, Advanced French	9
	<hr/> 24

Geography

Minor (15 to 30 credits):	
Geography 1, World Geography	5
Geography 50, Economic Geography	5
Electives in geography to complete minor.....	5 to 20
	<hr/> 15 to 30

Geology

Minor (15 to 30 credits):	
Geology 45, Earth Science or 46, Introduction to Fossils.....	5
Electives in geology to complete minor.....	10 to 25
	<hr/> 15 to 30

Health Education

Minor (15 to 30 credits):	
Health Education 1, Health Essentials	3
Zoology 90, Human Physiology or Biological Science 92, Bacteriology.....	5
Health Education 119, Theory and Practice in Health.....	3
Health Education 103, School Health	2
Health Education 55, First Aid	2
Electives in health education to complete minor.....	0 to 15
	<hr/> 15 to 30

History

Minor (15 to 30 credits):	
History 50 and 51, History of the United States I, II.....	10
Electives in history (including at least one in European history) to complete minor	5 to 20
	<hr/> 15 to 30

MINORS FOR THE ARTS AND SCIENCES—Continued**Home Economics**

Minor (15 to 30 credits):	Credits
Select 5 hours from the following:.....	5
Home Economics 21, General Nutrition (Laboratory), 2 credits	
Home Economics 52, Food Preparation, 3 credits	
Home Economics 120, Advanced Nutrition, 2 credits	
Home Economics 152, Advanced Food Preparation, 2 credits	
Select 5 hours from the following:.....	5
Home Economics 10, Clothing Selection, 2 credits	
Home Economics 20, Clothing Construction, 3 credits	
Home Economics 30, Textiles, 5 credits	
Home Economics 40, Home Furnishing, 5 credits	
Home Economics 63, Weaving, 2 credits	
Select 5 hours from the following:.....	5
Home Economics 105, Household Management, 3 credits	
Home Economics 110, Family Relations, 3 credits	
Home Economics 115, Child Care, 2 credits	
Electives in home economics to complete minor.....	0 to 15
	<hr/> 15 to 30

Industrial Arts

Minor (15 to 30 credits):	
Courses to be selected from the industrial arts and crafts, offerings to the extent of	15 to 30
	<hr/> 15 to 30

Library Science

Minor (15 to 30 credits):	
Library 50, Use of Library Resources.....	3
Library 101, Selection of Recreational and Instructional Materials.....	3
Library 102, Cataloging and Classification.....	4
Library 103, School Library Administration.....	3
English 119, Children's Literature or	
English 128, Secondary School Literature.....	2
Electives in library science to complete minor.....	0 to 15
	<hr/> 15 to 30

Mathematics

Minor (15 to 30 credits):	
Mathematics 50, College Algebra	5
Mathematics 51, Trigonometry	5
Mathematics 52, Analytic Geometry and Calculus.....	5
Electives in mathematics to complete minor.....	0 to 15
	<hr/> 15 to 30

Music

Minor (15 to 30 credits):	
Music 1, Fundamentals of Music.....	5
Music 54a, Class Instruction—Piano	1
Music 107, Choral and Instrumental Conducting.....	3
Music 112, Music History and Appreciation to 1800.....	3
Music 113, Music History and Appreciation from 1800.....	3
Electives in music to complete minor.....	0 to 15
	<hr/> 15 to 30

MINORS FOR THE ARTS AND SCIENCES—Continued**Philosophy**

Minor (15 to 23 credits):		<i>Credits</i>
Philosophy 129, Introduction to Philosophy.....	5	
Electives to complete the minor from Philosophy 130, 131, 132 or Education 112	10 to 18	
		<hr/> 15 to 23

Physical Education

Minor (15 to 30 credits):		
Physical Education 55, First Aid	2	
Physical Education 56, Introduction to Physical Education.....	3	
Physical Education 100, Physical Education Activities for the Elementary School	3	
Physical Education 130, Physical Education Methods for Secondary Schools	3	
Physical Education Activities	4	
Electives in physical education to complete minor.....	0 to 15	
		<hr/> 15 to 30

Physical Science

Minor (15 to 30 credits):		
Chemistry 70, General Chemistry	5	
Physics 27, 28, or 29, Elementary Physics.....	5	
Electives in physical science to complete minor.....	5 to 15	
		<hr/> 15 to 30

Physics

Minor (15 to 30 credits):		<i>Credits</i>
Physics 27, 28 and 29, Elementary Physics.....	15	
Electives in physics to complete minor.....	0 to 15	
		<hr/> 15 to 30

Political Science

Minor (15 to 30 credits):		
Political Science 52, American Government.....	5	
Electives in political science to complete minor.....	10 to 25	
		<hr/> 15 to 30

Psychology

Minor (15 to 30 credits):		
Psychology 107, Social Psychology.....	3	
Electives chosen with advisor to complete minor.....	12 to 27	
		<hr/> 15 to 30

Recreation

Minor (15 to 30 credits):		
Physical Education 59, Introduction to Recreation.....	3	
Physical Education 125, Activities and Program Planning.....	5	
Physical Education 126, Public Relations in Recreation.....	2	
Physical Education Activities	5	
Electives in physical education to complete minor.....	0 to 15	
		<hr/> 15 to 30

MINORS FOR THE ARTS AND SCIENCES—Continued**Sociology**

Minor (15 to 30 credits):	<i>Credits</i>
Sociology 20, Development of Social Institutions.....	5
Electives in sociology to complete minor.....	10 to 25
	<hr/> 15 to 30

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
	<hr/> 15
Alternative minor (24 credits) For students who have not had beginning Spanish in either high school or college:	
Spanish 50, 51, 52, First Year Spanish	15
Spanish 53, 54, 55, Advanced Spanish	9
	<hr/> 24

Speech and Drama

Minor (15 to 30 credits):	
Speech 50, Voice and Articulation.....	2
Speech 54, Oral Reading	3
Electives in speech to complete minor.....	10 to 25
	<hr/> 15 to 30

Zoology

Minor (15 to 30 credits):	
Zoology 50 or 51, Invertebrate Zoology.....	5
Electives in zoology to complete minor.....	10 to 25
	<hr/> 15 to 30

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.

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

	<i>Credits</i>
Botany 55	5
Zoology 50, Invertebrate Zoology.....	5
Chemistry 70, General Chemistry.....	5
Physical Education Activity.....	1
	16

Winter

English 1, English Composition.....	3
Mathematics 50 or 51.....	5
Chemistry 71, General Chemistry.....	5
Elective	2
Physical Education Activity.....	1
	16

Spring

English 2, English Composition.....	3
Economics 70, Principles of Economics.....	5
Chemistry 72, Qualitative Analysis.....	5
Elective	2
Physical Education Activity.....	1
	16

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	Credits
English 1, English Composition.....	3
Mathematics 50, College Algebra.....	5
Physics 27, Elementary Physics or Physics 77, General and Engineering Physics.....	5
Elective	2
Physical Education Activity.....	1
	<hr/> 16
Winter	
English 2, English Composition.....	3
Sociology 51, Principles of Sociology.....	5
Mathematics 51, Trigonometry.....	5
Health Education 1, Health Essentials.....	3
Physical Education Activity.....	1
	<hr/> 17
Spring	
English 3, English Composition.....	3
Economics 70, Principles of Economics.....	5
Mathematics 52, Analytic Geometry and Calculus.....	5
Elective	2
Physical Education Activity.....	1
	<hr/> 16

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

Autumn	
English 1, English Composition.....	3
Chemistry 70, General Chemistry.....	5
Zoology 50, Invertebrate Zoology.....	5
Elective	2
Physical Education Activity.....	1
	<hr/> 16
Winter	
English 2, English Composition.....	3
Chemistry 71, General Chemistry.....	5
Zoology 51, Invertebrate Zoology.....	5
Elective	2
Physical Education Activity.....	1
	<hr/> 16

Spring**Credits**

English 3, English Composition.....	3
Chemistry 72, Qualitative Analysis.....	5
Zoology 52, Vertebrate Zoology.....	5
Elective	2
Physical Education Activity.....	1
	—

16

SECOND YEAR**Autumn**

Chemistry 110, Quantitative Analysis	5
Chemistry 113, Organic Chemistry	5
Elective	5
Physical Education Activity.....	1
	—

16

Winter

Chemistry 114, Organic Chemistry.....	5
Elective	10
Physical Education Activity.....	1
	—

16

Spring

Elective	15
Physical Education Activity.....	1
	—

16

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.

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**

English 1, English Composition	3
Economics 68, Economics of Production.....	5
Commercial Education 61, Business Law.....	3
Health Education 1, Health Essentials.....	3
Elective	2
Physical Education Activity.....	1
	—

17

Winter		Credits
English 2, English Composition.....	3	
Economics 69, Economics of Distribution.....	5	
Commercial Education 62, Business Law.....	3	
Sociology 51, Principles of Sociology.....	5	
Physical Education Activity.....	1	
		<hr/>
		17

Spring		
English 3, English Composition.....	3	
Speech 1, Fundamentals of Public Speaking.....	2	
Commercial Education 63, Business Law.....	3	
History 21, The Growth of American Democracy.....	5	
Elective	2	
Physical Education Activity.....	1	
		<hr/>
		16

SECOND YEAR

Autumn		
Geography 50, Economic Geography.....	5	
Elective from mathematics, science or language.....	5	
Elective in social science.....	5	
Physical Education Activity.....	1	
		<hr/>
		16

Winter		
Commercial Education 65, Principles of Accounting I.....	5	
Elective in social science.....	5	
Elective from mathematics, science or language.....	5	
Physical Education Activity.....	1	
		<hr/>
		16

Spring		
Commercial Education 105, Principles of Accounting II.....	5	
Commercial Education 106, Business Statistics.....	5	
Elective in social science.....	5	
Physical Education Activity.....	1	
		<hr/>
		16

COMMERCIAL ART

This is a suggested schedule 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		
English 1, English Composition.....	3	
Art 50, Elementary Drawing	5	
Art 51, Lettering	3	
Physical Education Activity.....	1	
Art 74, Pottery	3	
Air Science	2	
		<hr/>
		17

Winter**Credits**

English 2, English Composition.....	3
Art 117, Advanced Lettering	2
Art 1, Art Structure	2
Art 3, Introduction to Art.....	2
Art 101, Creative Design	5
Physical Education Activity.....	1
Air Science	2

17

Spring

Art 107, Layout and Design.....	5
Art 52, Beginning Painting	5
Art 100, Figure Construction and Composition.....	3
Physical Education Activity.....	1
Air Science	2

16

SECOND YEAR**Autumn**

Art 53, Art History and Appreciation.....	3
Art 56, Water Color	5
Art 126, Interior Design	3
Physical Education Activity.....	1
Art 111, Silk Screen Printing.....	3
Air Science	2
Elective	1

18

Winter

Art 55, Print Making	3
Art 121, Fashion Illustration	3
Art 54, Modeling and Sculpturing.....	5
Physical Education Activity.....	1
Art 150, Unit Course	3
Air Science	2

17

Spring

Art 109, Advanced Layout and Design.....	5
Art 118, Production Techniques in Advertising Art.....	5
Art 112, Advanced Figure Construction and Composition.....	3
Physical Education Activity.....	1
Air Science	2
Elective	1

17

PRE-CONSERVATORY

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

FIRST YEAR

Autumn		Credits
Music 1	5	
①Music 76a	1½-3	
①Music 76b, 76c, 76d, 76e, 76f.....	1½-3	
②Elective	5	
Physical Education Activity.....	1	
		<hr/>
		15½
Winter		
Music 50	3	
Music 20	3	
①Music 77a	1½-3	
①Music 77b, 77c, 77d, 77e, 77f.....	1½-3	
Physical Education Activity.....	1	
②Elective	5	
		<hr/>
		16½
Spring		
Music 64	3	
①Music 78a	1½-3	
①Music 78b, 78c, 78d, 78e, 78f.....	1½-3	
Psychology 1	5	
Physical Education Activity.....	1	
②Elective	3	
		<hr/>
		16½

SECOND YEAR

Autumn		
Music 111	3	
Music 104	3	
①Music 100a	1½-3	
①Music 100b, 100c, 100d, 100e, 100f.....	1½-3	
Physical Education Activity.....	1	
②Elective	5	
		<hr/>
		16½
Winter		
Music 112	3	
Music 116	3	
①Music 101a	1½-3	
①Music 101b, 101c, 101d, 101e, 101f.....	1½-3	
Physical Education Activity.....	1	
②Elective	5	
		<hr/>
		16½

Spring

Music 113	3
Music 106	3
①Music 102a	1½-3
①Music 102b, 102c, 102d, 102e, 102f.....	1½-3
Physical Education Activity.....	1
②Elective	5
	<hr/>
	16½

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**

Mathematics	5
Chemistry 70, General Chemistry.....	5
Zoology 50, Invertebrate Zoology.....	5
Physical Education Activity.....	1
	<hr/>
	16

Winter

English 1, English Composition.....	3
Chemistry 71, General Chemistry.....	5
Zoology 51, Invertebrate Zoology.....	5
Health Education 1, Health Essentials.....	3
Physical Education Activity.....	1
	<hr/>
	17

Spring

English 2, English Composition.....	3
Chemistry 72, Qualitative Analysis.....	5
Zoology 52, Vertebrate Zoology.....	5
Elective	2
Physical Education Activity.....	1
	<hr/>
	16

① A student must choose a major and minor applied subject. If his major is piano, he will choose his minor from (b) voice, (c) string, (d) woodwind, (e) brass, or (f) organ. If his major is other than piano, he must choose piano as his minor. In his major subject, the student will receive two half-hour lessons per week and his credit will be three credit hours. The minor subject will receive one half-hour lesson per week and 1½ credit hours. Fees: \$20.00 per quarter (ten lessons) for voice and all instruments except organ, which is \$25.00 per quarter (ten lessons).

② Electives may be chosen from the following courses:

English 1, 2, 3	Music 120	History 21	French 51
Music 107	Science 2	French 50	Psychology 3
Science 1	Geography 1	Home Ec 2	Art 3
Library Sci 50	Health Ed 1	Speech 50	French 52
English 20	Speech 1	Sociology 20	

SECOND YEAR

Autumn		Credits
Physics 27, Elementary Physics.....	5	5
Chemistry 113, Organic Chemistry.....	5	5
English 3, English Composition.....	3	3
Electives from the humanities and social science.....	2	2
Physical Education Activity.....	1	1
		<hr/> 16
Winter		
Physics 28, Elementary Physics.....	5	5
Chemistry 114, Organic Chemistry.....	5	5
Elective	5	5
Physical Education Activity.....	1	1
		<hr/> 16
Spring		
Physics 29, Elementary Physics.....	5	5
Elective from the humanities or social science.....	10	10
Physical Education Activity.....	1	1
		<hr/> 16

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		
English 1, English Composition.....	5	5
Zoology 50, Invertebrate Zoology.....	5	5
Chemistry 70, General Chemistry.....	5	5
Physical Education Activity.....	1	1
		<hr/> 16
Winter		
English 2, English Composition.....	3	3
Zoology 51, Invertebrate Zoology.....	5	5
Chemistry 71, General Chemistry.....	5	5
Speech 1, Fundamentals of Speech.....	2	2
Physical Education Activity.....	1	1
		<hr/> 16
Spring		
Psychology 1, General Psychology.....	5	5
Zoology 52, Vertebrate Zoology.....	5	5
Chemistry 72, Qualitative Analysis.....	5	5
Physical Education Activity.....	1	1
		<hr/> 16

SECOND YEAR

Autumn	Credits
Chemistry 113, Organic Chemistry.....	5
Sociology 20, Development of Social Institutions or Sociology 50, Anthropology.....	5
English 3, English Composition.....	3
Elective	2
Physical Education Activity.....	1
	<hr/>
	16

Winter

Chemistry 114, Organic Chemistry.....	5
Health Education 1, Health Essentials.....	3
Electives	7
Physical Education Activity.....	1
	<hr/>
	16

Spring

Biological Science 92, Bacteriology.....	5
English 52, Advanced Composition.....	3
Speech 50, Voice and Articulation.....	2
Electives	5
Physical Education Activity.....	1
	<hr/>
	16

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**

Mathematics 50, College Algebra.....	5
English 1, English Composition.....	3
Chemistry 70, General Chemistry.....	5
Industrial Arts 111, Engineering Drawing.....	3
Physical Education Activity.....	1
	<hr/>
	17

Winter

Mathematics 51, Trigonometry.....	5
Physics 5, Physics Problems.....	3
Chemistry 71, General Chemistry.....	5
Industrial Arts 111, Engineering Drawing.....	3
Physical Education Activity.....	1
	<hr/>
	17

Spring

Mathematics 52, Analytic Geometry and Calculus.....	5
English 2, English Composition.....	3
Chemistry 72, Qualitative Analysis.....	5
Physical Science 20, Elementary Surveying.....	3
Physical Education Activity.....	1
	<hr/>
	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**

Mathematics 51, Trigonometry.....	5
Chemistry 70, General Chemistry.....	5
Botany 55	5
Physical Education Activity.....	1
	<hr/>
	16

Winter

English 1, English Composition.....	3
Chemistry 71, General Chemistry.....	5
Botany 56	5
Elective	2
Physical Education Activity.....	1
	<hr/>
	16

Spring

English 2, English Composition.....	3
Industrial Arts 79, Mechanical Drawing.....	3
Botany 57, Plant Taxonomy.....	5
Botany 63, Dendrology.....	5
Physical Education Activity.....	1
	<hr/>
	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 prerequisites 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**

	<i>Credits</i>
English 1, English Composition.....	3
Physical Science 1, Survey of Physical Sciences.....	5
Health Education 1, Health Essentials.....	3
English 60, Journalism.....	2
Elective	2
Physical Education Activity.....	1
	16

Winter

English 2, English Composition.....	3
Sociology 51, Principles of Sociology.....	5
History 62, Modern European History.....	5
English 65, Newswriting.....	2
Physical Education Activity.....	1
	16

Spring

Political Science 52, American Government.....	5
Psychology 1, General Psychology.....	5
Speech 1, Fundamentals of Speech.....	2
English 67, Editing.....	2
English 61, Practical Journalism.....	1
	16

SECOND YEAR**Autumn**

Economics 68, Economics of Production.....	5
English 3, English Composition.....	3
①Geography 1, World Geography.....	5
②Elective	2
Physical Education Activity.....	1
	16

① Students planning to specialize in advertising should take Art 50 rather than Geography 1.

