

1956

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Central Washington University

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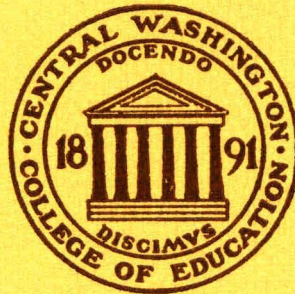
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CENTRAL WASHINGTON COLLEGE OF EDUCATION



GENERAL CATALOG
AND ANNOUNCEMENTS
1956-1957

PUBLISHED QUARTERLY
ELLENSBURG, WASHINGTON

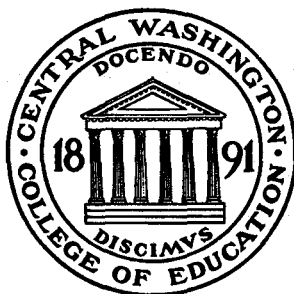
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Vol. 48

July, 1956

Number 4

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



GENERAL CATALOG
1956 - 1957

This college is accredited by the
National Council for Accreditation of Teacher Education
and the

Northwest Association of Secondary and
Higher Schools
and has been approved by the
United States Attorney General as an institution for non-quota
immigrant students

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

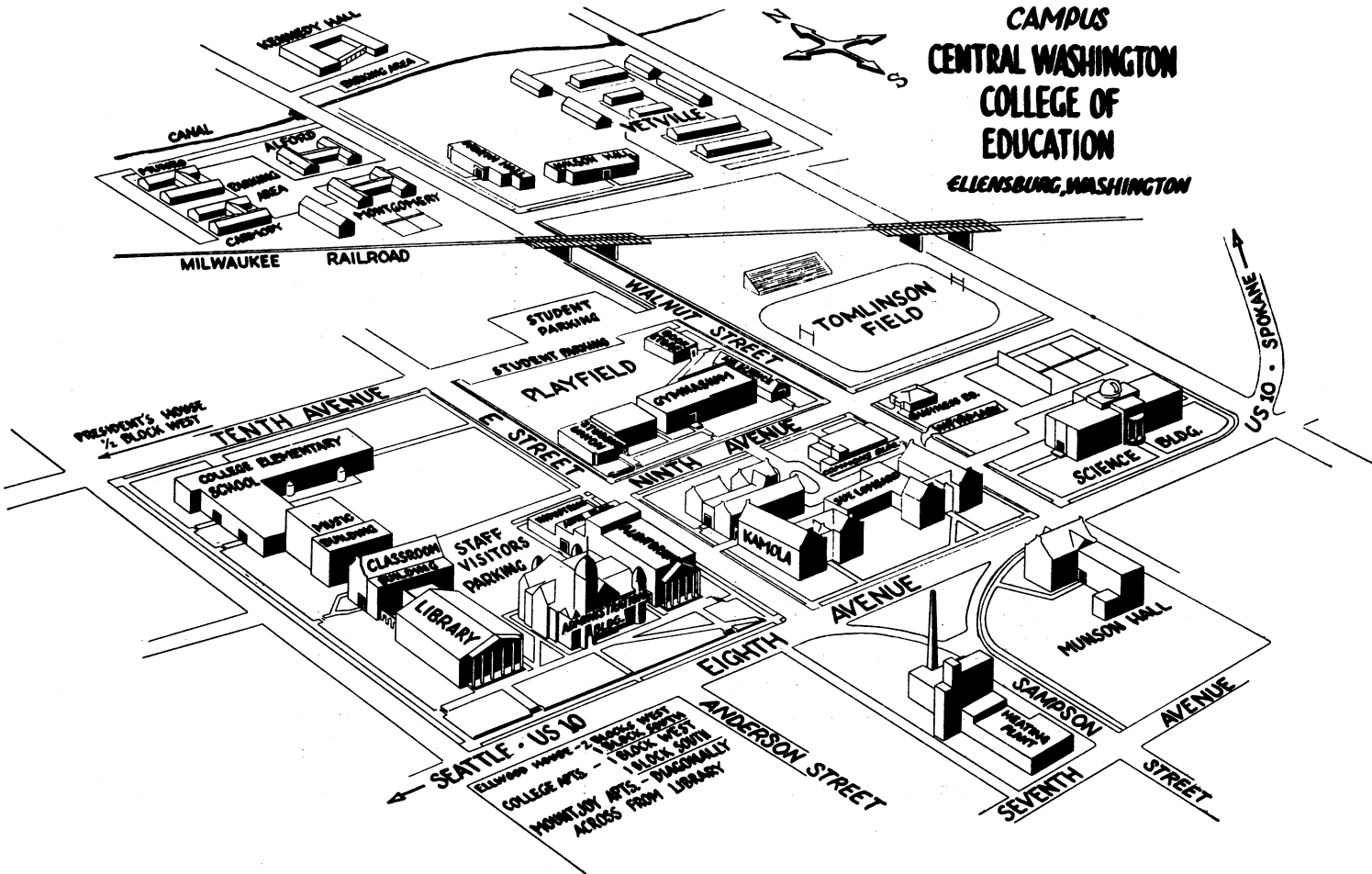


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CAMPUS CENTRAL WASHINGTON COLLEGE OF EDUCATION

ELLENSBURG, WASHINGTON



CALENDAR FOR 1956

| JANUARY | | | | | | | MAY | | | | | | | SEPTEMBER | | | | | | |
|---------|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | .. | .. | 1 | 2 | 3 | 4 | 5 | .. | .. | .. | .. | .. | .. | 1 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 29 | 30 | 31 | .. | .. | .. | .. | 27 | 28 | 29 | 30 | 31 | .. | .. | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 30 | .. | .. | .. | .. | .. | .. |

| FEBRUARY | | | | | | | JUNE | | | | | | | OCTOBER | | | | | | |
|----------|----|----|----|----|----|----|------|----|----|----|----|----|----|---------|----|----|----|----|----|----|
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| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 26 | 27 | 28 | 29 | .. | .. | .. | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | 31 | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |

| MARCH | | | | | | | JULY | | | | | | | NOVEMBER | | | | | | |
|-------|----|----|----|----|----|----|------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
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| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 29 | 30 | 31 | .. | .. | .. | .. | 25 | 26 | 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 |
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 29 | 30 | .. | .. | .. | .. | .. | 26 | 27 | 28 | 29 | 30 | 31 | .. | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 30 | 31 | .. | .. | .. | .. | .. |

CALENDAR FOR 1957

| JANUARY | | | | | | | MAY | | | | | | | SEPTEMBER | | | | | | |
|---------|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| .. | .. | 1 | 2 | 3 | 4 | 5 | .. | .. | .. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 27 | 28 | 29 | 30 | 31 | .. | .. | 26 | 27 | 28 | 29 | 30 | 31 | .. | 29 | 30 | .. | .. | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |

| FEBRUARY | | | | | | | JUNE | | | | | | | OCTOBER | | | | | | |
|----------|----|----|----|----|----|----|------|----|----|----|----|----|----|---------|----|----|----|----|----|---|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| .. | .. | .. | .. | .. | 1 | 2 | .. | .. | .. | .. | .. | 1 | .. | .. | 1 | 2 | 3 | 4 | 5 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 2 | 3 | 4 | 5 | 6 | 7 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 9 | 10 | 11 | 12 | 13 | 14 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 16 | 17 | 18 | 19 | 20 | 21 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 24 | 25 | 26 | 27 | 28 | .. | .. | 23 | 24 | 25 | 26 | 27 | 28 | 27 | 28 | 29 | 30 | 31 | .. | .. | |
| .. | .. | .. | .. | .. | .. | .. | 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 |
| .. | .. | .. | .. | .. | 1 | 2 | .. | 1 | 2 | 3 | 4 | 5 | 6 | .. | .. | .. | .. | .. | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | 31 | .. | .. | .. | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |

| APRIL | | | | | | | AUGUST | | | | | | | DECEMBER | | | | | | |
|-------|----|----|----|----|----|----|--------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| .. | 1 | 2 | 3 | 4 | 5 | 6 | .. | .. | .. | .. | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 28 | 29 | 30 | .. | .. | .. | .. | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 29 | 30 | 31 | .. | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |

QUARTERLY CALENDAR, 1956-1957

Autumn Quarter

| | |
|---|---------------------------------|
| Reception for Students and Parents..... | Sunday, September 23 |
| Orientation and Registration of New Students..... | |
| Monday, Tuesday, Wednesday, Thursday, September 24, 25, 26, | 27 |
| Registration of Former Students..... | Thursday, September 27 |
| Instruction Begins | Friday, September 28 |
| Last Day to Register with Late Fee or to Add a Course or to Drop a Class | Friday, October 5 |
| Homecoming | Saturday, October 27 |
| Veterans' Day and Admission Day Holiday.... | Monday, November 12 |
| Counseling Day | Thursday Afternoon, November 15 |
| Thanksgiving Recess | |
| ...Wednesday, November 21, 1:00 p. m. to Monday, November 26 | |
| Autumn Quarter Closes, 5:00 p. m..... | Friday, December 14 |

Winter Quarter

| | |
|---|------------------------|
| Registration for All Students..... | Wednesday, January 2 |
| Instruction Begins | Thursday, January 3 |
| Last Day to Register with Late Fee or to Add a Course or to Drop a Class | Thursday, January 10 |
| Religious Emphasis Week..... | February 3, 4, 5, 6, 7 |
| Dad's Day Weekend Activities..... | February 15, 16, 17 |
| Washington's Birthday Holiday..... | Tuesday, February 22 |
| Winter Quarter Closes, 5:00 p. m..... | Friday, March 15 |

Spring Quarter

| | |
|---|-------------------|
| Registration of All Students..... | Monday, March 25 |
| Instruction Begins | Tuesday, March 26 |
| Last Day to Register with Late Fee or to Add a Course or to Drop a Class | Tuesday, April 2 |
| Mother's Day Weekend Activities..... | May 10, 11, 12 |
| Sweezy Day | Wednesday, May 15 |
| Memorial Day Holiday..... | Thursday, May 30 |
| Grade Reports on All Graduating Students Due at 12 Noon..... | |
| | Tuesday, May 28 |
| Commencement Exercises, 3:00 p. m..... | Sunday, June 2 |
| Spring Quarter Closes, 12:00 Noon..... | Friday, June 7 |

Summer Quarter

| | |
|--|--------------------------------------|
| Pre-Registration | 9 a. m. to 3 p. m., Saturday, May 18 |
| Registration of All Students..... | Monday, June 17 |
| Instruction Begins | Tuesday, June 18 |
| July Fourth Holiday..... | Thursday, July 4 |
| First Term Closes..... | Wednesday, July 17 |
| Second Term Begins..... | Thursday, July 18 |
| Second Term Closes..... | Friday, August 16 |
| Grade Reports on All Graduating Students Due at 12 Noon..... | |
| | Tuesday, August 13 |
| Commencement Exercises, 7:00 p. m..... | Friday, August 16 |

OFFICIAL DIRECTORY

BOARD OF TRUSTEES

VICTOR J. BOUILLON, Chairman..... Ellensburg
BERNADINES 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
ROBERT H. BENESH..... Air Science

STATE BOARD OF EDUCATION

PEARL A. WANAMAKER.. Superintendent of Public Instruction, Olympia
HAROLD S. SHEFELMAN..... First Congressional District, Seattle
JAMES F. HODGES..... First Congressional District, Winslow
ROBERT R. WALTZ..... Second Congressional District, Snohomish
MRS. FRED A. RADKE..... Second Congressional District, Port Angeles
BERNARD NEWBY..... Third Congressional District, Washougal
WILLIAM M. LEUBKE..... Third Congressional District, Chehalis
HERMAN R. PRAETORIUS..... Fourth Congressional District, Tieton
PAUL SLUSSER..... Fourth Congressional District, Pullman
FRANK S. EMERT..... Fifth Congressional District, Omak
T. G. REAMES..... Fifth Congressional District, Spokane
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 |
| T. DEAN STINSON..... | Dean of Men |
| MAXINE TAYLOR..... | College Nurse |
| JANET MARSH..... | Director of Dormitories |
| CHARLES SAAS..... | Supervisor of Alford Hall |
| MRS. NORENE WHITNER..... | Supervisor of Carmody Hall |
| To be selected..... | Supervisor of Kamola Hall |
| MR. AND MRS. LOU RICHARDS..... | Supervisors of Kennedy Hall |
| To be selected..... | Supervisor of Montgomery Hall |
| To be selected..... | Supervisor of Munro Hall |
| MRS. ELINOR FISHER..... | Supervisor of Munson Hall |
| To be selected..... | Supervisor of North Hall |
| MRS. JANET THORN..... | Supervisor of Sue Lombard Hall |
| To be selected..... | Supervisor of Wilson Hall |

SECRETARIES AND ASSISTANTS

| | |
|----------------------------|--|
| LOUISE SHELTON..... | Secretary to the President |
| MABEL McMECHAN..... | Secretary to the Dean of Instruction |
| BETTY FUJIMOTO..... | Secretary to the Director of Graduate Studies |
| MARGARET HUDDLE..... | Secretary to the Director of Public Service |
| JEAN BAKER..... | Secretary to the Registrar |
| MILDRED EASTHAM..... | Secretary to the Dean of Students |
| NORA SALLEE..... | Secretary to the Dean of Women |
| VIRGINIA LANDELS..... | Secretary to the Dean of Men |
| MARGUERITE HANSON..... | Secretary to the Business Manager |
| J. A. CLEMAN..... | Assistant Accountant |
| BARBARA SCHOBER..... | Cashier |
| MARY LEGG..... | Secretary, Director of College Elementary School |
| RUTH SYDOW..... | Secretary to the Librarian |
| NORMA KERNS..... | Secretary, Office of Air Science |
| MAUDE DAVIS..... | Secretary, Director of Dormitories |
| LAWRENCE C. DAVENPORT..... | Plant Superintendent |
| RUTH ADAMS..... | Manager, Audio-Visual Library |
| OLIVE SCHNEBLY..... | Manager, Student Union |
| LOUIS OIEN..... | Manager, College Bookstore |
| DON JONGEWARD..... | Manager, Central Stores |

AIR SCIENCE ADMINISTRATIVE ASSISTANTS

| | |
|--------------------------|---|
| SAMUEL R. HILL, JR..... | Master Sergeant, United States Air Force |
| STANLEY G. JOHNSON..... | Master Sergeant, United States Air Force |
| RALPH L. VON KAENEL..... | Master Sergeant, United States Air Force |
| CHARLES W. WYOSKI..... | Technical Sergeant, United States Air Force |
| ROBERT L. NUNN..... | Staff Sergeant, United States Air Force |

THE FACULTY, 1956-57

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 Wis-
 consin; Graduate Student, Teachers College, Columbia University.
 At Central since 1932.
- ERNEST L. MUZZELL.....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, Colum-
 bia 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; Graduate Student, University of Southern
 California. 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.....Associate Professor of Education
 B.S., M.S., Utah State Agricultural College; Ph.D., University of
 Washington. At Central since 1950.

- *ANNE C. LEMBESIS.....Assistant Professor of Education
B.A., Northwestern University; M.A., University of Iowa. At Central
since 1949.
- MAURICE MCGLASSON.....Associate Professor of Education
A.B., DePauw University, Greencastle, Indiana; A.M., Ed.D., Indiana
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 University.
At Central since 1938.
- DAN L. OPPELMAN.....Associate Professor of Education
B.A., Lynchburg College, Lynchburg, Virginia; M.A., Ed.D., George
Peabody College for Teachers. At Central since 1953.
- ROY F. RUEBEL.....Associate Professor of Education
B.S., Buena Vista College, Iowa; M.A., Ed.D., University of Wyoming.
At Central since 1954.
- EMIL E. SAMUELSON.....Professor of Education
B.A., Milton College, Milton, Wisconsin; M.A., Ph.D., University of
Wisconsin; Graduate Student, Teachers College, Columbia Univer-
sity. 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.
- T. DEAN STINSON.....Associate Professor of Education
B.S., M.Ed., Colorado Agricultural and Mechanical College; Ed.D.,
Colorado State College of Education. At Central since 1954.
- DONALD H. THOMPSON.....Professor of Education
B.A., Whitman College; M.A., Stanford University; Graduate Stu-
dent, University of California, University of Oregon, and Teachers
College, Columbia University. At Central since 1929.
- RUTH L. WOODS.....Assistant Professor of Education
B.A. (Ed.), M.Ed., Central Washington College of Education. At
Central since 1941.

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.
- WILHELM BAKKE.....Assistant Professor of Industrial Art
B.A., College of Puget Sound; M.S., Oregon State College; Graduate
Student, University of Washington. At Central since 1948.

* Leave of absence, 1956-57.

- SABIN H. GRAY.....Assistant Professor of Fine Art
A.B., Fresno State College; M.A., Teachers College, Columbia Uni-
versity; Graduate Student, University of Michoacan, Mexico, and
San Diego State College. At Central since 1955.
- REINO RANDALL.....Associate Professor of Fine Art
B.A. (Ed.), Central Washington College of Education; M.A., Teachers
College, Columbia University; Graduate Student, Chicago Art In-
stitute, University of Oregon and Teachers College, Columbia Uni-
versity. At Central since 1938.
- RICHARD B. REINHOLTZ.....Assistant Professor of Fine Art
B.S., M.Ed., University of Minnesota; Graduate Student, University
of Minnesota. At Central since 1954.
- GEORGE L. SOGGE.....Associate Professor of Industrial Art
B.S., Stout Institute; M.A., Ohio State University; Graduate Student,
University of Washington and Cranbrook Academy of Art. At
Central since 1938.
- EDNA M. SPURGEON.....Associate Professor of Fine 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.
- VERA H. BADOREK.....Instructor in Physical Education
B.S., M.S., University of Oregon. At Central since 1955.
- ALYCE R. CHESKA.....Assistant Professor of Physical Education
B.A., Duluth State College; M.A., University of Minnesota; Graduate
Student, University of Washington. At Central since 1953.
- M. LORRAINE FLOWER.....Instructor in Physical Education
B.A., M.S., University of Washington. At Central since 1955.
- ANNE PAVLOFF.....Assistant Professor of Physical Education
B.S., Oklahoma A. and M. College; M.A., Teachers College, Columbia
University; Graduate Student, Teachers College, Columbia Univer-
sity. At Central since 1950.
- ALBERT H. POFFENROTH.....Assistant Professor of Physical Education
B.A. (Ed.), Eastern Washington College of Education; M.S., State
College of Washington; Graduate Student, State College of Wash-
ington. At Central since 1955.
- 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.
- HOWARD A. SCHAUB.....Acting Assistant Professor of Physical Education
B.S., Utah State Agricultural College; Graduate Student, University
of Idaho, Utah State Agricultural College, Central Washington Col-
lege of Education and State College of Washington. At Central since
1955.

WARREN R. TAPPIN Assistant Professor of Physical Education
A.B., University of Massachusetts; M.Ed., Boston University; Graduate Student, University of Washington. 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.

MARION L. MCMAHON Instructor in Home Economics
B.S., North Dakota State College; Graduate Student, University of Washington. At Central since 1955.

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.

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 Associate Professor of English
B.A., Ph.D., University of Washington. At Central since 1950.

JOHN W. FULLER Assistant Professor of English
B.A., M.A., University of Washington; Graduate Student, University of Washington. At Central since 1954.

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

NORMAN S. HOWELL Associate Professor of Speech and Dramatics
B.A., M.A., State College of Washington; Graduate Student, University of Washington. At Central since 1945.

KARL IRVING KOBBERVIG Instructor in French and Spanish
B.A., Ph.D., University of Washington. At Central since 1955.

MARY E. MATHEWSON Assistant Professor of English
A.B., Smith College; M.A., University of Colorado; Graduate Student, Northwestern University and University of Michigan. 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 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.
- FOREST E. ROBINSON.....Instructor in English
B.A., Willamette University; M.A., Columbia University; Graduate
Student, Columbia University and University of Colorado. At Central
since 1955.
- RALPH W. SORVIG.....Assistant Professor of English
B.S., Bemidji State Teachers College, Minnesota; M.A., Ph.D., Uni-
versity of Denver. 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.

MUSIC

- WAYNE S. HERTZ.....Professor of Music
B.S., (Mus.Ed.), University of Illinois; M.M., Northwestern Univer-
sity; Graduate Student, New York University. At Central since 1938.
- 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, Co-
lumbia University; Graduate Student, Boston University. At Central
since 1947.
- A. BERT CHRISTIANSON.....Associate Professor of Music
B.S. (Ed.), University of North Dakota; M.S. (Mus.Ed.), University
of Idaho. At Central since 1947.
- JUANITA DAVIES.....Associate Professor of Music
B.A., M.M., Chicago Conservatory of Music; Student Ripon College
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 and University of Iowa.
At Central since 1951.
- G. RUSSELL ROSS.....Assistant Professor of Music
B.M., Morningside College; M.S., Northwestern University; D.M.Ed.,
Chicago Musical College. At Central since 1949.
- MARGARET E. SCRUGGS.....Assistant Professor of Music
B.Sch.Mus., Oberlin College; M.M., Northwestern University. At
Central since 1946.
- HERBERT L. WHITE, JR.....Instructor in Music
B.M., Oberlin Conservatory of Music; M. M., Indiana University;
Graduate Student, Indiana University. At Central since 1956.

* Leave of absence, 1956-57.

SCIENCE AND MATHEMATICS

- EDMUND L. LIND**..... Professor of Chemistry
B.A., Wabash College; Ph.D., University of Chicago; Graduate Student, Johns Hopkins University, Polytechnic Institute of Brooklyn and University of Chicago. At Central since 1936.
- GEORGE F. BECK**..... Professor of Geology
B.S., State College of Washington; M.S., University of Washington; 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; Graduate Student, Teachers College, Columbia University and University of Michigan. At Central since 1928.
- CARL G. JOHNSON**..... Assistant Professor of Physical Science
B.S., M.A., University of Washington; Graduate Student, University of California. At Central since 1947.
- ROBERT L. JOHNSON**..... Instructor in Mathematics
B.A., M.A., Colorado State College of Education. At Central since 1955.
- 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**..... Assistant Professor of 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 Science Education
A.B., Washburn University; M.A., Ph.D., University of Kansas. At Central since 1948.
- BERNARD E. MICHALS**..... Assistant Professor of Science Education
A.B., M.A., Colorado State College of Education; Graduate Student, Stanford University. At Central since 1951.
- WILFRED W. NEWSCHWANDER**..... Associate Professor of Chemistry
B.A., Whitman College; Ph.D., University of Washington; Graduate 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.

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.
- WALTER L. BERG**..... Instructor in History
B.A., College of Puget Sound; M.A., University of Washington; Graduate Student, University of Washington. At Central since 1955.

- GEORGE C. FETTER.....Associate Professor of Sociology
A.B., Hamilton College, Clinton, New York; M.A., Ph.D., Cornell
University. At Central since 1955.
- 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, Uni-
versity of Minnesota. At Central since 1951.
- MARTIN KAATZ.....Assistant Professor of Geography
A.B., A.M., Ph.D., University of Michigan. At Central since 1952
- EUGENE J. KOSY.....Associate Professor of Business Education
B.E., State Teachers College, Whitewater, Wisconsin; M.A., Univer-
sity of Minnesota; Graduate Student, Northwestern University and
University of Wisconsin. 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.
- 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.
- FLOYD H. RODINE.....Assistant Professor of History
B.A., Gustavus Adolphus College, St. Peter, Minnesota; M.A., Ph.D.,
University of Nebraska. At Central since 1955.
- 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 College Elementary School
B.A., M.A., Teachers College, Columbia University; Ed.M., Michigan
State Normal College; Graduate Student, University of Southern
California. At Central since 1924.
- 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., Colorado
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., Colorado
State College of Education. At Central since 1949.

AIR SCIENCE

- ROBERT H. BENESH.....Professor of Air Science
Lieutenant Colonel, United States Air Force. At Central since 1956.
- RAY J. SCHWENDIMAN.....Assistant Professor of Air Science
Major, United States Air Force. At Central since 1955.
- WILFORD H. KUNZ.....Assistant Professor of Air Science
Major, United States Air Force. At Central since 1956.
- WILLIAM V. WILLIAMS.....Assistant Professor of Air Science
Captain, United States Air Force. At Central since 1954.
- KENNETH F. CRAVENS.....Assistant Professor of Air Science
Captain, United States Air Force. At Central since 1955.

LIBRARY STAFF

- MARGARET S. MOUNT.....Librarian
B.A., Macalester College; Library Certificate, University of Cali-
fornia; 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.
- 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.
- BEATRICE HAAN.....Circulation Librarian
B.A. (Ed.), Central Washington College of Education; M.A. in L. S.,
University of Denver. At Central since 1954.
- KATHRYN SENNER.....Children's Librarian
B.A., Augustana College, Sioux Falls, South Dakota; M.A., in L. S.,
University of Denver. At Central since 1955.
- CLIFFORD WOLFSEHR.....Reference 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 HINCH.....Associate Professor of English
A.B., Toronto University; Graduate Student, University of Chi-
cago, 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,
and Teachers College, Columbia University. At Central since 1916.
Emeritus since 1942.
- LORON D. SPARKS.....Professor of Education
Ph.D., Ph.M., University of Wisconsin; Ed.D., University of Cali-
fornia. At Central since 1913. Emeritus since 1950.
- WILLIAM T. STEPHENS.....Professor of Education and Psychology
B.A., M.A., Indiana University; M.A., Ed.M., Harvard University;
Graduate Student, George Peabody College for Teachers, and Uni-
versity of Chicago. At Central since 1915. Emeritus since 1949.
- HENRY J. WHITNEY.....Professor of Mathematics
B.S., Northwestern University; Graduate Student, University of
Wisconsin, and Teachers College, Columbia University. At Central
since 1908. Emeritus since 1943.