② 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.

Winter		Credits
Speech 70, Advanced Public Speaking.....	3	
English 20, Literary Backgrounds.....	5	
① Elective	7	
Physical Education Activity.....	1	
		<hr/>
		16
Spring		
History 21, The Growth of American Democracy.....	5	
Electives from English 102, 107, 110 and 111.....	6	
Elective	4	
Physical Education Activity.....	1	
		<hr/>
		16

PRE-PROFESSIONAL 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 teacher training program with a major 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

English 1, English Composition.....	3
Health Education 1, Health Essentials.....	3
Home Economics 30, Textiles.....	5
Music 3, Introduction to Music.....	5
Physical Education Activity.....	1

Winter

Home Economics 1, Introduction to Home Economics.....	1
English 2, English Composition.....	3
Art 1, Art Structure.....	2
Chemistry 70, General Chemistry.....	5
Home Economics 10, Clothing Selection.....	2
Home Economics 20, Clothing Construction.....	3
Physical Education Activity.....	1

Spring

English 3, English Composition.....	3
Chemistry 71, General Chemistry.....	5
Sociology 51, Principles of Sociology.....	5
Home Economics 52, Food Preparation.....	3
Physical Education Activity.....	1

17

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.

SECOND YEAR

Autumn

Credits

Home Economics 2, General Nutrition.....	3
Zoology 80, Physiology and Anatomy.....	5
Home Economics 40, Home Furnishing.....	5
Home Economics 110, Family Relations.....	3
Physical Education Activity.....	1
	<hr/>
	17

Winter

Psychology 1, General Psychology.....	5
Home Economics 171, Advanced Clothing Construction.....	4
Home Economics 152, Advanced Food Preparation.....	2
English 20, Literary Backgrounds.....	5
Physical Education Activity.....	1
	<hr/>
	17

Spring

Biological Science 92, Bacteriology.....	5
Economics 70, Principles of Economics.....	5
Home Economics 151, Meal Planning and Service.....	5
Physical Education Activity.....	1
	<hr/>
	16

PRE-LAW

The pre-law program at this college is either a three- or four-year course. The three-year program is for students who plan to enter a law school after three years of pre-law college work. Such students must maintain a 2.5 or higher grade point average during the three-year pre-law program. If a student is admitted to a law school at the conclusion of his third year of pre-law, he may request that his first year of law education be counted toward the Bachelor of Arts degree in the Arts and Sciences at the Central Washington College of Education. Such students will need to make arrangements with the registrar at Central by the end of their third year of pre-law. If this plan is followed, the student will need to complete during his three years pre-law program the general education requirements, major, and one minor for the Bachelor of Arts degree in the Arts and Sciences. The requirement for a second minor will be waived upon the successful completion of one year of work in a law school. If a student following this plan does not complete the first year of law school and receive the Bachelor of Arts degree from Central within five years from the completion of the three-year pre-law program, the degree program is subject to review by the Committee on Graduation. The student should include, if possible, the pre-law courses listed below in his three years of work at Central.

The four-year program is for students who plan to take a Bachelor of Arts degree at the Central Washington College of Education and then enter a law school without any further pre-law work. Normally such students will be able to complete the Bachelor of Law

degree after three years of study in a law school (seven years of college). It is suggested that students following the four-year plan complete the pre-law courses listed below.

FIRST YEAR

Autumn	Credits
English 1, English Composition.....	3
History 50, History of the United States I.....	5
Economics 68, Economics of Production.....	5
Air Science	2
Physical Education	1
	<hr/>
	16

Winter	
English 2, English Composition.....	3
History 51, History of United States II.....	5
Economics 69, Economics of Distribution.....	5
Air Science	2
Physical Education	1
	<hr/>
	16

Spring	
English 3, English Composition.....	3
Political Science 52, American Government.....	5
Psychology 1, General Psychology.....	5
Air Science	2
Physical Education	1
	<hr/>
	16

SECOND YEAR

Autumn	
Philosophy 129, Introduction to Philosophy.....	5
Political Science 54, Comparative Government.....	5
English 20, Literary Backgrounds.....	5
Air Science	2
Physical Education	1
	<hr/>
	18

Winter	
Sociology 20, Development of Social Institutions.....	5
Philosophy 131, Ethics.....	5
Art 1, Art Structure.....	2
Speech 1, Fundamentals of Public Speaking.....	2
Air Science	2
Physical Education	1
	<hr/>
	17

Spring**Credits**

History 133, Modern English History.....	5
Political Science 55, Introduction to Public Law.....	5
Geography 1, World Geography.....	5
Air Science	2
Physical Education	1
	<hr/>
	18

THIRD YEAR**Autumn**

Commercial Education 65, Principles of Accounting I.....	5
Health Education 1, Health Essentials.....	3
Laboratory Science	5
①Elective	5
	<hr/>
	18

Winter

Commercial Education 105, Principles of Accounting II.....	5
Laboratory Science	5
①Elective	8
	<hr/>
	18

Spring

Physical Science 1, Survey of Physical Sciences or Biological Science 2	
Survey of Biological Sciences.....	5
Music 1, Fundamentals of Music or Music 3, Introduction of Music.....	5
Home Economics 2, General Nutrition.....	3
①Elective	5
	<hr/>
	18

FOURTH YEAR

Electives, including the completion of a second minor.

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
 Education 139, Instructional Aids: Classroom Utilization
 Any course offered in Library Administration

① Electives must be used for completing major and minor.

PRE-MEDICINE

The pre-medical program may be either three or four years in length. Most medical schools prefer students to have four years of training. If a student completes the four-year program at Central he will receive the Bachelor of Arts Degree with a major in science or pre-medicine. If he is admitted to medical school at the conclusion of his third year of pre-medicine he may request that his first year of medical education be counted toward the Bachelor of Arts Degree with a major in science or pre-medicine at Central. Such students will need to make arrangements with the Registrar at Central at the beginning of their first year of medical school. Students following this combined pre-medicine and Bachelor of Arts degree program must complete the first year of medical school and receive the Bachelor's degree from Central within five years from the completion of the three-year pre-medicine program or the degree program is subject to review by the Committee on Graduation.

FIRST YEAR

Autumn		Credits
Mathematics		5
Chemistry 70, General Chemistry		5
①English 1, English Composition		3
Air Science		2
①Physical Education Activity		1
		<hr/>
		16
Winter		
①Sociology 20, Development of Social Institutions		5
Chemistry 71, General Chemistry		5
①English 2, English Composition		3
Air Science		2
①Physical Education Activity		1
		<hr/>
		16
Spring		
①Psychology 1, General Psychology		5
Chemistry 72, Qualitative Analysis		5
①English 3, English Composition		3
①Art 1, Art Structure		2
Air Science		2
①Physical Education Activity		1
		<hr/>
		18

SECOND YEAR

Autumn		
Zoology 50, Invertebrate Zoology		5
Chemistry 113, Organic Chemistry		5
①History 21, The Growth of American Democracy		5
Air Science		2
①Physical Education Activity		1
		<hr/>
		18

① Indicates requirement for Arts and Sciences program.

Winter**Credits**

Zoology 51, Invertebrate Zoology.....	5
Chemistry 114, Organic Chemistry.....	5
①Music 3, Introduction to Music.....	5
Air Science	2
①Physical Education Activity.....	1
	18

Spring

Zoology 52, Vertebrate Zoology.....	5
①English 20, Literary Backgrounds.....	5
①Health Education 1, Health Essentials.....	3
Air Science	2
①Physical Education Activity.....	1
	16

THIRD YEAR**Autumn**

Physics 27, Elementary Physics.....	5
Zoology 142, General Vertebrate Embryology.....	5
②Electives	5
	15

Winter

Physics 28, Elementary Physics.....	5
Zoology 140, Comparative Anatomy of Chordates.....	5
①Home Economics 2, General Nutrition.....	3
①Speech 1, Fundamentals of Public Speaking.....	2
	15

Spring

Physics 29, Elementary Physics.....	5
Zoology 141, Comparative Anatomy of Chordates.....	5
②Electives	5
	15

FOURTH YEAR**Autumn**

Chemistry 110, Quantitative Analysis.....	5
Biological Science 128, Microtechnique.....	3
②Electives	8
	16

Winter

Zoology 145, Parasitology.....	3
②Electives	13
	16

① Indicates requirement for Arts and Sciences program.

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.

Spring		Credits
①Economics 70, Principles of Economics.....	5	5
Chemistry 152, Biological Chemistry.....	5	5
②Electives	5	5
		<hr/>
		15

MEDICAL TECHNOLOGY

The course in medical technology is designed to train young men and women as technicians in the laboratories of hospitals and clinics, and in research laboratories. This program consists of three years of training in sciences and general education, followed by practical work under supervision in laboratories. The completion of this program leads to the degree of Bachelor of Science. The first two years of this program may be taken at Central Washington College of Education.

FIRST YEAR

Autumn		
Mathematics	5	5
Zoology 50, Invertebrate Zoology.....	5	5
Chemistry 70, General Chemistry.....	5	5
Physical Education Activity.....	1	1
		<hr/>
		16

Winter

English 1, English Composition.....	3	3
Zoology 51, Invertebrate Zoology.....	5	5
Chemistry 71, General Chemistry.....	5	5
Physical Education Activity.....	1	1
Elective	2	2
		<hr/>
		16

Spring

English 2, English Composition.....	3	3
Zoology 52, Vertebrate Zoology.....	5	5
Chemistry 72, Qualitative Analysis.....	5	5
Health Education 1, Health Essentials.....	3	3
Physical Education Activity.....	1	1
		<hr/>
		17

① Indicates requirement for Arts and Sciences program.

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.

SECOND YEAR

Autumn

	Credits
Chemistry 110, Quantitative Analysis.....	5
Chemistry 113, Organic Chemistry.....	5
Biological Science 128, Microtechnique.....	3
Speech 1, Fundamentals of Public Speaking.....	2
Physical Education Activity.....	1
	—
	16

Winter

Psychology 1, General Psychology.....	5
Chemistry 114, Organic Chemistry.....	5
Sociology 20, Development of Social Institutions.....	5
Physical Education Activity.....	1
	—
	16

Spring

Biological Science 92, Bacteriology.....	5
Zoology 145, Parasitology.....	3
English 3, English Composition.....	3
Elective (social science, fine arts, literature, etc.).....	5
Physical Education Activity.....	1
	—
	17

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

Autumn

Physics 27, Elementary Physics.....	5
English 1, English Composition.....	3
Mathematics 50, College Algebra.....	5
Physical Education Activity.....	1
	—
	16

Winter

Geography 110, Geography of North America.....	5
Mathematics 51, Trigonometry.....	5
Physics 28, Elementary Physics.....	5
Physical Education Activity.....	1
	—
	16

Spring

English 2, English Composition.....	3
Mathematics 52, Analytical Geometry and Calculus.....	5
Physics 29, Elementary Physics.....	5
Elective	2
Physical Education Activity.....	1
	—
	16

SECOND YEAR

Autumn

Credits

Mathematics 101, Calculus.....	5
Geography 1, World Geography.....	5
English 3, English Composition.....	3
Elective	2
Physical Education Activity.....	1
	<hr/>
	16

Winter

Mathematics 102, Calculus.....	5
Geography 118, Geography of Asia.....	3
Geography 123, Geography of the Soviet Union.....	2
Elective	5
Physical Education Activity.....	1
	<hr/>
	16

Spring

Mathematics 103, Calculus.....	5
Geography 83, Weather and Climate.....	5
Elective	5
Physical Education Activity.....	1
	<hr/>
	16

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

Autumn

English 1, English Composition.....	3
Chemistry 70, General Chemistry.....	5
Home Economics 2, General Nutrition.....	3
Home Economics 21, Nutrition.....	2
Elective	2
Physical Education Activity.....	1
	<hr/>
	16

Winter

English 2, English Composition.....	3
Chemistry 71, General Chemistry.....	5
Health Education 1, Health Essentials.....	3
Home Economics 52, Food Preparation.....	3
Physical Education Activity.....	1
	<hr/>
	16

Spring

	Credits
Chemistry 72, Qualitative Analysis.....	5
English 3, English Composition.....	3
①Elective	7
Physical Education Activity.....	1
	<hr/>
	16

SECOND YEAR**Autumn**

Chemistry 113, Organic Chemistry.....	5
Speech 1, Fundamentals of Public Speaking.....	2
①Elective	8
Physical Education Activity.....	1
	<hr/>
	16

Winter

Chemistry 114, Organic Chemistry.....	5
Home Economics 152, Advanced Foods.....	2
Psychology 1, General Psychology.....	5
①Elective	3
Physical Education Activity.....	1
	<hr/>
	16

Spring

Sociology 51, Principles of Sociology.....	5
Biological Science 92, Bacteriology.....	5
①Elective	5
Physical Education Activity.....	1
	<hr/>
	16

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.

① 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.

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

	<i>Credits</i>
English 1, English Composition.....	3
Zoology 50, Invertebrate Zoology.....	5
Art 1, Art Structure.....	3
Speech 1, Fundamentals of Public Speaking.....	2
Elective	2
Physical Education Activity.....	1
	—
	16

Winter

English 2, English Composition.....	3
Zoology 51, Invertebrate Zoology.....	5
Speech 70, Advanced Public Speaking.....	3
Art 50, Elementary Drawing.....	5
Physical Education Activity.....	1
	—
	17

Spring

Psychology 1, General Psychology.....	5
Industrial Arts 70, Creative Crafts—Wood and Plastics, and Industrial Arts 80, Creative Crafts—Metal and Leather.....	5
English 3, English Composition.....	3
Elective	2
Physical Education Activity.....	1
	—
	17

SECOND YEAR

Autumn

Zoology 90, Human Physiology.....	5
Physics 27, Elementary Physics.....	5
Psychology 3, Child Development.....	5
Physical Education Activity.....	1
	—
	16

Winter

Zoology 80, Physiology and Anatomy.....	5
Physics 28, Elementary Physics.....	5
Sociology 51, Principles of Sociology.....	5
Physical Education Activity.....	1
	—
	16

Spring

	<i>Credits</i>
Industrial Arts 71, Woodworking.....	5
Home Economics 63, Weaving.....	2
Health Education 1, Health Essentials.....	3
Industrial Arts 74, Pottery.....	5
Physical Education Activity.....	1
	—
	16

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**

English 1, English Composition.....	3
Botany 55	5
Chemistry 70, General Chemistry.....	5
Elective	2
Physical Education Activity.....	1
	—
	16

Winter

English 2, English Composition.....	3
①Mathematics 50	5
Chemistry 71, General Chemistry.....	5
Elective in the social sciences or humanities.....	2
Physical Education Activity.....	1
	—
	16

Spring

English 3, English Composition.....	3
Psychology 1, General Psychology.....	5
Chemistry 72, Qualitative Analysis.....	5
②Health Education 1, Health Essentials.....	3
Physical Education Activity.....	1
	—
	17

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.

PRE-PHYSICAL THERAPY

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

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

FIRST YEAR

Autumn	Credits
English 1, English Composition.....	3
Zoology 50, Invertebrate Zoology.....	5
Chemistry 70, General Chemistry.....	5
Elective	2
Physical Education Activity.....	1
	<hr/>
	16
Winter	
English 2, English Composition.....	3
Zoology 51, Invertebrate Zoology.....	5
Chemistry 71, General Chemistry.....	5
Elective	2
Physical Education Activity.....	1
	<hr/>
	16
Spring	
Zoology 52, Vertebrate Zoology.....	5
Psychology 1, General Psychology.....	5
English 3, English Composition.....	3
Elective	2
Physical Education Activity.....	1
	<hr/>
	16

SECOND YEAR

Autumn	
Health Education 1, Health Essentials.....	3
Speech 1, Fundamentals of Public Speaking.....	2
Psychology 3, Child Development.....	5
Physics 27, Elementary Physics.....	5
Physical Education Activity.....	1
	<hr/>
	16
Winter	
Health Education 106, Physiology of Exercise.....	3
Health Education 55, First Aid.....	2
Zoology 80, Physiology and Anatomy.....	5
Physics 28, Elementary Physics.....	5
Physical Education Activity.....	1
	<hr/>
	16

Spring**Credits**

Health Education 101, Kinesiology.....	3
Psychology 102, Educational Psychology and Measurement.....	4
Zoology 93, Human Anatomy.....	5
Psychology 111, Abnormal Psychology.....	3
Physical Education Activity.....	1

16

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 a 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.....	3
Zoology 50, Invertebrate Zoology.....	5
Psychology, General Psychology.....	5
Elective	2
Physical Education Activity.....	1

16

Winter

English 2, English Composition.....	3
Zoology 51, Invertebrate Zoology.....	5
Sociology 51, Principles of Sociology.....	5
Elective	2
Physical Education Activity.....	1

16

Spring

Zoology 52, Vertebrate Zoology.....	5
Political Science 52, American Government.....	5
English 3, English Composition.....	3
Elective	2
Physical Education Activity.....	1

16

SECOND YEAR

Autumn

Credits

Sociology 50, Anthropology.....	5
English 20, Literary Backgrounds.....	5
Philosophy 129, Introduction to Philosophy.....	5
Elective	3
Physical Education Activity.....	1
	<hr/> 19

Winter

Psychology 3, Child Development.....	5
Home Economics 2, General Nutrition.....	3
Home Economics 105, Home Management.....	3
Speech or history.....	3
Physical Education Activity.....	1
	<hr/> 15

Spring

Economics 70, Principles of Economics.....	5
Psychology 102, Educational Psychology and Measurement.....	4
Home Economics 110, Family Relations.....	3
English 52, Advanced Composition or Health Education 107, Home Care of the Sick or history.....	3
Physical Education Activity.....	1
	<hr/> 16

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

English 1, English Composition.....	3
Chemistry 70, General Chemistry.....	5
Zoology 50, Invertebrate Zoology.....	5
Elective	2
Physical Education Activity.....	1
	<hr/> 16

Winter

English 2, English Composition.....	3
Chemistry 71, General Chemistry.....	5
Zoology 51, Invertebrate Zoology.....	5
Elective in social science or humanities.....	2
Physical Education Activity.....	1
	<hr/> 16

Spring

English 3, English Composition.....	3
Chemistry 72, Qualitative Analysis.....	5
Zoology 52, Vertebrate Zoology.....	5
Elective in social science or humanities.....	2
Physical Education Activity.....	1
	<hr/> 16

SECRETARIAL SCIENCE

A complete course of study for students who wish to prepare for clerical, stenographic, and secretarial positions is offered in either a one-year or a two-year program. The one-year program is available to those students who may not find it possible to remain for two years or who wish a refresher course. The two year program is recommended for those who wish to combine the development of employable skills with the acquisition of a general education which should be a part of the background of a college-trained secretary.

*One-Year Program***Autumn**

	<i>Credits</i>
English 1, English Composition.....	3
① Secretarial Science 56 or 57, Shorthand.....	5
② Secretarial Science 51 or 52, Typing.....	2
③ Commercial Education 64, Accounting for Secretaries, or Commercial Education 65, Principles of Accounting, or Commercial Education 3, Business Arithmetic.....	5
Physical Education Activity.....	1
	—
	16

Winter

English 2, English Composition.....	3
Secretarial Science 57 or 58, Shorthand.....	5
Secretarial Science 52 or 53, Typing.....	2
Secretarial Science 60, Secretarial Practice and Secretarial Science 4, Office Machines, or Commercial Education 105, Principles of Accounting.....	5
Physical Education Activity.....	1
	—
	16

Spring

Secretarial Science 58 or 59, Shorthand.....	5
Secretarial Science 53 or 54, Typing	2
Secretarial Science 64, Business Correspondence.....	3
Secretarial Science 125, Advanced Secretarial Practice.....	3
Secretarial Science 120, Practical Classroom Duplicating Techniques, or Secretarial Science 5, Vocational Proficiency in Office Machines.....	2
Physical Education Activity.....	1
	—
	16

① Students who have had shorthand in high school should take Secretarial Science 57.

② Students who have had typing in high school should take Secretarial Science 52.

③ Students who take Commercial Education 3 in the autumn should also take Secretarial Science 4 in the same quarter.

Two-Year Program

FIRST YEAR

Autumn		Credits
English 1, English Composition.....	3	
Commercial Education 3, Business Arithmetic.....	3	
① Commercial Education 64, Accounting for Secretaries.....	5	
② Secretarial Science 51 or 52, Typing.....	2	
Physical Education Activity.....	1	
Elective	2	
		16
Winter		
English 2, English Composition.....	3	
Secretarial Science 52 or 53, Typing.....	2	
Geography 50, Economic Geography.....	5	
Sociology 20, Development of Social Institutions, or History 21, Growth of American Democracy.....	5	
Physical Education Activity.....	1	
		16
Spring		
Secretarial Science 64, Business Correspondence.....	3	
Psychology 1, General Psychology.....	5	
Economics 70, Principles of Economics.....	5	
Secretarial Science 53 or 54, Typing.....	2	
Physical Education Activity.....	1	
		16

SECOND YEAR

Autumn		
② Secretarial Science 56 or 57, Shorthand.....	5	
Secretarial Science 4, Office Machines.....	3	
Commercial Education 61, Business Law.....	3	
Speech 1, Fundamentals of Public Speaking.....	2	
Elective	3	
Physical Education Activity.....	1	
		17
Winter		
Secretarial Science 57 or 58, Shorthand.....	5	
Secretarial Science 60, Secretarial Practice.....	3	
Commercial Education 62, Business Law.....	3	
Elective	5	
Physical Education Activity.....	1	
		17

① Students who wish to develop a competency in accounting should take Commercial Education 65 and 105, Principles of Accounting I and II, instead of Commercial Education 64.

② Students who have had typing in high school should take Secretarial Science 52.

③ Students who have had shorthand in high school should take Secretarial Science 57.

Spring	Credits
Secretarial Science 58 or 59, Shorthand.....	5
Secretarial Science 125, Advanced Secretarial Practice.....	3
Secretarial Science 120, Practical Classroom Duplicating Techniques.....	2
Commercial Education 63, Business Law, or Secretarial Science 5, Vocational Proficiency in Office Machines.....	3
Elective	3
Physical Education Activity.....	1

17

It is recommended that electives be chosen from the fields of economics, home economics, music, art, English and literature, or science.

Part VIII

DESCRIPTION OF COURSES

DIVISION OF

EDUCATION, PHILOSOPHY, AND PSYCHOLOGY

Professional Program as Related to the General Certificate

Students pursuing the Bachelor of Arts degree in Education under the General Certificate are expected to complete professional courses in Child Development, Introduction to Teaching, Curriculum and Methods, Directed Teaching, Elementary Education, Secondary Education, School Law, and Educational Psychology.

Throughout the initial four years of preparation and again during the fifth year following the first year of teaching experience, emphasis will be stressed upon the understanding of the learning process as related to child growth and development. Opportunities to perceive this growth and development process are provided through regular course work, demonstration work, observation and by participating with children in their normal activities, both in and out of school. Playground activities, recreational programs, scouting work, Y.W.C.A. and Y.M.C.A. work, out-of-door education, and such other activities in which boys and girls generally engage, are included.

Professional Laboratory Experiences

Students will be given an understanding of the educative process in its entirety from the kindergarten through the high school. Professional laboratory experiences are provided at all levels. Students desiring to teach at some particular level will have the opportunity of studying the Curriculum and its Methods at that level. Students preferring to teach at the primary level will enroll in Education 105—Curriculum and Methods (Primary); those desiring to teach at the intermediate level will enroll in Education 105—Curriculum and Methods (Intermediate); and those at the junior and senior high level will enroll in Education 105—Curriculum and Methods (Junior and Senior High).

The directed teaching is to be completed on an all-day basis for one quarter's duration. Occasionally students may receive permission to complete their student-teaching in two half-day sessions during two subsequent quarters. Only rarely is this permission granted. Sixteen hours of directed teaching are required. Not more than twenty-one may be used for graduation purposes. If a student desires to take more than twenty-one hours of directed teaching, he or she must petition the Admission, Matriculation, and Graduation Committee. Students are held responsible for meeting all grade require-

ments and all prerequisites. See catalog for prerequisites for directed teaching. All applications for student teaching must be made through the office of the Chairman of the Division of Education and Psychology. Assignments will be made by the Student Teaching Committee with reference to the student's needs, abilities, and interests. Most of the assignments for directed teaching will be in the public schools. Students who are completing their student-teaching in public schools will be given special consideration concerning dormitory reservations and fee reductions. The College Elementary School, in addition to handling some students in directed teaching, will serve in the function of demonstration teaching, observation of pupils, and student participation with regular classroom situations. By necessity some demonstration teaching, observation, and participation will be done in the public schools.

Students at the completion of their four-year program will be awarded a Provisional General Certificate. After one year of teaching experience and a fifth year of training, they will receive the Standard General Certificate.

DEPARTMENTAL COURSES

Education

50. Cursive and Manuscript Writing. A course for prospective teachers to develop legible writing. Attention is given to the psychological bases of writing with suggestions for teaching in the elementary schools. One unit of the course gives the fundamentals of simple manuscript writing and uses in the primary, intermediate, and upper grades. One credit.

100. Introduction to Teaching. The purpose of this course is to serve as a transition from the course **Child Development** to **Directed Teaching**. The student is given a thorough understanding of the learning process as encountered by pupils in learning situations. The student is also acquainted with the learning environment in the present-day schools, including the organized and unorganized agencies in this environment; the community as a learning environment; equipment needed for school environment; the library and its functions; the classroom; the teacher; and the student in relation to this environment. The contents of this course are taught through unit observation and participation bases. At least one week is allowed to observe pupils in learning situations and one week is allowed for participation in classroom situations. This observation and participation with pupils includes all levels of the education program. One week is allowed for working with instructional materials and equipment. Students are expected to learn how to use the film projector, opaque projector, film-strip projector, slide-projector, and other instructional materials and equipment in the learning environment. Students must receive an approval slip that this requirement has been met from the

Director of Audio-Visual Education. 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 teachers, 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. Three credits.

104. Directed Teaching. Students enrolled in the teacher-education program are required to complete sixteen hours of student-teaching. These sixteen hours must be completed in Education 104 and Education 106, or all in Education 106. Normally, student-teaching is to be completed on an all-day basis during one quarter. In such cases, students should enroll in Education 106 for the full sixteen hours. In some instances, students may receive permission to complete their student-teaching in two assignments on half-day basis. In such cases, the students should enroll in Education 104 for eight hours, and the subsequent eight hours in Education 106. Most of the assignments in student-teaching will be made in public schools off-campus; students live in the community where they are doing their teaching. Students will be required, in addition to classroom teaching, to participate with the curricular and extra-curricular activities of the schools; to participate in community activities in the nature of out-door education, recreational programs, scouting, and other such activities; to participate with P.T.A. groups, teachers' meetings, and other professional groups. The experiences gained in student-teaching parallel the philosophy of the General Certificate, and at the same time attain a high degree of competency in teaching. Students should arrange to complete Education 105—**Curriculum and Methods** prior to **Directed Teaching**. Prerequisite, Education 105. Eight credits.

105. Curriculum and Methods. (Primary-Intermediate-Junior and Senior High) Students are to select the Curriculum and Methods which parallel the level at which they contemplate teaching. If students prefer to teach at the primary level, they should enroll in Education 105—**Curriculum and Methods** (Primary); if they plan to teach at the intermediate level, they should enroll in Education 105—**Curriculum and Methods** (Intermediate); and if they plan to teach at the junior or senior high level, they should enroll in Education 105—**Curriculum and Methods** (Junior and Senior High). Each level of this course deals specifically with Curriculum and Methods at the levels indicated. The problems encountered by beginning teachers

are such that students have a real need to become fully acquainted with teaching procedures at the levels in which they will teach. The greater emphasis is upon methods. Students must reserve two days a week in addition to the daily meetings for observation purposes of children in learning situations. Prerequisite, Education 100. Five credits.

106. Directed Teaching. This course allows those students who have completed eight hours of student-teaching in Education 104 to complete the remaining eight hours of the basic requirements. If because of some previous catalog requirement, students are confronted with a situation in which they do not need eight hours of student-teaching to complete the sixteen hours, they should enroll in Education 106y for the completion of their student-teaching requirement. Those students doing student-teaching on an all-day basis for sixteen hours of credit for one quarter should enroll in Education 106. Most of the assignments in student-teaching will be made in public schools off-campus; students live in the community where they are doing their teaching. Students will be required, in addition to classroom teaching, to participate with the curricular and extra-curricular activities of the schools; to participate in community activities in the nature of out-door education, recreational programs, scouting, and other such activities; to participate with P.T.A. groups, teachers' meetings and other professional groups. Students doing student-teaching in Yakima or Vancouver should not expect to be released from their student-teaching experiences in those schools to participate in extra-curricular activities on the campus. The experiences gained in student-teaching parallel the philosophy of the General Certificate and at the same time attain a high degree of competency in teaching. Students should arrange to complete Education 105—**Curriculum and Methods** prior to **Directed Teaching**. Students enrolling in Outdoor Education and September experiences must enroll in Education 106y. These credits must be above and beyond the sixteen-hour requirement. Prerequisite, Education 104 or 105. 8 or 16 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 or 106. Five credits.

106r. Field Work in Community Recreation. This course requires the student to participate in a community recreation program and is for those students 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 the course is to afford an opportunity for students to pursue additional credit beyond the regular requirement. It also provides for credit differentials in making student-teaching assignments other than the normal load. Stu-

dents enrolling in Outdoor Education and September experiences should enroll in this course. The Outdoor Education and the September experience credits must be above and beyond the required sixteen hours of student teaching for the Bachelor of Arts degree. Permission must be obtained from the Chairman, Division of Education and Psychology to enroll in this course. A maximum of twenty-one hours of student-teaching credits is allowed for graduation. If, in some cases, a student has inadvertently obtained more than twenty-one hours of student teaching credits, he or she must petition the Admission, Matriculation and Graduation Committee for acceptance of this credit. Credits arranged one to eight. The amount of credit to be earned by the student shall be entered upon the class card at the beginning of the quarter.

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. One credit.

108. Activities in the Secondary Schools. A study of the organization, purpose, philosophy and objectives of the secondary school activities. Such activities as hobby clubs, athletics, chorus, drama, assemblies, newspaper, and others will be carefully considered so the classroom teacher may understand and assist in these type programs. 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 designed to assist the student in understanding the philosophies which have influenced the development of the public school system. It identifies these philosophies with educational movements. Three credits.

116. Diagnostic Techniques and Special 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. Three credits.

118. Nursery School, Kindergarten, and Junior Primary Procedures. This course is designed to give guidance in teaching procedures with young children. It includes a study of desirable equipment, materials, and curriculum for Nursery School, Kindergarten, and Junior Primary. Prerequisite, Education 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. This course is designed primarily for experienced teachers. Students will spend part of the course work in observance of demonstration teaching in the College Elementary School. This course is recommended for those experienced teachers who need to fulfill student-teaching requirements during the summer. The student is held responsible for individual investigation and research involved with the problems observed. Prerequisite, teaching experience or junior standing. Five credits.

121. Unit Course in Teaching. This course is open to experienced teachers in lieu of part of the requirements for student teaching. The students must be capable of making an analysis of various teaching problems. This course may be used to fulfill part of the requirements for student-teaching during the summer. The course consists of a number of teaching units related to the needs of the students enrolled. Prerequisite, teaching experience or junior standing. Five credits.

122. Seminar in Education. This course is designed to discuss problems of common interest to the group enrolled. The students will work out individual problems and report orally and in writing. Three credits.

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

rience 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. Three credits.

132. The Modern Reading Program, Primary or Intermediate. If students prefer work at the primary level they should enroll in Education 132—The Modern Reading Program—Primary, two and one-half credits.

If students prefer work at the intermediate level they should enroll in Education 132—The Modern Reading Program—Intermediate, two and one-half credits. Offered in summer only.