FACULTY COMMITTEES
FOR 1956-57

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 Michaelson,
Mr. Mitchell, Col. Muller, Mr. Nicholson, Mr. Pettit, Mr. Rogel,
Mr. Samuelson, Mr. Williams.

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

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

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

Athletics—Mr. Courson, Mr. Howard, Mr. Mayberry, Mr. Mitchell,
Mr. Nicholson, Mr. Odell, Mr. Robinson, Mr. Wolfsehr, S.G.A.
President, Two Student Council Members.

Campus Parking—Mr. Stinson, Mr. Courson, Mr. Fetter, Mr. R. John-
son, Three student representatives.

Commencement—Mr. Mayberry, Mr. Bakke, Mr. Bauer, Mr. Mitchell,
Mrs. Morgan, Mr. Rinehart, Mr. Wolfsehr.

Dormitory Life and Meal Service—Mr. Courson, Mrs. Hitchcock, Mrs.
Marsh, Mr. Stinson, Miss Ware, Ten student representatives.

Faculty Council—Mr. Howard, Mr. Anshutz, Miss Dean, Mr. Funder-
burk, Mr. Jacobsen, Miss Lowe, Mr. McGlasson, Mr. Oppleman,
Mr. Robinson, Mr. Sogge, Mr. Wolfsehr.

- Faculty Courtesy**—Mr. Mayberry, Mr. Fuller, Mrs. Mundy, Mr. Newschwander, Miss Ware.
- Faculty Lounge**—Miss Dean, Mr. Anshutz, Miss Gould, Mrs. Morgan, Mr. Sogge.
- Graduate Assistantships**—Mr. Crum, Mr. McGlasson, Mr. Muzzall, Mr. Partridge.
- 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. Howard, Miss Mount, Mr. Ross, Mr. Ruébel.
- 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**—Miss Wiley, Mr. Mitchell, Campus Crier Editor, Hyakem Editor, Student Representative.
- 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; Dramatic, Mr. Howell; Hyakem, Miss Wiley; Music, Mr. Hertz; Social Affairs, Mrs. Hitchcock; Women's Athletics, Mrs. Cheska.
- Student Employment**—Mr. Courson, Mrs. Hitchcock, Mrs. Shelton, Mr. Stinson.
- Student-Faculty Coordination and Planning Board**—Mr. Samuelson, Mrs. Cheska, Mr. Courson, Mrs. Hitchcock, Mr. Jacobsen, President McConnell, Mr. Michals, Mr. Mitchell, Mr. Stinson, Ten student representatives.
- Student Health**—Mr. Samuelson, Mrs. Cheska, Miss Miller, Mr. Nicholson, Mrs. Taylor, Dr. Grose.
- Student Loan**—Mr. Partridge, Mr. Courson, Miss Davies, Mrs. Hitchcock, Mr. Tappin.
- Student Personnel**—Mr. Samuelson, Miss Hebel, Mrs. Hitchcock, Mr. Mitchell, Mr. Stinson.
- Student Teaching**—Mr. Pettit, Miss Hebel, Mr. McGlasson.
- Union Board**—Mr. Stinson, 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

Central Washington College of Education performs several functions. One of these functions is the professional preparation of teachers and administrators for the elementary, secondary, and extended secondary schools (i.e., junior colleges). Upon successful completion of an approved four-year course in teacher education, the College grants a Bachelor of Arts degree in Education and a Provisional General (teaching) Certificate. A fifth year of teacher education planned in accordance with the student's needs as discovered during at least one full year of teaching experience leads to one or more of the following: the Standard General (teaching) Certificate, principal's credentials, special teaching certificates, and the Master of Education degree.

A second function of the College is the general education of men and women in the arts and sciences. Bachelor of Arts degrees are granted upon the successful completion of required and elective work in any of twenty-two major fields.

A third function is the offering of extensive junior college opportunities for students who wish one or two years of college education to better prepare themselves for an occupation or for a fuller life.

A fourth function is the providing of pre-professional work in a variety of fields. This work enables the student to transfer to the professional school of his choice.

A further function is the offering of education in specific vocational areas such as business education and secretarial training for students who wish to prepare for clerical, stenographic, secretarial, and other specified positions.

PHILOSOPHY OF THE COLLEGE

Higher education continues the educational process which begins at birth and proceeds throughout the elementary and secondary schools. This College seeks to help students develop further by building upon and extending the objectives of the common schools.

Through the teaching and learning process the College helps the student meet situations effectively. By means of a program so organized that it constitutes a meaningful whole and provides a basis for continuing self-education, the College attempts to further the student's understanding of himself, other people, and the physical

and biological universe. It not only deals with the factual and evolutionary aspects of these areas but, more important, tries to develop an understanding of their various interrelationships. The entire process is designed to build security and confidence in the student through knowledge and inquiry.

All phases of the institution's program—such as instructional, guidance, social, physical activity, health, student government, spiritual, recreational, and cultural—acquaint the student with the animate and inanimate universe, and man as part and product of this universe. The courses provided by the College are divisible into the **Physical and Biological Universe** (the natural sciences such as astronomy, botany, chemistry, geology, mathematics and physics); **Man** (the humanities such as literature, philosophy, music, speech, language and the arts); and **Human Relations** (the social sciences such as history, economics, sociology, geography, education and psychology).

First, then, the College helps the student to understand his physical and biological environment. Second, the College examines Man as a part of the biological world, living in constant interaction with his physical environment. It attempts to show his physical make-up and evolution and the relation of these to the surrounding world. In addition, it helps to further his understanding of how and why he acts, thinks, and feels as he does.

From man's interaction with his environment and with other men evolve social, economic, political, and philosophical patterns. Once formulated these become a part of his cultural heritage. The College also attempts, therefore, to show students the origin, evolution, and present form of such patterns.

Man embodies his evaluations (his feelings, acts, and thoughts) in concrete artistic forms. The College gives the student an opportunity to understand and appreciate literary, musical, and other artistic processes and products.

The College teaches methods of gathering, weighing, and using facts encouraging in the student an inquisitive, critical, and rational attitude toward the world and himself.

Security and leadership (in a world that never stands still to accommodate the person who does not change) lie in man's intelligence, in his ability to adjust, and in his knowing **how** and **when** to adjust. Faced by that which degrades, that which is false, dishonest, hypocritical, or undignified, man should be able and willing to share actively in needed reconstruction.

The philosophy of this College is that the conditions and attitudes resulting from the educational process help to develop and keep alive the kind of world in which life can be most fully lived and most fully enjoyed.

GENERAL OBJECTIVES OF THE COLLEGE*

The experiences provided by this institution, by enabling the student to order his life in accordance with an ethically based code of behavior, increase significantly his ability to:

1. Apply scientific methods not only to his physical world but also to personal and civic problems;
2. Understand his own ideas and those of others, read, listen, and observe intelligently, think logically, and express himself effectively;
3. Understand the bases of human behavior;
4. Make satisfactory individual and social adjustments;
5. Understand and apply the principles of health;
6. Appreciate the processes and products of art, literature, music, and similar cultural expressions;
7. Participate in creative activity;
8. Work effectively both independently and in cooperation with others;
9. Be proficient in a satisfying vocation;
10. Use leisure time wisely;
11. Become an informed, responsible, and active participant in all areas of social living; and
12. Seek continued growth in the fulfillment of these objectives.

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-sixth year of its service to the citizens of the state at the close of the school year 1956-57.

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.

*The general objectives common to all basic functions of the Central Washington College of Education are presented here. Those applicable specifically to a given function are to be found in the opening paragraphs of the catalog chapter dealing with that particular function.

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, College Book Store, and the residence of the college president. The college maintains ten residence halls including Sue Lombard, Kamola, and Munson halls for women and Kennedy, North Wilson, 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 employed 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 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 an awards' assembly prior to 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.

Boeing Scholarships. Two scholarships of \$175.00 each will be awarded each year from funds made available by Boeing Airplane Company of Seattle. These scholarships will go to students who are preparing to teach, with preference being given to students who contemplate teaching in the science or mathematics fields. Any student, man or woman, who will be enrolled as an undergraduate student at Central Washington College of Education may apply. Selections will be based on scholarship, leadership, and professional promise for teaching. Other things being equal, the student's financial need will also be considered. Applications are due by May 1, and shall be submitted to the Chairman of the Central Washington College of Education Scholarship Committee.

Graduate Assistantships. Eight 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 \$100.00 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 scholarships in teacher education. Three awards of \$600.00 each (\$150.00 a year for 4 years) are made to high school seniors. 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 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 Telephone Company Scholarship. An annual award of \$150.00 will be made available in the form of a scholarship by the Ellensburg Telephone Company. Candidates shall have and must maintain at least a 2.8 grade average. Any student, man or woman, who will be enrolled as a freshman, sophomore, junior, or senior at Central Washington College of Education may apply. Preference will be given to students who show outstanding ability in science, business education, pre-engineering, or pre-law. Teacher education students who major in any of the foregoing subjects will also be eli-

gible. Preference will also be given to students who have lived at least four years in Lower Kittitas County. The financial need of the student will also be considered. Applications are due by May 1 and are submitted to the Chairmen of the College Scholarship Committee.

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.

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.

Leadership Scholarships. Approximately twenty \$150.00 awards are being made annually out of net proceeds from the College Book Store. Some awards will go to freshmen and others 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.

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.

Delta Kappa Gamma Scholarship. This award of \$35.00 presented by the Alpha Alpha Chapter of Delta Kappa Gamma is made to a woman student who will be enrolled as a sophomore in teacher education. Candidates must have graduated from one of the high schools in Kittitas County and must reside in Kittitas County. Candidates will be judged on the basis of their professional promise as a teacher and on their financial need for continuing a college education. Appli-

cations are due by May 1, and are submitted to the chairman of the scholarship committee of the Alpha Alpha Chapter.

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 Munson Hall. There are seven residence halls for men. They are Alford Hall, Carmody Hall, Montgomery Hall, Munro Hall, Kennedy Hall, North Hall, and Wilson Hall. All first year students are expected to live in the dormitories. **However, exceptions are occasionally granted for justifiable reasons by the Dean of Men or the Dean of Women upon the student's application and full explanation of reasons for desiring to live off campus.** Three college dining rooms serve the students living in the dormitories.

Fifty college housing units are provided for married students. Application for one of these units should be made to the Dean of Men's Office. At the time of application a \$5.00 deposit should be sent to the College Business Office. A list of off-campus housing is maintained in the Dean of Men's Office. This office will assist students in securing housing; however, off-campus housing cannot be assigned in advance.

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 counseling. 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 and an X-ray examination of the chest 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 68,000 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 3,175 volumes on Pacific Northwest history; collection of 2,000 sample textbooks; exhibit collection of 1,150 contemporary and historical children's books; 7,260 volumes of bound magazines; extensive files of unbound periodicals; and a juvenile library of 6,900 volumes housed in the College Elementary School. There are approximately 6,000 musical recordings housed in the Music building; and 2,000 prints of educational motion pictures, 1,087 filmstrips, and 200 disc recordings in the Office of Visual Education.

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 National Council for Accreditation of 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.

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 requirements for a degree. Not more than nine extension credits in courses numbered 300 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*

General Deposit. A \$10.00 general deposit is made by all regular students to the Business Office at the time of the first registration during each academic year (autumn, winter, and spring quarters). This deposit remains with the college throughout the academic year. Refunds will be made by mailed check within six weeks after the close of the academic year in June. Any unpaid charges will be deducted from the deposit before refunding. Students withdrawing during a given quarter or at the end of the autumn or winter quarters may request that the deposit be refunded after the close of the quarter.

Room Deposit. A \$5.00 room deposit is made to the Business Office at the time of making room reservations for each academic year and for each summer quarter by all students living in college residence halls. This deposit remains with the college throughout the academic year (autumn, winter and spring quarters) or throughout the summer session. It is refunded to the student in a manner similar to that outlined for the General Deposit. 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 this deposit.

R.O.T.C. Deposit. A deposit of \$15.00 is required of each student taking Air R.O.T.C. This deposit is refunded to the student upon return of the uniform and other R.O.T.C. supplies at the end of the year. Refunds will be made by mailed check within six weeks. However, any unpaid charges for the loss of or damage to and laundering or cleaning of R.O.T.C. equipment and supplies will be deducted before a refund is made.

BASIC FEES

Associated Women Students. All women enrolled as regular students during the autumn, winter, and spring quarters (with the exception of those doing directed teaching in centers outside of Kittitas County) pay a fee of \$0.50 per quarter to support the activities of the Associated Women Students. This organization sponsors various social activities in which women are primarily interested, offers annual scholarships, and provides for certain entertainment features each year.

Building Fee. A quarterly fee of \$10.00 for the autumn, winter, and spring quarters and \$5.00 for the summer quarter is charged all regular students for the redemption of building bonds.

* All expense items are subject to change.

Directed teaching outside Kittitas County. Students registered only for directed teaching outside of Kittitas County during autumn, winter, and spring quarters pay a fee of \$26.00.

General Course Fee. A fee of \$3.00 per quarter is required of all regular students.

Health Fee. The Health Fee is \$3.00 per quarter for all regular and special students with the exception of those enrolled for directed teaching or other professional laboratory experience in centers outside of Kittitas County and pre-autumn (September) directed teaching assignments. 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 recommendation of the school nurse. Students living off-campus are charged \$1.50 per day during the time they are confined to the infirmary.

Hyakem Fee. All regular students (with exception of those doing directed teaching in centers outside of Kittitas County) who enroll for autumn or winter quarters pay a fee of \$6.00 which entitles them to a copy of Hyakem, the college yearbook. Others may purchase copies of the Hyakem if they are available.

Library Fee. The Library Fee is \$3.00 per quarter for all regular and special students.

Miscellaneous Fee. A fee of \$6.00 per quarter is charged of all regular students for the support of special lectures, assemblies and other services.

Music Fees. Individual vocal or instrumental music lessons are \$25.00 per quarter for ten lessons or \$50.00 per quarter for twenty lessons. This fee is refundable when a class is dropped within the designated time at the beginning of the quarter.

Industrial and Fine Arts Materials Tickets. Students registering for industrial arts shop or laboratory classes and certain fine art laboratory classes are required to provide themselves with Art Department Materials Tickets. These come in \$0.50, \$1.00, \$2.50, and \$5.00 denominations and are used to pay for materials used in student projects. Unused portions of these tickets may be redeemed at the Business Office.

Science Breakage and Materials Tickets. Students registering for science laboratory classes are required to provide themselves with Science Department Materials Tickets. These come in \$0.50, \$1.00, and \$2.50 denominations. They are used to pay for broken or damaged laboratory equipment and for certain supplies used by the student. Most of the chemicals and other supplies used in regular laboratory experiments are furnished to the student free. Unused portions of these tickets may be redeemed at the Business Office.

Refunds. Regular students who withdraw during the designated time at the beginning of the quarter are entitled to the return of \$5.00

from the Student Government Association Fee, \$2.50 from the Library Fee, \$2.50 from the Health Fee, \$4.00 from the Miscellaneous Fee, and \$2.50 from the General Course Fee.

Student Government Association Fee. The Associated Students' Fee is \$9.50 per quarter for regular students with exception of those enrolled for directed teaching or professional laboratory experiences in centers outside of Kittitas County or during the pre-autumn (September) period. The following charges are included in this fee for each quarter: Alumni Fund, \$0.50; General Fees, \$9.00.

College Union Building Operation Fee. A fee of \$1.00 per quarter is charged all regular and special students with the exception of those enrolled for directed teaching or professional laboratory experiences in centers outside of Kittitas County or during the pre-autumn (September) period. This fee is used to help defray the operational expenses of the College Union Building.

PART-TIME STUDENT FEES

Audit Fee. Students enrolling in resident classes for audit purposes only, in courses totaling five or less credit hours, pay a fee of \$6.00 per credit hour for non-laboratory courses and \$6.50 per credit hour for laboratory courses. The regular student fees become applicable when the total class load exceeds five credit hours.

Camping experiences and other special professional laboratory experiences. All students who register only for camping experiences and other special professional laboratory experiences in the amount of five credits or less pay the Special Student Fees.

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.

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

Pre-autumn directed teaching (September experience). Students doing directed teaching during the pre-autumn (September) period pay the Special Student Fees.

Special Student Fees. Students who register for five hours or less are considered to be special students and pay \$3.00 per credit hour plus \$10.00.

GRADUATION, CERTIFICATE AND PLACEMENT FEES

Cap and Gown Fee. The fee for cap and gown rental for the Bachelor of Arts degree is \$2.75; for the Master of Education degree, \$6.50 (including hood). Those who wish to purchase hoods may secure them at the Bookstore.

Certificate Fee. A fee of \$1.00 is charged for a certificate to teach.

Degree Fee. A Degree Fee of \$5.00 is charged for each degree granted. The degree is not a certificate to teach.

Placement Fee. All individuals receiving a degree pay a \$1.00 Placement Fee which entitles them to placement service until placed. Qualified persons who have not graduated from Central may pay a \$3.00 initial Placement Fee and receive the services of the Placement Office. Persons may receive service after the initial placement by registering for such service and paying a \$3.00 annual placement fee.

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.

Thesis and Research Paper Binding Fees. A binding fee is charged all graduate students who submit a thesis or research paper as a part of the requirements for the degree of Master of Education. Three copies of the thesis and two copies of the research paper are required for binding. The fee for binding the thesis is \$12.00 (\$4.00 per copy) and \$4.00 (\$2.00 per copy) for the research paper.

OTHER FEES

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

Late Registration Fee. A fee of \$2.00 is charged all who pay fees or file registration booklets subsequent to certain dates in each quarter.

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.

ROOM AND BOARD

Room. Rooms in Sue Lombard, Kamola, Kennedy, Munson, Wilson and North Halls are \$4.50 per week with two or more persons per room. Rooms in Carmody, Alford, Montgomery, and Munro Halls are \$3.50 per week with two persons in each room. Single rooms are \$0.50 per week additional.

Most rooms are double with single beds. Students who wish to make a room reservation should send a \$5.00 deposit to the Business Manager, specifying the quarter for which the reservation is desired: namely autumn, winter, spring, or summer. **FAILURE TO NOTIFY THE BUSINESS MANAGER OF NON-OCCUPANCY AT LEAST ONE MONTH PRIOR TO THE OPENING OF ANY TERM WILL RESULT IN THE FORFEITURE OF THE DEPOSIT.**

Board. Meals in the college dining rooms are served at a rate of \$10.25 per week. Payment of at least four weeks of board and room shall be made at the time of registration. The following payments shall be made four weeks later and payment in full at the beginning of the eighth week.

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

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

SUMMARY OF EXPENSES

| | <i>Term</i> | <i>Year</i> |
|--|-------------|-------------|
| Building Fee | \$10.00 | \$30.00 |
| Health Fee | 3.00 | 9.00 |
| Library Fee | 3.00 | 9.00 |
| Miscellaneous Fee | 6.00 | 18.00 |
| Student Government Association Fee..... | 9.50 | 28.50 |
| General Course Fee..... | 3.00 | 9.00 |
| College Union Building Operation Fee..... | 1.00 | 3.00 |
| Hyakem (Autumn or Winter quarters only) .. | 6.00 | 6.00 |
| TOTAL ANNUAL FEES..... | | \$112.50 |

| | <i>Term</i> | <i>Year</i> |
|------------------------------|-------------|-------------|
| Board—autumn | \$123.00 | |
| winter, and spring each..... | 112.75 | \$348.50 |
| Room—autumn | 42.00 | |
| or 54.00 | | |
| winter, and spring each..... | 38.50 | 119.00 |
| or 49.50 | | or 145.00 |

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.

Books and Supplies. 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.

Part IV

STUDENT PERSONNEL SERVICES AND ACTIVITIES

AIMS AND OBJECTIVES

The student personnel program at Central Washington College of Education has for its central purpose the maximum possible development of each student as a person living in contemporary society. In accepting this central goal the student personnel program at Central Washington College of Education is not separated thereby from the instructional program of the college but differs from it primarily in emphasis and method—variety of activities, individual initiative and choice, group participation, and personal development—physical, emotional, and social, as well as mental. To secure a well-rounded personal development in every student the college student personnel program attempts to institute, maintain, and direct activities which will provide opportunities for every student to participate to the best of his ability and according to his needs.

In the process of planning to enable the student to achieve self realization the student personnel program utilizes a variety of activities and procedures which may be understood best by the following outline which lists the activities and procedures utilized by developmental areas:

| <i>Goals of Development</i> | <i>Activities and Procedures Employed</i> |
|--|--|
| I. Objective Individual Appraisal | 1. Standardized Tests of Ability, Aptitude, Personality, and Achievement 2. Personal Counselling 3. Dormitory Appraisals |
| II. Ability to Exercise Self Direction | 1. Student Government in Dormitories 2. Assistance in Managing Studying Program 3. Freedom of Choice in Group Activities |
| III. Social Skills and Attitudes | 1. Varied Program of Social Activities 2. Personal Counselling 3. Club Activities 4. Campus Dining Halls |

-
- | | |
|--|--|
| IV. Participation in Democratic Living | 1. Student Government 2. Club Activities 3. Student-Faculty Committees 4. Class in Leadership |
| V. Intelligent Vocational Choices | 1. Aptitude and Vocational Interest Tests 2. Try out Experiences in Specific Courses 3. Vocational Counselling 4. Placement Services 5. Follow up Services |
| VI. Physical and Mental Health | 1. Health Examinations 2. Infirmary Services, Medical Care 3. Health Counselling 4. Psychological Diagnosis and Counselling 5. Referral |
| VII. Work and Study Skills | 1. Classes in How-to-Study 2. Classes and Individual Counselling on Reading Problems |
| VIII. Ethical Standards—Philosophy of Life | 1. Campus Religious Activities 2. Planning and Directing Campus Events 3. Participation in Democratic Group Activities |

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 advisors, 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 correct speech difficulties is given to students who need such help. The Dean of Women and Dean of Men help students in the administration of the college social program and counsel with students on personal and social problems.

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

Orientation and Guidance

The first week of the Autumn Quarter is designated as 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, the Dean of 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-advisor with the Registrar in matters pertaining to the curriculum.

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

All freshmen are assigned to certain faculty members who serve as 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. The Faculty Student Judicial Committee also serves as a “court 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 **at the end of the current month by securing permission from the Dean of Men or the Dean of Women.** There is no refund for board and room unless the student is absent for seven or more consecutive days.

2. If a student wishes to withdraw from the dormitory and has secured permission from his dean (Dean of Men or Dean of Women) **he must obtain a withdrawal slip from the Dean's office and secure his housemother's or house counsellor's signature and the signature of the Director of Dormitories as proof 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. 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 \$9.50 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 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 Groups include: in AFROTC, **Arnold Air Society**; in fine arts, **Kappa Pi** (chapter of national art society); in industrial arts, **The Industrial Arts Club**; in home economics, **The Home Economics Club**; in drama, **The Maskers and Jesters**; in health and physical education, **P.H.R.E.M.M.S.**, **Women's Recreation Club**, **The W Club** (men), **The Dance Club** (women), **The Recreation Club**, and **Do-Si-Do Club**; in music, **Sigma Mu Epsilon**, and **The Central Singers**; in science, **The Science Club**; and in the social sciences, **Business Club**, **Herodoteans** (history). **The Whitbeck-Shaw Club** (geography), and **International Relations Club**.

Campus Political Organizations include: **Young Democrats**, and **Young Republicans**.

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

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

The Intercollegiate Knights is a service club for men.

The Spurs is a national honorary for sophomore women, who are chosen to membership on the basis of high scholarship and participation in college activities.

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

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

Sigma Tau Alpha is a campus organization of Rainbow Girls.

The Vet's Club is an organization of all students who have served in military groups during war periods.

Campus Religious Groups include: **Lutheran Students Association**, **Wesley Club**, **Newman Club**, **Calvin Club**, **Disciples of Christ**, **Channing Club** and **Intervarsity**. **The United Council of Christian Faiths** is a student organization which promotes intergroup and other cooperative religious activities.

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, the 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.

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

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. **Korean Veterans.** Veterans may be admitted as follows:

- a. Veterans who are graduates of accredited high schools are admitted on the same basis as other high school graduates.
- b. 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.

- c. An application for training (form 7-1990) should be forwarded to your Veterans Administration Regional Office, with a photostatic copy of your separation orders and record of service. However, this can be done after your enrollment in college.
- d. 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.
- e. College credit for educational experience in military service in the Korean War will be determined as follows:
 - (1) 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.
 - (2) 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.
 - (3) 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.
 - (4) 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.
 - (5) 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.
 - (6) 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.
 - (7) For further information address the Office of Registrar.
- f. Pertinent information concerning Public Law 550 may be secured by writing the veterans' adviser.

4. **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.

5. Admission with Advanced Standing. Individuals who have had previous college experience may be admitted as follows:

a. *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.

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

- (1) Not more than ninety-six quarter hours of work (including six in physical education) may be allowed for credit.
- (2) 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.

c. *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

Undergraduate

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.