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. Instructional Aids: Classroom Utilization. This basic course deals with the important role of instructional aids in school programs, especially in the classroom. Students become acquainted with a wide variety of instructional materials, equipment, and special techniques for selection, procurement, presentation, and evaluation. Opportunity is given for practice in planning the integration of materials in units of instruction, appraising materials, consulting sources, operating projectors, recorders, and other classroom equipment, using materials in class situations, and evaluating the effectiveness of the use of materials in instruction. Prerequisite, Education 100. Five credits.

140. Instructional Aids: Local Production. The student deals with the problems of and develops techniques for local production of instructional aids of several types including slides, filmstrips, flat pictures, charts, graphs, maps, models, mock ups, bulletin boards, motion

pictures, etc. Opportunity is given for actual construction of instructional aids that can be used by the student in his teaching situation. Education 139 is recommended but not necessary as a prerequisite. Three 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 pertinent 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 Television in the Classroom. This course is designed to assist students in the study of radio and television as a part of the school program. A part of the time is devoted to the background of radio and television in American education and to research in this field. Most of the time is used in investigating such problems as "Broadcasts for School Use," "How Teachers Use Radio and Television," "Student Broadcasts," "Program Discrimination," and "Contributions of Out-of-School Radio and Television to Education," and in becoming familiar with the nature and use of radio and television 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. Three credits.

147. Reading Problems in the Secondary 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 instructions both in the remedial and the developmental reading program. Three credits.

148. Workshop in Education. 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 education. Three to six credits. The amount of

credit to be earned by the student shall be entered upon the class card at the beginning of the quarter.

150. Instructional Aids Workshop. Each student works on problems related to instructional aids which are of particular importance to him, with opportunity to define and work out specific projects in one or more of the general areas of classroom utilization, school production, and administration. Prerequisite, Education 139. Five credits.

151. Instructional Aids: Administration of the Program. The student studies basic features and requirements of a particular school or school system, and under guidance, suggests an adequate instructional aids program for the situation. Techniques of surveying, planning, providing equipment and materials, and directing an instructional aid program are studied. Prerequisites, Education 139 and 150. Three credits.

153. Core Curriculum. This course is designed to assist the classroom teacher and administrator in developing an understanding of the essential characteristics and major contributions of the core curriculum. Special attention will be given to planning, organizing, conducting, and evaluating core programs. The step-by-step process of changing from a traditional to a core curriculum will be developed. Three credits.

156. Intercultural and Intergroup Education. This course is designed to deal with Intergroup Relations concerning race, nationality, minority groups, income groups, urban and rural groups, and with methods of teaching and measuring Intergroup Relations. Three credits.

157. In-Service Programs for School Personnel. Current practices, problems, principles, and procedures in in-service education programs for public school personnel. Designed for principals, directors, supervisors, superintendents, and for teachers with interest or responsibility for in-service education. Three credits.

158. Parent-Teacher Conferences. This course is planned to offer assistance and guidance in planning and organizing conferences between parents and teachers. Three credits.

159. Elementary Education. This course presents the elementary curriculum and methods not covered in Education 105 plus other programs related to elementary school teaching. Specifically, attention is given to Spelling, Handwriting, Special Elementary Subject Areas, Unit Teaching, and Pupil Evaluation and Reporting. Students will have an opportunity to observe classroom teaching and actually demonstrate teaching techniques in the class thus paralleling the philosophy of preparation for the General Certificate. Education 159 logically follows the first course in curriculum and methods (Ed. 105) and student-teaching (Ed. 106). It is recommended that students not enroll for this course until they have completed their student teaching requirements. Prerequisite, Ed. 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, various patterns of school organization, common learnings, special interest offerings, vocational education, extra class activities, and current problems and trends in secondary education. Attention is given to teacher training and certification patterns, codes of ethics for teachers, and professional organizations. Although the major emphasis is placed on secondary education, certain topics are studied as they relate to all school levels. This course is designed to parallel the philosophy of the General Certificate Program. 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.

162. Mental Testing: Individual Child. The acquisition of skill in diagnosing intelligence by the individual Binet procedure is the main emphasis in this course. Writing of clinical reports of testing and recommendations, along with uses of other individual tests of mental ability, is also studied. Recommended prerequisites, Education 195, and Psychology 104. Three credits.

163. Mental Testing: Individual Adolescent and Adult. The acquisition of skill in administering and interpreting results of the Wechsler-Bellevue Intelligence Scale is the main emphasis in this course. Writing of clinical reports of testing and recommendations, along with consideration of other individual tests of ability, is also studied. Recommended prerequisites, Education 195 and Psychology 104. 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.

171. Adult Education. The functions and possibilities of adult education in our society. The resources available to those who do educational work with adults in public schools and other community

agencies. The role of the public schools in facilitating cooperation among these agencies. Three credits.

172. Group Leadership and Group Processes. This course is designed to give an understanding of the role of group processes in improving human relations in group situations. Emphasis will be placed upon group leadership in inter-personal relations, climate making, role playing and group discussions. Three credits.

173. Internship in School Administration. Internships in administration of supervision may be provided for a few students who have had teaching experience. The intern will be assigned to assist a principal, a supervisor, a superintendent, or some other staff member in a school system. In addition to the experiences gained in a school situation, a program of studies will be planned by the intern, the appropriate member of the school staff, and the Chairman of the Education and Psychology Division. The Chairman of the Education and Psychology Division will maintain a close working relationship with the intern and other persons involved. The internship may be planned for a half-day's basis, or a full-day's basis for a quarter's duration. Five, ten, or fifteen credits. The amount of credit shall be determined at the beginning of the quarter and entered upon the class card.

174. Federal, State, and County Education. A study will be made of the Federal Government's Participation in educational activities; the organization, administration of the various federal-aid programs; the organization, administration and functions of the forty-eight state educational agencies; educational administration on the county level; and the activities of associations of school directors, school administrators, and lay advisory groups as they affect public education on these three levels. The course activities will focus on Washington and certain neighboring West Coast states. Three 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.

177. School and Community Relations. This course is organized to give classroom teachers, principles, administrators and lay leaders a practical basis for developing and maintaining effective public relations between school and community. Three credits.

180. Individual Study. This course is designed to afford the student the opportunity of pursuing a definite educational problem in relationship to his needs in a school situation. The student will be expected to turn in two written copies of his completed project. One through six credits. The amount of credit shall be determined at the beginning of the quarter and entered upon the class card.

195. Educational and Psychological Statistics. A basic introductory course involving the use and interpretation of elementary statistical techniques with application in educational and psychological research. Four 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; observation, 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.

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 reading contributing to the solution of the problems raised in observations and conferences. Students may be expected to partici-

pate and serve as assistants to the regularly assigned classroom instructors. Consult Chairman of Education Division for permission to register for this course. Two to five 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. 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. 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.

250. Thesis. All graduate students who elect Plan I are required to complete a satisfactory thesis under the direction of an advisor. This thesis must be approved by a committee of three of which the student's advisor is chairman. The other two members participate only upon request of the chairman when special problems arise and at the time of the oral examination. The committee alone decides upon the adequacy of the thesis. 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 Western Philosophical 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 emphasis upon the arts of present day living. Prerequisite, Philosophy 129. 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 upon the growth and development process of children. Regular observation periods will be scheduled at the College Elementary School and the Ellensburg Public Schools to observe children at all levels of the educational program. Likewise, students are encouraged to participate with the regular activities of children both in and out of school. This course is designed to parallel the philosophy of the General Certificate in such a way that laboratory experiences are provided as part of the instruction. This course may be taken at the beginning of the first quarter of the sophomore year. Prerequisite, Psychology 1. Five credits.

102. Educational Psychology and Evaluation. Educational psychology deals with the scientific bases of behavior factors and habits which are significant for educational progress. This course should help the teacher better understand the desirable motivations and ad-

justment needs of individuals: principles, proper conditions of learning, and psychological facts when applied to relationships between teacher and student. Part of the course covers the study of new theories and techniques of measurement and evaluation. Prerequisite, Education 105 and preferably student teaching or actual teaching. 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.

104. Tests and Measurements. Theory and practice in use of group psychological and educational test of achievement, interest, aptitude and personality. Recommended prerequisite, Educational and Psychological Statistics. Three credits.

105. Introduction to Child 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. The amount of credit to be earned by the student shall be entered upon the class card at the beginning of the quarter.

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 advisors, 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 preception, 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. Prerequisite, Psychology 3. Three credits.

109. Psychology of Human Learning. In this course a study is made of the descriptions and conditions of learning, factors related to efficiency of performance, formation of habits, breaking of habits,

explanatory theories of learning, and of applications of principles of guiding learning in school and out-of-school situations. 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 psychoneurosis, psychosis, and general mental deficiency. It covers psychotherapy, as applied to classroom and community problems. Prerequisite, Psychology 3, recommended prerequisite, Psychology 103. Three credits.

113. Emotional Growth of Children. This course concerns itself with the emotional responses as integral parts of children's behavior. Special emphasis will be given to the manner in which emotions developed, characteristics of childhood emotionality, common emotional patterns, and emotions as related to social development, play, and family relationships. Personality is taken up as it is related to emotional development. Prerequisite, Psychology 3. Three credits.

115. Youth and Marriage. Preparation for marriage. The contribution of the dating, courtship, and engagement periods to successful marriage. The role of personality, financial, religious and sex adjustments and emotional maturity. Reproduction, parenthood, and family crises. Three credits.

140. Experimental Methods in Psychology and Education. A study of the scientific method and of specific experimental procedures applied in the study of fundamental problems in psychology and education. Individual and group experimental projects and reports in such areas as learning motivation and emotion, perception and individual differences are completed which will be accompanied by an analysis of contemporary experiments in the literature. Prerequisite, Educational and Psychological Statistics. Five credits.

160. Systematic Psychology. A consideration of experimental and theoretical backgrounds of modern psychology and an introduction to the major contemporary viewpoint. Consideration is given to the major differences and similarities in behavior, field or gestalt, and psychoanalytic approaches to contemporary problems. Prerequisite, ten hours of psychology. 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. Two 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.

50. Elementary Drawing. The student experiments with various drawing materials and techniques. The emphasis is on understanding form and design. Students will sketch out of doors when weather permits. 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 sensitivity to light, form, and color in composition with emphasis on independent growth. Prerequisite, Art 50. Five credits.

54. Modeling and Sculpturing. Creative design in clay modeling. Carving in wood, stone and plaster. Active experience with copper and plastics. Construction of mobiles and stables and a study of contemporary sculpture are also included. Five credits.

55. Print Making. Through experience a study of print processes: Linoleum and wood-cut, etching and dry point. 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.

102. Advanced Drawing. Advanced study in the field outlined in Art 50. Prerequisite, Art 50. Three credits.

104. Art Methods and Materials. The purpose of the course is to give the non-art major a practical understanding of materials, organization 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 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. Prerequisite, 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.

111. Silk Screen Printing. This course will offer all techniques in silk screen which will be adaptable from the grade school student to the college level student. Printing will be done on all different kinds of materials (textiles and paper included) that are available to the teachers in the schools. Three 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 1, 50, 56. Five credits.

115. Sketching. A concentrated course in outdoor sketching utilizing the many phases of local environment and affording experiences with a wide variety of materials. 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.

120. Arts and Crafts for Children. A course which includes a survey of elementary crafts and how they may be adapted for use in public schools, covering paper maché, clay modeling, vegetable printing, hand puppets, card weaving, etc. Prerequisite, Art 1. Two 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. Three 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. Three credits.

129. Advanced Crafts for Children. A course for teachers and recreation counsellors including experiences with inexpensive craft materials which can be worked with limited equipment usually found in most schools and summer camps. Some of the experiences will include the making of marionettes, simple loom weaving, tin can craft, toy making, and simple wood carving. Two credits.

130. Art Education. A course dealing with contemporary art philosophies; tracing the creative and mental growth of children and including discussion of problems and methods of teaching art. This affords background for student teaching, as well as preparation for future teaching and supervision. Prerequisites, Art 1 and junior standing. Two credits.

133. Painting for the Public School. This course is designed to provide non-art students with experience in various water soluble media suitable for use in the public school together with suggested approaches for the use of painting at different age levels. Prerequisite, Art 1. Three credits.

134. School Bulletin Boards and Display. The purpose of this course is to assist school teachers and administrators in displaying child art to advantage. The student will learn through field trips, through illustrated lectures and through actual experience how to lay out a bulletin board, how to improvise a bulletin board, how to title boards and label children's work, and how to arrange the display of craft material. Two credits.

135. Understanding Children's Art. An art appreciation course for teachers to provide them with standards other than strict realism for understanding children's paintings and clay work. Illustrative material and lectures will cover age level characteristics of children's art, differences between the art of visual and haptic children, art in relation to general intelligence, and the relationship of modern painting to children's art. 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. Three 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.

150, 151, 152. Unit Courses in Fine Art. Unit courses for advanced or graduate students who need more individual study than the regular courses afford. These courses must meet the approval of the instructor and chairman of the division. Two credits each.

153. 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.

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

70. Creative Crafts—Wood and Plastics. A craft course to develop skill and appreciation through designing and making articles in wood and plastics. Figure and chip carving in wood. Two 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, in-

cluding the use of colored slips, underglazes and overglazes will be offered. 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.

80. Creative Crafts—Metal and Leather. A craft course to develop skills and appreciation through designing and making articles in metal and leather. Art metalwork in copper, pewter, etc.; tooling and modeling of leather. 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.

85. Elementary Electrical Construction. Study of the general principles of currents, circuits, resistance, and inductance. Shop practice will include the construction of simple electrical devices such as electro-magnets, motors, transformers, and heating appliances. Two credits.

86. Sheet Metalwork. Fundamental machine and hand tool operations in the construction of sheet metal projects. Designing and developmental drawing involving parallel and radial lines. Three 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.

105. Advanced Creative Crafts—Wood and Plastics. The course continues the work offered in Industrial Arts 70. Individual problems assigned. Prerequisite, Industrial Arts 70. Two credits.

106. Advanced Creative Crafts—Metal and Leather. This course continues the work offered in Industrial Arts 80. Individual problems assigned. Prerequisite, Industrial Arts 80. Three credits.

107. Jewelry Design and Construction. This course covers design and construction of jewelry in base metals, silver and gold, and enameling on metal. Two 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 Industrial Arts 74 with emphasis being placed upon a higher degree of perfection. Considerable time will be spent in plaster mold making and wheel work. Glazes and glaze calculations will be studied and each student will have an opportunity to pack and fire the kilns. 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.

117. Architectural Drawing. A beginning course combining architectural graphics and small home design. Work is done in models, working drawings, plans, elevations, sections, details, symbols, dimensions, specifications, design analysis, and material of construction. Prerequisite I. A. 79. Three credits.

130. 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 and senior 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. The amount of credit to be earned by the student shall be entered upon the class card at the beginning of the quarter.

150, 151, 152. Unit Courses in Industrial Arts. Unit courses for advanced or graduate students who need more individual study than the regular courses afford. These courses must meet the approval of the instructor and the chairman of the division. Two credits each.

183. Welding and Forging. A course in theory and practice of arc and oxy-acetylene welding and the fundamentals of hand forging. There will be plenty of opportunity to apply these skills to practical projects, including some elementary tool making. Two credits.

200. Shop and Tool Maintaining. A directed laboratory course for Industrial Arts teachers planned to cover maintenance and repair of all shop equipment. Two credits.

234. Planning Instructional Material. An advanced course in which students will choose individual problems in establishing junior and senior high school industrial arts programs. Problems will be chiefly concerned with courses of study, unit and lesson plans, and the several types of instruction sheets. Two credits.

HEALTH, PHYSICAL EDUCATION AND RECREATION

DEPARTMENTAL COURSES

Health Education

1. Health Essentials. Survey of the principles and practices of healthful living. Problems of personal and community health are 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.

55. First Aid. The Standard Red Cross First Aid Course for which certificates may be granted. Two 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 movement. Prerequisite, Zoology 80. Three credits.

103. School Health. School health problems are studied and emphasis is placed upon the teacher's responsibility for: control of healthful school environment, prevention of disease, and participation in screening procedures such as the Snellen Vision and Audiometer Test. Two credits.

106. Physiology of Exercise. Study of functional physiology and the effects of exercise upon the circulatory, respiratory, digestive and nervous systems. Prerequisite, Zoology 90. Three credits.

107. Home Care for the Sick. Theory and practice of caring for sick patients in the home. Emphasis given to child care. Prerequisite, junior standing. 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. Prerequisite, junior standing. Three credits.

118. Physical Education for Handicapped Children. This course is for those without experience in the area of working with handicapped children, or for those who desire an overview of the relation of preventive and corrective physical education to the broader program. Topics covered include: philosophy of program, equipment and facilities, reference materials, examination techniques, fundamental anatomical and pathological considerations, corrective exercises and positions, working with the permanently handicapped. Two and one-half credits.