Graduate

The normal load for graduate students is 15 credits per quarter. All loads above 16 credits shall be approved by the graduate study committee. For one term of the summer session 8 credits shall be the maximum load without approval of the graduate committee. Under no circumstances should more than 18 credits be granted to any graduate student during one quarter or 9 credits during one term. A graduate student is defined as any student holding a Bachelor's degree.

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

Courses are numbered as follows:

| | |
|------------------------------------|-----------------|
| Physical Education Activities..... | 1 through 99 |
| Freshman | 100 through 199 |
| Sophomore | 200 through 299 |
| Junior | 300 through 399 |
| Senior | 400 through 499 |
| Graduate Students Only..... | 500 through 600 |

Students may elect courses one year ahead of their present year, except when otherwise designated. Courses numbered 500 and above are for graduate students only. The prerequisites for all courses must be met as indicated by the description of the course.

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. Obtain C.W.C.E. Post Office Box.
4. Obtain the signature of the adviser on the Official Study Schedule.
5. Report to College Library for tally and classes.
6. Pay fees in Business Office.

Fees should be paid within one day after the date classes are tallied.

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.

A student must have a cumulative grade point average of 2.00 and a G.P.A. of at least 2.00 for each of the two quarters immediately preceding the assignment before being allowed in Directed Teaching.

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 major responsibility of the College of Education is the preparation of teachers and other certificated personnel for the public schools of Washington. The selection of desirable candidates and the placement of teachers are further responsibilities of the College.

The Division of Education and Psychology has responsibility for the professional phases of teacher education including course work, laboratory experiences, and directed teaching experiences. This professional preparation is integrated with and implemented by work in all other College Divisions and Services.

At the end of four years of successful preparation, the Bachelor of Arts in Education degree and the Provisional General Certificate are granted. The College also offers work toward renewal or recertification of all teaching certificates.

A fifth year of teacher education planned in accordance with the student's needs as discovered during at least one full year of teaching experience leads to one or more of the following: the Standard General (teaching) Certificate, principal's credentials, special teaching certificates, and the Master of Education degree. See the section dealing with the graduate study program for further details on these programs.

Objectives of the Teacher Education Program

The teacher education program is designed to provide those learning experiences which will enable the prospective teacher to:

1. Broaden his comprehension of the role of education for the individual and society;
2. Develop the ability to critically evaluate the major trends and philosophies in American education;
3. Develop standards of personal character and professional ethics of the highest order;
4. Enlarge his knowledge of the status, function, and administrative problems of school systems and institutions;
5. Develop competence in the various subject matter areas and understanding of good teaching techniques in these areas;
6. Acquire knowledge and understanding of human development, the learning processes, and their practical application to teaching;
7. Develop capacities to work cooperatively and creatively with others;
8. Have an extended period of supervised, practical teaching experience; and
9. Receive ample encouragement toward self-improvement in professional education through personal counseling, critical evaluation, and individual guidance.

**PROGRAM FOR 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 cumulative grade point quotient of at least 2.00 and 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 and physical education activities combined 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 300 through 499).

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.

If such students wish to participate in the commencement exercises they should notify the Registrar's Office when making application for graduation. Application for graduation should be made the quarter preceding the one in which graduation is desired.

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 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 five years. After the student's first initial year of teaching on the Provisional General Certificate he is required to earn 12 additional college credits before he can teach the third year. Prior to the beginning of the sixth 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 Standard 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 five 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 of 60 quarter credits. The second option includes a 45 credit major and a 15 credit minor. The third option includes three areas of 20 quarter credits each. Professionalized subject matter may be considered as one field under this option. Major and minor fields are listed in this catalog.

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 five 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.

Standard Elementary Certificate. This certificate will be issued by the State Board of Education for holders of the Six-Year Elementary Certificate who wish to change to the continuing certificate program.

Standard Secondary Certificate. This certificate will be issued by the State Board of Education for holders of the Six-Year Secondary Certificate who wish to change to the continuing certificate program.

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 or the Provisional General 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 Standard Teaching Certificate

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.

Standard 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.

Standard 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

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

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, Classroom Teaching Problems, special methods courses, or workshops in the curriculum areas.

REQUIREMENTS FOR THE GENERAL CERTIFICATE

① General Education

| | <i>Credits</i> |
|--|----------------|
| ② Art 100 (1), Art Structure | 2 |
| ② English 101 (1), English Composition | 3 |
| English 102 (2), English Composition | 3 |
| English 103 (3), English Composition | 3 |
| English 205 (20), Literary Backgrounds | 5 |
| Health Education 100 (1), Health Essentials..... | 3 |
| History 201 (110), History and Government of Washington..... | 3 |
| ④ Home Economics 200 (2), General Nutrition..... | 3 |
| Social Science | 10 |
| Ten credits to be selected from: | |
| Geography 100 (1), World Geography..... | 5 |
| History 100 (21), Growth of American Democracy.... | 5 |
| Sociology 100 (20), Development of Social Institutions. 5 | |
| ⑥ Music 101 (1), or 202 (2), or 203 (3)..... | 5 |

① All freshmen 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 101. Those who show deficiency will be enrolled in English 100.

④ Home Economics majors and Pre-Nursing students must take Home Economics 245 with Home Economics 200.

⑤ The music courses required of all students are differentiated according to the musical experience and ability of the students. Music 101 is for those who plan to major or minor in music. Students not planning to major or minor in music may take Music 101 if, upon test, they seem to possess the requisite ability. Music 202 must be taken by students who plan to teach in the primary or intermediate grades. It should be taken by those who plan to teach in secondary schools but also wish to prepare to teach on the elementary school level. Music 203 is for those who plan to teach in the junior and senior high school and those in the liberal arts curriculum.

| | Credits |
|---|---------|
| ① Physical Education Activities | 6 |
| Psychology 100 (1), General Psychology | 5 |
| ② Physical Science 100 (1), Survey of Physical Sciences | 5 |
| ③ Biological Science 100 (2), Survey of Biological Sciences | 5 |
| Speech 201 (1), Fundamentals of Public Speaking | 2 |
| | 63 |

Professional Education

| | | |
|---|----|----|
| Psychology 252 (3), Child Development | 5 | |
| Education 307 (100), Introduction to Teaching | 3 | |
| Education 311 (105), Curriculum and Methods, Primary | 5 | |
| or | | |
| Education 312 (105), Curriculum and Methods, Intermediate | | |
| or | | |
| Education 313 (105), Curriculum and Methods, Secondary | | |
| Education 442 (104, 106), Directed Teaching | 16 | |
| Education 472 (159), Elementary Education | 3 | |
| Education 473 (160), Secondary Education | 3 | |
| Education 346 (107), School Law | 1 | |
| Psychology 442 (102), Educational Psychology and Evaluation.... | 4 | 40 |

Areas of Concentration

Under the provisions of the General Certificate program the student may choose to take (1) a sixty-credit broad-area major, (2) a forty-five-credit (area or field) major and a fifteen-credit minor, or (3) three twenty-credit minors.

The number of sixty-credit broad-area majors available is limited to the Core Curriculum major. This is designed especially for students who plan to teach language arts (English, literature, reading, handwriting, speech, etc.), social studies (history, geography, civics, etc.), and general science in junior or senior high school "core curriculum," "common learnings," "block of time," "general education" or "unified studies" classes. It also provides a good background for upper grade or regular junior high teachers in the social studies and English areas.

The forty-five-credit major and a fifteen-credit minor plan provides an opportunity for a student to obtain a maximum of preparation in one area or field and a good preparation in a supporting area or field. This plan is usually followed by those planning to teach in the senior high school and special single subject areas in junior high school or upper grades. It may be used by any student. Students should select their major and supporting minor areas with care, considering carefully the type of teaching position they may reasonably expect to obtain as a beginning teacher.

① Physical Education activities are required to be taken each quarter during the first two years. All students must take Intermediate Dance; Basic Skills; one team sport; and one individual, dual or aquatic sport.

② Students enrolling in any of the physical science majors or minors are not required to take Physical Science 100.

③ Students enrolling in any of the biological science majors or minors are not required to take Biological Science 100.

The three-minor program is most frequently selected by students wishing to teach in kindergarten, primary, and intermediate grades. It is also a good plan for those preparing to teach in upper grade self contained classrooms and in junior high school "core" or "block of time" programs. It may occasionally provide useful preparation for a person who expects to teach several subject fields in a small high school. These minors should be selected with care.

Major Fields

Credits
45 or 60

Sixty-Credit Major

Core Curriculum

Forty-five-Credit Area and Field Majors

- Biology
- 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
- 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.

| | <i>Elementary</i> | <i>Junior High</i> | <i>Senior High</i> |
|--------------------------------|-------------------|--------------------|--------------------|
| Applied Music | X | X | X |
| Biology | X | | |
| Botany | | X | X |
| Chemistry | | X | X |
| Commercial Education | X | X | X |
| Economics | | X | X |
| Elementary School Science..... | X | X | |
| English | X | X | X |
| Fine Arts | X | X | X |
| French | X | X | X |
| Geography | X | X | X |
| Geology | X | X | |
| Health Education | X | X | X |

| | <i>Elementary</i> | <i>Junior High</i> | <i>Senior High</i> | |
|---|-------------------|--------------------|--------------------|----------------|
| Health and Physical Education..... | | × | | × |
| History | × | × | | × |
| Home Economics | × | × | | × |
| Home Economics Science..... | | × | | × |
| Industrial Arts | × | × | | × |
| Journalism | | × | | × |
| Library Science | × | × | | |
| Mathematics | | × | | × |
| Music | × | × | | × |
| Physical Education | × | × | | × |
| Physical Science | × | | | |
| Physics | | × | | × |
| Political Science | | × | | × |
| Professionalized Subjects | × | × | | × |
| Recreation | × | × | | × |
| Sociology | × | × | | × |
| Spanish | × | × | | × |
| Speech and Drama..... | × | × | | × |
| Zoology | | × | | × |
| | | | | <i>Credits</i> |
| ① Air R.O.T.C. (Men)..... | | | | 12 |
| ② Electives (Men) | | | | 17 |
| (Women) | | | | 29 |
| Electives to complete the total of 192 credits required for the Degree of Bachelor of Arts in Education. | | | | |
| <i>Total credits required for graduation.....</i> | | | | 192 |

The Fifth Year of the Teacher Education Program

See section on Graduate Study for details.

① All Freshmen and Sophomore men are required to take R.O.T.C. 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.

② Most students will have up to five additional credits of electives inasmuch as certain required General Education courses are also counted as meeting requirements in most majors.

REQUIREMENTS FOR THE TEACHERS EDUCATION CURRICULUM BY YEARS

GENERAL CERTIFICATE

First Year

| | <i>Credits</i> |
|--|----------------|
| ② Art 100 (1), Art Structure..... | 2 |
| ③ English 101 (1), English Composition | 3 |
| English 102 (2), English Composition | 3 |
| English 103 (3), English Composition | 3 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Social Science | 5 |
| Five credits to be selected from: | |
| Geography 100 (1), World Geography..... | 5 |
| History 100 (21), Growth of American Democracy..... | 5 |
| Sociology 100 (20), Development of Social Institutions..... | 5 |
| ③ Physical Education Activities..... | 3 |
| Psychology 100 (1), General Psychology..... | 5 |
| ③ Physical Science 100 (1), Survey of Physical Sciences..... | 5 |
| ③ Biological Science 100 (2), Survey of Biological Sciences..... | 5 |
| ④ Electives (Men) | 5 |
| ④ Electives (Women) | 11 |
| | 48 |

① All Freshmen and Sophomore men are required to take R.O.T.C. 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.

② All students who are planning to teach in the elementary schools are required to take additional work in Art.

③ See footnotes for this course on pages 58 and 65.

④ Music majors and minors should take Music 101 (1) during the freshman year, either autumn or spring quarters.

Second Year

| | Credits |
|--|---------|
| English 205 (20), Literary Backgrounds..... | 5 |
| Social Science | |
| Geography 100 (1) or..... | 5 |
| History 100 (21) or..... | 5 |
| Sociology 100 (20)..... | 5 |
| ① Home Economics 200 (2), General Nutrition..... | 3 |
| ⑦ Music 101 (1), or 202 (2), or 203 (3)..... | 5 |
| ⑥ Psychology 252 (3), Child Development..... | 5 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| History 201 (110), History and Government of Washington..... | 3 |
| ⑧ Physical Education, Physical Education Activities..... | 3 |
| ⑥ Air R.O.T.C. (Men)..... | 6 |
| Major, Minor and Electives (Men)..... | 11 |
| Major, Minor and Electives (Women)..... | 17 |
| | 48 |

③ Third and Fourth Year

| | |
|--|----|
| ② Education 307 (100), Introduction to Teaching | 3 |
| ③ Education 311, or 312, or 313 (105), Curriculum and Methods..... | 5 |
| ④ Education 442 (104, 106), Directed Teaching | 16 |
| ⑥ Education 472 (159), Elementary Education | 3 |
| ⑥ Education 473 (160), Secondary Education | 3 |
| ⑥ Education 346 (107), School Law | 1 |
| ⑥ Psychology 442 (102), Educational Psychology and Evaluation..... | 4 |
| Major, Minor and Electives..... | 61 |
| | 96 |

① Home Economics majors and Pre-Nursing majors must take Home Economics 245 with Home Economics 200.

② Education 307 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 311 or 312 or 313 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 R.O.T.C. 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 472 and 473 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.

⑦ Music majors and minors should take Music 101 (1) during the freshman year, either autumn or spring quarters. See footnote for these courses on pages 57 and 65 for instructions as to which course to take.

⑧ See footnote for the course on pages 64 and 65.

Legend:



Solid bar indicates the period of time during which the required general education, major, minor and free electives courses normally should be taken. Broken solid bars indicate that courses must be taken each quarter.



Dotted areas indicate normal adjustments which may be made in scheduling. Great care should be exercised to see that all adjustments balance and all prerequisites have been met.



Diagonal lines indicate the period of time during which required sequence of professional courses should be taken.



Cross hatched areas represent the fifth year of teacher education.

- ① STUDENTS SHOULD AVERAGE 16 CREDITS PER QUARTER.
- ② FRESHMEN MEN SHOULD NORMALLY COMPLETE 43 REQUIRED CREDITS, WOMEN 37.
- ③ SOPHOMORE MEN SHOULD NORMALLY COMPLETE 37 REQUIRED CREDITS, WOMEN 31.
- ④ Physical Education Activity must be taken during each quarter of Freshman and Sophomore years. All students must take International Dance; Basic Skills; one team sport; and one individual, dual or aquatic sport.
- ⑤ Freshmen and Sophomore men are required to take Air R. O. T. C. each quarter. Drill will be scheduled Tuesdays at 11:00 a. m.
- ⑥ Home Economics majors and pre-nursing majors must take Home Economics 245 with Home Economics 200.
- ⑦ Education 307 should be completed by the end of the second quarter of the junior year.
- ⑧ One-third of the students should do Directed Teaching during the third quarter of the junior year. Required Directed Teaching assignments should be completed by the end of the second quarter of the senior year. Advanced R. O. T. C. students will take Directed Teaching during the autumn or winter quarter of the senior year. Students electing to do additional Directed Teaching through SEPTEMBER EXPERIENCES should register for the pre-autumn session preceding their senior year.
- ⑨ Normally Education 472 and 473 should follow Directed Teaching. They may be taken earlier if necessary.
- Education 346 and Psychology 442 are scheduled jointly and normally should be taken concurrently. Psychology 442 should follow Directed Teaching.
- ⑩ At least one full year of teaching experience must come between the fourth and fifth years of teacher education. At least two full quarters (30 credits) of the fifth year must come after the completion of one full year of teaching.
- ⑪ The fifth year of teacher education is planned to meet the student's needs revealed during this initial year of teaching by an analysis of his undergraduate work and by a consideration of his professional goals. It may include strengthening of existing majors and minors or the building of new ones, the taking of additional professional courses to improve one's lacking competencies, preparation for advanced or specialized educational positions, and the broadening of one's general education. It may or may not lead to special certificates or credentials and the Master of Education degree.
- ⑫ One-third of the students should take Psychology 252 during the third quarter of the Freshman year. Transfer students from junior colleges should register for this during their first quarter at Central and take Education 307 the succeeding quarter.
- ⑬ Normally men will have five credits of electives during the Freshman year and 11 during the Sophomore year (Women 11 and 17). One 45 credit major and one 15 credit minor, or three 20 credit minors must be completed as part of the electives.
- ⑭ Approximately one-half of the required 35 credits in professional courses scheduled for the junior and senior years should be taken by the end of the junior year.
- ⑮ Education 311, or 312, or 313 should be taken early during the junior year.
- ⑯ Students planning to teach in elementary schools are required to take additional Art.
- ⑰ On the basis of the English Placement Test, students who show marked proficiency are excused from English 101. Those who show deficiency will be enrolled in English 100.
- ⑱ Music 101 is for music majors and minors. Music 202 is for students who plan to teach in elementary schools or for students who plan to teach in secondary schools but also wish to be prepared to teach on the elementary school level. Music 203 is for those who plan to teach in secondary schools. Music majors and minors should take Music 101 during the freshman year, either autumn or spring quarter.
- ⑲ Students enrolling in any of the physical science majors or minors are not required to take Physical Science 100.
- ⑳ Students enrolling in any of the biological science majors or minors are not required to take Biological Science 100.

DETAILS OF MAJORS FOR THE GENERAL CERTIFICATE
①Biology

| Major (45 credits): | Credits |
|---|---------|
| Botany 161, 163, (55, 57) and botany elective..... | 15 |
| Geology 147, 149 (44, 46) | 5 |
| Zoology 161, 163 (50, 52) and zoology elective..... | 15 |
| Science Education 322 or 324 (133 or 134)..... | 2 |
| Electives in chemistry, or any biology field..... | 8 |
| | — |
| | 45 |

②Chemistry

| Major (45 credits): | |
|---|----|
| Biological Science 100 (2), Survey of Biological Sciences..... | 5 |
| Chemistry 161, 162 (70, 71), General Chemistry..... | 10 |
| Chemistry 173 (72), Qualitative Analysis | 5 |
| Chemistry 351 (110), Quantitative Analysis | 5 |
| Chemistry 361, 362 (113, 114), Organic Chemistry | 10 |
| Science Education 324 (134), Science Education in the Secondary Schools.... | 2 |
| Electives in Chemistry..... | 8 |
| | — |
| | 45 |

Commercial Education

| Major (45 credits): | |
|--|----|
| Economics 244 (70), Principles of Economics..... | 5 |
| Secretarial Science 151 (51), 152 (52), and 153 (53), or 152 (52), 153 (53), and 154 (54), Typewriting..... | 6 |
| Secretarial Science 161 (56), 162 (57), and 163 (58), or 162 (57), 163 (58), and 164 (59), Shorthand..... | 15 |
| Secretarial Science 278 (60), Secretarial Practice | 3 |
| Secretarial Science 285 (64), Business Correspondence | 3 |
| Commercial Education 251 (65), 252 (105), Principles of Accounting I, II... 10 | |
| ③Commercial Education 321 (110), Methods in Commercial Education..... | 2 |
| ④Electives in secretarial science, commercial education or economics..... | 1 |
| | — |
| | 45 |

Core Curriculum Major for Secondary Schools

| Major (60 credits): | |
|--|---|
| Education 423 (147), Reading Problems in the High School..... | 3 |
| English 243 (51), Approach to Poetry | 3 |
| English 374 or 375 (102 or 103), American Literature..... | 5 |
| English 328 (128), Secondary School Literature..... | 2 |
| Speech 328 (128), Teaching Speech in the Secondary School..... | 2 |

① Those taking the biology major are not required to take Biological Science 100 (2).

② Those taking the chemistry major are not required to take Physical Science 100 (1).

③ Commercial Education 110, Methods in Commercial Education, will not be offered in 1955-56 but will be offered in 1956-57.

④ 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
Core Curriculum Major for Secondary Schools—Continued

| | <i>Credits</i> |
|---|----------------|
| Select 8 hours of electives from the following:..... | 8 |
| English 280 (70), Introduction to Modern Literature, 3 credits | |
| English 346 (101), English Literature, 5 credits | |
| English 451 (104), Shakespeare, 5 credits | |
| English 382 (105), World Literature, 5 credits | |
| English 485 (106), The Novel, 3 credits | |
| English 384 (154), The Short Story, 3 credits | |
| Speech 243 (54), Oral Reading, 3 credits | |
| Social Science 421 (128), Methods and Materials in Social Science, Secondary | 2 |
| Select 18 hours of electives from the following groups:..... | 18 |
| Economics 244 (70), Principles of Economics, 5 credits | |
| Economics 445 (111), Current Economics, 3 credits | |
| Political Science 244 (52), American Government, 5 credits | |
| Political Science 376 (102), The United Nations, 2 credits | |
| Sociology 280 (50), Anthropology, 5 credits | |
| Sociology 360 (120), The Community, 2 credits | |
| Geography 352 (110), Geography of North America, 5 credits | |
| Geography 350 (114), Conservation of National Resources, 3 credits | |
| History 347 (111), The U. S. in the 20th Century, 5 credits | |
| History 481 (135), Understanding History, 3 credits | |
| Science Education 445 (105), Great Men of Science..... | 5 |
| Science Education 324 (134), Science Education in the Secondary Schools.. | 2 |
| Science Education 321 (139), Community Resource Materials for the Science Teacher | 3 |
| Electives from the following:..... | 7 |
| Biological Science 365 (143), Genetics, 3 credits | |
| Botany 161 or 162 (55 or 56), 5 credits | |
| Botany 250 (58), Economic Botany, 2 credits | |
| Geology 145 (45), Earth Science, 5 credits | |
| Zoology 161, or 162, or 163 (50, or 51, or 52), 5 credits | |

—
60

Economics

| | |
|---|----|
| Major (45 credits): | |
| Economics 251 (68), Economics of Production | 5 |
| Economics 252 (69), Economics of Distribution | 5 |
| Economics 470 (105), Money and Banking | 5 |
| Economics 480 (110), Public Finance and Taxation..... | 5 |
| Commercial Education 251 (65), Principles of Accounting I..... | 5 |
| History 348 (116), Economic History of the United States..... | 5 |
| Social Science 420 (117), or 421 (128), Methods and Materials in the Social Sciences—Elementary or Secondary..... | 2 |
| Upper division electives from economics or commercial education..... | 13 |

—
45

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

| | <i>Credits</i> |
|---|----------------|
| Major (45 credits): | |
| English 205 (20), Literary Backgrounds | 5 |
| English 241 (50), Language and Reading | 2 |
| English 243 (51), Approach to Poetry | 3 |
| English 244 (52), Advanced Composition | 3 |
| English 320 (119), Children's Literature or English 328 (128), Secondary School Literature..... | 2 |
| (Students preparing to teach in grades 1 through 6 should take English 320; those preparing to teach in grades 7 through 12 should take English 328.) | |
| English Literature (May be chosen from the following courses: | |
| English 345, 346, 347, 351, 448, 451, 453, 454, 455, 458, 459) | 10 |
| American Literature (May be chosen from the following courses: | |
| English 374, 375, 470, 472, 473) | 5 |
| Speech 243 (54), Oral Reading | 3 |
| Electives in English (Speech 365 (105) may be counted as an elective in English) | 12 |
| | — |
| | 45 |

Fine Arts

| | |
|---|----|
| Major (45 credits): | |
| Art 100 (1), Art Structure | 2 |
| Art 250 (50), Elementary Drawing | 5 |
| Art 270 (101), Creative Design | 5 |
| Art 277 (51), Lettering | 3 |
| Art 280 (54), Modeling and Sculpturing | 5 |
| Art 421 (130), Art Education for Secondary Schools..... | 3 |
| or | |
| Art 422 (140), Art Education for Elementary Schools (3 credits) | |
| Art 348 (153), Art History and Appreciation..... | 3 |
| or | |
| Art 448 (153), Art History and Appreciation (3 credits) | |
| Art 429 (130), Art Education | 2 |
| Electives in fine arts..... | 17 |
| | — |
| | 45 |

①General Science

| | |
|--|----|
| Major (45 credits): | |
| Mathematics 145 (2) or 161 (50)..... | 5 |
| Zoology 161, or 162, or 163 (50), or 51, or 52)..... | 5 |
| Botany 161 or 162 (55 or 56)..... | 5 |
| Elective in biology | 5 |
| Geology electives | 5 |
| Chemistry 161 or 162 (70 and 71)..... | 10 |
| Physics 161, or 162, or 163 (27, 28, or 29)..... | 5 |
| Science Education 322 or 324 (133 or 134)..... | 2 |
| Electives in science..... | 3 |
| | — |
| | 45 |

① Those taking the general science major are not required to take Physical Science 100 (1) or Biological Science 100 (2).