①119. Theory and Practice in Health. Current trends in health education in the public schools, with special emphasis upon methods and materials for teaching. Prerequisites, Health Education 1, Zoology 80. 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 Education. A seminar dealing with problems in the field of health education. Two credits.

164. Advanced Athletic Training. A course designed for those with experience in coaching, physical education, recreation, and athletic training. Lectures, demonstration and readings covering the following: fundamental training room equipment; exercises for prevention of injuries; treatment and care of injuries; specialized equipment for injuries; and rehabilitative information on injuries. Special emphasis placed upon finding solutions to the problems in athletic training. Three credits.

Zoology 80, Physiology and Anatomy, 5 credits, and Zoology 90, Human Physiology, 5 credits, are considered to be integral parts of the health and physical education offerings. They are required as a part of the health and physical education major and may be elected to meet the requirements of the minor. They may also be used as electives in the recreation major and the health and physical education minors in the Arts and Sciences Program.

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. Two credits.

① Required of all men and women majors as a prerequisite for directed teaching in health and physical education.

51. Theory and Practice in Rhythms. For the classroom teacher, this course gives an introduction to the fundamentals of rhythms, and methods and materials in constructing and teaching a rhythm program in the elementary schools. Three credits.

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

56. Introduction to Physical Education. This course gives the background of physical education and its present-day relationships. The philosophies of education are interposed 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.

58. Camp Leadership. Study of modern trends of camping and outdoor education and their relationship to the field of education. Qualifications and responsibilities of the counselor in the camp. Practical work in camping techniques. Fee, \$2.50. Three credits.

59. Introduction to Recreation. This course deals with the development of recreation in the State of Washington and in the United States. It considers the historical background, development of recreational philosophy, and the areas and facilities used in Recreation. 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. Fundamentals are considered. 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. Emphasis upon the fundamental skills, and survey of available instructional materials. Prerequisites (women), Basic Skills, Sports,

International Dance. Prerequisites (men), International Dance, Basic Skills. Three credits.

102. School Camping for the Classroom Teacher. A study of the philosophy and development of camping as one phase of the school outdoor education program, organization and administration, planning the program, provision for use of cooperating agencies, evaluation. 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.

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, senior standing. Three credits.

① **117. Theory and Practice in Sports for Women.** Theory and practice in physical education for the junior and senior high school. Analysis of basic techniques, and evaluation of teaching methods and materials. Prerequisites, 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 and senior high school teacher. Selection and presentation of teaching materials. Three credits.

119. Coaching Techniques in Major Sports. A course which will cover teaching technique in all sports with major emphasis on the varsity sports. Primarily for athletic coaches. Three credits.

120. Sports Officiating for Men. Classroom procedure to develop a basic understanding and interpretation of the rules; the administration of the rules to game situations; the mechanics of officiating; and practice in officiating. Three credits.

② **121. Theory and Practice in Physical Education for Men.** Theory and practice in physical education activities for the junior and senior high school with emphasis placed on teaching methods in calisthenics, soccer, speedball, flag ball, self-testing activities and individual contests. Three credits.

① Required of women majors and minors as a prerequisite for directed teaching in health and physical education.

② Six hours of methods required of men majors and minors as a prerequisite for directed teaching in health and physical education.

①122. **Theory and Practice in Physical Education for Men.** Theory and practice in physical education activities for the junior and senior high school with emphasis placed on teaching methods in calisthenics, basketball, volleyball, boxing, wrestling, elementary tumbling. Three credits.

124. **Organization and Administration of Recreation.** In this course the following studies are undertaken: organization and administration of recreation departments, legal aspects of recreation, finance problems, cooperation with community agencies, problems of areas and facilities, records and reports. Prerequisite for Recreation majors, Physical Education 59. Five credits.

125. **Program Planning in Recreation.** A study of the various types of recreation programs, and an evaluation of the experience in recreational activities. Students will have an opportunity to set up daily, weekly, seasonal, and yearly programs. Prerequisite for Recreation majors, P. E. 59. Five credits.

126. **Public Relations in Health, Physical Education and Recreation.** A study of the various measures and means used to obtain good public relations in the health, physical education and recreation programs. Two credits.

128. **Methods in Individual Sports.** Analysis of techniques of teaching the individual sports; with emphasis upon tennis, badminton, and archery in the junior and senior high school. Three credits.

129. **Problems in Recreation.** A seminar dealing with problems in the field of recreation. The development of specific recreation projects determined by the student's selection. Two credits.

130. **Physical Education Methods for Secondary Schools.** Theory and practice in the selection, organization, and presentation of physical education activities for the secondary schools. Emphasis is given to organizing units of instruction, lesson plans, class management, guidance, teaching aids, and safety. Three credits.

150. **Modern Trends and Techniques in the Varsity Sports.** The course is designed primarily for the graduate students who are engaged in the coaching and administration of the sports program. The course will include methods and materials for all of the major varsity sports—football, basketball, baseball, track, etc. New rules and officiating in these sports will also be featured. Two and one-half credits.

152. **Management of Equipment and Facilities.** This course will consider the purchase and care of physical education, athletic, and recreation equipment; planning and maintenance of buildings and swimming pools; designing, construction, orienting, surfacing, and drainage, as well as care of athletic fields and courts. Two and one-half credits.

① Six hours of methods required of men majors and minors as a prerequisite for directed teaching in health and physical education.

Zoology 80, Physiology and Anatomy, 5 credits, and Zoology 90, Human Physiology, 5 credits, are considered to be integral parts of the health and physical education offerings. They are required as a part of the health and physical education major and may be elected to meet the requirements of the minor. They may also be used as electives in the recreation major and the health and physical education minors in the Arts and Sciences Program.

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 white cotton 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.

Advanced Social Dance. Study and practice of modern trends of ballroom dance and creative routines. Prerequisite, Social Dance.

Archery. Autumn, spring and summer.

①**Badminton.** Autumn, winter, spring, and summer.

Basic Skills. This course designed for freshmen women gives understanding of fundamentals of good movement and application to daily situations and game skills.

②④**Bowling.** Autumn, winter, and spring. Fee \$10.00.

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.

③**Fencing.** Autumn, winter. Fee \$5.00.

③③**Golf.** Spring and summer.

① Rackets and shuttlecocks must be supplied by the student.

② Shoes must be provided by the student. Rentals available.

③ Clubs are furnished, but students furnish golf balls.

④ Where a fee is charged, refund will be made when class is dropped within designated time at beginning of quarter.

Individual Sports. Prerequisites—Archery, badminton, tennis. Spring.

International Dance. The old and new dances from foreign countries and American square, couple, and round dances. Autumn, winter, spring and summer.

Life Saving. Opportunity for earning senior life-saving and Water Safety Instructor certificates. Spring.

①②**Skiing.** Winter. Fee \$1.50.

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. Autumn, summer.

Tennis. Autumn, spring.

Volleyball. Autumn.

PHYSICAL EDUCATION ACTIVITY COURSES FOR MEN STUDENTS

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

Men students may elect courses from the current offerings, but the required credits must include International Dance, basic skills, one individual sport and one team sport.

Men wear the regulation uniform consisting of blue trunks and navy reversible T shirts.

Advanced Social Dance. Study and practice of modern trends of ballroom dance and creative routines. Prerequisite, Social Dance.

Archery. Autumn and spring.

③**Badminton.** Autumn, winter, spring and summer.

Baseball. Spring.

Basic Skills. This course is designed to develop fundamental skills in physical education activities. Winter and spring.

Basketball. Autumn, winter.

①④**Bowling.** Autumn, winter, and spring. Fee \$10.00.

Boxing. Autumn and winter.

Cross Country. Fall.

① Where a fee is charged, refund will be made when class is dropped within designated time at beginning of quarter.

② All equipment must be furnished by student.

③ Rackets and shuttlecocks must be supplied by the student.

④ Shoes must be furnished by the student. Rentals available.

①**Fencing.** Autumn, winter. Fee \$5.00.

Fieldsports. (Soccer, speedball, and touch football.) Autumn.

Football. Autumn.

②**Golf.** Spring and summer.

International Dance. The old and new dances from foreign countries and American square, couple and round dances. Autumn, winter, spring and summer.

Life Saving. Opportunity for earning Senior Life Saving and Water Safety Instructor Certificates. Spring.

①③**Skiing.** Winter. Fee \$1.50.

Social Dancing. Autumn and winter.

Softball. Spring and summer.

Stunts and Tumbling. Winter.

Swimming. Autumn, summer.

Tennis. Autumn, spring, summer.

Track. Spring.

Volleyball. Autumn and winter.

Wrestling. Autumn and winter.

① Where a fee is charged, refund will be made when class is dropped within designated time at beginning of quarter.

② Clubs are furnished, but students furnish golf balls.

③ All equipment must be furnished by student.

HOME ECONOMICS

DEPARTMENTAL COURSES

1. Introduction to Home Economics. Orientation. History of home economics. Educational needs of homemakers. Place of Home Economics in the educational program today. Opportunities in professional fields of Home Economics. One credit.

2. General Nutrition. Fundamental principles of human nutrition. Application of these principles to establishing good food habits. Three credits.

10. Clothing Selection. Choice of clothing and accessories appropriate to individual, occasion, and budget. Two credits.

20. Clothing Construction. Application of principles of color and design to construction problems. Use of the commercial pattern. Wardrobe inventory and planning. Construction of garments of cotton and rayon. Care and repair. Three credits.

21. Nutrition. Laboratory course accompanying Nutrition 2. Required of home economics and pre-nursing majors. Two credits.

30. Textiles. Laboratory course. Identification, uses, cost and care of textile fabrics. Influence of fiber, finish, and construction on quality and cost of fabrics. Microscopic and chemical tests. Five credits.

40. Home Furnishings. Floor coverings, wall and window treatment. Selection and arranging of furniture, furnishings, and decorative accessories. Upkeep and care. Field trips and special projects. Five credits.

52. Food Preparation. Selection and preparation of food and the principles involved. Nutritive value and food cost. Three credits.

63. Weaving. History and trends in American handweaving. Color, design, and interpretation of drafts in weaving. Pattern, technique and texture weaving. Six projects. Two credits.

105. Household Management. Management of time, energy, and other resources. Three credits.

110. Family Relations. Basic principles and desirable attitudes underlying good family relationships. Conserving family values in a changing society. 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. Two credits.

120. Advanced Nutrition. Readings on current nutrition research. Nutritional needs during pregnancy and lactation, infancy, childhood, adolescence, and old age. Prerequisite, Home Economics 2. Two credits.

121. Tailoring. Tailoring techniques. Selection and construction of tailored garment. Prerequisite, Home Economics 10, 20, 171. Three credits.

122. Nutrition Activities in the Elementary School. Types of activities suited to children in the areas of Food and Nutrition. One credit.

123. Methods in Home Economics. Organization, materials and procedures in teaching home economics on the secondary level. Two credits.

124. Home Economics Activities in the Elementary School. Types of activities suited to children in the areas of Textiles and Clothing, Weaving, Housing, and Home Furnishing, Child Care and Family Relations. One credit.

141. Family Economics. Planning use of financial resources to increase family life satisfaction. Economics and social conditions affecting the consumer. Five credits.

151. Meal Planning and Service. Laboratory course in planning, preparing and serving adequate and attractive meals. Emphasis on organization and management of time, food budgets and marketing. Selection, use and care of table appointments. Prerequisite, Home Economics 2 and 52. Five credits.

152. Advanced Food Preparation. Advanced work in food selection. Simple experimental cookery. Prerequisite, Home Economics 52. Two credits.

171. Advanced Clothing Construction. Basic flat pattern drafting. Advanced construction techniques. Construction of a woolen dress. Construction of child's garment. Prerequisite, Home Economics 10 and 20. Four credits.

180. Housing. Appraisal of housing from functional standpoint in terms of family needs. Variations among families in housing requirements. Two credits.

181. Household Equipment. Selection, operation, care and arrangement of household equipment and appliances. One credit.

191. Advanced Child Care. Application of principles of child guidance and development to actual work with pre-school children. Readings in current literature on child development. Prerequisite, Home Economics 115. Two credits.

LANGUAGE AND LITERATURE

DEPARTMENTAL COURSES

Composition and Literature

A. English Composition. This course will be required of students who, on the basis of placement tests, show a need for review of fundamentals of English before taking English 1. Three credits.

1. English Composition. Practice in expository writing with considerable emphasis on the fundamentals of grammar. Required of all students except those exempted on the basis of the English Placement Test. Three credits.

2. English Composition. Continued work in expository writing; attention given especially to clarity, logic, and organization. Prerequisite, English 1 or exemption from English 1. Three credits.

3. English Composition. Further work in exposition with primary emphasis on organization, including the preparation of documented papers. Prerequisite, English 2. Three credits.

20. Literary Backgrounds. Literature 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; training in reading by analysis of prose. Includes some study of the methods of propaganda. Two 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.

60. Journalism. Brief study of newspaper production, policies, style, headlines, makeup, and history. Some attention given to journalism in other mass media of communication: radio, television, motion pictures, and magazines. 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 advisor. Maximum of three credits, to be earned at the rate of one credit per quarter.

65. Newswriting. Training in the writing for newspapers of general news, feature and human interest stories, society, sports, interviews, columns, editorials. Study of news values and methods of collecting news. Three credits.

67. Editing. A study of the techniques of and practice in editing copy, writing headlines, planning page layouts, and proofreading. Three 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. Three credits.

100. English Literature. An historical and critical survey of English literature from the beginning through the eighteenth century. Five credits.

101. English Literature. An historical and critical survey of English literature, exclusive of the novel, of the eighteenth and nineteenth centuries. Five credits.

102. American Literature. An historical and critical survey of American literature from the beginning to the middle of the nineteenth century. Five credits.

103. American Literature. An historical and critical survey of American literature from the middle of the nineteenth century to the present. 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.

110. American Fiction. Consideration of the most important American novels, with detailed interpretation of such masterpieces as *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Red Badge of Courage* and others. 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 practice of the reading of poetry and stories, and the techniques of dramatization. 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 credits.

132. Modern British Poetry. Study of the work of British poets from Thomas Hardy to the present. Two credits.

138. Methods of Teaching Composition and Grammar in the Secondary School. Consideration of methods and materials suitable for teaching composition and grammar in junior and senior high school. Two credits.

140. The Far West in Literature. Deals with aspects of the Far West (the fur trade, emigration, the Oregon Trail, the gold rush, etc.) as interpreted by literary writers. Two credits.

145. Chaucer. Concentrates on the *Canterbury Tales* and *Troilus and Criseyde*. Three credits.

154. The Short Story. Extensive reading and analysis of short stories, including both older and modern writers. Three credits.

160. Nineteenth Century Romanticism. A study of the important English Romantic writers from Blake to Carlyle. Three credits.

161. The Victorian Period. A study of the important English writers of the Victorian Period from Carlyle to Hardy, with particular emphasis on the major poets of the period. Three credits.

170. Literary Criticism. Includes both 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 Public Speaking. Training in the selection, organization, and effective presentation of material to an audience. Prerequisite, English 3. (For students who completed English 1 and 2 prior to September, 1952, the prerequisite is English 2.) 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 the social and professional needs of students. Consideration of techniques of good speech and elimination of speech difficulties. Two credits.

54. Oral Reading. The oral interpretation of literature. Prerequisite, for Speech 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.

58. Introduction to Radio Techniques. Consideration of the techniques involved in the production of various kinds of radio programs. Three credits.

59, 60. Practical Radio. Practice in planning, programming, and production of radio programs of various types. One credit for each course.

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.

109. Recent Plays. Study and discussion of a number of plays which have had successful productions in the last few years. Three 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. Deals with common speech defects and remedial measures for problems in lisping, indistinct pronunciation, foreign accent, delayed speech, stuttering, and inappropriate use of the voice. Intended to help teachers to deal adequately with the speech defects found in the classroom. Credit

may not be received for both Speech 119 and Speech 124. Five credits.

120. Teaching Speech in the Elementary School. Considers methods of stimulating speech growth among children in the first six grades. 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 included in the course. Prerequisite, Speech 55. Three credits.

122. Speech Pathology. The advanced course in speech correction, dealing with the speech involvement 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 or Speech 124. Three credits.

124. Speech Correction Clinic. Considers the mechanics of speech and hearing. Includes demonstrations in testing, diagnosing, and treating children with speech and hearing defects. Experience with speech cases is provided. This course is required for Remedial Education majors. Speech 124 may be substituted for Speech 119. Credit may not be received for both Speech 119 and 124. 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.

128. 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 in the junior and senior high school. Two credits.

130. Problems in Speech and Drama. Problems of research and practice assigned to advanced students. Prerequisite, sufficient background in Speech to enable the student to carry on an individual project. Two credits.