MAJORS FOR THE GENERAL CERTIFICATE—Continued

Geography

| Major (45 credits): | <i>Credits</i> |
|--|----------------|
| Geography 100 (1), World Geography | 5 |
| Geography 245 (50), Economic Geography | 5 |
| Geography 347 (81), Physical Geography | 5 |
| Geography 348 (83), Weather and Climate | 5 |
| Geography 350 (114), Conservation of Natural Resources..... | 3 |
| Geography 352 (110), Geography of North America..... | 5 |
| Social Science 420 (117), or 421 (128), Methods and Materials in the Social Sciences—Elementary or Secondary..... | 2 |
| Electives in geography, history, economics, political science, and sociology. | 15 |
| | <hr/> 45 |

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

| Major (45 credits): | <i>Credits</i> |
|---|----------------|
| Health Education 245 (55), First Aid (or Physical Education 348 (64), Athletic Training) | 2 |
| Physical Education 207 (56), Introduction to Physical Education..... | 3 |
| Zoology 250 (80), Physiology and Anatomy..... | 5 |
| Zoology 370 (90), Human Physiology | 5 |
| Physical Education 459 (Health Education 101), Kinesiology..... | 3 |
| Health Education 321 (119), Theory and Practice in Health..... | 3 |
| Health Education 350 (106), Physiology of Exercise..... | 3 |
| Health Education 460 (103), School Health | 2 |
| Select nine hours from Physical Education 334, 326, 327, 328, 329, 331, 335.... | 9 |
| ① Physical Education Activities | 5 |
| Electives in health and physical education..... | 5 |
| | <hr/> 45 |

History

| Major (45 credits): | |
|--|----------|
| History 143 (50), History of the United States I..... | 5 |
| History 144 (51), History of the United States II..... | 5 |
| History 170 (61), Ancient and Medieval History..... | 5 |
| History 171 (62), Modern European History | 5 |
| Political Science 244 (52), American Government | 5 |
| Social Science 420 (117), or 421 (128), Methods and Materials in the Social Sciences—Elementary or Secondary..... | 2 |
| Electives from upper division history courses..... | 18 |
| | <hr/> 45 |

① All students must take International Dance; Basic Skills; one team sport; and one individual, dual or aquatic sport.

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

Credits

| | | |
|----------------------|---|----|
| Major (45 credits): | | |
| Home Economics 107 | (1), Introduction to Home Economics..... | 1 |
| Home Economics 149 | (10), Clothing Selection | 2 |
| Home Economics 150 | (20), Clothing Construction | 3 |
| Home Economics 155 | (30), Textiles | 5 |
| Home Economics 165 | (40), Home Furnishings | 5 |
| Home Economics 185 | (52), Food Preparation | 3 |
| ② Home Economics 200 | (2), General Nutrition | 3 |
| ② Home Economics 245 | (21), Nutrition (Laboratory) | 2 |
| Home Economics 270 | (105), Household Management | 3 |
| Home Economics 320 | (123), Methods in Home Economics..... | 2 |
| Home Economics 350 | (171), Advanced Clothing Construction | 4 |
| Home Economics 375 | (180), Housing | 2 |
| Home Economics 385 | (151), Meal Planning and Service..... | 5 |
| Home Economics 390 | (115), Child Care in the Home..... | 2 |
| Home Economics 395 | (110), Family Relations | 3 |
| | | 45 |

Industrial Arts

| | | |
|---|---|----|
| Major (45 credits): | | |
| Industrial Arts 142 | (70), Creative Crafts—Wood and Plastics..... | 2 |
| Industrial Arts 144 | (80), Creative Crafts—Metal and Leather..... | 3 |
| Industrial Arts 150 | (71), Woodworking | 5 |
| Industrial Arts 255 | (83), General Metals I..... | 5 |
| Industrial Arts 262 | (74), Pottery | 5 |
| Industrial Arts 265 | (79), Mechanical Drawing | 3 |
| Industrial Arts 269 | (85), Elementary Electricity | 2 |
| Industrial Arts 350 | (113), Advanced Furniture Construction..... | 5 |
| Industrial Arts 356 | (86), Sheet Metal Work..... | 3 |
| Industrial Arts 430 | (130), Industrial Arts Education..... | 2 |
| Electives from among: Industrial Arts 260 | (73), 342 (105), 344 (106), 355 | |
| | (110), 357 (183), 360 (103), 362 (114), 365 (111), 375, 431 (134), 433 (131), | |
| | and Art 270 (101)..... | 8 |
| | | 45 |

Mathematics

| | | |
|--|--|----|
| Major (45 credits): | | |
| Mathematics 161 | (50), College Algebra I [or 171 (54), Mathematical | |
| | Analysis] | 5 |
| Mathematics 162 | (57), College Algebra II and Mathematics 165 (51), | |
| | Trigonometry [or 172 (55), Mathematical Analysis]..... | 5 |
| Mathematics 175 | (52), Analytic Geometry and Calculus [or 173 (56), | |
| | Mathematical Analysis] | 5 |
| Mathematics 351, 352, 353 | (101, 102, 103), Calculus..... | 15 |
| Mathematics 324 | (Science Education 120), Mathematics Education in the | |
| | Secondary Schools | 2 |
| Electives from upper division mathematics or from physics..... | | 13 |
| | | 45 |

② Must be taken together.

MAJORS FOR THE GENERAL CERTIFICATE—Continued

Modern Languages

French

| Major (30 credits): | <i>Credits</i> |
|--|----------------|
| French 151, 152, 153 (50, 51, 52), First Year French..... | 15 |
| French 255, 256, 257 (53, 54, 55), Advanced French | 9 |
| French 355, 356, 357 (100, 101, 102), Survey of French Literature..... | 6 |
| (Offered alternate years; see Schedule of Classes.) | — |
| | 30 |

Spanish

| | |
|--|-----------|
| Major (30 credits): | |
| Spanish 151, 152, 153 (50, 51, 52), First Year Spanish..... | 15 |
| Spanish 255, 256, 257 (53, 54, 55), Advanced Spanish | 9 |
| Spanish 355, 356, 357 (100, 101, 102), Survey of Spanish Literature..... | 6 |
| (Offered alternate years; see Schedule of Classes.) | — |
| | 30 |

French-Spanish

| | |
|--|-----------|
| Major (33 credits): | |
| French 151, 152, 153 (50, 51, 52) or Spanish 151, 152, 153 (50, 51, 52)..... | 15 |
| Eighteen hours chosen from: | |
| French 255, 256, 257 (53, 54, 55); French 355, 356, 357 (100, 101, 102) | |
| Spanish 255, 256, 257 (53, 54, 55); Spanish 355, 356, 357 (100, 101, 102)..... | 18 |
| | 33 |

①Music

| | |
|---|-----------|
| Major (45 credits): | |
| Music 101 (1), Fundamentals of Music..... | 5 |
| ② Music 141 (50), Elementary Harmony | 3 |
| Music 142 (64), Intermediate Harmony | 3 |
| ② Music 154A (54A), Class Instruction—Piano | 1 |
| Music 241 (111), Advanced Harmony | 3 |
| Music 242 (104), Form Analysis | 3 |
| Music 243 (116), Counterpoint | 3 |
| Music 321 (103), Music Education for the Elementary School..... | 3 |
| Music 322 (128), Music Education for the Secondary School..... | 3 |
| Music 341 (107), Choral and Instrumental Conducting | 3 |
| Music 342 (108), Advanced Choral and Instrumental Conducting..... | 3 |
| Music 370 (112), Music History and Appreciation I..... | 3 |
| Music 372 (113), Music History and Appreciation II..... | 3 |
| ③ Music 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 154A (54A). Students not meeting this requirement will enroll in Music 154A (54A) during their first year. Music 154A (54A) is a prerequisite for Music 141 (50).

③ A maximum of 12 credit hours of music and physical education activities combined may be included in the 192 credit hours required for the degree.

MAJORS FOR THE GENERAL CERTIFICATE—Continued**④Physical Science**

Credits

| | |
|---|----|
| Major (45 credits): | |
| Chemistry 161, 162 (70, 71), General Chemistry..... | 10 |
| Geology electives | 5 |
| Mathematics 145 or 161 (2 or 50)..... | 5 |
| Mathematics electives | 8 |
| Physics 161, 162, 163 (27, 28, 29) or 261, 262, 263 (77, 78, 79)..... | 15 |
| Science Education 322 or 324 (133 or 134)..... | 2 |
| | — |
| | 45 |

④Physics

| | |
|---|----|
| Major (45 credits): | |
| Biological Science 100 (2), Survey of Biological Sciences..... | 5 |
| Physics 145 (5) Physics Problems..... | 3 |
| Physics 261, 262, 263 (77, 78, 79), General and Engineering Physics..... | 15 |
| Physics 347 (96), Fundamentals of Radio..... | 3 |
| Physics 355 (116), Introduction to Atomic Physics..... | 3 |
| Science Education 324 (134), Science Education in the Secondary Schools.. | 2 |
| Electives in upper division mathematics or physics courses..... | 14 |
| | — |
| | 45 |

Psychology

This major begins to prepare students professionally (1) for guidance and counseling in schools; (2) for teaching psychology, study habits, mental health, personality development and life adjustment courses in grades appropriate to the subjects; (3) for diagnostic and remedial teaching and for working with personality and conduct problems of school children; and (4) for strongly implementing teaching skills of the two required minor subject matter areas by gaining increased understanding of pupil motivation, learning and evaluation. The fifth year of study in psychology is ordinarily desired for placement in positions requiring psychological skills or work as a psychological technician.

Students who major in psychology ordinarily begin their careers by gaining some teaching experience and often continue to do some part time teaching in the classroom. Courses are arranged so that students desiring to do advanced graduate study to become school psychologists, clinical psychologists or remedial education specialists have an adequate background to begin graduate school.

Two fifteen-hour minors are required of the majors in psychology since fourteen hours of psychology are required in the teacher education program.

④ Those taking the physical science or physics majors are not required to take Physical Science 100 (1).

MAJORS FOR THE GENERAL CERTIFICATE—Continued

Psychology—Continued

Credits

Major (45 credits):

A. Required Courses

| | |
|---|---|
| Psychology 100 (1), General Psychology | 5 |
| Psychology 252 (3), Child Development | 5 |
| Psychology 442 (102), Educational Psychology and Evaluation..... | 4 |
| Psychology 343 (103), Psychology of Adjustment..... | 5 |
| Psychology 346 (107), Social Psychology | 3 |
| Psychology 350 (113), Emotional Growth of Children, or Psychology 447 (108), Psychology of Adolescence and Guidance..... | 3 |
| Psychology 448 (109), Psychology of Human Learning..... | 3 |
| Education 358 (146), Introduction to Guidance..... | 3 |
| Education 359 (Psy. 106), Counseling Techniques..... | 3 |
| Education 362 (195), Emotional and Psychological Statistics..... | 4 |

B. The remaining seven 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. If the student anticipates advanced graduate study leading to professional psychology, he should include Psychology 461 and 463.... 7

| | |
|---|--|
| Psychology 351 (115), Youth and Marriage. 3 Cr. | |
| Psychology 445 (105), Introduction to Child Clinical Psychology. 2-5 Cr. | |
| Psychology 449 (111), Abnormal Psychology. 3 Cr. | |
| Psychology 461 (160), Systematic Psychology. 3 Cr. | |
| Psychology 463 (140), Experimental Methods in Psychology and Education. 5 Cr. | |
| Psychology 464 (Ed. 162), Mental Testing: Individual Child. 3 Cr. | |
| Psychology 465 (Ed. 163), Mental Testing: Individual Adolescent and Adult. 3 Cr. | |
| Psychology 499 (110), Seminar in Psychology. 1-6 Cr. | |
| Education 337 (145), Helping the Exceptional Child (in the Regular Classroom). 2 Cr. | |
| Education 338 (125), Remedial Reading. 3 Cr. | |
| Education 339 (126), Remedial Arithmetic. 2 Cr. | |
| Education 423 (147), Reading Problems in the Secondary School. 3 Cr. | |
| Education 439 (127), Sight Saving. 2 Cr. | |
| Education 463 (116), Diagnostic Techniques and Special Measure- ments. 3 Cr. | |
| Speech 379 (122), Speech Pathology. 3 Cr. | |
| Speech 380 (124), Speech Correction Clinic. 5 Cr. | |
| Speech 445 (140), Psychology of Speech. 2 Cr. | |

MAJORS FOR THE GENERAL CERTIFICATE—Continued**①Social Science**

Major (45 credits):

| | <i>Credits</i> |
|---|----------------|
| History 143 (50), History of the United States I..... | 5 |
| History 144 (51), History of the United States II..... | 5 |
| History 170 (61), Ancient and Medieval History..... | 5 |
| History 171 (62), Modern European History..... | 5 |
| Sociology 280 (50), Anthropology or Sociology 242 (51), Principles of Sociology | 5 |
| Geography 245 (50), Economic Geography | 5 |
| Geography 350 (114), Conservation of Natural Resources..... | 3 |
| Economics 244 (70), Principles of Economics..... | 5 |
| Political Science 244 (52), American Government..... | 5 |
| Social Science 420 (117) or 421 (128), Methods and Materials in the Social Sciences—Elementary or Secondary..... | 2 |
| | 45 |

Sociology

Major (45 credits):

| | |
|---|----|
| Sociology 100 (20), Development of Social Institutions..... | 5 |
| Sociology 280 (50), Anthropology | 5 |
| Sociology 242 (51), Principles of Sociology..... | 5 |
| Psychology 346 (107), Social Psychology | 3 |
| Psychology 351 (115), Youth and Marriage..... | 3 |
| Social Science 421 (128), Methods and Materials in the Social Sciences— Secondary; or Social Science 420 (117), Methods and Materials in the Social Sciences—Elementary | 2 |
| Electives from sociology, economics, history, or political science..... | 22 |
| | 45 |

Speech and Drama

Major (45 credits):

| | |
|---|----|
| Speech 141 (50), Voice and Articulation..... | 2 |
| Speech 161 (55), Dramatic Production | 5 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| Speech 243 (54), Oral Reading | 3 |
| Speech 320 (120), Teaching Speech in the Elementary School or Speech 328 (128), Teaching Speech in the Secondary School..... | 2 |
| (Students preparing to teach in the elementary grades should take Speech 320: Those preparing to teach in junior and senior high schools should take Speech 328.) | |
| Speech 377 (119), Introduction to Speech Correction..... | 5 |
| Speech 496 (130), Individual Study in Speech and Drama..... | 2 |
| Electives in speech and drama (Five hours of Shakespeare) may be counted as an elective in speech and drama)..... | 24 |
| | 45 |

① Students who major in social science are not required to take History 100 (21).

DETAILS OF MINORS FOR THE GENERAL CERTIFICATE

① Applied Music

| | <i>Credits</i> |
|---|----------------|
| Minor (15 credits) To be taken with the major in music: | |
| Applied music—Major Field..... | 6 |
| Music 154B (54B), Class Instruction—Voice | 1 |
| Music 154C (54C), Class Instruction—Strings | 1 |
| Music 155C (55C), Class Instruction—Strings | 1 |
| Music 154D (54D), Class Instruction—Woodwinds | 1 |
| Music 154E (54E), Class Instruction—Brass | 1 |
| Music 154G (54G), Class Instruction—Percussion | 1 |
| ② Music Activities | 3 |
| | 15 |

③ Biology

| | |
|--|----|
| Minor (15 credits): | |
| Botany 161 or 162 (55 or 56)..... | 5 |
| Biology electives (any area in biology)..... | 5 |
| Zoology elective | 5 |
| | 15 |

| | |
|--|----|
| Minor (20 credits): | |
| Add Science Education 322 or 324 (133 or 134)..... | 2 |
| Add elective (any area in biology)..... | 3 |
| | 20 |

③ Botany

| | |
|--------------------------------------|----|
| Minor (15 credits): | |
| Botany 161, 162 (55, 56)..... | 10 |
| Botany 163 (57), Plant Taxonomy..... | 5 |
| | 15 |

| | |
|--|----|
| Minor (20 credits): | |
| Add Science Education 322 or 324 (133 or 134)..... | 2 |
| Add electives in botany..... | 3 |
| | 20 |

④ Chemistry

| | |
|---|----|
| Minor (15 credits): | |
| Chemistry 161, 162 (70, 71), General Chemistry..... | 10 |
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| | 15 |

| | |
|--|----|
| Minor (20 credits): | |
| Add Science Education 322 or 324 (133 or 134)..... | 2 |
| Add electives in chemistry..... | 3 |
| | 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 and physical education may be included in the 192 credit hours required for the degree.

③ Students taking this minor are not required to take Biological Science 100.

④ Students taking this minor are not required to take Physical Science 100.

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

| | <i>Credits</i> |
|---|----------------|
| Minor (16 credits): | |
| Secretarial Science 151 (51) and 152 (52), or 152 (52) and 153 (53), or 153 (53) and 154 (54), Typewriting..... | 4 |
| Secretarial Science 161 (56), or 162 (57), or 163 (58), or 164 (59), Shorthand..... | 5 |
| Commercial Education 251 (65), Principles of Accounting I..... | 5 |
| Commercial Education 321 (110), Methods in Commercial Education..... | 2 |
| | 16 |
| Minor (20 credits): | |
| Add four hours electives in commercial education, economics, or secretarial science | 4 |
| | 20 |

Economics

| | |
|--|----|
| Minor (15 credits): | |
| Economics 244 (70), Principles of Economics..... | 5 |
| Elective from economics and commercial education..... | 10 |
| | 15 |
| Minor (20 credits): | |
| Add five hours electives in economics or commercial education..... | 5 |
| | 20 |

Elementary School Science

| | |
|--|----|
| Minor (15 credits): | |
| Science Education 322 (133), Science Education in the Elementary School.. | 2 |
| Courses from Science Education 351-363 (132A-132-M), to include at least 4 credits from 351-357, and 4 from 359-363..... | 10 |
| Elective in science or science education..... | 3 |
| | 15 |
| Minor (20 credits): | |
| Add Science Education 321 (139), Community Resource Materials for the Science Teacher | 2 |
| Add elective in science or science education..... | 3 |
| | 20 |

ⓄEnglish

| | |
|---|----|
| Minor (15 credits): | |
| English 241 (50), Language and Reading..... | 2 |
| English 243 (51), Approach to Poetry..... | 3 |
| English 320 (119), Children's Literature or English 328 (128), Secondary School Literature..... | 2 |
| (Students preparing to teach in grades 1 through 6 should take English 320: Those preparing to teach in grades 7 through 12 should take English 328.) | |
| Electives in English..... | 8 |
| | 15 |
| Minor (20 credits): | |
| Add five hours electives in English..... | 5 |

Ⓞ 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

Fine Arts

| Minor (15 credits): | <i>Credits</i> |
|---|----------------|
| Art 107 (3), Introduction to Art..... | 2 |
| Art 270 (101), Creative Design | 5 |
| Art 323 (104), Art Methods and Materials..... | 2 |
| Art 429 (130), Art Education | 2 |
| Electives in fine arts..... | 4 |
| | — |
| | 15 |
| Minor (20 credits): | |
| Add electives in fine arts..... | 5 |
| | — |
| | 20 |

French

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

| | |
|--|----|
| French 255, 256, 257 (53, 54, 55), Advanced French..... | 9 |
| French 355, 356, 357 (100, 101, 102), Survey of French Literature..... | 6 |
| (Offered alternate years; see Schedule of Classes.) | — |
| | 15 |

French (Alternative Minor)

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

| | |
|---|----|
| French 151, 152, 153 (50, 51, 52), First Year French..... | 15 |
| French 255, 256, 257 (53, 54, 55), Advanced French | 9 |
| | — |
| | 24 |

Geography

| | |
|---|----|
| Minor (15 credits): | |
| Geography 100 (1), World Geography | 5 |
| Geography 245 (50), Economic Geography | 5 |
| Electives | 5 |
| | — |
| | 15 |
| Minor (20 credits): | |
| Add 5 hours of geography electives from Geography 347 (81) or Geography 352 (110)..... | 5 |
| | — |
| | 20 |

Geology

| | |
|---|----|
| Minor (15 credits): | |
| Geology 145 (45), Earth Science | 5 |
| Geology 147 (44), Introduction to Animal Fossils..... | 3 |
| Geology 149 (46), Introduction to Plant Fossils..... | 2 |
| Geology elective | 3 |
| Science Education 322 or 324 (133 or 134)..... | 2 |
| | — |
| | 15 |
| Minor (20 credits): | |
| Add electives in geology..... | 5 |
| | — |
| | 20 |

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

| | <i>Credits</i> |
|--|----------------|
| Minor (15 credits): | |
| Health Education 254 (55), First Aid..... | 2 |
| Zoology 370 (90), Human Physiology or Biological Science 370 (92), Bacteriology | 5 |
| Health Education 460 (103), School Health | 2 |
| ① Health Education 321 (119), Theory and Practice in Health..... | 3 |
| Health Education 470 (130), School and Community Health..... | 3 |
| | 15 |
| Minor (20 credits): | |
| Add Zoology 250 (80), Physiology and Anatomy..... | 5 |
| | 20 |

Health and Physical Education

| | |
|---|----|
| Minor (15 credits): | |
| Physical Education 207 (56), Introduction to Physical Education..... | 3 |
| Physical Education 334 (100), Physical Education Activities for the Ele- mentary School or Physical Education 331 (128), Methods in Individual Sports | 3 |
| ① Health Education 321 (119), Theory and Practice in Health..... | 3 |
| Physical Education Activities..... | 6 |
| | 15 |
| Minor (20 credits): | |
| Add Zoology 250 (80), Physiology and Anatomy..... | 5 |
| | 20 |

History

| | |
|--|---------|
| Minor (15 credits): | |
| History 100 (21), The Growth of American Democracy or History 143 (50) and 144 (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 107 (1), Introduction to Home Economics..... | 1 |
| Home Economics 149 (10), Clothing Selection (2 cr.)..... | 2-3 |
| or | |
| Home Economics 150 (20), Clothing Construction (3 cr.) | |
| Home Economics 185 (52), Food Preparation | 3 |
| Home Economics 270 (105), Household Management | 3 |
| Home Economics 395 (110), Family Relations | 3 |
| Electives from Home Economics 155, 165, 245, 260, 330, 325, 375, 390, 476..... | 3-2 |
| | 15 |
| Minor (20 credits): | |
| Add: Home Economics 330 (122) Nutrition Activities in the Elementary School | 1 |
| Electives from Home Economics 155, 165, 245, 260, 325, 375, 390, 476..... | 4 |
| | 20 |

① Zoology 250 (80), is not a prerequisite for Health Education 321 (119), in the Health and Physical Education Minors and the Health Education Minor.

MINORS FOR THE GENERAL CERTIFICATE—Continued

Home Economics Science

This minor is designed for home economics majors who plan to qualify for the Vocational Home Economics Certificate but wish to take four years of work at Central.

| | |
|---|----------------|
| Minor (15 credits): | <i>Credits</i> |
| Chemistry 161, 162, General Chemistry..... | 10 |
| Zoology 370, Human Physiology, or Biological Science 370, Bacteriology... | 5 |
| | — |
| | 15 |

Industrial Arts

| | |
|---|----|
| Minor (15 credits): | |
| ① Industrial Arts 150 (71), Woodworking | 5 |
| Industrial Arts 380, History and Philosophy of Industrial Arts..... | 2 |
| Electives in industrial arts..... | 8 |
| | — |
| | 15 |

| | |
|---|----|
| Minor (20 credits): | |
| Add five hours of electives in industrial arts..... | 5 |
| | — |
| | 20 |

Journalism

| | |
|---|----|
| Minor (15 credits): | |
| English 260 (60), Journalism | 2 |
| English 262, 263 (61), Practical Journalism | 2 |
| English 266 (65), Newswriting | 3 |
| English 267 (67), Editing | 3 |
| English 268 (68), Advanced Reporting and Feature Writing..... | 3 |
| English 365 (131), High School Publications..... | 2 |
| | — |
| | 15 |

| | |
|---|----|
| Minor (20 credits): | |
| Add five hours chosen from the following courses: English 241 (50), 264 (61), 244 (52); Political Science 242 (40), 244 (52); Secretarial Science 142 (55); Industrial Arts 260 (73)..... | 5 |
| | — |
| | 20 |

Library Science

| | |
|--|----|
| Minor (15 credits): | |
| Library 145 (50, Use of Library Resources | 3 |
| Library 350 (101), Selection of Recreational and Instructional Materials.... | 3 |
| Library 360 (102), Cataloging and Classification..... | 4 |
| Library 370 (103), School Library Administration..... | 3 |
| English 320 (119), Children's Literature or | |
| English 328 (128), Secondary School Literature..... | 2 |
| | — |
| | 15 |

| | |
|--|----|
| Minor (20 credits): | |
| Add: Education 316 (139), Instructional Aids: Classroom Utilization..... | 5 |
| | — |
| | 20 |

① 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**Mathematics**

| | <i>Credits</i> |
|---|---|
| Minor (15 credits): | |
| Mathematics 161 (50), College Algebra I | 5 |
| Mathematics 165 (51), Trigonometry | 3 |
| Mathematics 175 (52), Analytic Geometry and Calculus..... | 5 |
| Mathematics 324, Mathematics Education in the Secondary School..... | 2 |
| | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | 15 |
| Minor (20 credits): | |
| Add electives in mathematics | 5 |
| | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | 20 |

Music

| | |
|---|---|
| Minor (15 credits): | |
| Music 141 (50), Elementary Harmony | 3 |
| Music 154A (54A), and 155A (55A), Class Instruction—Piano..... | 2 |
| Music 154B (54B), Class Instruction—Voice | 1 |
| Music 321 (103), Music Education for the Elementary School..... | 3 |
| Music 341 (107), Choral and Instrumental Conducting..... | 3 |
| Music 372 (113), Music History and Appreciation II..... | 3 |
| | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | 15 |
| Minor (20 credits): | |
| Add: Music 142, Intermediate Harmony..... | 3 |
| Music activities | 2 |
| | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | 20 |

Physical Education

| | |
|--|---|
| Minor (15 credits): | |
| Health Education 245 (55), First Aid | 2 |
| Physical Education 207 (56), Introduction to Physical Education..... | 3 |
| Physical Education 334 (100), Physical Education Activities for the Elementary School or Physical Education 335 (130), Physical Education Methods for Secondary Schools..... | 3 |
| Physical Education 327 (118), Theory and Practice in Rhythms..... | 3 |
| Physical Education Activities..... | 4 |
| | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | 15 |
| Minor (20 credits): | |
| Add: Physical Education 326 (117), Theory and Practice in Sports for Women, or Physical Education 328 (121), Methods in Physical Education for Men | 3 |
| Electives in physical education..... | 2 |
| | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | 20 |

①Physical Science

| | |
|---|---|
| Minor (15 credits): | |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Physics: two courses from 161, 162, 163 (27, 28, 29), or from Physics 261, 262, 263 (77, 78, 79)..... | 10 |
| | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | 15 |
| Minor (20 credits): | |
| Add Science Education 322 or 324 (133 or 134)..... | 2 |
| Add electives from physical science (any area) or from mathematics..... | 3 |
| | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | 20 |

① Those taking these minors are not required to take Physical Science 100 (1).

MINORS FOR THE GENERAL CERTIFICATE—Continued

①Physics

Credits

| | |
|---|-----------|
| Minor (15 credits): | |
| Physics 161, 162, 163 (27, 28, 29) or Physics 261, 262, 263 (77, 78, 79)..... | 15 |
| Minor (20 credits): | |
| Add Science Education 322 or 324 (133 or 134)..... | 2 |
| Add electives in physics..... | 3 |
| | <u>20</u> |

Political Science

| | |
|---|-----------|
| Minor (15 credits): | |
| Political Science 244 (52), American Government..... | 5 |
| Electives in political science..... | 10 |
| | <u>15</u> |
| Minor (20 credits): | |
| Add five hours of electives in political science..... | 5 |
| | <u>20</u> |

Professionalized Subjects

Students electing this minor may choose courses from those listed below to complete the fifteen-hour or the twenty-hour minor. The following paragraphs will serve as guides in the selection of courses to include in this minor:

A student preparing to teach on the **elementary school level** should (a) take courses dealing with the teaching of reading and arithmetic; (b) elect additional courses so that, in so far as possible, one comes from each of the nine separate areas that are not covered in his other minors or his major; (c) elect not more than two courses from any area other than education; and (d) choose courses which will give increased competence in the areas where he feels he needs the most help to function adequately in a self-contained classroom.

Students planning to teach on the **junior high school** (or 7th and 8th grade) level should (a) take a course dealing with the teaching of reading, (b) select courses from either the "elementary schools" or the "junior high schools" list, (c) elect some offerings in the subject areas they plan to teach and in closely related areas, (d) strive for broad rather than narrow preparation, (e) choose not more than three courses from any one area, and (f) give consideration to the importance of the junior high school teachers having a good understanding of the elementary school program. Students planning to teach English, social studies or science on the seventh, eighth and ninth grade levels should consider taking courses in all three areas as these are being scheduled frequently under one teacher in "core curriculum," "block-of-time," "common learnings," or "life adjustment" education programs.

Courses may not be counted as meeting the credit requirements in two different minors or in a major and a minor.

MINORS FOR THE GENERAL CERTIFICATE—Continued
Professionalized Subjects—Continued

Minor (15 credits or 20 credits):

Education Area:

| | <i>Credits</i> |
|---|----------------|
| Elementary Schools—Grades K through 8. | |
| Education 319 (50), Cursive and Manuscript Writing..... | 1 |
| Education 321 (124), Reading Readiness | 2 |
| †*Education 322 (117), Teaching of Reading..... | 3 |
| *Education 323 (128), Teaching of Arithmetic..... | 3 |
| Education 420 (103), Teaching Procedures in the Language Arts..... | 3 |
| Junior High School—Grades 7 through 9. | |
| †Education 423 (147), Reading Problems in the Secondary School..... | 3 |
| †Education 424, Developmental Reading in Content Fields..... | 3 |
| Education 434, Activities in the Secondary Schools..... | 3 |
| Education 439, Safety Education | 3 |
| Education 451, Core Curriculum | 3 |

Fine and Industrial Arts Area:

| | |
|---|---|
| Elementary Schools—Grades K through 8. | |
| Art 321, School Mural | 2 |
| Art 323, Art Methods and Materials..... | 2 |
| Art 325, Arts and Crafts for Children..... | 2 |
| Art 422, Art Education for the Elementary School..... | 2 |
| Art 442, School Bulletin Boards and Display..... | 2 |
| Junior High Schools—Grades 7 through 9. | |
| Art 327, Painting for the Public School..... | 3 |
| Art 442, School Bulletin Boards and Display..... | 2 |
| Art 421, Art Education for the Secondary School..... | 2 |
| Industrial Arts 144, Creative Crafts—Metal and Leather..... | 3 |

Health, Physical Education and Recreational Area:

| | |
|---|---|
| Elementary Schools—Grades K through 8. | |
| Health Education 245, First Aid | 2 |
| Health Education 321, Theory and Practice in Health..... | 3 |
| Health Education 460, School Health | 2 |
| Physical Education 327, Theory and Practice in Rhythms..... | 3 |
| Physical Education 334, Physical Education Activities for the Elementary School | 3 |
| Recreation 249, Camp Leadership | 3 |
| Junior High Schools—Grades 7 through 9. | |
| Health Education 245, First Aid | 2 |
| Health Education 321, Theory and Practice in Health..... | 3 |
| Health Education 460, School Health | 2 |
| Physical Education 327, Theory and Practice in Rhythms..... | 3 |
| Physical Education 328, Methods in Physical Education for Men..... | 3 |
| Physical Education 329, Methods in Physical Education for Men..... | 3 |
| Physical Education 331, Methods in Individual Sports..... | 3 |
| Physical Education 335, Physical Education Methods for Secondary Schools | 3 |
| Recreation 249, Camp Leadership | 3 |

Home Economics Area:

| | |
|--|---|
| Elementary Schools—Grades K through 8. | |
| Home Economics 325, Home Economics Activities in the Elementary School | 1 |
| Home Economics 330, Nutrition Activities in the Elementary School.. | 1 |

*Those planning to teach in elementary schools should elect these courses.

† Those planning to teach in junior high schools should take one of these courses.

MINORS FOR THE GENERAL CERTIFICATE—Continued
Professionalized Subjects—Continued

Language, Literature and Speech Area:

| Elementary Schools—Grades K through 8. | <i>Credits</i> |
|--|----------------|
| English 320, Children's Literature (Grades K through 6)..... | 2 |
| Speech 320, Teaching Speech in the Elementary School..... | 2 |
| Speech 372, Children's Drama | 3 |
| Junior High School—Grades 7 through 9. | |
| English 328, Secondary School Literature (Grades 7 through 12)..... | 2 |
| English 338, Methods of Teaching Composition and Grammar in Secondary School | 2 |
| English 365, High School Publications..... | 2 |
| Speech 328, Teaching Speech in the Secondary School..... | 2 |

Library and Instructional Materials Area:

| Elementary and Junior High Schools. | |
|--|---|
| Library 145, Use of Library Resources..... | 3 |
| Library 350, Selection of Recreational and Instructional Materials.... | 3 |
| Education 316, Instructional Aids: Classroom Utilization..... | 3 |
| (Education 316 is a 5 credit course. However, only three credits may be counted in the professional subjects minor. The other two credits will apply as elective credits.) | |

Music Area:

| Elementary Schools—Grades K through 8. | |
|--|---|
| Music 154A, 155A, 156A, Piano Class Instruction..... | 3 |
| Music 324, Elementary Piano for the Classroom Teacher..... | 1 |
| Music 326, Music in the Classroom..... | 3 |
| Music 327, Song Literature for the Elementary Grades..... | 2 |

Science and Mathematics Area:

| Elementary Schools—Grades K through 8. | |
|---|---|
| Science Education 321, Community Resource Material for the Science Teacher | 3 |
| Science Education 322, Science Education in the Elementary School.... | 2 |
| Science Education 422, Science Problems in Childhood Education..... | 3 |
| Science Education 423, Science in Early Adolescent Education (Jr. Hi.) | 3 |
| Junior High Schools—Grades 7 through 9. | |
| Science Education 324, Science Education in Secondary Schools..... | 2 |
| Science Education 370, Demonstrations with Plants..... | 3 |
| Science Education 423, Science in Early Adolescent Education (Jr. Hi.) | 3 |
| Science Education 424, Special Problems of Teaching Science in the Secondary School | 3 |
| Mathematics 324, Mathematics Education in the Secondary School.... | 2 |

Social Science Area:

| Elementary Schools—Grades K through 8. | |
|---|---|
| Social Science 420, Methods and Materials in the Social Sciences—Elementary | 2 |
| Geography 421, Practical Aids in Teaching Geography..... | 2 |
| Junior High Schools—Grades 7 through 9. | |
| Social Science 421, Methods and Materials in the Social Sciences—Secondary | 2 |
| Geography 421, Practical Aids in Teaching Geography..... | 2 |

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

| | <i>Credits</i> |
|---|----------------|
| Minor (15 credits): | |
| Recreation 207 (P.E. 59), Introduction to Recreation..... | 3 |
| Recreation 466 (P.E. 125), Program Planning in Recreation..... | 5 |
| Physical Education 481 (126), Public Relations in Health, Physical Education and Recreation..... | 2 |
| Physical education activities..... | 5 |
| | — |
| | 15 |
| Minor (20 credits): | |
| Add: Recreation 480 (P.E. 124), Administration of Recreation..... | 5 |
| | — |
| | 20 |

Sociology

| | <i>Credits</i> |
|---|----------------|
| Minor (15 credits): | |
| Sociology 100 (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: | |
| Spanish 255, 256, 257 (53, 54, 55), Advanced Spanish..... | 9 |
| Spanish 355, 356, 357 (100, 101, 102), Survey of Spanish Literature..... | 6 |
| (Offered alternate years; see Schedule of Classes.) | |
| | — |
| | 15 |

Spanish (Alternative Minor)

| | |
|---|----|
| Minor (24 credits) For students who have had beginning Spanish in either high school or college: | |
| Spanish 151, 152, 153 (50, 51, 52), First Year Spanish..... | 15 |
| Spanish 255, 256, 257 (53, 54, 55), Advanced Spanish..... | 9 |
| | — |
| | 24 |

Speech and Drama

| | |
|---|----|
| Minor (15 credits): | |
| Speech 141 (50), Voice and Articulation | 2 |
| Speech 243 (54), Oral Reading | 3 |
| Speech 320, Teaching Speech in the Elementary School, or Speech 328, Teaching Speech in the Secondary School..... | 2 |
| (Students preparing to teach in the elementary grades should take Speech 320; those preparing to teach in the junior and senior high schools should take Speech 328.) | |
| Electives in speech and drama..... | 8 |
| | — |
| | 15 |
| Minor (20 credits): | |
| Add five hours of electives in speech and drama..... | 5 |
| | — |
| | 20 |

MINORS FOR THE GENERAL CERTIFICATE—Continued

①**Zoology**

| | <i>Credits</i> |
|---|----------------|
| Minor (15 credits): | |
| Zoology 161, 162 (50, 51), Invertebrate Zoology | 10 |
| Zoology 163 (52), Vertebrate Zoology | 5 |
| | 15 |
| Minor (20 credits): | |
| Add Science Education 322 or 324 (133 or 134)..... | 2 |
| Add zoology elective..... | 3 |
| | 20 |

① Students taking this minor are not required to take Biological Science 100 (2).

Part VII

THE GRADUATE STUDY PROGRAM

The Central Washington College of Education offers several graduate study programs to meet the advanced educational needs of teachers and school administrators who hold a Bachelor's degree. Included among these programs are those which lead to one or more of the following: the Standard General (Teaching) Certificate, principals' credentials, special teaching certificates, and the Master of Education degree.

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 college year should begin the first or second summer following the first or second year of teaching, or if a full year of study is preferred it should follow the first or second year of teaching. The fifth year must be completed within the five year period after graduation.
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. Twelve quarter hours must be completed **after** completion of the first year of teaching and **before** the beginning of the third year of teaching.
4. For the renewal of a certificate county superintendents require a report each year from the teacher of fifth year college plans and progress. The teacher should obtain certification of teaching experience from his or her school district at the close of each school year. This record should be entered on the back of the teaching certificate.
5. One-half or more of the credits must be in upper division or graduate courses.
6. 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.
 7. One semester or two quarters of the fifth year must be taken in residence in a single institution.
 8. The fifth year of study at Central may be so organized as to include study for the Master of Education Degree for qualified students.

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.

Individuals wishing to meet the requirements for a principal's credential should confer with the Registrar.

It is anticipated that the requirements for the various principals' and administrators' credentials will be changed by the State Board of Education in the near future. Consequently, candidates for these credentials should endeavor to keep informed on developments and plan their programs accordingly.

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.

SPECIAL TEACHING CERTIFICATES

Individuals wishing to qualify for special teaching certificates should confer with the Registrar concerning the requirements for specific certificates. Those interested in Remedial Education should turn to the "Remedial Education" area of specialization in the Master of Education degree program for an outline of the course requirements.

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 National Council for Accreditation of 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 an independent work. The last 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 may elect to meet the requirements of the revised program.

Admission to Graduate Study

Admission to courses for graduate credit should 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 graduate program. Arrangements for taking such

graduate work must be made with the Director of Graduate Studies at the beginning of the quarter in which it is taken. An application form—Request for Graduate Credit—should be secured from the Registrar, completed and filed as directed.

Admission to Candidacy

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 507 (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 100).
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 in the 300, 400, 500 and 600 groups. Not less than 27 quarter credits or 60 per cent of the total of 45 required for graduation must be in the 400, 500, and 600 groups.

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 Registrar.

Residence Requirements

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.

A quarter of residence is defined as the completion of a minimum of 12 credits of regularly scheduled work during a regular quarter or full summer session. Lesser amounts shall be counted according to their proportion to the minimum load of 12 credits. Regardless of the number of credits earned during one term of the summer session, not more than one-half quarter of residence may be counted.

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

No credit earned more than six years before the date of the degree award may be counted as part of the 45 credit requirement, except as may be approved by the formal action of the Graduate Committee.

Graduate Student Load

The normal load for graduate students is 15 credits per quarter. All loads above 16 credits shall be approved by the Graduate Study Committee. For one term of the summer session 8 credits shall be the maximum load without approval of the Graduate Committee. Under no circumstances should more than 18 credits be granted to any graduate student during one quarter or 9 credits during one term. A graduate student is defined as any student holding a Bachelor's degree.

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.

Scholarship

A cumulative grade point average of 3.00 is required for work offered for the degree. No credits will be accepted for courses in which a grade of less than C is earned.

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

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 (\$12.00) is charged to cover the cost of binding.

Plan 2

Plan 2 requires that the student prepare a research paper in connection with one of his graduate classes (courses numbered in the 300, 400, and 500 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.

A fee of \$2.00 per copy (\$4.00) is charged to cover the cost of binding. One copy is delivered to the student.

Courses Required in Plan 1 and Plan 2

| | <i>Credits</i> |
|--|----------------|
| Education 507 (200), Introduction to Graduate Study..... | 3 |
| Education 570 (201), Educational Foundations | 3 |
| Psychology 552 (200), Human Growth and Development..... | 3 |
| If Plan 1 is chosen, six credits in Education 600 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 adviser 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 adviser the student should work out the program best suited to his needs. Elective courses should be selected with the approval of his adviser.

Specialization

Administration and Supervision

Select five credits from the following courses:

| | <i>Credits</i> |
|--|----------------|
| Education 579 (109), The Elementary School Principal..... | 5 |
| Education 580 (143), Junior High School Administration..... | 5 |
| Education 581 (170), The High School Principal..... | 5 |
| Education 582 (173), Internship in School Administration..... | 5 - 15 |
| Education 599A (203), Seminar, Educational Administration..... | 5 |
| Education 587 (204), Educational Administration | 5 |

Select ten credits from the following courses:

| | |
|--|---|
| Education 585 (110), School Supervision | 5 |
| Education 487 (172), Group Leadership and Group Processes..... | 3 |
| Education 588 (174), Federal, State, and County Education..... | 3 |
| Education 589 (175), School Building Planning..... | 5 |
| Education 590 (176), Public School Finance..... | 5 |
| Education 476 (177), School and Community Relations..... | 3 |
| Education 562 (206), Evaluation of the School Program..... | 3 |

Art Education

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

Audio-Visual and Instructional Aids

| | |
|---|---|
| Education 316 (139), Instructional Aids: Classroom Utilization..... | 5 |
| Education 450 (140), Instructional Aids: Local Production..... | 3 |
| Education 578 (151), Instructional Aids: Administration of the Program | 3 |

Select at least four credits from the following courses:

| | |
|--|---|
| Education 579 (109), The Elementary School Principal..... | 5 |
| Education 580 (143), Junior High School Administration..... | 5 |
| Education 417 (144), Radio and Television in the Classroom..... | 2 |
| Education 451 (153), Core Curriculum | 5 |
| Education 577 (157), In-Service Programs for School Personnel.... | 3 |
| Education 487 (172), Group Leadership and Group Processes..... | 3 |
| Education 553 (215), Elementary and Secondary Curricula..... | 5 |
| Education 554 (216), Principles and Techniques of Curriculum Making | 5 |
| Education 555 (217), Program of Curriculum Improvement..... | 3 |
| Education 589 (175), School Building Planning | 5 |
| Education 590 (176), Public School Finance..... | 5 |
| Art 385 (111), Silkscreen Printing | 3 |
| Industrial Arts 360 (103), Advanced Photography..... | 3 |
| Library Science 360 (102), Cataloging and Classification..... | 4 |
| Library Science 370 (103), School Library Administration..... | 3 |

Business Education

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

Curriculum Directors

| Select fifteen credits from the following courses: | Credits |
|---|---------|
| Education 451 (153), Core Curriculum | 5 |
| Education 487 (172), Group Leadership and Group Processes..... | 3 |
| Education 553 (215), Elementary and Secondary School Curricula.. | 5 |
| Education 554 (216), Principles and Techniques of Curriculum Making | 5 |
| Education 555 (217), Program of Curriculum Improvement..... | 3 |
| Education 562 (206), Evaluation of the School Program..... | 3 |
| Education 599C (220), Seminar, Curriculum..... | 2 |
| Sociology 360 (120), The Community | 2 |

Family Life Education

Take the following nine hours of course work:

| | |
|--|---|
| Education 433 (161), Methods in Family Life Education..... | 3 |
| Psychology 351 (115), Youth and Marriage, or Home Economics 395 (110), Family Relations..... | 3 |
| Psychology 343 (103), Psychology of Adjustment..... | 3 |

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

| | |
|--|-------|
| Education 358 (146), Introduction to Guidance | 3 |
| Education 440FL (148FL), Family Life Education Workshop..... | 3 |
| Education 496 (180), Individual Study..... | 1 - 6 |
| Philosophy 345 (131), Ethics | 5 |
| Psychology 447 (108), Psychology of Adolescence and Guidance.... | 3 |
| Home Economics 480 (141), Family Economics | 5 |
| Home Economics 490 (191), Advanced Child Care..... | 2 |
| Biological Science 365 (143), Genetics..... | 3 |
| Commercial Education 375 (111), Consumer Education..... | 3 |
| Sociology 345 (119), Social Problems..... | 5 |
| Sociology 355 (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 adviser and the chairman of the Health and Physical Education Division.

Home Economics

| | |
|--|---|
| Home Economics 445 (120), Advanced Nutrition | 2 |
| Home Economics 450 (121), Tailoring | 3 |
| Home Economics 476 (181), Household Equipment | 1 |
| Home Economics 480 (141), Family Economics | 5 |
| Home Economics 485 (152), Advanced Food Preparation..... | 2 |
| Home Economics 490 (191), Advanced Child Care..... | 2 |

Industrial Arts Education

Courses to be selected on the basis of individual needs and interests after consultation with the adviser 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 adviser 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 322 (117), Teaching of Reading..... | 3 |
| Social Science 420 (117), Methods and Materials in the Social Sciences —Elementary | 3 |

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

Improvement of instruction:

| | |
|---|---|
| Education 323 (128), Teaching of Arithmetic..... | 3 |
| Education 420 (103), Teaching Procedures in the Language Arts.... | 3 |
| Science Education 322 (133), Science Education in the Elementary School | 3 |
| Music 321 (103), Music Education for the Elementary School..... | 3 |
| Music 322 (128), Music Education for the Secondary School..... | 3 |
| Music 326 (151), Music in the Classroom..... | 3 |
| Art 323 (104), Art Methods and Materials..... | 2 |
| Physical Education | 2 |
| Home Economics | 2 |
| English 320 (119), Children's Literature | 2 |
| Speech 372 (110), Children's Drama | 2 |
| English 328 (128), Secondary School Literature..... | 2 |
| Education 562 (206), Evaluation of the School Program..... | 3 |
| Social Science 421 (128), Methods and Materials in the Social Sciences—Secondary | 2 |
| Social Science 521 (200), Social Science Methods and Materials..... | 2 |

2. Laboratory School Teachers:

Improvement of Instruction:

| | |
|---|---|
| Education 322 (117), Teaching of Reading..... | 3 |
| Education 546 (207), Advanced Laboratory Experience..... | 3 |
| Education 547 (208), Guidance and Supervision of Student Teachers. | 3 |
| Social Science 420 (117), Social Science Methods and Materials..... | 2 |

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

Improvement of Instruction:

| | |
|---|---|
| Education 323 (128), Teaching of Arithmetic..... | 3 |
| Education 420 (103), Teaching Procedures in the Language Arts... | 3 |
| Science Education 322 (133), Science Education in the Elementary School | 3 |
| Music 322 (128), Music Education for the Elementary School..... | 3 |
| Music 326 (151), Music in the Classroom..... | 3 |
| Art 323 (104), Art Methods and Materials..... | 2 |
| Physical Education | 2 |
| Home Economics | 2 |
| English 320 (119), Children's Literature | 2 |
| English 328 (128), Secondary School Literature..... | 2 |
| Speech 372 (110), Children's Drama | 2 |
| Education 562 (206), Evaluation of the School Program..... | 3 |
| Social Science 421 (128), Methods and Materials in the Social Sciences—Secondary | 2 |
| Social Science 521 (200), Social Science Methods and Materials..... | 2 |

| Music Education | <i>Credits</i> |
|--|----------------|
| Music 470 (120), Music History and Appreciation III..... | 3 |
| Music 490 (170), Harmonic Analysis | 3 |
| Music 523 (201), Advanced Music Methods..... | 3 |
| Music 590 (200), Supervision of Public School Music..... | 3 |
| Guided Electives | 3 |

Guidance and Counseling

Select fifteen credits from the following courses:

| | |
|--|---|
| Psychology 343 (103), Psychology of Adjustment..... | 5 |
| Psychology 346 (107), Social Psychology | 3 |
| Psychology 351 (115), Youth and Marriage..... | 3 |
| Psychology 444 (104), Tests and Measurements..... | 3 |
| Psychology 447 (108), Psychology of Adolescence and Guidance.... | 3 |
| Psychology 464 (Education 162), Mental Testing: Individual Child. | 3 |
| Education 358 (146), Introduction to Guidance..... | 3 |
| Education 359 (Psychology 106), Counseling Techniques..... | 3 |
| Education 463 (116), Diagnostic Techniques and Special Measurements | 3 |
| Education 558 (210), Administration of the Guidance Program..... | 4 |

① **Remedial Education**

| | |
|--|---|
| Education 463 (116), Diagnostic Techniques and Special Measurements | 3 |
| Education 338 (125), Remedial Reading | 3 |
| Speech 380 (124), Speech Correction Clinic..... | 5 |
| Psychology 343 (103), Psychology of Adjustment..... | 5 |

Science and Mathematics

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

Teacher Librarians

| | |
|---|---|
| Library Science 350 (101), Selection of Recreational and Instructional Materials | 3 |
| Library Science 360 (102), Cataloging and Classification..... | 4 |
| Library Science 370 (103), School Library Administration..... | 3 |
| Library Science 380 (150), Library Service | 2 |
| Library Science 390 (120), Historical Survey of Books and Libraries | 2 |
| Library Science 485 (175), Research and Bibliography..... | 2 |

Specialists in this field frequently will find it desirable to include Education 316 (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.

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 339 (126), Remedial Arithmetic | 2 |
| Education 439 (127), Sight Saving | 2 |
| Education 443 (106h), Directed Teaching in a Remedial Class..... | 5 |
| Industrial Arts 445 (100), Arts and Crafts (Remedial)..... | 5 |

Part VIII

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. This is accomplished as follows:

1. It offers specialization in the humanities, social sciences, and natural and physical sciences.
 - a. It offers preparation, training and background for immediate work after college.
 - b. It offers preparation, training and background for further professional specialization and graduate work.
2. It offers opportunities to acquire an understanding of man and the physical and social world in which he lives, and thus to establish a background for future intellectual growth and effective living.

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. **Not more than twelve credits in music and physical education activities combined may be applied toward the 192 credits required for graduation.**

Admissions, advanced standing, student load and other regulations are described in Part V of this catalog. Upon completing the four-year program and satisfying all other requirements, the student will be granted the Bachelor of Arts degree. The following requirements must be met:

1. Graduation from a four-year accredited high school or its equivalent is required.
2. A total of 192 credits is required for graduation. A maximum of twelve credits in music and physical education activities 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 is essential. 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 is necessary.
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 300 through 499) must be completed.