131, 132, 133. Clinical Practice. Actual work with speech cases in the clinic. Prerequisite or co-requisite, Speech 119 or Speech 124. Courses need not be taken in sequence. Two credits for each course.

140. Psychology of Speech. A study of the principles of psychology which underlie speech, such as emotion and speech, psychology of learning, psychology of verbal meaning, relation of thought processes to speech and the relation of speech to personality. Two credits.

145. Speech Science. A practical study of the sciences of anatomy, physiology, and physics as they are involved in the speech process.

A consideration of these sciences as used in diagnostic techniques and corrective procedures in speech correction. Two credits.

157. Group Discussion. Considers the distinguishing characteristics and principles of effective presentation of various forms of public discussion. Prerequisite, Speech 1. Three credits.

French Language and Literature

50, 51, 52. First Year French. Elementary reading and composition. Emphasis on speaking and on the similarities between French and English. All three quarters must be taken if credit is to be received. Five credits each quarter.

53, 54, 55. Advanced French. Grammar review, reading, and discussion in French of outstanding modern short stories. Prerequisite, French 50, 51, 52, or the equivalent. 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. Fundamentals of reading and composition with stress on a practical oral approach to the language. All three quarters must be taken if credit is to be received. Five credits each quarter.

53, 54, 55. Advanced Spanish. Grammar review, reading, and discussion of contemporary Spanish and Latin-American literature. Prerequisite, Spanish 50, 51, 52 or the equivalent. 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

50. 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 audio-visual aids, to meet the needs of the curriculum and the individual reading interests of boys and girls. Three credits.

102. Cataloging and Classification. Principles and techniques of cataloging, classification, and the assigning of subject headings, with practical application to books and audio-visual materials found in

elementary and junior high school libraries. Detailed study of the Dewey Decimal classification. Prerequisites, Library 50, or equivalent. 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:

a. History of Books and Printing. Historical survey emphasizing the evolution of the art of the book, printers and printing, analysis of contemporary book designs and bookmaking.

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 101, 102 and 103. Two credits.

175. Research 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 graduate and upper division students. Two credits. (Graduate students writing theses or research papers might be interested in this course.)

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. This course is for non-majors and non-minors who are preparing to teach in the elementary and intermediate grades. Instruction is given through practical experience with the basic music series to assist the classroom teacher in teaching his own music. 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 all 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.

7, 8, 9. Freshman Air ROTC Band. The Air ROTC band consists of fifteen (15) to thirty (30) pieces, depending upon the size of the cadet corps. Tryouts for the band are held at the beginning of each quarter. Any interested **Freshman** ROTC student is eligible. Members of the band are excused from regular Air ROTC drill. They drill and practice as a separate unit under the direction of the Music Department. Students enrolled in this band will be held responsible for an additional hour and one-half of practice per week. The Air ROTC band plays for ceremonies of the Cadet Corps, college and community functions. Credit one-half hour per quarter.

10, 11, 12. Sophomore Air ROTC Band. The Air ROTC band consists of fifteen (15) to thirty (30) pieces, depending upon the size of the cadet corps. Tryouts for the band are held at the beginning of each quarter. Any interested **Sophomore** ROTC student is eligible. Members of the band are excused from regular Air ROTC drill. They drill and practice as a separate unit under the direction of the Music Department. Students enrolled in this band will be held responsible for an additional hour and one-half of practice per week. The Air ROTC band plays for ceremonies of the Cadet Corps, college and community functions. Credit one-half hour per quarter.

20. Ear Training and Sight-Singing. Continuation of sight-singing study. Development of tone feeling through both harmonic and melodic diction. Recognition and analysis of modulation both by ear and sight. May be taken with Music 50. Prerequisite, Music 1. Two credits.

35. Chamber Groups. The study of the literature and performance of the masterworks of music written for the small ensemble. The course is designed to help the student add to his technique and musical independence and sensitivity so necessary in the interpretation of chamber music. This course will be organized to meet the needs of the students in the specific areas of brass, woodwind, string and voice and will be under the direction of staff specialists in these areas. One credit.

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.

⑤4, 55, 56. Vocal and Instrumental Class Instruction. Beginning class instruction in voice, instruments of the orchestra, or piano. Includes class 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

① Class lesson fee is \$5 per quarter which includes rental of instrument.

64. Intermediate Harmony. Continuation of the study of harmony through modulation. 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 instruments of the modern orchestra. One credit.

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

⑦6, 77, 78. **Applied Music.** Private instruction in the various performing media. 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
- G. Percussion

⑧6, 87, 88. **Applied Music.** (Second year.) Prerequisites, 76, 77, 78. One and one-half credits.

⑩0, 101, 102. **Applied Music.** (Third year.) Prerequisites, 76, 77, 78; 86, 87, 88. One and one-half credits.

①60, 161, 162. **Applied Music.** (Fourth year.) Prerequisites, 76, 77, 78; 86, 87, 88; 100, 101, 102. One and one-half credits.

103. Music Education for the Elementary School. A study of materials and methods of procedure for the first six grades. Evaluation of basic texts. Observation in the College Elementary School. Prerequisite, suitable skill in piano and voice. Three credits.

128. Music Education for the Secondary School. A study of suitable music materials and methods of procedure for the Secondary School. Prerequisites, suitable skill in piano and voice. Music 103. Three credits.

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

① 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.

② Private lessons are \$20 per quarter for ten lessons and \$40 per quarter for twenty lessons, except for pipe organ, which are \$25 for ten lessons per quarter or \$50 for twenty lessons per quarter. Refund will be made on private lessons when class is dropped within designated time at beginning of quarter.

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.

108. Advanced Conducting. A continuation of Music 107 with emphasis on conducting of Band and Orchestra literature of Junior-Senior high school level. Prerequisite, Music 107. Three 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 I. A survey of the development of music from the early Middle Ages through the Romanesque, Gothic, Renaissance, and early Baroque periods. 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 II. A survey of the development of music from the late Baroque through the Classic and Romantic periods. Composers and schools of composition are studied with emphasis on analysis of the music itself. Prerequisite, Music 1. Three credits.

116. Counterpoint. A study of the independent melodic line, harmonic background, motive structure, and two-part counterpoint as practiced by the composers of the 18th and 19th centuries. Written exercises and analysis. Prerequisite, Music 64. Three credits.

117. Counterpoint. (Continuation of Music 116.) Counterpoint in three and four parts with use of imitation and sequence. Written exercises and analysis. Prerequisite, Music 116. Three credits.

118. Canon and Fugue. A study of invertible counterpoint, canonic devices, and fugal forms. Written exercises and analysis. Prerequisite, Music 117. Three credits.

119. 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.

120. Music History and Appreciation III. An intensive review of music history up to 1900. A survey of the development of music from the late Romantic period to the present time. Composers and schools of composition are studied with emphasis on analysis of the music itself. Prerequisites, Music 64, 104, 112, 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. The method of analysis used will be that of direct study of the score combined with record listening. This course presupposes some knowledge of score reading and traditional harmonic equipment. Prerequisites, Music 112, 113 and 116. Three credits.

128. Music Education in the Secondary School. A study of the psychology and philosophy of music education. Class work includes observation of teachers in the classroom and individual research. Prerequisites, Music 103, suitable conducting and performance skill in piano, voice or instrument. 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. Prerequisites, Music 104, 112, 113, and 116. Three credits.

151. Music in the Classroom. A course for non-majors and non-minors. Techniques used in helping children to develop musically through singing, rhythmic activities, creative activities, listening, and playing instruments. Prerequisite, Music II. Three credits.

152. 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 I or II. Two credits.

153. Reed Making for Double Reed Instruments. Construction and adjustment of double reeds. One credit.

154. Instrument Repair. Instruction in repair of reed, woodwind and string instruments. Adjustment and repadding of reed instruments, setting of drum heads, and other necessary minor repairs. One credit.

①155, 156, 157. Vocal and Instrumental Class Instruction. Beginning class instruction in voice, instruments of the orchestra or piano. Includes class pedagogy. The letter following the number will indicate the type of work in which credit will be allowed. Juniors and seniors will enroll for one of these numbers instead of 54, 55, or 56. One credit.

A. Piano

D. Woodwind

B. Voice

E. Brass

C. Strings

① Class lesson fee is \$5 per quarter which includes rental of instrument.

163, 164, 165. Orchestra. Open to students who are proficient in the use of some instrument of the modern orchestra. A total of twelve activity credits may be used for graduation. One credit.

166, 167, 168. A Cappella Choir. Open to all students interested in singing. Selected voices chosen from entire chorus membership by audition for concert choir. A total of twelve activity credits may be used for graduation. One credit.

170. Harmonic Analysis. A survey of all harmonic forms with emphasis on analization of harmonic content. Prerequisites, Music 104, 111, 116. Three credits.

172, 173, 174. Band. The band serves a dual purpose—for athletic events and for symphonic concerts. Membership is open to all students. A total of twelve activity credits may be used for graduation. One credit.

195. Choral Interpretation and Techniques. A course designed for choral directors of all levels in the public schools and churches. Special emphasis will be given to new materials, voice production, intonation, interpretation, conducting techniques, diction, and other every day problems of the choral rehearsal. Three credits.

200. Supervision of Public School Music. Educational objectives; the elementary and junior high curriculum; the 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

Biological Science

2. Survey of Biological Sciences. This course 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.

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, Biological Science 2 or equivalent. Five 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, Biological Science 2 and advanced standing. 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.

143. Genetics. A lecture course dealing with the similarities and differences among related organisms. Heredity and variation in plants and animals. Emphasis on human heredity. Three credits.

150, 151. Biological Seminar and Research. Open to advanced students with the consent of the staff member in charge. Two to four credits each course, for no more than a total of eight credits in both. The amount of credit sought shall be entered upon the card at the time of registration.

192. Advanced Bacteriology. A continuation of Biological Science 92. Fundamentals of immunology, physiology of bacteria, and applied sanitary and clinical methods. Lectures and laboratory. Three credits.

Botany

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, Botany 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. Dendrology. 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 forestry or 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 as revealed by the fossil record of the Cenozoic era. Recommended background, Botany 63 or five hours of geology. Five 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, Botany 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, Botany 55. Three credits.

131. Plant Ecology. The relation of plants to environmental factors: soils, climate, other plants and animals. Prerequisites, Botany 55 and 57. Two credits.

150, 151. Botany Seminar and Research. Open to advanced students with the consent of the staff member in charge. Two to four credits each course, for no more than eight credits in both. The amount of credit sought shall be entered upon the card at the time of registration.

Chemistry

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 procedure is stressed. Two lectures and six hours of

laboratory per week. Prerequisites, Chemistry 70 and 71. Five credits.

110, 111. Quantitative Analysis. Chemistry 110 will include both volumetric and gravimetric procedures, to meet the needs of students not taking further courses in quantitative chemistry. Prerequisite, Chemistry 72. Chemistry 111 will include further volumetric work, electrodeposition, analysis of limestone, Kjeldahl nitrogen and/or other determinations involving special techniques. Prerequisite, Chemistry 110 and permission. Five credits each quarter.

113, 114, 115. Organic Chemistry. A systematic study of the carbon compounds for chemistry majors and for students preparing for dentistry, medicine, and related fields. Laboratory work will introduce important techniques of organic chemistry, and will include preparation and identification of organic compounds. Prerequisite, Chemistry 72 and, preferably, Chemistry 110.

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, Chemistry 110 and 114 and the calculus (the latter may be taken concurrently); college physics recommended. Five credits each quarter.

150, 151. Chemistry Seminar and Research. Open to advanced students with the consent of the staff member in charge. Two to four credits each course for no more than eight credits in both. The amount of credit sought shall be entered upon the card at the time of registration.

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, Chemistry 113, 114, and, preferably, Chemistry 110. Lectures and laboratory. Five credits.

Geology

44. Introduction to Animal Fossils. A study of the fossil animals found in the West. 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 Plant Fossils. A study of the fossil leaves and woods found in the West. Two credits.

47. Rocks and Rock-forming Minerals. A study of the main classes of rocks and of the minerals that compose them. Prerequisite, high school chemistry or college chemistry which may be taken concurrently. Three credits.

48. Minerals. A study of common and strategic minerals, their occurrence and uses. Prerequisite, high school chemistry or college chemistry which may be taken concurrently. Two credits.

150, 151. Geology Seminar and Research. Open to advanced students with the consent of the staff member in charge. Two to four credits in each course for a total of no more than eight credits in both. The amount of credit sought shall be entered upon the card at the time of registration.

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 or botany. 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 or botany. Botany 63, Dendrology, recommended. Five 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 Introduction to College Algebra, Math. 49. 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.

49. Introduction to College Algebra. A short course in algebra for pre-professional students who wish to combine algebra with trigonometry for five hours of mathematics only, or for those who feel the need of preliminary work before taking College Algebra 50 below. Two credits.

50. College Algebra. Functions and graphs, quadratic equations, polynomials, logarithms, exponentials, progressions. Prerequisites, three semesters of High School Algebra, or Mathematics 49. 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. Three credits.

52. Analytic Geometry and Calculus. Graphic representation, the straight line, graphs of the circle, ellipse, parabola, hyperbola, a study of rates, differentiation, and integration. Prerequisite, Mathematics 50 and 51. Five credits.

54, 55, 56. Mathematical Analysis. This is a synthetic course which integrates the conventional content of College Algebra, Trigo-

nometry 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.

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

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. Prerequisites, Mathematics 103, and preferably 105, 106. Math. 115, three credits; Math. 116, two credits.

125. Special Problems in the Teaching of Junior and Senior High School Mathematics. Study and demonstration of helpful techniques in presenting difficult mathematics concepts and in assisting students in the solution of difficult problem types at the junior and senior high school levels. The course content will vary with the needs and interests of the class. Two credits.

150, 151. Mathematics Seminar and Research. Open to advanced students with the consent of the staff member in charge. Two to four credits in each course for a total of not more than eight credits in both. The amount of credit sought shall be entered upon the card at the time of registration.

Physical Science

1. 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. Demonstration experiments and audio-visual aids and materials are freely used. Five credits.

20. Elementary Surveying. Surveying methods, use of instruments, computations, and mapping. Prerequisite, Math. 51. Three credits.

25. Glassblowing. Instruction and practice in techniques of glass-blowing and manipulation. Useful to the teacher of science, and to the laboratory worker. One credit.

150, 151. Physical Science Seminar and Research. Open to advanced students with the consent of the staff member in charge. Two to four credits in each course with not more than eight credits total in both. The amount of credit sought shall be entered upon the card at the time of registration.

Physics

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, Physics 5. Freshman mathematics to be taken concurrently. Three credits.

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.

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. Prerequisite, freshman mathematics. Calculus to be taken concurrently. Lectures and laboratory. Five credits per quarter.

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, Physics 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.

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, Physics 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, Physics 77, 78, 79 and the calculus. Three hours lecture and four hours laboratory weekly. Five credits.

119. Mechanics and Wave-motions. Advanced mechanics and the elements of wave-motions and their applications. Prerequisites, Physics 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, Physics 116. Three credits.

150, 151. Physics Seminar and Research. Open to advanced students. Two to four credits in each course for not more than a total of eight in both. The amount of credit shall be entered upon the card at the time of registration.

Science Education

3. Environmental Science. This course deals with the natural surroundings of Washington, and lays a foundation for the teaching of nature study. Strongly recommended as an elective to all elementary and intermediate students. Three credits.

30. Chemistry for Teachers. A brief, non-technical treatment of selected basic topics for those who feel the need of some chemistry background in connection with their work in public school teaching, but also of interest to non-science majors in general. Lectures and demonstrations. Three credits.

105. Great Men of Science. A synthesis of history and science recommended for teachers, and for arts and science majors. 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.

120. Mathematics for Junior High and Secondary School Teachers.

A course designed to acquaint the student with the accepted techniques in the teaching of arithmetic, algebra, and geometry. Emphasis is given to the proper selection of materials and methods of presentation appropriate to the various levels. Prerequisite, junior standing. Three credits.

132. Units in Science Education. Eight unit courses covering the field of science for the classroom teacher in elementary and junior high grades. These units may be taken separately in any order, or in any combination. Two credits each.

- A. Tiny creatures seen under the microscope.
- B. Plants and animals in their outdoor relationships.
- C. Exploring the sky.
- D. Rocks, fossils, and earth's crust.
- E. Magnets and simple electrical problems.
- F. Useful facts about sound and light.
- G. Juggling atoms and molecules.
- H. Weather and climate problems.
- I. Insects.
- J. Birds.
- K. Impact of science on society.
- L. Plants useful to man.
- M. Atomic A, B, C's.

133. 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.

134. Science and Mathematics Education in the Secondary School. This course will deal with information, techniques and materials appropriate for teaching science and mathematics at the secondary level. Students will work through science demonstrations and experiments and will organize unit materials for use in their subsequent teaching. Two credits.

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.