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 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, winter, and summer quarters. 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. Application for graduation should be made the quarter preceding the one in which graduation is desired.

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> |
|---|----------------|
| <i>General Education Subjects (Required)</i> | 70 |
| Education and Psychology | |
| Psychology 100 (1), General Psychology..... | 5 |
| Fine Arts, Literature and Music | |
| Art 100 (1), Art Structure..... | 2 |
| English 205 (20), Literary Backgrounds..... | 5 |
| ⓐ Music 101 (1), Fundamentals of Music or | |
| Music 203 (3), Introduction to Music..... | 5 |
| Health | |
| Health Education 100 (1), Health Essentials..... | 3 |
| Home Economics 200 (2), General Nutrition..... | 3 |
| ⓐ Physical Education Activities (6 quarters)..... | 6 |
| Language | |
| ⓐ English 101 (1), 102 (2), 103 (3), English Composition..... | 9 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |

ⓐ Music 101 is for music majors and minors. Music 203 is for all others in the Liberal Arts program. Non-majors and non-minors may take Music 101 if, upon test, they possess the requisite ability.

ⓐ Physical Education Activities are required to be taken during the first two years. All students must take International Dance; Basic Skills; one team sport; and one individual, dual or aquatic sport.

ⓐ On the basis of the English Placement Test, students who show marked proficiency are excused from English 101. Those showing a marked deficiency will be enrolled in English 100.

① **Natural Science**

- Physical Science 100 (1), Survey of Physical Sciences or
Biological Science 100 (2), Survey of Biological Sciences.. 5
- Laboratory Science 10

Social Science

- ② History 100 (21), The Growth of American Democracy..... 5
- Sociology 100 (20), Development of Social Institutions..... 5
- Social Science Elective; economics, sociology, political
science, geography, history..... 5

Credits

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 | ③ Music |
| Chemistry | Physics |
| Economics | Political Science |
| English | Pre-Dentistry |
| Fine Arts | Pre-Law |
| Geography | Pre-Medicine |
| Health and Physical Education | Psychology |
| History | Recreation |
| Home Economics | Social Science |
| Industrial Arts | Sociology |
| Mathematics | Speech and Drama |
| Modern Languages | |

Air ROTC (Men) 12

Minor Fields (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 between 0 to 47

Total 192

① 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 100 or Biological Science 100) shall be taken in the other field.

② Students enrolling in the History major are not required to take History 100.

③ Students who have selected music as a major may take up to 20 additional hours in music and/or music activities as electives. However, only a total of 12 credits in both music and physical education activities may be counted in the 192 credits required for the Bachelor of Arts degree.

**COURSE REQUIREMENTS FOR THE ARTS AND SCIENCES
CURRICULUM BY YEARS**

First Year

| | <i>Credits</i> |
|---|----------------|
| Art 100 (1), Art Structure | 2 |
| ② English 101 (1), English Composition..... | 3 |
| English 102 (2), English Composition | 3 |
| English 103 (3), English Composition..... | 3 |
| Health Education 100 (1), Health Essentials..... | 3 |
| ③ History 100 (21), The Growth of American Democracy; or Sociology 100 (20), Development of Social Institutions..... | 5 |
| ④ Physical Science 100 (1), Survey of Physical Sciences; or Biological Science 100 (2), Survey of Biological Sciences..... | 5 |
| Psychology 100 (1), General Psychology..... | 5 |
| ⑤ Physical Education Activities..... | 3 |
| Air R.O.T.C. (Men)..... | 6 |
| Major, Minor and Free Electives (Men)..... | 10 |
| Major, Minor and Free Electives (Women)..... | 16 |
| | 48 |

Second Year

| | |
|---|----|
| English 205 (20), Literary Backgrounds..... | 5 |
| Sociology 100 (20), Development of Social Institutions; or History 100 (21), The Growth of American Democracy..... | 5 |
| Home Economics 200 (2), General Nutrition..... | 3 |
| ① Music 101 (1), Fundamentals of Music; or Music 203 (3), Introduction to Music..... | 5 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| Social Science Elective: economics, political science, geography, sociology or history | 5 |
| ④ Laboratory Science | 10 |
| ⑤ Physical Education Activities..... | 3 |
| Air R.O.T.C. (Men)..... | 6 |
| Major, Minor and Free Electives (Men)..... | 10 |
| Major, Minor and Free Electives (Women)..... | 16 |
| | 48 |

Third Year

| | |
|--------------------------------------|----|
| Major, Minor and Free Electives..... | 48 |
|--------------------------------------|----|

Fourth Year

| | |
|--------------------------------------|----|
| Major, Minor and Free Electives..... | 48 |
|--------------------------------------|----|

① Music 101 is for music majors and minors. Music 203 is for all others in the Liberal Arts program. Non-majors and non-minors may take Music 101, if, upon test, they possess the requisite ability.

② Physical Education Activities are required to be taken each quarter during the first two years. All students must take International Dance; Basic Skills; one team sport; and one individual dual or aquatic sport.

③ On the basis of the English Placement Test, students who show marked proficiency are excused from English 101. Those showing a marked deficiency will be enrolled in English 100.

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 100 or Biological Science 100) shall be taken in the other field. The laboratory science may be taken during the first year if desired.

⑤ Students enrolling in the History major are not required to take History 100.

DETAILS FOR MAJORS FOR THE ARTS AND SCIENCES PROGRAM

Biology

Credits

Major (45 to 60 credits):

| | |
|---|-------|
| Botany 161, 163 (55 and 57) and botany elective..... | 15 |
| Zoology 161, 163 (50 and 52) and zoology elective..... | 15 |
| Electives from biology or paleontology to complete major..... | 15-30 |
| | 45-60 |

Chemistry

Major (45 to 60 credits):

| | |
|--|----------|
| ① Chemistry 161, 162 (70, 71), General Chemistry..... | 10 |
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| Chemistry 351, (110), Quantitative Analysis..... | 5 |
| Chemistry 361, 362 (113, 114), Organic Chemistry..... | 10 |
| Chemistry 481, 482, 483 (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 251 (68), Economics of Production..... | 5 |
| Economics 252 (69), Economics of Distribution..... | 5 |
| Economics 470 (105), Money and Banking..... | 5 |
| Economics 480 (110), Public Finance and Taxation..... | 5 |
| Commercial Education 251 (65), Principles of Accounting I..... | 5 |
| History 348 (116), Economic History of the United States..... | 5 |
| Upper division electives from economics or commercial education.. | 15 to 30 |
| | 45 to 60 |

English

Major (45 to 60 credits):

| | |
|--|----------|
| English 241 (50), Language and Reading | 2 |
| English 243 (51), Approach to Poetry..... | 3 |
| English 244 (52), Advanced Composition..... | 3 |
| English Literature (May be chosen from the following courses: | |
| English 345, 346, 347, 351, 448, 451, 453, 454, 455, 458, 459)..... | 10 |
| American Literature (May be chosen from the following courses): | |
| English 374, 375, 470, 472, 473)..... | 5 |
| Electives in English [Speech 365 (105) may be counted as an elective | |
| in English] | 22 to 37 |
| | 45 to 60 |

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**

| | <i>Credits</i> |
|---|----------------|
| Major (45 to 60 credits): | |
| Art 107 (3), Introduction to Art..... | 2 |
| Art 250 (50), Elementary Drawing | 5 |
| Art 251 (100), Figure Construction and Composition..... | 3 |
| Art 260 (52), Beginning Oil Painting..... | 5 |
| Art 262 (56), Water Color..... | 5 |
| Art 270 (101), Creative Design | 5 |
| Art 271 (107), Layout and Design..... | 5 |
| Art 277 (51), Lettering | 3 |
| Art 280 (54), Modeling and Sculpturing..... | 5 |
| Art 285 (55), Print Making | 3 |
| Art 348 (153), Art History and Appreciation..... | 3 |
| Electives from fine and industrial arts, and Home Economics 260 (63) .. | 1 to 16 |

45 to 60

Geography

| | |
|--|----------|
| Major (45 to 60 credits): | |
| Geography 100 (1), World Geography | 5 |
| Geography 245 (50), Economic Geography | 5 |
| Geography 347 (81), Physical Geography | 5 |
| Geography 348 (83), Weather and Climate..... | 5 |
| Geography 352 (110), Geography of North America..... | 5 |
| Geography 350 (114), Conservation of Natural Resources..... | 3 |
| Geography 255 (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): | |
| ① History 143 (50), History of the United States I..... | 5 |
| ① History 144 (51), History of the United States II..... | 5 |
| History 170 (61), Ancient and Medieval History..... | 5 |
| History 171 (62), Modern European History..... | 5 |
| Political Science 244 (52), American Government..... | 5 |
| Electives from upper division history courses..... | 20 to 35 |

45 to 60

① If History 143 (50) or 144 (51) 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 143 (50) and 144 (51) are not required to take History 100 (21).

MAJORS FOR THE ARTS AND SCIENCES—Continued

Home Economics

Credits

Major (45 to 60 credits):

| | |
|---|---------|
| Home Economics 107 (1), Introduction to Home Economics..... | 1 |
| Home Economics 149 (10), Clothing Selection | 2 |
| Home Economics 150 (20), Clothing Construction | 3 |
| Home Economics 155 (30), Textiles | 5 |
| Home Economics 165 (40), Home Furnishings | 5 |
| Home Economics 185 (52), Food Preparation | 3 |
| Home Economics 270 (105), Household Management | 3 |
| Home Economics 375 (180), Housing | 2 |
| Home Economics 385 (151), Meal Planning and Service..... | 5 |
| Home Economics 390 (115), Child Care in the Home..... | 2 |
| Home Economics 395 (110), Family Relations | 3 |
| Home Economics 480 (141), Family Economics | 5 |
| Electives in home economics..... | 6 to 21 |

45 to 60

Industrial Arts

Major (45 to 60 credits):

| | |
|---|---------|
| Industrial Arts 142 (70), Creative Crafts, Wood and Plastics..... | 2 |
| Industrial Arts 144 (80), Creative Crafts, Leather and Metal..... | 3 |
| Industrial Arts 150 (71), Woodworking | 5 |
| Industrial Arts 255 (83), General Metals | 5 |
| Industrial Arts 260 (73), Photography | 3 |
| Industrial Arts 262 (74), Pottery | 5 |
| Industrial Arts 265 (79), Mechanical Drawing | 3 |
| Industrial Arts 269 (85), Elementary Electrical Construction..... | 2 |
| Industrial Arts 350 (113), Advanced Furniture Construction..... | 5 |
| Industrial Arts 356 (86), Sheet Metalwork | 3 |
| Art 101, Creative Design | 5 |
| Electives from fine or industrial arts..... | 4 to 19 |

45 to 60

Mathematics

Major (45 to 60 credits):

| | |
|--|---------|
| Mathematics 161 (50), College Algebra I [or Mathematics 171 (54), Mathematical Analysis] | 5 |
| Mathematics 162 (57), College Algebra II and Mathematics 165 (51), Trigonometry [or Mathematics 172 (55), Mathematical Analysis]..... | 5 |
| Mathematics 175 (52), Analytic Geometry and Calculus [or Mathematics 173 (56), Mathematical Analysis]..... | 5 |
| Mathematics 351, 352, 353 (101, 102, 103), Calculus..... | 15 |
| Mathematics 451, 452 (105, 106), Differential Equations..... | 10 |
| Electives in mathematics..... | 5 to 20 |

45 to 60

Modern Languages

French

Major (30 credits):

| | |
|--|----|
| French 151, 152, 153 (50, 51, 52), First Year French..... | 15 |
| French 255, 256, 257 (53, 54, 55), Advanced French..... | 9 |
| French 355, 356, 357 (100, 101, 102), Survey of French Literature..... | 6 |
| (Offered alternate years; see Schedule of Classes) | |

30

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

| | <i>Credits</i> |
|--|----------------|
| Major (30 credits): | |
| Spanish 151, 152, 153 (50, 51, 52), First Year Spanish..... | 15 |
| Spanish 255, 256, 257 (53, 54, 55), Advanced Spanish | 9 |
| Spanish 355, 356, 357 (100, 101, 102), Survey of Spanish Literature..... | 6 |
| (Offered alternate years; see Schedule of Classes) | — |
| | 30 |

French-Spanish

| | |
|--|----|
| Major (33 credits): | |
| French 151, 152, 153 (50, 51, 52) or Spanish 151, 152, 153 (50, 51, 52)..... | 15 |
| Eighteen hours chosen from: | |
| French 255, 256, 257 (53, 54, 55); French 355, 356, 357 (100, 101, 102) | |
| Spanish 255, 256, 257 (53, 54, 55); Spanish 355, 356, 357 (100, 101, 102)..... | 18 |
| | — |
| | 33 |

①Music

| | |
|--|----------|
| Major (45 to 60 credits): | |
| Music 101 (1), Fundamentals of Music..... | 5 |
| Music 141 (50), 142 (64), 241 (111), Harmony..... | 9 |
| Music 150 (20), Ear Training and Sight Singing..... | 2 |
| Music 242 (104), Form Analysis..... | 3 |
| Music 243 (116), 443 (117), 444 (118), Counterpoint..... | 9 |
| Music 341 (107), Elementary Conducting | 3 |
| Music 370 (112), 372 (113), 470 (120), Music History and Appreciation..... | 9 |
| Electives in Music..... | 5 to 20 |
| | — |
| | 45 to 60 |

Physics

| | |
|---|----------|
| Major (45 to 60 credits): | |
| Physics 145 (5), Physics Problems | 3 |
| Physics 261, 262, 263 (77, 78, 79), General and Engineering Physics..... | 15 |
| Physics 361 (119), Mechanics and Wave-motions..... | 5 |
| Physics 362 (117), Electricity, Magnetism and Radiations..... | 5 |
| Physics 363 ((118), Optics | 5 |
| Electives in physics or mathematics (at least 5 hours in upper division)..... | 12 to 27 |
| | — |
| | 45 to 60 |

Political Science

| | |
|---|----------|
| Major (45 to 60 credits): | |
| Political Science 244 (52), American Government..... | 5 |
| Political Science 348 (107), Contemporary American Political Parties..... | 5 |
| Political Science 378 (54), Comparative Government | 5 |
| Political Science 384 (100), International Relations..... | 5 |
| Electives in political science..... | 10 |
| Electives in economics, history or sociology..... | 15 to 30 |
| | — |
| | 45 to 60 |

① Music 101 (1) is for music majors and minors. Music 203 (3) is for all others in the Liberal Arts program. Non-majors and non-minors may take Music 101 (1) if, upon test, they possess the requisite ability.

MAJORS FOR THE ARTS AND SCIENCES—Continued

① Pre-Dentistry

| Major (55 credits): | Credits |
|--|---------|
| Chemistry 161, 162 (70, 71), General Chemistry | 10 |
| Chemistry 173 (72), Qualitative Analysis | 5 |
| Chemistry 361, 362 (113, 114), Organic Chemistry | 10 |
| Zoology 161, 162 (50, 51), Invertebrate Zoology | 10 |
| Zoology 163 (52), Vertebrate Zoology | 5 |
| Zoology 348 (142), General Vertebrate Embryology..... | 5 |
| Mathematics 161 (50), College Algebra I..... | 5 |
| Art 280 (54), Modeling and Sculpturing..... | 5 |
| | 55 |

Pre-Law

There is no special pre-law major. However, students may follow the pre-law program outlined in the pre-professional section of this catalog and earn a Bachelor's degree from Central after the successful conclusion of one year of work in a recognized law school. Students following this plan usually major in economics, geography, history, political science or sociology. They usually select a minor field which will make a positive contribution to the law profession. See the pre-law curriculum outlined in the pre-professional section of this catalog for further details. Very careful planning is required. Confer regularly with the pre-law adviser.

② Pre-Medicine

| | |
|---|----|
| Major (55 credits): | |
| Chemistry 161, 162 (70, 71), General Chemistry | 10 |
| Chemistry 173 (72), Qualitative Analysis | 5 |
| Chemistry 351 (110), Quantitative Analysis | 5 |
| Chemistry 361, 362 (113, 114), Organic Chemistry | 10 |
| Zoology 161, 162 (50, 51), Invertebrate Zoology | 10 |
| Zoology 163 (52), Vertebrate Zoology | 5 |
| Zoology 348 (142), General Vertebrate Embryology..... | 5 |
| Mathematics (ordinarily Mathematics 161 (50), College Algebra I)..... | 5 |
| | 55 |

Psychology

The psychology major in arts and sciences prepares students to enter professional training in graduate schools of psychology. Such additional training leads to college teaching and research in psychology, employment in business, personnel or industrial psychology, or clinical psychology.

A. For students anticipating graduate training leading to research or college teaching:

| | |
|--|---|
| Education 362 (195), Educational and Psychological Statistics..... | 4 |
| Psychology 463 (140), Experimental Methods in Psychology and Education | 5 |
| Psychology 461 (160), Systematic Psychology..... | 3 |
| Mathematics 161 (50), College Algebra I..... | 5 |

① A physics ~~major~~ ^{minor} should ordinarily be taken with this major. See also the pre-dental curriculum listed in the pre-professional section.

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

MAJORS FOR THE ARTS AND SCIENCES—Continued

Psychology—Continued

| | <i>Credits</i> |
|---|----------------|
| ① 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 graduate training leading to employment in business, personnel or industrial psychology: | |
| Education 358 (146), Introduction to Guidance..... | 3 |
| Education 362 (195), Education and Psychological Statistics..... | 4 |
| Psychology 463 (140), Experimental Methods in Psychology and Education | 5 |
| Mathematics 161 (50), College Algebra I..... | 5 |
| ① 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 252 ((3), Child Development..... | 5 |
| Psychology 445 (105), Introduction to Child Clinical Psychology..... | 3 |
| Psychology 449 (111), Abnormal Psychology | 3 |
| Psychology 463 (140), Experimental Methods in Psychology and Education | 5 |
| Psychology 461 (160), Systematic Psychology..... | 3 |
| Education 362 (195), Educational and Psychological Statistics..... | 4 |
| ① 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 desire to transfer to the latter, this transfer can more readily be accomplished without penalty.

① Electives to be selected with the approval of the Division Chairman or psychology Major Adviser.

MAJORS FOR THE ARTS AND SCIENCES—Continued

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 in Part VI of this catalog. In addition, they complete the major in Recreation as follows:

Major (45 to 60 credits):

| | <i>Credits</i> |
|--|----------------|
| Recreation 207 (P.E. 59), Introduction to Recreation..... | 3 |
| Health Education 245 (55), First Aid..... | 2 |
| Recreation 249 (P.E. 58), Camp Leadership | 3 |
| Physical Education 327 (51 and 118), Theory and Practice in Rhythms.... | 3 |
| Psychology 346 (107), Social Psychology..... | 3 |
| Sociology 360 (120), The Community | 2 |
| Speech 372 (110), Children's Drama..... | 3 |
| Art 425 (129), Advanced Crafts for Children..... | 2 |
| Recreation 442 (Ed. 106r), Field Work in Recreation | 5 |
| Recreation 466 (P.E. 125), Program Planning in Recreation..... | 5 |
| Recreation 480 (P.E. 124), Administration of Recreation..... | 5 |
| Physical Education 481 (126), Public Relations in Health, Physical Educa- tion and Recreation | 2 |
| Electives to be chosen with guidance from the following:..... | 7 to 22 |
| Speech 141 (50), Voice and Articulation..... | 2 |
| Industrial Arts 142 (70), Creative Crafts—Woods and Plastics.. | 2 |
| Industrial Arts 144 (80), Creative Crafts—Metal and Leather.. | 3 |
| Industrial Arts 260 (73), Photography | 3 |
| Industrial Arts 262 (74), Pottery | 5 |
| Music 326 (151), Music in the Classroom | 3 |
| Physical Education 334 (100), Physical Education Activities for the Elementary School..... | 3 |
| Industrial Arts 347 (107), Jewelry Design and Construction.... | 2 |
| Physical Education 352 (13), Sports Officiating for Women.... | 2 |
| Physical Education 353 (120), Sports Officiating for Men..... | 3 |
| Industrial Arts 360 (103), Advanced Photography | 3 |
| Speech 450 (157), Group Discussion | 3 |
| Recreation 489 (P.E. 102), School Camping for the Classroom Teacher | 2 |

45 to 60

Social Science

Major (45 to 60 credits):

| | |
|--|----------|
| ① Sociology 280 (50), Anthropology or Sociology 242 (51), Principles of Soci- ology | 5 |
| Sociology 345 (119), Social Problems or Sociology 450 (111), Contemporary Social Thought | 5 |
| ① Economics 244 (70), Principles of Economics..... | 5 |
| ② Political Science 244 (52), American Government | 5 |
| Political Science 384 (100), International Relations | 5 |
| History 348 (116), Economic History of the United States..... | 5 |
| Electives chosen from commercial education, economics, geography, history, secretarial science, or sociology..... | 15 to 30 |

45 to 60

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.

MAJORS FOR THE ARTS AND SCIENCES—Continued**Sociology***Credits*

Major (45 to 60 credits):

| | |
|---|----------|
| Sociology 100 (20), Development of Social Institutions..... | 5 |
| Sociology 242 (51), Principles of Sociology | 5 |
| Sociology 280 (50), Anthropology | 5 |
| Psychology 346 (107), Social Psychology | 3 |
| Psychology 351 (115), Youth and Marriage..... | 3 |
| Electives from sociology, economics, history, or political science..... | 24 to 39 |

45 to 60**Speech and Drama**

Major (45 to 60 credits):

| | |
|---|----------|
| Speech 141 (50), Voice and Articulation..... | 2 |
| Speech 243 (54), Oral Reading | 3 |
| Speech 496 (130), Individual Study in Speech and Drama..... | 2 |
| Electives in speech and drama (Five hours of Shakespeare may be counted as an elective in speech and drama)..... | 38 to 53 |

45 to 60

**DETAILS OF MINORS FOR THE ARTS AND SCIENCES
PROGRAM**

Air Science

Minor (15 to 30 credits):

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

Biology

Minor (15 to 30 credits):

| | <i>Credits</i> |
|---|----------------|
| Botany 161 or 162 (55 or 56)..... | 5 |
| Geology 147, 149 (44, 46)..... | 5 |
| Zoology 161, or 162, or 163 (50, or 51, or 52)..... | 5 |
| Electives in biology to complete minor..... | 0 to 15 |
| | 15 to 30 |

Botany

Minor (15 to 30 credits):

| | |
|--|----------|
| Botany 161 or 162 (55 or 56)..... | 5 |
| Electives in botany to complete minor..... | 10 to 25 |
| | 15 to 30 |

Chemistry

Minor (15 to 30 credits):

| | |
|--|----------|
| Chemistry 161, 162, (70, 71), General Chemistry..... | 10 |
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| Electives in chemistry to complete minor..... | 0 to 15 |
| | 15 to 30 |

Commercial Education

Minor (15 to 30 credits):

| | |
|---|----------|
| Two quarters of typewriting..... | 4 |
| Commercial Education 251 (65), Principles of Accounting I..... | 5 |
| Electives in commercial education or secretarial science to complete minor..... | 6 to 21 |
| | 15 to 30 |

Economics

Minor (15 to 30 credits):

| | |
|--|----------|
| Economics 244 (70), Principles of Economics..... | 5 |
| Electives in economics to complete minor..... | 10 to 25 |
| | 15 to 30 |

Education

Minor (15 to 30 credits):

| | |
|--|----------|
| Psychology 252, Child Development..... | 5 |
| Electives chosen with advisor to complete minor..... | 15 to 25 |
| | 15 to 30 |

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

| | |
|---|----------------|
| Minor (15 to 30 credits): | <i>Credits</i> |
| English 243 (51), Approach to Poetry..... | 3 |
| Electives in English to complete minor..... | 12 to 27 |
| | 15 to 30 |

Fine Arts

| | |
|--|----------|
| Minor (15 to 30 credits): | |
| Art 270 (101), Creative Design | 5 |
| Art 348 (153), Art History and Appreciation..... | 3 |
| or | |
| 448, Art History and Appreciation | |
| Electives from fine arts to complete minor..... | 7 to 22 |
| | 15 to 30 |

French

| | |
|---|----|
| Minor (15 credits) For students who have had beginning French in either high school or college: | |
| French 255, 256, 257 (53, 54, 55), Advanced French | 9 |
| French 355, 356, 357 (100, 101, 102), Survey of French Literature..... | 5 |
| (Offered alternate years; see Schedule of Classes.) | — |
| | 15 |

French (Alternative Minor)

| | |
|---|----|
| Minor (24 credits) For students who have not had beginning French in either high school or college: | |
| French 151, 152, 153 (50, 51, 52), First Year French | 15 |
| French 255, 256, 257 (53, 54, 55), Advanced French | 9 |
| | 24 |

Geography

| | |
|---|----------|
| Minor (15 to 30 credits): | |
| Geography 100 (1), World Geography | 5 |
| Geography 245 (50), Economic Geography | 5 |
| Electives in geography to complete minor..... | 5 to 20 |
| | 15 to 30 |

Geology

| | |
|---|----------|
| Minor (15 to 30 credits): | |
| Geology 145 (45), Earth Science, or 147, 149 (44, 46), Introduction to Fossils. 5 | |
| Electives in geology to complete minor..... | 10 to 25 |
| | 15 to 30 |

Health Education

| | |
|---|----------|
| Minor (15 to 30 credits): | |
| Health Education 100 (1), Health Essentials | 3 |
| Zoology 370 (90), Human Physiology or Biological Science 370 (92), Bacteriology | 5 |
| Health Education 321 (119), Theory and Practice in Health..... | 3 |
| Health Education 245 (55), First Aid | 2 |
| Health Education 460 (103), School Health | 2 |
| Electives in health education to complete minor..... | 0 to 15 |
| | 15 to 30 |

MINORS FOR THE ARTS AND SCIENCES—Continued

History

Minor (15 to 30 credits):

| | |
|---|-----------------|
| History 143 (50) and 144 (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 |
| | <u>15 to 30</u> |

Home Economics

Minor (15 to 30 credits):

| | |
|--|-----------------|
| Select 5 hours from the following..... | 5 |
| Home Economics 185 (52), Food Preparation, 3 credits | |
| Home Economics 245 (21), Nutrition (Laboratory), 2 credits | |
| Home Economics 445 (120), Advanced Nutrition, 2 credits | |
| Home Economics 485 (152), Advanced Food Preparation, 2 credits | |
| Select 5 hours from the following..... | 5 |
| Home Economics 149 (10), Clothing Selection, 2 credits | |
| Home Economics 150 (20), Clothing Construction, 3 credits | |
| Home Economics 155 (30), Textiles, 5 credits | |
| Home Economics 165 (40), Home Furnishings, 5 credits | |
| Home Economics 260 (63), Weaving, 2 credits | |
| Select 5 hours from the following..... | 5 |
| Home Economics 270 (105), Household Management, 3 credits | |
| Home Economics 390 (115), Child Care in the Home, 2 credits | |
| Home Economics 395 (110), Family Relations, 3 credits | |
| Electives in home economics to complete minor..... | 0 to 15 |
| | <u>15 to 30</u> |

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 |
| | <u>15 to 30</u> |

Journalism

Minor (15 to 30 credits):

| | |
|---|-----------------|
| English 260 (60), Journalism | 2 |
| English 262, 263, 264 (61), Practical Journalism | 1-3 |
| English 266 (65), Newswriting | 3 |
| English 267 (67), Editing | 3 |
| English 268 (68), Advanced Reporting and Feature Writing..... | 3 |
| Electives chosen from the following courses to complete the minor: | |
| English 241 (50), English 244 (52), English 365 (131); English 375 (103); | |
| Political Science 242 (40), Political Science 244 (52); Secretarial | |
| Science 142 (55); Industrial Arts 260 (73)..... | 1 to 16 |
| | <u>15 to 30</u> |

MINORS FOR THE ARTS AND SCIENCES—Continued**Library Science**

| | <i>Credits</i> |
|--|----------------|
| Minor (15 to 30 credits): | |
| Library 145 (50), Use of Library Resources..... | 3 |
| Library 350 (101), Selection of Recreational and Instructional Materials.. | 3 |
| Library 360 (102), Cataloging and Classification..... | 4 |
| Library 370 (103), School Library Administration..... | 3 |
| English 320 (119), Children's Literature or English 328 (128), Secondary School Literature | 2 |
| ①Electives in library science to complete minor..... | 0 to 15 |
| | 15 to 30 |

Mathematics

| | |
|--|----------|
| Minor (15 to 30 credits): | |
| Mathematics 161 (50), College Algebra I [or 171 (54), Mathematical Analysis] | 5 |
| Mathematics 162 (57), College Algebra II and 165 (51), Trigonometry [or 172 (55), Mathematical Analysis] | 5 |
| Mathematics 175 (52), Analytic Geometry and Calculus [or 173 (56), Mathematical Analysis] | 5 |
| Electives in mathematics to complete minor..... | 0 to 15 |
| | 15 to 30 |

Music

| | |
|---|----------|
| Minor (15 to 30 credits): | |
| Music 141 (50), Elementary Harmony | 3 |
| Music 142 (64), Intermediate Harmony | 3 |
| Music 341 (107), Elementary Conducting | 3 |
| Music 370 (112), Music History and Appreciation I..... | 3 |
| Music 372 (113), Music History and Appreciation II..... | 3 |
| Electives in music to complete minor..... | 0 to 15 |
| | 15 to 30 |

Philosophy

| | |
|---|----------|
| Minor (15 to 28 credits): | |
| Philosophy 307 (129), Introduction to Philosophy..... | 5 |
| Electives to complete the minor from Philosophy 344 (130), 345 (131), 350, 448 (132), or Education 467 (112)..... | 10 to 23 |
| | 15 to 28 |

Physical Education

| | |
|---|----------|
| Minor (15 to 30 credits): | |
| Health Education 245 (55), First Aid..... | 2 |
| Physical Education 207 (56), Introduction to Physical Education..... | 3 |
| Physical Education 334 (100), Physical Education Activities for the Elementary School | 3 |
| Physical Education 335 (130), Physical Education Methods for Secondary Schools | 3 |
| Physical Education Activities..... | 4 |
| Electives in physical education to complete minor..... | 0 to 15 |
| | 15 to 30 |

① Education 316 and 450 may be added if approved by the Librarian.

MINORS FOR THE ARTS AND SCIENCES—Continued

Physical Science

Minor (15 to 30 credits):

| | <i>Credits</i> |
|---|----------------|
| Chemistry 161 (70), General Chemistry..... | 5 |
| Physics: one course from 161, 162, 163 (27, 28, 29) or from 261, 262, 263 (77, 78, 79) | 5 |
| Electives in physical science to complete minor..... | 5 to 20 |
| | 15 to 30 |

Physics

Minor (15 to 30 credits):

| | |
|---|----------|
| Physics 161, 162, 163 (27, 28, 29) or 261, 262, 263 (77, 78, 79)..... | 15 |
| Electives in physics to complete minor..... | 0 to 15 |
| | 15 to 30 |

Political Science

Minor (15 to 30 credits):

| | |
|---|----------|
| Political Science 244 (52), American Government..... | 5 |
| Electives in political science to complete minor..... | 10 to 25 |
| | 15 to 30 |

Psychology

Minor (15 to 30 credits):

| | |
|--|----------|
| Psychology 346 (107), Social Psychology..... | 3 |
| Electives chosen with adviser to complete minor..... | 12 to 27 |
| | 15 to 30 |

Recreation

Minor (15 to 30 credits):

| | |
|--|----------|
| Recreation 207 (P.E. 59), Introduction to Recreation..... | 3 |
| Physical Education 481 (126), Public Relations in Health, Physical Educa- tion and Recreation | 2 |
| Recreation 466 (P.E. 125), Program Planning in Recreation..... | 5 |
| Physical Education Activities..... | 5 |
| Electives to complete minor..... | 0 to 15 |
| Health Education 245 (55), First Aid..... | 2 |
| Recreation 249 (P.E. 58), Camp Leadership | 3 |
| Recreation 489 (P.E. 102), School Camping for the Classroom Teacher | 2 |
| Speech 372 (110), Children's Drama..... | 3 |
| Art 425 (129), Advanced Crafts for Children..... | 2 |
| Physical Education 352 (13), Sports Officiating for Women.... | 2 |
| Physical Education 353 (120), Sports Officiating for Men..... | 3 |
| Music 326 (151), Music in the Classroom..... | 3 |
| Sociology 360 (120), The Community..... | 2 |
| Psychology 346 (107), Social Psychology..... | 3 |
| | 15 to 30 |

Summer Recreation Leadership experience (Rec. 442) is desirable.

Sociology

Minor (15 to 30 credits):

| | |
|---|----------|
| Sociology 100 (20), Development of Social Institutions..... | 5 |
| Electives in sociology to complete minor..... | 10 to 25 |
| | 15 to 30 |

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

| | <i>Credits</i> |
|--|----------------|
| Minor (15 credits) For students who have had beginning Spanish in either high school or college: | |
| Spanish 255, 256, 257 (53, 54, 55), Advanced Spanish..... | 9 |
| Spanish 355, 356, 357 (100, 101, 102), Survey of Spanish Literature..... | 6 |
| (Offered alternate years; see Schedule of Classes) | — |
| | 15 |

Spanish (Alternative Minor)

| | |
|--|----|
| Minor (24 credits) For students who have not had beginning Spanish in either high school or college: | |
| Spanish 151, 152, 153, (50, 51, 52), First Year Spanish..... | 15 |
| Spanish 255, 256, 257 (53, 54, 55), Advanced Spanish | 9 |
| | — |
| | 24 |

Speech and Drama

| | |
|--|----------|
| Minor (15 to 30 credits): | |
| Speech 141 (50), Voice and Articulation..... | 2 |
| Speech 243 (54), Oral Reading | 3 |
| Electives in speech and drama to complete minor..... | 10 to 25 |
| | — |
| | 15 to 30 |

Zoology

| | |
|--|----------|
| Minor (15 to 30 credits): | |
| Zoology 161 or 162 (50 or 51), Invertebrate Zoology..... | 5 |
| Electives in zoology to complete minor..... | 10 to 25 |
| | — |
| | 15 to 30 |

Part IX

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, two or three 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 161 (55), Botany..... | 5 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Zoology 161 (50), Invertebrate Zoology..... | 5 |
| Air Science 101 (1)..... | 2 |
| Physical Education Activity..... | 1 |
| | 18 |

Winter

| | |
|--|----|
| Chemistry 162 (71), General Chemistry..... | 5 |
| English 101 (1), English Composition..... | 3 |
| Mathematics 161 (50), College Algebra I..... | 5 |
| Air Science 102 (2)..... | 2 |
| Physical Education Activity..... | 1 |
| | 16 |

Spring

| | |
|---|----|
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| English 102 (2), English Composition..... | 3 |
| Social Science Elective..... | 5 |
| Air Science 103 (3)..... | 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

| | <i>Credits</i> |
|---|----------------|
| English 101 (1), English Composition..... | 3 |
| Mathematics 161 (50), College Algebra I..... | 5 |
| Physics 161 (27), Elementary Physics or Physics 261 (77), General and Engineering Physics | 5 |
| Air Science 101 (1) (men), Elective (women)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Winter

| | |
|--|----------|
| English 102 (2), English Composition..... | 3 |
| Sociology 242 (51), Principles of Sociology..... | 5 |
| Mathematics 162 (57), College Algebra II..... | 2 |
| Mathematics 165 (51), Trigonometry | 3 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Air Science 102 (2) (men)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 17 or 19 |

Spring

| | |
|---|----|
| English 103 (3), English Composition..... | 3 |
| Economics 244 (70), Principles of Economics..... | 5 |
| Mathematics 175 (52), Analytic Geometry and Calculus..... | 5 |
| Air Science 103 (3) (men), Elective (women)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 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 101 (1), English Composition..... | 3 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Zoology 161 (50), Invertebrate Zoology..... | 5 |
| ① Elective | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Winter

| | <i>Credits</i> |
|---|----------------|
| English 102 (2), English Composition..... | 3 |
| Chemistry 162 (71), General Chemistry..... | 5 |
| Zoology 162 (51), Invertebrate Zoology..... | 5 |
| ① Elective | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Spring

| | |
|---|----|
| English 103 (3), English Composition..... | 3 |
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| Zoology 163 (52), Vertebrate Zoology..... | 5 |
| ① Elective | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

SECOND YEAR**Autumn**

| | |
|---|----|
| Chemistry 351 (110), Quantitative Analysis..... | 5 |
| ① Electives | 10 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Winter

| | |
|---|----|
| Chemistry 361 (113), Organic Chemistry..... | 5 |
| ① Electives | 10 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Spring

| | |
|---|----|
| Chemistry 362 (114), Organic Chemistry..... | 5 |
| ① Electives | 10 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

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.

① Electives should be chosen from social science, language, or humanities, in accordance with the requirements of the institution to which the student is transferring. Men will choose two credits of Air Science each quarter.

FIRST YEAR

Autumn

| | <i>Credits</i> |
|--|----------------|
| English 101 (1), English Composition..... | 3 |
| Economics 251 (68), Economics of Production..... | 5 |
| Commercial Education 151 (61), Business Law..... | 3 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Elective (women), Air Science 101 (1) (men)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 17 |

Winter

| | |
|--|----------|
| English 102 (2), English Composition..... | 3 |
| Economics 252 (69), Economics of Distribution..... | 5 |
| Commercial Education 152 (62), Business Law..... | 3 |
| Sociology 242 (51), Principles of Sociology..... | 5 |
| Air Science 102 (2) (men)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 17 or 19 |

Spring

| | |
|---|----|
| English 103 (3), English Composition..... | 3 |
| Elective | 2 |
| Commercial Education 153 (63), Business Law..... | 3 |
| History 100 (21), The Growth of American Democracy..... | 5 |
| Elective (women), Air Science 103 (3) (men)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

SECOND YEAR

Autumn

| | |
|--|----------|
| Geography 245 (50), Economic Geography..... | 5 |
| Electives from mathematics, science or language..... | 5 |
| Commercial Education 251 (65), Principles of Accounting I..... | 5 |
| Air Science 201 (4) (men)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 or 18 |

Winter

| | |
|--|----------|
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| Commercial Education 252 (105), Principles of Accounting II..... | 5 |
| Electives in social science..... | 5 |
| Elective from mathematics, science or language..... | 3 |
| Air Science 202 (5) (men)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 or 18 |

Spring

Credits

| | |
|--|----|
| Commercial Education 255 (106), Business Statistics..... | 5 |
| Elective in social science, commercial education, secretarial science..... | 10 |
| Air Science 203 (6) (men)..... | 2 |
| Physical Education Activity..... | 1 |

16 or 18

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

Credits

| | |
|--|---|
| English 101 (1), English Composition..... | 3 |
| Art 250 (50), Elementary Drawing | 5 |
| Art 277 (51), Lettering | 3 |
| Industrial Arts 262 (74), Pottery..... | 5 |
| Air Science 101 (1) (men), Elective (women)..... | 2 |
| Physical Education Activity..... | 1 |

17

Winter

| | |
|--|---|
| English 102 (2), English Composition..... | 3 |
| Art 100 (1), Art Structure | 2 |
| Art 107 (3), Introduction to Art..... | 2 |
| Art 270 (101), Creative Design | 5 |
| Art 377 (117), Advanced Lettering | 2 |
| Air Science 102 (2) (men), Elective (women)..... | 2 |
| Physical Education Activity..... | 1 |

17

Spring

| | |
|---|---|
| Art 251 (100), Figure Construction and Composition..... | 3 |
| Art 260 (52), Beginning Oil Painting..... | 5 |
| Art 271 (107), Layout and Design..... | 5 |
| Air Science 103 (3) (men), Elective (women)..... | 2 |
| Physical Education Activity..... | 1 |

16

SECOND YEAR

Autumn

| | |
|--|---|
| Art 262 (56), Water Color | 5 |
| Art 348 (153), Art History and Appreciation..... | 3 |
| Art 373 (126), Interior Design | 3 |
| Art 385 (111), Silk Screen Printing..... | 3 |
| Air Science 201 (4) (men), Elective (women)..... | 2 |
| Physical Education Activity..... | 1 |
| Elective | 1 |

18

| Winter | | <i>Credits</i> |
|--|--|----------------|
| Art 280 (54), Modeling and Sculpturing..... | | 5 |
| Art 285 (55), Print Making | | 3 |
| Art 353 (121), Fashion Illustration | | 3 |
| Art 496 (150), Unit Course in Fine Art..... | | 3 |
| Air Science 202 (5) (men), Elective (women)..... | | 2 |
| Physical Education Activity..... | | 1 |
| | | — |
| | | 17 |

| Spring | | |
|--|--|----|
| Art 351 (112), Advanced Figure Construction and Composition..... | | 3 |
| Art 371 (109), Advanced Layout and Design..... | | 5 |
| Art 372 (118), Production Techniques in Advertising Art..... | | 5 |
| Air Science 203 (6) (men), Elective (women)..... | | 2 |
| Physical Education Activity..... | | 1 |
| 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 | | |
|---|--|--------|
| Music 101 (1) | | 5 |
| ① Music 164A (76A) | | 1½-3 |
| ① Music 164B (76B), 164C (76C), 164D (76D), 164E (76E), 164F (76F)..... | | 1½-3 |
| ② Elective | | 4 |
| Air Science 101 (1) (men)..... | | 2 |
| Physical Education Activity..... | | 1 |
| | | — |
| | | 15 -18 |

| Winter | | |
|---|--|--------|
| Music 141 (50) | | 3 |
| Music 150 (20) | | 3 |
| ① Music 165A (77A) | | 1½-3 |
| ① Music 165B (77B), 165C (77C), 165D (77D), 165E (77E), 165F (77F)..... | | 1½-3 |
| ② Elective | | 3 |
| Air Science 102 (2) (men)..... | | 2 |
| Physical Education Activity..... | | 1 |
| | | — |
| | | 15 -18 |

| Spring | | |
|---|--|--------|
| Music 142 (64) | | 3 |
| ① Music 166A (78A) | | 1½-3 |
| ① Music 166B (78B), 166C (78C), 166D (78D), 166E (78E), 166F (78F)..... | | 1½-3 |
| Psychology 100 (1)..... | | 5 |
| ② Elective | | 1 |
| Air Science 103 (3) (men)..... | | 2 |
| Physical Education Activity..... | | 1 |
| | | — |
| | | 15 -18 |

SECOND YEAR

Autumn

| | Credits |
|--|---------|
| Music 241 (111) | 3 |
| Music 242 (104) | 3 |
| ① Music 364A (100A) | 1½-3 |
| ① Music 364B (100B), 364C (100C), 364D (100D), 364E (100E), 364F (100F) .. | 1½-3 |
| ② Elective | 3 |
| Air Science 201 (4) (men) | 2 |
| Physical Education Activity | 1 |
| | 15 -18 |

Winter

| | |
|--|--------|
| Music 370 (112) | 3 |
| Music 243 (116) | 3 |
| ① Music 365A (101A) | 1½-3 |
| ① Music 365B (101B), 365C (101C), 365D (101D), 365E (101E), 365F (101F) .. | 1½-3 |
| ② Elective | 3 |
| Air Science 202 (5) (men) | 2 |
| Physical Education Activity | 1 |
| | 15 -18 |

Spring

| | |
|--|--------|
| ① Music 366A (102A) | 1½-3 |
| ① Music 366B (102B), 366C (102C), 366D (102D), 366E (102E), 366F (102F) .. | 1½-3 |
| Music 372 (113) | 3 |
| Music 483 (106) | 3 |
| ② Elective | 3 |
| Air Science 203 (6) (men) | 2 |
| Physical Education Activity | 1 |
| | 15 -18 |

PRE-DENTISTRY

Students completing the three-year pre-dental curriculum shown below with a good record should find themselves in excellent position for consideration for admission to dental school. A limited number of dental school applicants are still admitted at the end of two years of pre-professional training; students wishing to attempt

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: \$25.00 per quarter (ten lessons) for voice and all instruments.

② Electives may be chosen from the following courses:

| | | |
|--------------------|--------------------|--------------------|
| English 101,102, | Biol. Sci. 100 (2) | Speech 141 (50) |
| 103 (1, 2, 3) | Geography 100 (1) | Sociology 100 (20) |
| Music 341 (107) | Health Ed. 100 (1) | French 152 (51) |
| Phy. Sci. 100 (1) | Speech 201 (1) | Psychology 252 (3) |
| Lib. Sci. 145 (50) | History 100 (21) | Art 107 (3) |
| English 205 (20) | French 151 (50) | French 153 (52) |
| Music 470 (120) | Home Ec. 200 (2) | |

this accelerated program will need to take **Physics 161, 162, 163** in place of the elective credits of the second year curriculum. This adjustment involves moderate overloads in winter and spring.

It is also possible for the pre-dental student to arrange for a Bachelor of Arts degree from Central. Completion of the three-year program gives him a major in pre-dentistry and a physics minor; in addition he will need to select his electives so as to meet Central's general education requirements, as indicated in the footnotes below. If then admitted to dental school, the student arranges with the registrar at Central, before leaving here, to have his first year of professional dental education counted towards the Bachelor of Arts degree here. The first year of dental school must be completed, and the Bachelor's degree received from Central within five years from the completion of the three-year pre-dental curriculum, or the degree program is subject to review by the Committee on Graduation.

FIRST YEAR

Autumn

| | <i>Credits</i> |
|--|----------------|
| English 101 (1), English Composition..... | 3 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Mathematics 161 (50), College Algebra I..... | 5 |
| Air Science 101 (1) | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Winter

| | |
|---|----|
| English 102 (2), English Composition | 3 |
| Chemistry 162 (71), General Chemistry..... | 5 |
| Sociology 100 (20), Development of Social Institutions..... | 5 |
| Air Science 102 (2)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Spring

| | |
|---|----|
| English 103 (3), English Composition..... | 3 |
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| Psychology 100 (1), General Psychology..... | 5 |
| Air Science 103 (3)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

SECOND YEAR

Autumn

| | |
|---|----|
| Zoology 161 (50), Invertebrate Zoology..... | 5 |
| ① Elective | 8 |
| Air Science 201 (4)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Winter

Credits

| | |
|---|-------|
| Chemistry 361 (113), Organic Chemistry..... | 5 |
| Zoology 162 (51), Invertebrate Zoology..... | 5 |
| ① Elective | 3 |
| Air Science 202 (5)..... | 2 |
| Physical Education Activity..... | 1 |
| | <hr/> |
| | 16 |

Spring

| | |
|---|-------|
| Chemistry 362 (114), Organic Chemistry..... | 5 |
| Zoology 163 (52), Vertebrate Zoology..... | 5 |
| ① Elective | 3 |
| Air Science 203 (6)..... | 2 |
| Physical Education Activity..... | 1 |
| | <hr/> |
| | 16 |

THIRD YEAR

Autumn

| | |
|---|-------|
| Art 100 (1), Art Structure..... | 2 |
| Physics 161 (27), Elementary Physics..... | 5 |
| Zoology 348 (142), General Vertebrate Embryology..... | 5 |
| ① Elective | 4 |
| | <hr/> |
| | 16 |

Winter

| | |
|---|-------|
| Art 280 (54), Modeling and Sculpturing..... | 5 |
| Biological Science 350 (128), Microtechnique..... | 3 |
| Physics 162 (28), Elementary Physics..... | 5 |
| Speech 201 (1) Fundamentals of Public Speaking..... | 2 |
| | <hr/> |
| | 15 |

Spring

| | |
|---|-------|
| Physics 163 (29), Elementary Physics..... | 5 |
| ① Elective | 12 |
| | <hr/> |
| | 17 |

① Pre-dental students planning to take the Bachelor of Arts degree following a year of professional dental training will elect the following general education courses, in addition to the ones in the three-year program, to meet Central's requirements for the degree:

| | |
|--|---|
| English 205 (20), Literary Backgrounds..... | 5 |
| Music 203 (3), Introduction to Music..... | 5 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Home Economics 200 (2), General Nutrition..... | 3 |
| History 100 (21), Growth of American Democracy..... | 5 |
| Social Science Elective [Economics 244 (70), Principles of Economics is recommended] | 5 |

PRE-DENTAL HYGIENE

The first two years of the program in 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**

| | <i>Credits</i> |
|---|----------------|
| English 101 (1), English Composition..... | 3 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Zoology 161 (50), Invertebrate Zoology..... | 5 |
| Elective | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Winter

| | |
|---|----|
| English 102 (2), English Composition..... | 3 |
| Chemistry 162 (71), General Chemistry..... | 5 |
| Zoology 162 (51), Invertebrate Zoology..... | 5 |
| Elective | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Spring

| | |
|--|----|
| English 103 (3), English Composition..... | 3 |
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| Zoology 163 (52), Vertebrate Zoology..... | 5 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Physical Education Activity..... | 1 |
| | — |
| | 17 |

SECOND YEAR**Autumn**

| | |
|---|----|
| Psychology 100 (1), General Psychology..... | 5 |
| Sociology 100 (20), Development of Social Institutions, or Sociology 280 (50), Anthropology | 5 |
| Speech 141 (50), Voice and Articulation..... | 2 |
| Elective | 3 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Winter

| | |
|--|----|
| Chemistry 361 (113), Organic Chemistry..... | 5 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| Elective | 8 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Spring

| | <i>Credits</i> |
|--|----------------|
| Biological Science 370 (92), Bacteriology..... | 5 |
| Chemistry 362 (114), Organic Chemistry..... | 5 |
| Elective | 5 |
| Physical Education Activity..... | 1 |
| | — |
| | 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 161 (50), College Algebra I..... | 5 |
| English 101 (1), English Composition..... | 3 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Industrial Arts 265 (79), Mechanical Drawing..... | 3 |
| Air Science 101 (1)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 19 |

Winter

| | |
|---|----|
| Chemistry 162 (71), General Chemistry..... | 5 |
| Mathematics 162 (57), College Algebra II..... | 2 |
| Mathematics 165 (51), Trigonometry..... | 3 |
| Physics 145 (5), Physics Problems..... | 3 |
| Industrial Arts 365 (111), Engineering Drawing..... | 3 |
| Air Science 102 (2)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 19 |

Spring

| | |
|---|----|
| English 102 (2), English Composition..... | 3 |
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| Mathematics 175 (52), Analytic Geometry and Calculus..... | 5 |
| Physical Science 250 (20), Elementary Surveying..... | 3 |
| Air Science 103 (3)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 19 |

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**

| | <i>Credits</i> |
|---|----------------|
| Botany 161 (55), Botany..... | 5 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Industrial Arts 265 (79), Mechanical Drawing..... | 3 |
| Air Science 101 (1)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Winter

| | |
|--|----|
| Botany 162 (56), Botany..... | 5 |
| Chemistry 162 (71), General Chemistry..... | 5 |
| English 101 (1), English Composition..... | 3 |
| Air Science 102 (2)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Spring

| | |
|---|----|
| Botany 163 (57), Plant Taxonomy..... | 5 |
| English 102 (2), English Composition..... | 3 |
| Mathematics 165 (51), Trigonometry..... | 3 |
| Elective..... | 2 |
| Air Science 103 (3)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

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**

| | |
|---|---|
| English 101 (1), English Composition..... | 3 |
| English 260 (60), Journalism..... | 2 |
| English 262 (61), Practical Journalism..... | 1 |
| ① Geography 100 (1), World Geography..... | 5 |
| ② Elective..... | 4 |
| Air Science 101 (1) (men)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |

Winter

| | <i>Credits</i> |
|--|----------------|
| English 102 (2), English Composition | 3 |
| English 263 (61), Practical Journalism | 1 |
| English 266 (65), Newswriting | 3 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Science | 5 |
| Air Science 102 (2) (men)..... | 2 |
| Physical Education Activity..... | 1 |

16 or 18

Spring

| | |
|--|---|
| English 103 (3), English Composition | 3 |
| English 264 (61), Practical Journalism | 1 |
| English 267 (67), Editing | 3 |
| Psychology 100 (1), General Psychology..... | 5 |
| ② Elective | 3 |
| Air Science 103 (3) (men)..... | 2 |
| Physical Education Activity..... | 1 |

16 or 18

SECOND YEAR

Autumn

| | |
|---|---|
| English 268 (68), Advanced Reporting and Feature Writing..... | 3 |
| Economics 251 (68), Economics of Production..... | 5 |
| History 100 (21), Growth of American Democracy..... | 5 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| Air Science 201 (4) (men)..... | 2 |
| Physical Education Activity..... | 1 |

16 or 18

Winter

| | |
|--|---|
| English 205 (20), Literary Backgrounds..... | 5 |
| History 171 (62), Modern European History..... | 5 |
| Science | 5 |
| Air Science 202 (5) (men)..... | 2 |
| Physical Education Activity..... | 1 |

16 or 18

Spring

| | |
|--|---|
| Speech 244 (70), Advanced Public Speaking..... | 3 |
| Sociology 242 (51), Principles of Sociology..... | 5 |
| Political Science 244 (52), American Government..... | 5 |
| ② Elective | 2 |
| Air Science 203 (men)..... | 2 |
| Physical Education Activity..... | 1 |

16 or 18

① Students planning to specialize in advertising should take Art 250 (50) instead of Geography 100 (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. The University also suggests 6 credits from English 280, 375, 470 and 472.