150, 151. Education Science Seminar and Research. Open to advanced students with the consent of the staff member in charge. Two

to four credits in each course for not more than eight total in both. The amount of credit sought shall be entered upon the card at the time of registration.

Zoology

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

The second course deals with the comparative anatomy, development, physiology and phylogeny of the higher invertebrate groups. Either course may be taken separately. Five credits each quarter.

52. Vertebrate Zoology. A lecture and laboratory course dealing with the structure and function of vertebrate organ systems; it will include dissection of selected vertebrate types. Five credits.

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 development in the field. Prerequisite, Zoology 80 or 90. Five credits.

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

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

140, 141. Comparative Anatomy of Chordates. Comparative anatomy of the vertebrate organ systems with emphasis on their developmental relationships. Dissection and analysis of selected vertebrate types. For pre-medical, pre-dental and pre-veterinary students and biology majors. Prerequisite, a year of general zoology; Zoology 140 is prerequisite to Zoology 141. 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, three quarters general zoology. One lecture and four hours laboratory each week. Three credits.

150, 151. Zoology Seminar and Research. Open to advanced students with consent of the staff member in charge. Two to four credits in each course for not more than a total of eight in both. The amount of credit sought shall be entered upon the card at the time of registration.

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. This course handles the fundamental principles of business law by the case method, showing how each principle applies to a typical business situation. Some of the instruments studied are contracts, offers, acceptance, preferments, interpretation, and discharge of contracts. Three credits.

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

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

64. Accounting for Secretaries. This course is designed especially for secretaries and general office workers who are required in their jobs to keep a simple set of books and to make the various government reports, for taxes, payrolls, Social Securities, various information returns, and simple Income Tax Returns. It does not lead toward Accounting as a profession. No prerequisite. Five credits.

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

100. Income Tax Accounting. Accounting theory and practices of Federal income taxation, based on a study of governmental publica-

tions—the law, regulations, and digest of official income tax decisions. Prerequisite, Commercial Education 65, Principles of Accounting I. Five credits.

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

106. Business Statistics. This course is designed to handle the methods of collection, sampling, and handling of data in distributions, averages, and index numbers. The problems for statistical analysis are chosen directly from business and social science. Five credits.

107. Advanced Accounting. This course deals with the theory of accounting with emphasis upon corporation accounting and the analysis of the various accounts of the balance sheets and profit and loss statements. The course covers actuarial science, notes and acceptances receivable, inventories, consignments, installments, sales, tangible fixed assets, intangible fixed assets, investments, liabilities, funds and reserves, correction of statements and books, comparative statements, analysis of working capital, and statement of application of funds. Prerequisites, 65, 105. Five credits.

110. Methods in Commercial Education. This course offers students a survey of methods and materials in the secretarial and general business subjects, with special projects to suit individual interest and background. Two credits.

111. Consumer Education. This course is designed to aid and help the student become a more intelligent, effective, and conscientious consumer through the study of buymanship, choice making, selection, use, protection, and money management. Assists those who desire to include the consumer approach to their teaching. Three credits.

112. Distributive Education. This course includes a study of the institutions and techniques of modern selling, and also a survey of the materials commonly included in a public school program in distributive education. Three credits.

114. Readings in Business Education. The prospective teacher can explore materials in his special fields of interest. Prerequisite, completion of twenty hours work on Commercial Education or Secretarial Science. Two credits.

115. The High School Business Education Program. The primary aim of this course will be to study the objectives, place, scope, and function of the business education program in today's high school. The role of such individual courses as typewriting, shorthand, office practice, general business and bookkeeping will be considered as well

as their role in the total business education program. Individual students will be given an opportunity to do research and study in their particular areas of interest. Three credits.

117. Typewriting Methods. This course will consider the problems of the beginning and the experienced teacher which arise in the teaching of typewriting and will discuss the application of the current trend in educational psychology and techniques to the teaching of typewriting. New equipment, texts and instructional aids will be used extensively in the discussion and study of their place in the teaching of typewriting. Opportunity for the construction of individual study units or programs will be given. Three credits.

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 presents a survey of some of the economics materials presented in Economics 68 and 69. It is for the student who desires some understanding of economics without taking the two course sequence. 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.

109. Marketing Practices. A study of problems in the marketing of goods and services, with special emphasis upon the problems of retail stores. Three credits.

110. Public Finance and Taxation. Financial principles and practices of national, state, and municipal governments. The increase in government expenditures—causes and effects. Kinds of taxes; the shifting and incidence of taxes; problems of tax reform. Prerequisite, Economics 68, Economics of Production and Economics 69, Economics of Distribution. Five credits.

111. Current Economics. A study of selected economic issues in the United States with emphasis upon materials available and basic concepts needed to keep abreast of happenings in the field of business. Three credits.

① Students who have had Economics 68 and/or 69 should not enroll for Economics 70.

112. Principles of Marketing. This course includes a study of the functions, agencies and methods in the marketing of industrial and consumer goods. 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.

120. Business Organization and Finance. This course includes a study of the types of business organizations, corporate securities, and government regulation of business. Five credits.

121. Investments for Beginners. Study is directed at problems of supplementing income by savings and investment, including such possible investments as corporate stocks and bonds, investment trusts, government bonds, and real estate. The hows and whys of such investment will be investigated, including diversification of investment risk, use of a stock broker, information available to the small investor, and evaluating specific investments. 2 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. The amount of credit to be earned by the student shall be entered upon the class card at the beginning of the quarter.

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. A study of the distribution of man's economic activities and the principal commodities of world commerce together with the geographic factors which underlie these distributions. Five credits.

81. Physical Geography. A survey of the various kinds of surface features which characterize the earth together with a study of their representation on maps. Five credits.

83. Weather and Climate. A study of the major elements of weather and climate, their distribution, and their influence upon vegetation and soil. Five credits.

104. Geography Behind the News. Selected current events will be reviewed in terms of their geographic background. Attention will be given to the selection, reliability, and availability of up-to-date geographic information. Two credits.

105. Geography of the Hot, Wet Lands. An over-all view of the climate, vegetation, soils, resources, etc., of the wet tropics together with an analysis of the distribution of people and their economic

activities. Emphasis will be given to representative regions and the significance of the tropical lands in world affairs. Three credits.

108. Geography of Eastern North America. Emphasis will be placed upon the human-use regions east of the 100th meridian. The course is designed to be of maximum value to teachers. Extensive use will be made of maps, films, charts, diagrams, and relief models. Credit may not be received for both Geography 109 and 110. Three credits.

109. Geography of Western North America. Emphasis will be course is designed to be of maximum value to teachers. Extensive use will be made of maps, films, charts, and diagrams, and relief models. Three credits.

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

111. Geography of South America. A study of the physical and cultural aspects of the various South American states and their consequences in the present landscape. 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.

119. 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. A study of the physical aspects of the Soviet Union (topography, climate, vegetation, resources, etc.) together with the distribution and activities of the Russian peoples. Two credits.

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.

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.)

129. Urban Geography. The major cities of the United States and selected cities from other parts of the world will be included. Analysis of the geographic factors which have brought about the growth of the great urban centers of today. Two credits.

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 class room and on the field trips. Conservation will be a central theme in this course. Five credits.

132. Geography of the Columbia River. Materials covered include man's use of the Columbia River (navigation, military, fishing, log rafting, power, recreation) and its adjacent lands (fur trapping, mining, lumbering, agriculture) and the consequent growth of communities along its banks, from the Indian period until now. A low-cost field trip in the college bus will be made to some portion of the river. Three credits.

133. Land Use in the Columbia Basin. A study of various problems involved in the transformation of a desert region into an area of irrigated farms. Planning of farm units, crop production, soil problems, domestic water supply, and development of recreational areas are some of the topics included. Field trips will be made to places where the irrigation program is under way. Three credits.

134. Geography of the Yakima River Basin. The physical features, climatic conditions, natural vegetation, drainage, and major economic activities of the river basin will be analyzed. Conservation will be a basic theme in the course. Field trips to forest areas, irrigation works, and industrial plants. Three credits.

160. Maps and Landforms. The interpretation of maps of various kinds (U. S. and foreign) with particular emphasis given to analysis of the U. S. topographic maps as a key to recognition of landform types. Three credits.

History

②1. **Growth of American Democracy.** Attention is directed towards the rise and growth of the democratic ideal in government and politics, and in social, economic, and cultural life. Reform movements which have led to changes will be studied. The aim of the course is to help students to a fuller appreciation of the American heritage and an awareness of their own responsibilities as citizens. (Note: Students who expect to major in History or in the Social Sciences should take History 50 and 51 instead of History 21.) 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.

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.

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.

61. **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.

62. **Modern European History.** This course presents an analysis of the leading world-wide movements and historical events that have occurred in modern times. 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.

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.

① Students who have had History 50 and 51 are exempt from History 21.

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. Backgrounds of World War I. 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.

104. The Latin American Republic. 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 American 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 Since 1919. This course provides an intensive study of the United States since World War I. The period of "normalcy," the depression, the New Deal, World War II, and the period since 1945 comprise the field of study. Special attention is given to those aspects of modern life which must of necessity be omitted from survey courses. Five credits.

113. Readings in 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. Prerequisite, History 110. 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. American Diplomatic History. A course which traces the relations of the United States with other nations from the American Revolution to the present. Prerequisite, ten hours of American History or consent of the instructor. Five credits.

123. History of the Western Hemisphere. This course is a broad survey of the United States, Canada, and Latin America with emphasis upon parallels and contrasts in social, political, and economic development. 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.

132. Modern Asia. The findings gained from an analysis of Asia's Nineteenth Century relations with the European nations, and the United States, are used as a means of tracing and understanding her status as a dominant factor in world affairs of the mid-twentieth century. China, Indo China, Korea, Japan, and the Philippines all come within the scope of this course. Special attention will be given to the potential assets and liabilities that Modern Asia holds for the United States. Five credits.

133. Modern English History. Social, economic and political history of England from 1485 to the present. Included will be studies in the development of national monarchy, religious conflict, the industrial, agricultural and scientific revolutions, the growth of democratic institutions, and the rise and decline of the empire. Five credits.

135. Understanding History. This course undertakes to examine the ways in which the experiences of the past may be used to give understanding to certain developments in contemporary affairs. Selected phases of Greek, Roman, Medieval, and Modern European History will be analyzed in terms of their practical application to present situations. Three credits.

140. Great Ideas in American History. A re-examination of basic ideas and philosophies which have influenced American institutions, attitudes, and behavior. Attention will be directed toward writings which throw light upon such questions as liberty in a complex society; states rights or centralization; separation of church and state; civilian or military government; isolation or international responsibility; human vs. property rights. Five credits.

141. History of Mexico. The political, social, economic, and cultural development of Mexico from early colonial days to the present forms the framework of this course. Special attention will be given to the period since the Revolution of 1911. Three credits.

Political Science

40. Public Opinion and Propaganda. An analysis is made of the techniques of public opinion measurements and of propaganda. Detailed studies will be made of the various types of propaganda, including those of selected American pressure groups and of international communism. Two credits.

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

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

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 which emphasis is on the consequences of nationalism and imperialism. Among the subjects considered are: foreign policy, international law, conciliation and arbitration, international cooperation, leagues and associations, and contemporary world problems. Five credits.

101. Modern Political Philosophies. By providing an opportunity for a clearer understanding of the principal 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. This is a study of the organization, functions, and operation of the United Nations and its specialized agencies. Consideration will be given also to the growth of collective security, and the obstacles which prevent the United Nations from functioning as it was contemplated. Three credits.

103. State and Local Government and Administration. Introduction to the structure, functions and procedures of state and local governments. Special emphasis to the Washington State government and its county units. Five credits.

104. Public Administration. A survey of the principles and problems of government administration, including structure and organization, fiscal and personnel management, regulatory agencies, forms of administrative action, and the system of responsibility. Five 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.

111. Political Campaigns and Elections. A study of national political campaigns and elections, including the problems a presidential candidate must face in the primaries, the national nominating conventions, the post-convention campaign, and the elections. Particular emphasis will be placed on current issues and candidates. Three credits.

112. Current Issues of American Democracy. The concept of democracy and its ethical values to the individual are examined. Included will be a study of the dynamic nature of democracy as a factor in the resolution of conflict, an evaluation of the attacks being made upon democracy, both within and outside of the United States; federalism vs. states rights; federal power and the national economy; the limits of free speech; the role of the executive, the legislature, the courts and public opinion as definers of democracy. Three credits.

114. Modern World Problems. In this course the student examines with appropriate background material, such current critical issues as organizations for world peace, military potentials, and international economic cooperation. Specific problems to be considered will depend on what is in the world spotlight at the time. Five credits.

115. The United Nations in the School Program. 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.

Secretarial Science

4. Office Machines. This is a course designed to develop proficiency in the use of the calculator, adding machine, bookkeeping machine, dictaphone, and mimeograph and in general office procedure. Three credits.

5. Vocational Proficiency in Office Machine Operation. Obtaining vocational proficiency in office machine operation will be the chief objective of this course. The student will operate a maximum of two machines in the quarter. Machines taught will include the Rotary Calculators, Posting Machines, Full-Keyboard Adding, Ten-Key Adding, Key-Driven Calculators, Disc and Cylinder Voice Writing Machines, Electric Typewriters, and the Duplicators. Secretarial Science 4 is a prerequisite. Five credits.

51. Elementary Typewriting. First course in touch typewriting with goal set to master the keyboard and acquaint the students with simple layout of typewritten material. Two credits.

52. Intermediate Typewriting. Instruction in touch typewriting to build speed and accuracy and introduce office typewriting problems. Two credits.

53. Advanced Typewriting. Increased drill on speed and accuracy in the solving of office problems with emphasis on form and style. Two credits.

54. Vocational Typewriting. The purpose of this course is to qualify the typist for her first vocation position through the use of actual office forms and procedure. Two credits.

55. Typewriting for Personal Use. Introduction to touch typewriting for beginners who wish to use their skill for the typing of personal and business correspondence, term papers, outlines, etc. Two credits.

56. Shorthand—Beginning. The fundamental theory and principles of Gregg shorthand simplified are presented with emphasis on reading and dictation. Five credits.

57. Shorthand—Intermediate. This course includes a review of shorthand theory with primary emphasis on dictation and speed building. Prerequisite: One year high school shorthand or Sec. Sci. 56. Five credits.

58. Shorthand—Advanced. Speed building is the major objective of this course with a brief introduction to transcription. Prerequisite: Sec. Sci. 57. Five credits.

59. Shorthand—Transcription. Major emphasis is placed on the transcription of business letters. A review of principles and further speed building with shortcuts in dictation. Prerequisite: Sec. Sci. 58. 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: Sec. Sci. 51 and 56 or equivalent. Five 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.

120. Practical Classroom Duplicating Techniques. New improvements, latest techniques in color and sketch duplicating, with helpful hints for the classroom teacher will be presented on the duplicating machines. This will include the publication of the school newspaper, programs, bulletins, etc. The program will be made flexible to fit individual teacher needs. 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

117. 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.

128. 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.

200. Social Science Methods and Materials. The experienced teacher in the Social Studies field may do individual study relative to methods and recent materials in his fields of special interest. Prerequisite, B.A. degree with graduate Guided Electives in the Social Sciences, and consent of Division Chairman. 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 material and factual data, which illustrates current trends in human relationships. Five credits.

56. Introduction to the Field of Social Work. This course provides a comprehensive study of the present-day types of social work, including some consideration of the vocational opportunity available in each. Processes involved in case work, group work, and community organization will also be covered briefly. Five credits.

111. Contemporary Social Thought. A critical study of the present status of sociology as a scientific discipline. The more recently developed research techniques for testing sociological principles 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 communities and their organization with particular reference to those of the Pacific Northwest. Emphasis will be placed upon the aspects of community life of most concern to the prospective teacher. Two credits.

121. Culture and Personality. This is a study of the major influences which shape personality. The principal emphasis is placed on institutional forces which 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. The amount of credit to be earned by the student shall be entered upon the class card at the beginning of the quarter.

156. Intercultural and Intergroup Education. This course is designed to deal with Intergroup Relations concerning race, nationality, minority groups, income groups, urban and rural groups, and with methods of teaching and measuring Intergroup Relations. Three credits.

AIR SCIENCE AND TACTICS

The Division of Air Science and Tactics was established at Central Washington College of Education on July 1, 1951. The purpose of the division is to select and train students who possess the character, intelligence, responsibility, and desire to become officers in the United States Air Force Reserve as well as responsible citizens.

PROGRAM

Basic Course. The first two years of the program constitute the basic course of Air Science and Tactics. The traditional purpose of ROTC has been to merge the militia concept with a firmer concept of citizen education for military responsibility. Thus, the basic course not only serves as a basis for the selection of advanced course cadets who are potential junior officers of the Air Force and eventually its leaders, but it also provides an opportunity to offer an air age citizenship course to a large segment of the male undergraduates, in which the importance of air power as a means of preserving our national security is demonstrated. All able bodied male students are required to complete the two year basic course unless formally exempted by the Registrar. (Selected first and second year AFROTC students may enroll in the AFROTC Band for additional credit—see Music.)

Advanced Course. Students who have successfully completed the basic course or received credit in lieu thereof may apply for the final two years. Criteria have been established by the Air Force and the College for the selection of best qualified applicants for the advanced course. Those students who successfully complete the advanced course and graduate from the College will either be awarded commissions in the USAFR or certificates of completion. In either case a minimum of two years of active duty will then be required to satisfy the conditions of the Selective Service Act (except in cases where students have had previous military active duty). All advanced students will be required to attend a Summer Encampment of approximately four weeks at an Air Force Base. The time and place will be

designated by the Air Force. This normally occurs during the summer between the junior and senior years.

Honorably discharged veterans who have completed one year or more of active duty can be exempted from the basic course and qualify for advanced AFROTC training as soon as they reach the junior academic level in the College. There is no present requirement for veterans to again serve on active duty upon receiving their Reserve Commission unless they apply for flight training. All students are urged to contact the Professor of Air Science and Tactics for complete details.

Selective Service Deferment. The participation in the Air Science program may permit deferment from the Draft under the Selective Service Act and amendments thereto. If the student satisfactorily demonstrates that he possesses all of the qualities necessary to become an Air Force officer, and if he agrees to meet the criteria established for the advanced course he will be deferred.

COURSES

Air Science 1, 2, and 3. Freshmen and others who have not met the requirements of two years of basic military training. A course in Introduction to AFROTC; Introduction to Aviation; Fundamentals of Global Geography; International Tensions and Security Structures; Instruments of National Military Security; and Leadership and Drill. Two lectures and one drill period each week. Two credits.

Air Science 4, 5, and 6. Sophomores and others who have not met the requirements of two years of Basic Military Training. A course in Elements of Aerial Warfare, including Introductions; Targets; Weapons; Aircraft; Operations; Bases; Careers; Leadership and Drill. Two lectures and one drill period each week. Two credits.

Air Science 101, 102, and 103. Juniors. Admission is by selection and completion of the Basic program or credit in lieu thereof. A course in Air Force Commander and Staff; Problem Solving Techniques; Communicative Processes in The Air Force; Military Justice System; Aircraft Engineering; Navigation; Weather; Air Force Base Functions; and Leadership and Drill. Four lectures and one drill period each week. Prerequisite: Air Science 1, 2, 3, 4, 5, and 6, or credit in lieu thereof. Three credits.

Air Science 104, 105, and 106. Seniors. A course in Principles of Leadership; Career Guidance; Military Aspects of World Political Geography; Military Aviation and the Art of War; Briefing for Commissioned Service; and Leadership and Drill. Four lectures and one drill period each week. Prerequisite: Air Science 101, 102, and 103. Three credits.

EXEMPTIONS FROM MILITARY TRAINING

1. Beginning with the Fall Quarter, 1951, and subject to the exceptions listed below, every male student entering the Central Washington College of Education without advanced standing shall be required to complete six quarters of military training.
 2. Subject to the exceptions listed below, every male student entering the Central Washington College of Education with advanced standing shall be held for the military training requirement, providing that such a student is subject only to a period of military training equivalent to the number of quarters he needs to achieve junior standing by a normal schedule.
 3. Exemption from the military training requirement shall be granted to the following:
 - a. Those who are twenty-three years of age or over at the time of original entry into the College.
 - b. Those who enter as juniors and seniors.
 - c. Special students.
 - d. Those who are not citizens of the United States.
 - e. Those registered for eleven credits or less.
 - f. Those who are active members of the Armed Forces or Coast Guard of the United States, or commissioned by the National Guard, or reserve officers of the Armed Forces or Coast Guard of the United States.
 - g. Those who are active enlisted members of the National Guard or of the Organized Reserve of the Armed Forces, or Coast Guard of the United States: **Provided, however,** That exemption shall be granted only to those **holding such status prior to their original** entry into the College. For those students entering with active reserve or National Guard status in the Summer, Autumn, Winter, or Spring Quarters, such membership shall have existed prior to June 1, September 1, December 1, or March 1, respectively, of the current school year. Students seeking initial exemption shall present to the Registrar, not later than the first day of his first quarter of residence, a statement signed by his Commanding Officer which certifies that he is an active member in good standing of his Reserve or National Guard unit. Further exemption shall be contingent upon the filing of a similar certificate with the Registrar not later than the first day of each ensuing quarter during which exemption is sought.
- Responsibility for filing the certificate of good standing in a Reserve or National Guard unit shall rest entirely with the student.
- Should a student exempted under the terms before described, be dropped from active membership in his Reserve or National Guard unit after less than one year of service he shall be subject to the entire College military training requirement. Should

he be dropped from his Reserve or National Guard unit after one year or more of service he shall be subject to not more than three quarters of the College military training requirement. In such case the exact amount shall be fixed by the Director of Instruction in consultation with the Professor of Air Science and Tactics.

- h. Those who claim credit for military training taken elsewhere. Such students will make their claims upon registration; all credits allowed will be cleared through the Registrar.
 - i. Those with previous military service. Exemption from one year of military training shall be granted to honorably discharged men who have served not less than six months, but who have served less than one year, in the Armed Forces or Coast Guard. Complete exemption from military training shall be granted (1) to honorably discharged men who have served one year or more in the Armed Forces or Coast Guard and (2) to those who hold a Certificate of Disability Discharge. The Registrar shall process exemptions specified in this paragraph.
 - j. Those who seek exemptions on other grounds than the above and whose petitions are first processed by the Registrar and by the Director of Instruction after consultation with the Professor of Air Science and Tactics.
 - k. Those exempted by the College physician.
4. All male students other than those listed in 3a to g, inclusive, shall register for the proper course and shall attend classes until their requests for exemption have been granted.

INDEX

A

Absences, 47
 Accreditation, 29
 Administrative Officers, 7
 Admission
 Foreign students, 30
 Regular students, 44
 Veterans, 30
 Advanced Standing, 44
 Air Science and Tactics Division
 Course descriptions, 194
 Major (Arts and Sciences), 88
 Exemptions from military training, 196
 Program, 194
 Art (Fine and Industrial) Division
 Fine Art
 Course descriptions, 144
 Commercial Art, 102
 Major (Education), 59
 Minor (Education), 67
 Major (Arts and Sciences), 88
 Minor (Arts and Sciences), 95
 Specialization (Master's degree), 80
 Industrial Art
 Course descriptions, 147
 Commercial Art, 102
 Major (Education), 61
 Minor (Education), 69
 Major (Arts and Sciences), 89
 Minor (Arts and Sciences), 96
 Specialization (Master's degree), 81
 Arts and Sciences Program, 87
 Assemblies, 22

B

Bachelor of Arts Degree in
 Education, 48
 Biological Science (See Science and Mathematics Division)
 Board and Room, 35
 Botany (See Science and Mathematics Division)
 Buildings and Equipment, 21

C

Calendar, 4, 5, 6
 Certificate Requirements, 49
 Certificates
 Three Year Elementary, 51
 Three Year Secondary, 51
 Provisional General, 51
 Standard General, 51
 Six Year Elementary, 51
 Six Year Secondary, 51
 Special Education Credential, 51
 Chemistry (See Science and Mathematics Division)
 Classification of students, 46
 Climate, 21
 Clubs, 41
 College of Arts and Sciences, 84
 College of Education, 48
 Commercial Education (See Social Science Division)
 Correspondence Courses, 32
 Counseling Program, 38
 Course Numbers, 46
 Cultural Opportunities, 22
 Curriculum—General Certificate, 54

D

Degree Requirements—B. A. in
 Arts and Sciences, 84
 Degree Requirements—B. A. in
 Education, 48
 Degree Requirements—Master of
 Education, 77
 Deposits (See Expenses)
 Division Chairmen, 7

E

Economics (See Social Science Division)
 Education and Psychology Division
 Education
 Course descriptions, 129
 Minor (Arts and Sciences), 94
 Directed Teaching, 131
 Remedial Education, 82
 Specializations (Master's degree), 79, 80
 Philosophy
 Course descriptions, 141
 Minor (Arts and Sciences), 97
 Psychology
 Course descriptions, 141
 Major (Education), 63
 Major (Arts and Sciences), 91
 Minor (Arts and Sciences), 97
 Employment, 22
 English (See Language, Literature and Speech Division)
 Entertainment, 22
 Expenses, 33
 Extension Courses, 31

F

Faculty, 9
 Faculty Committees, 17
 Fifth Year—Teacher Education
 Program, 74
 Film Service, 32
 Fine Art (See Art Division)
 French (See Language, Literature and Speech Division)

G

General Certificate Program, 50
 General Information, 19
 Geographical Features, 21
 Geography (See Social Science Division)
 Geology (See Science and Mathematics Division)
 Grading System (See Marking and Point System)
 Graduate School of Education, 74
 Guidance, 39

H

Health and Physical Education
 Division
 Health
 Course descriptions, 150
 Major (Education), 60
 Minor (Education), 68
 Major (Arts and Sciences), 88
 Minor (Arts and Sciences), 95
 Specialization (Master's degree), 81
 Physical Education
 Course descriptions, 151
 Major (Education), 60
 Minor (Education), 70

- Major (Arts and Sciences), 88
 - Minor (Arts and Sciences), 97
 - Specialization (Master's degree), 81
 - Activities for Men, 156
 - Activities for Women, 155
 - Recreation
 - Major (Education), 64
 - Minor (Education), 73
 - Major (Arts and Sciences), 92
 - Minor (Arts and Sciences), 97
 - Historical Statement, 21
 - History (See Social Science Division)
 - Home Economics Division
 - Course descriptions, 157
 - Major (Education), 61
 - Minor (Education), 69
 - Major (Arts and Sciences), 89
 - Minor (Arts and Sciences), 96
 - Specialization (Master's degree), 81
 - Two Year Pre-Professional Program, 110
 - Honor Awards, 24
 - Housing (See Student Housing)
- I**
- In-Service Education, 32
 - Industrial Arts (See Art Division)
- J**
- Junior College and Pre-Professional Programs, 99
 - Pre-Agriculture, 99
 - Bacteriology and Public Health, 100
 - Pre-Architecture, 100
 - Business Administration, 101
 - Commercial Art, 102
 - Pre-Conservatory, 104
 - Pre-Dentistry, 105
 - Pre-Dental Hygiene, 106
 - Pre-Engineering, 107
 - Pre-Forestry, 108
 - Pre-Journalism, 109
 - Pre-Professional Home Economics, 110
 - Pre-Law, 111
 - Library Administration, 113
 - Pre-Medicine, 114
 - Pre-Medicine Major, 90
 - Medical Technology, 116
 - Meteorology, 117
 - Pre-Nursing, 118
 - Pre-Occupational Therapy, 119
 - Pre-Pharmacy, 121
 - Pre-Physical Therapy, 122
 - Pre-Social Work, 123
 - Pre-Veterinary, 124
 - Secretarial Science, 125
- L**
- Language, Literature and Speech Division
 - Language
 - Course descriptions, 159
 - French, 164
 - Major (Education), 62
 - Minor (Education), 68
 - Major (Arts and Sciences), 89
 - Minor (Arts and Sciences), 95
 - Spanish, 164
 - Major (Education), 62
 - Minor (Education), 73
 - Major (Arts and Sciences), 90
 - Minor (Arts and Sciences), 98
 - English, 159
 - Major (Education), 59
 - Minor (Education), 67
 - Major (Arts and Sciences), 87
 - Minor (Arts and Sciences), 94
 - Specialization (Master's degree), 81
 - Literature
 - Course descriptions, 159
 - Speech
 - Course descriptions, 162
 - Major (Education), 65
 - Minor (Education), 73
 - Major (Arts and Sciences), 93
 - Minor (Arts and Sciences), 98
 - Lectures, 22
 - Library Division
 - Library, 29
 - Administration, 113
 - Course descriptions, 164
 - Specialization (Master's degree), 83
 - Minor (Arts and Sciences), 96
 - Minor (Education), 70
 - Living Regulations, 40
 - Loans (See Student Loans)
- M**
- Majors in Arts and Sciences, 85
 - Map of Campus, 3
 - Marking and Point System, 46
 - Master of Education Degree Program, 75
 - Mathematics (See Science and Mathematics Division)
 - Minors for General Certificate, 55
 - Music Division
 - Course descriptions, 165
 - Major (Education), 62
 - Minor (Education), 70
 - Major (Arts and Sciences), 90
 - Minor (Arts and Sciences), 96
 - Organizations, 42
 - Pre-Conservatory, 104
 - Specialization (Master's degree), 82
- N**
- Numbering of Courses, 46
 - Nursing (See Junior College and Pre-Professional Programs)
- O**
- Off-Campus Service, 31
 - Orientation, 39
- P**
- Personnel Services and Activities, 38
 - Pharmacy (See Junior College and Pre-Professional Programs)
 - Philosophy (See Education and Psychology Division)
 - Physical Education (See Health and Physical Education Division)
 - Physical Science (See Science and Mathematics Division)
 - Physics (See Science and Mathematics Division)
 - Placement Services, 29
 - Pre-Professional Programs (See Junior College and Pre-Professional Programs)
 - Principles and Policies, 38
 - Psychology (See Education and Psychology Division)
 - Publications, 42

R

Recreation, 73
 Recreation Courses (See Health and Physical Education Division)
 Refunds (See Expenses)
 Registration Procedures, 46
 Religious Opportunities, 22
 Requirements for General Certificate, 49
 Room and Board, 35
 Room Equipment and Furnishing, 36

S

Scholarships, 24
 Scholarship Standards, 47
 Science and Mathematics Division
 Biological Science
 Course descriptions, 171
 Major (Education), 58
 Minor (Education), 66
 Major (Arts and Sciences), 87
 Minor (Arts and Sciences), 94
 Botany
 Course descriptions, 171
 Minor (Education), 66
 Minor (Arts and Sciences), 94
 Chemistry
 Course descriptions, 172
 Major (Education), 58
 Minor (Education), 66
 Major (Arts and Sciences), 87
 Minor (Arts and Sciences), 94
 Geology
 Course descriptions, 173
 Minor (Education), 68
 Minor (Arts and Sciences), 95
 Mathematics
 Course descriptions, 174
 Major (Education), 61
 Minor (Education), 70
 Major (Arts and Sciences), 89
 Minor (Arts and Sciences), 96
 Physical Science
 Course descriptions, 175
 Major (Education), 63
 Minor (Education), 71
 Minor (Arts and Sciences), 97
 Physics
 Course descriptions, 176
 Major (Education), 63
 Minor (Education), 71
 Major (Arts and Sciences), 90
 Minor (Arts and Sciences), 97
 Science Education
 Course descriptions, 177
 Major (Education), 60
 Zoology
 Course descriptions, 179
 Minor (Education), 73
 Minor (Arts and Sciences), 98
 Secretarial Science (See Social Science Division)
 Secretaries and Assistants, 8
 Social Opportunities, 22
 Social Organizations, 41
 Social Science Division
 Commercial Education
 Course descriptions, 180
 Major (Education), 59
 Minor (Education), 67
 Minor (Arts and Sciences), 94

Economics

 Course descriptions, 182
 Major (Education), 59
 Minor (Education), 67
 Major (Arts and Sciences), 87
 Minor (Arts and Sciences), 94

Geography

 Course descriptions, 183
 Major (Education), 60
 Minor (Education), 68
 Major (Arts and Sciences), 88
 Minor (Arts and Sciences), 95

History

 Course descriptions, 186
 Major (Education), 60
 Minor (Education), 69
 Major (Arts and Sciences), 88
 Minor (Arts and Sciences), 95

Political Science

 Course descriptions, 189
 Minor (Education), 71
 Major (Arts and Sciences), 91
 Minor (Arts and Sciences), 97

Secretarial Science

 Course descriptions, 191

Social Science

 Course descriptions, 192
 Major (Education), 64
 Major (Arts and Sciences), 93

Sociology

 Course descriptions, 192
 Major (Education), 65
 Minor (Education), 73
 Major (Arts and Sciences), 92
 Minor (Arts and Sciences), 98

Spanish (See Language, Literature and Speech Division)

Speech (See Language, Literature and Speech Division)

State Board of Education, 7

Student Conduct, 40

Student Counseling Program, 38

Student Employment, 22

Student Government Association, 41

Student Health Service, 28

Student Housing, 28

Student Life, 41

Student Load, 45

Student Loans, 23

Student Personnel Officers, 8

Student Responsibility for Records, 45

T

Teaching (See Education and Psychology Division)

Typing (See Social Science Division)

U

Upper Division Requirements, 49

V

Veterans' Education, 30

Visual Instruction (See Education and Psychology Division)

Z

Zoology (See Science and Mathematics Division)