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 a 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**

| | <i>Credits</i> |
|--|----------------|
| English 101 (1), English Composition..... | 3 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Home Economics 155 (30), Textiles | 5 |
| Home Economics 165 (40), Home Furnishings | 5 |
| Physical Education Activity..... | 1 |
| | — |
| | 17 |

Winter

| | |
|---|----|
| Home Economics 107 (1), Introduction to Home Economics..... | 1 |
| English 102 (2), English Composition..... | 3 |
| Art 100 (1), Art Structure..... | 2 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Home Economics 149 (10), Clothing Selection | 2 |
| Home Economics 150 (20), Clothing Construction | 3 |
| Physical Education Activity..... | 1 |
| | — |
| | 17 |

Spring

| | |
|--|----|
| English 103 (3), English Composition..... | 3 |
| Chemistry 162 (71), General Chemistry..... | 5 |
| Sociology 242 (51), Principles of Sociology..... | 5 |
| Home Economics 185 (52), Food Preparation..... | 3 |
| Physical Education Activity..... | 1 |
| | — |
| | 17 |

SECOND YEAR**Autumn**

| | |
|---|----|
| Home Economics 200 (2), General Nutrition..... | 3 |
| English 205 (20), Literary Backgrounds | 5 |
| Economics 251 (68), Economics of Production..... | 5 |
| Home Economics 270 (105), Household Management..... | 3 |
| Physical Education Activity..... | 1 |
| | — |
| | 17 |

Winter

| | <i>Credits</i> |
|---|----------------|
| Psychology 100 (1), General Psychology..... | 5 |
| Home Economics 350 (171), Advanced Clothing Construction..... | 4 |
| Home Economics 385 (151), Meal Planning and Service..... | 5 |
| Home Economics 395 (110), Family Relations | 3 |
| Physical Education Activity..... | 1 |
| | — |
| | 18 |

Spring

| | |
|--|----|
| Biological Science 370 (92), Bacteriology..... | 5 |
| Home Economics 480 (141), Household Finance..... | 5 |
| Zoology 370 (90), Human Physiology..... | 5 |
| Physical Education Activity..... | 1 |
| | — |
| | 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 year pre-law program the general education requirements, a 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 course listed below.

FIRST YEAR

Autumn

| | <i>Credits</i> |
|---|----------------|
| English 101 (1), English Composition..... | 3 |
| History 143 (50), History of the United States I..... | 5 |
| Economics 251 (68), Economics of Production..... | 5 |
| Air Science 101 (1)..... | 2 |
| Physical Education | 1 |
| | — |
| | 16 |

Winter

| | |
|--|----|
| English 102 (2), English Composition..... | 3 |
| History 144 (51), History of the United States II..... | 5 |
| Economics 252 (69), Economics of Distribution..... | 5 |
| Air Science 102 (2)..... | 2 |
| Physical Education | 1 |
| | — |
| | 16 |

Spring

| | |
|--|----|
| English 103 (3), English Composition..... | 3 |
| Political Science 244 (52), American Government..... | 5 |
| Psychology 100 (1), General Psychology..... | 5 |
| Air Science 103 (3)..... | 2 |
| Physical Education | 1 |
| | — |
| | 16 |

SECOND YEAR

Autumn

| | |
|---|----|
| Philosophy 307 (129), Introduction to Philosophy..... | 5 |
| Political Science 378 (54), Comparative Government..... | 5 |
| English 205 (20), Literary Backgrounds..... | 5 |
| Air Science 201 (4)..... | 2 |
| Physical Education | 1 |
| | — |
| | 18 |

Winter

| | |
|---|----|
| Sociology 100 (20), Development of Social Institutions..... | 5 |
| Philosophy 345 (131), Ethics..... | 5 |
| Art 100 (1), Art Structure..... | 2 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| Air Science 202 (5)..... | 2 |
| Physical Education | 1 |
| | — |
| | 17 |

Spring

| | |
|---|----|
| History 272 (133), Modern English History..... | 5 |
| Political Science 350 (55), Introduction to Public Law..... | 5 |
| Geography 100 (1), World Geography..... | 5 |
| Air Science 203 (6)..... | 2 |
| Physical Education | 1 |
| | — |
| | 18 |

THIRD YEAR

Autumn

| | <i>Credits</i> |
|--|----------------|
| Commercial Education 251 (65), Principles of Accounting I..... | 5 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Laboratory Science | 5 |
| ① Elective | 5 |
| | — |
| | 18 |

Winter

| | |
|--|----|
| Commercial Education 252 (105), Principles of Accounting II..... | 5 |
| Laboratory Science | 5 |
| ① Elective | 8 |
| | — |
| | 18 |

Spring

| | |
|---|----|
| Physical Science 100 (1), Survey of Physical Sciences or Biological Science 100 (2), Survey of Biological Sciences..... | 5 |
| Music 101 (1), Fundamentals of Music or, Music 203 (3), Introduction to Music | 5 |
| Home Economics 200 (2), General Nutrition..... | 3 |
| ① Elective | 5 |
| | — |
| | 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 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 151 (51), Elementary Typewriting
- Art 277 (51), Lettering
- Art 271 (107), Layout and Design
- Education 316 (139), Instructional Aids: Classroom Utilization
- Any course offered in Library Science

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 and a physics minor. If he is admitted to medical school at the conclusion of his third year of pre-medicine he may

① Electives must be used for completing major and minor.

request that his first year of professional medical education be counted toward the Bachelor of Arts degree at Central with a major in science or pre-medicine and a minor in physics. Such students will need to make arrangements with the Registrar at Central by 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-medical program or the degree program is subject to review by the Committee on Graduation.

FIRST YEAR

Autumn

| | <i>Credits</i> |
|--|----------------|
| Mathematics | 5 |
| Chemistry 161 (70), General Chemistry | 5 |
| ① English 101 (1), English Composition | 3 |
| Air Science 101 (1) | 2 |
| ① Physical Education Activity | 1 |
| | — |
| | 16 |

Winter

| | |
|--|----|
| ① Sociology 100 (20), Development of Social Institutions | 5 |
| Chemistry 162 (71), General Chemistry | 5 |
| ① English 102 (2), English Composition | 3 |
| Air Science 102 (2) | 2 |
| ① Physical Education Activity | 1 |
| | — |
| | 16 |

Spring

| | |
|--|----|
| ① Psychology 100 (1), General Psychology | 5 |
| Chemistry 173 (72) Qualitative Analysis | 5 |
| ① English 103 (3), English Composition | 3 |
| ① Art 100 (1), Art Structure | 2 |
| Art Science 103 (3) | 2 |
| ① Physical Education Activity | 1 |
| | — |
| | 18 |

SECOND YEAR

Autumn

| | |
|--|----|
| Zoology 161 (50), Invertebrate Zoology | 5 |
| Chemistry 351 (110), Quantitative Analysis | 5 |
| ① History 100 (21), The Growth of American Democracy | 5 |
| Air Science 201 (4) | 2 |
| ① Physical Education Activity | 1 |
| | — |
| | 18 |

Winter

| | <i>Credits</i> |
|---|----------------|
| Zoology 162 (51), Invertebrate Zoology..... | 5 |
| Chemistry 361 (113), Organic Chemistry..... | 5 |
| ① Music 203 (3), Introduction to Music..... | 5 |
| Air Science 202 (5)..... | 2 |
| ① Physical Education Activity..... | 1 |
| | — |
| | 18 |

Spring

| | |
|--|----|
| Zoology 163 (52), Vertebrate Zoology..... | 5 |
| Chemistry 362 (114), Organic Chemistry..... | 5 |
| ① Health Education 100 (1), Health Essentials..... | 3 |
| Air Science 203 (6)..... | 2 |
| ① Physical Education Activity..... | 1 |
| | — |
| | 16 |

THIRD YEAR

Autumn

| | |
|---|----|
| Physics 161 (27), Elementary Physics..... | 5 |
| Zoology 348 (142), General Vertebrate Embryology..... | 5 |
| ① English 205 (20), Literary Backgrounds..... | 5 |
| | — |
| | 15 |

Winter

| | |
|--|----|
| Physics 162 (28), Elementary Physics..... | 5 |
| Zoology 351 (140), Comparative Anatomy of Chordates..... | 5 |
| ① Home Economics 200 (2), General Nutrition..... | 3 |
| ① Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| | — |
| | 15 |

Spring

| | |
|--|----|
| Physics 163 (29), Elementary Physics..... | 5 |
| Zoology 352 (141), Comparative Anatomy of Chordates..... | 5 |
| ② Electives..... | 5 |
| | — |
| | 15 |

FOURTH YEAR

Autumn

| | |
|------------------|----|
| ② Electives..... | 16 |
|------------------|----|

Winter

| | |
|---|----|
| Biological Science 350 (128), Microtechnique..... | 3 |
| Zoology 380 (145), Parasitology..... | 3 |
| ② Electives..... | 10 |
| | — |
| | 16 |

① Indicates requirements 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. A few schools require physical chemistry.

Spring

| | <i>Credits</i> |
|--|----------------|
| ① Economics 244 (70), Principles of Economics..... | 5 |
| Chemistry 365 (152), Biological Chemistry | 5 |
| ② Electives | 5 |
| | <hr/> 15 |

MEDICAL TECHNOLOGY

The course in medical technology is designed to train young men and women as technicians for the laboratories of hospitals and clinics, and in research laboratories. The 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 may be taken at Central Washington College of Education. Men will need to take Air Science each quarter.

FIRST YEAR**Autumn**

| | |
|--|----------------|
| Mathematics 161 (50), College Algebra I..... | 5 |
| Zoology 161 (50), Invertebrate Zoology..... | 5 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Air Science 101 (1) (men)..... | 2 |
| Physical Education Activity..... | 1 |
| | <hr/> 16 or 18 |

Winter

| | |
|---|----------------|
| English 101 (1) English Composition..... | 3 |
| Zoology 162 (51), Invertebrate Zoology..... | 5 |
| Chemistry 162 (71), General Chemistry..... | 5 |
| Air Science 102 (2) (men)..... | 2 |
| Physical Education Activity..... | 1 |
| Elective | 2 |
| | <hr/> 16 or 18 |

Spring

| | |
|--|----------------|
| English 102 (2), English Composition..... | 3 |
| Zoology 163 (52), Vertebrate Zoology..... | 5 |
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Air Science 103 (3) (men)..... | 2 |
| Physical Education Activity..... | 1 |
| | <hr/> 17 or 19 |

① Indicates requirement for Arts and Sciences program.

SECOND YEAR

Autumn

| | <i>Credits</i> |
|---|----------------|
| Chemistry 351, Quantitative Analysis..... | 5 |
| English 103 (3), English Composition..... | 3 |
| Sociology 100 (20), Development of Social Institutions..... | 5 |
| Elective | 2 |
| Air Science 201 (4) (men)..... | 2 |
| Physical Education Activity..... | 1 |

16 or 18

Winter

| | |
|---|---|
| Biological Science 350 (128), Microtechnique..... | 3 |
| Chemistry 361 (113), Organic Chemistry..... | 5 |
| Zoology 380 (145), Parasitology..... | 3 |
| Psychology 100 (1), General Psychology..... | 5 |
| Air Science 202 (5) (men)..... | 2 |
| Physical Education Activity..... | 1 |

17 or 19

Spring

| | |
|--|---|
| Biological Science 370 (92)..... | 5 |
| Chemistry 362 (114), Organic Chemistry..... | 5 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| Elective | 3 |
| Air Science 203 (6) (men)..... | 2 |
| Physical Education Activity..... | 1 |

16 or 18

METEOROLOGY

The first two years of the meteorology program may be taken at this institution. The final two years of the four-year program must be taken at a college or school offering a degree in this field.

FIRST YEAR

Autumn

| | |
|--|---|
| English 101 (1), English Composition..... | 3 |
| Mathematics 161 (50), College Algebra I..... | 5 |
| Physics 161 (27), Elementary Physics..... | 5 |
| Air Science 101 (1)..... | 2 |
| Physical Education Activity..... | 1 |

16

Winter

| | |
|---|---|
| English 102 (2), English Composition..... | 3 |
| Mathematics 162 (57), College Algebra II..... | 2 |
| Mathematics 165 (51), Trigonometry | 3 |
| Physics 162 (28), Elementary Physics..... | 5 |
| Air Science 102 (2)..... | 2 |
| Physical Education Activity..... | 1 |

16

Spring

| | <i>Credits</i> |
|---|----------------|
| English 103 (3), English Composition..... | 3 |
| Mathematics 175 (52), Analytic Geometry and Calculus..... | 5 |
| Physics 163 (29), Elementary Physics..... | 5 |
| Air Science 103 (3)..... | 2 |
| Physical Education Activity..... | 1 |
| | 16 |

SECOND YEAR**Autumn**

| | |
|---|----|
| Mathematics 351 (101), Calculus..... | 5 |
| Geography 100 (1), World Geography..... | 5 |
| Elective | 3 |
| Air Science 201 (4)..... | 2 |
| Physical Education Activity..... | 1 |
| | 16 |

Winter

| | |
|--|----|
| Mathematics 352 (102), Calculus | 5 |
| Geography 475 (118, 119), Geography of Asia..... | 5 |
| Geography 348 (83), Weather and Climate..... | 5 |
| Air Science 202 (5)..... | 2 |
| Physical Education Activity..... | 1 |
| | 18 |

Spring

| | |
|---|----|
| Mathematics 353 (103), Calculus..... | 5 |
| Geography 352 (110), Geography of North America..... | 5 |
| Geography 472 (123), Geography of the Soviet Union..... | 2 |
| Air Science 203 (6)..... | 2 |
| Physical Education Activity..... | 1 |
| | 15 |

PRE-NURSING

The pre-nursing student may take at least one year of college work at this institution. The student should then transfer for further training to an institution granting a degree in nursing. The following program meets the requirements for the first year at the School of Nursing at the University of Washington. Students wishing to transfer to another school of nursing should consult the pre-nursing adviser.

FIRST YEAR**Autumn**

| | |
|--|----|
| English 101 (1), English Composition..... | 3 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Physical Education Activity..... | 1 |
| ① Electives | 5 |
| | 17 |

Winter

| | <i>Credits</i> |
|--|----------------|
| English 102 (2), English Composition..... | 3 |
| Chemistry 162 (71), General Chemistry..... | 5 |
| Sociology 242 (51), Principles of Sociology..... | 5 |
| Physical Education Activity..... | 1 |
| ① Electives | 5 |
| | 19 |

Spring

| | |
|---|----|
| English 103 (3), English Composition | 3 |
| Psychology 100 (1), General Psychology..... | 5 |
| Physical Education Activity..... | 1 |
| ① Electives | 8 |
| | 17 |

PRE-OCCUPATIONAL THERAPY

Occupational therapy is a profession for the treatment of the physically and mentally ill and injured. Qualified professional workers are employed in general, orthopedic, and psychiatric hospitals, community workshops, schools and hospitals for handicapped children and adults, including the crippled, war-injured, blind, deaf, feeble-minded and tubercular.

Occupational therapy requires a five-year training program. The first four years of prescribed work are taken in the arts, physical and biological sciences, and professional courses. A fifth year of clinical work is required under this program.

The program described below includes the courses generally required during the first two years of study. Students who intend to qualify as occupational therapists should consult the catalog of an institution which grants the degree in occupational therapy.

FIRST YEAR

Autumn

| | |
|--|----|
| English 101 (1), English Composition..... | 3 |
| Zoology 161 (50), Invertebrate Zoology..... | 5 |
| Art 100 (1), Art Structure..... | 2 |
| Industrial Arts 142 (70), Creative Crafts—Wood and Plastics..... | 2 |
| Health Education 100 (1), Health Essentials..... | 3 |
| Physical Education Activity..... | 1 |
| | 16 |

① Electives may be chosen from many different courses on the freshman level. It is best to select from the Social Sciences or Humanities (as art, history, home economics, literature, music, psychology, geography, sociology, etc.).

Winter

| | <i>Credits</i> |
|--|----------------|
| English 102 (2), English Composition..... | 3 |
| Zoology 162 (51), Invertebrate Zoology..... | 5 |
| Industrial Arts 144 (80), Creative Crafts—Metal and Leather..... | 3 |
| Art 250 (50), Elementary Drawing..... | 5 |
| Physical Education Activity..... | 1 |
| | <hr/> 17 |

Spring

| | |
|---|----------|
| English 103 (3), English Composition..... | 3 |
| Psychology 100 (1), General Psychology..... | 5 |
| Zoology 370 (90), Human Physiology..... | 5 |
| Home Economics 260 (63), Weaving..... | 3 |
| Physical Education Activity..... | 1 |
| | <hr/> 17 |

SECOND YEAR**Autumn**

| | |
|--|----------|
| Physics 161 (27), Elementary Physics..... | 5 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| Zoology 265 (80), Physiology and Anatomy..... | 5 |
| Elective | 3 |
| Physical Education Activity..... | 1 |
| | <hr/> 16 |

Winter

| | |
|--|----------|
| Physics 162 (28), Elementary Physics..... | 5 |
| Psychology 252 (3), Child Development..... | 5 |
| Speech 244 (70), Advanced Public Speaking..... | 3 |
| Elective | 2 |
| Physical Education Activity..... | 1 |
| | <hr/> 16 |

Spring

| | |
|--|----------|
| Industrial Arts 150 (71), Woodworking | 5 |
| Industrial Arts 262 (74), Pottery | 5 |
| Sociology 242 (51), Principles of Sociology..... | 5 |
| Physical Education Activity..... | 1 |
| | <hr/> 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 101 (1), English Composition..... | 3 |
| Botany 161 (55)..... | 5 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Air Science 101 (1)..... | 2 |
| Physical Education Activity..... | 1 |
| | <hr/> 16 |

Winter

| | <i>Credits</i> |
|--|----------------|
| English 102 (2), English Composition..... | 3 |
| ① Mathematics 161 (50), College Algebra I..... | 5 |
| Chemistry 162 (71), General Chemistry..... | 5 |
| Air Science 102 (2)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Spring

| | |
|--|----|
| English 103 (3), English Composition..... | 3 |
| Psychology 100 (1), General Psychology..... | 5 |
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| ② Health Education 100 (1), Health Essentials..... | 3 |
| Air Science 103 (3)..... | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 19 |

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**

| | |
|---|----|
| English 101 (1), English Composition..... | 3 |
| Zoology 161 (50), Invertebrate Zoology..... | 5 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Elective | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

Winter

| | |
|---|----|
| English 102 (2), English Composition..... | 3 |
| Zoology 162 (51), Invertebrate Zoology..... | 5 |
| Chemistry 162 (71), General Chemistry..... | 5 |
| Elective | 2 |
| Physical Education Activity..... | 1 |
| | — |
| | 16 |

① Mathematics 145 (2), Fundamentals of Algebra, will be accepted in fulfillment of this requirement at the State College of Washington.

② Health Education 100 (1) is required at the University of Washington but not at the State College of Washington.

Spring

| | <i>Credits</i> |
|---|----------------|
| Zoology 163 (52), Vertebrate Zoology..... | 5 |
| Psychology 100 (1), General Psychology..... | 5 |
| English 103 (3), English Composition..... | 3 |
| Elective | 2 |
| Physical Education Activity..... | 1 |
| | <hr/> 16 |

SECOND YEAR**Autumn**

| | |
|--|----------|
| Health Education 100 (1), Health Essentials..... | 3 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| Psychology 252 (3), Child Development..... | 5 |
| Physics 161 (27), Elementary Physics..... | 5 |
| Physical Education Activity..... | 1 |
| | <hr/> 16 |

Winter

| | |
|---|----------|
| Health Education 350 (106), Physiology of Exercise..... | 3 |
| Health Education 245 (55), First Aid | 2 |
| Zoology 250 (80), Fundamentals of Anatomy..... | 5 |
| Physics 162 (28), Elementary Physics..... | 1 |
| Physical Education Activity..... | 1 |
| | <hr/> 16 |

Spring

| | |
|--|----------|
| Physical Education 459 (H.Ed. 101), Kinesiology..... | 3 |
| Psychology 442 (102), Educational Psychology and Evaluation..... | 4 |
| Zoology 272 (93), Human Anatomy..... | 5 |
| Physiology 449 (111), Abnormal Physiology..... | 3 |
| Physical Education Activity..... | 1 |
| | <hr/> 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 101 (1), English Composition..... | 3 |
| Zoology 161 (50), Invertebrate Zoology..... | 5 |
| Psychology 100 (1), General Psychology..... | 5 |
| Elective | 2 |
| Physical Education Activity..... | 1 |
| | <hr/> 16 |

Winter

| | <i>Credits</i> |
|--|----------------|
| English 102 (2), English Composition..... | 3 |
| Zoology 162 (51), Invertebrate Zoology..... | 5 |
| Sociology 242 (51), Principles of Sociology..... | 5 |
| Elective | 2 |
| Physical Education Activity..... | 1 |
| | 16 |

Spring

| | |
|--|----|
| Zoology 163 (52), Vertebrate Zoology..... | 5 |
| Political Science 244 (52), American Government..... | 5 |
| English 103 (3), English Composition..... | 3 |
| Elective | 2 |
| Physical Education Activity..... | 1 |
| | 16 |

SECOND YEAR

Autumn

| | |
|---|----|
| Sociology 280 (50), Anthropology | 5 |
| English 205 (20), Literary Backgrounds..... | 5 |
| Philosophy 307 (129), Introduction to Philosophy..... | 5 |
| Elective | 3 |
| Physical Education Activity..... | 1 |
| | 19 |

Winter

| | |
|---|----|
| Psychology 252 (3), Child Development..... | 5 |
| Home Economics 200 (2), General Nutrition | 3 |
| Home Economics 270 (105), Home Management | 3 |
| Speech or History..... | 3 |
| Physical Education Activity..... | 1 |
| | 15 |

Spring

| | |
|---|----|
| Economics 244 (70), Principles of Economics..... | 5 |
| Psychology 442 (102), Educational Psychology and Evaluation..... | 4 |
| Home Economics 395 (110), Family Relations..... | 3 |
| English 244 (52), Advanced Composition or Health Education 347 (107), Home Care of the Sick, or History..... | 3 |
| Physical Education Activity..... | 1 |
| | 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 101 (1), English Composition..... | 3 |
| Chemistry 161 (70), General Chemistry..... | 5 |
| Zoology 161 (50), Invertebrate Zoology..... | 5 |
| Air Science 101 (1)..... | 2 |
| Physical Education Activity..... | 1 |
| | 16 |

Winter

| | <i>Credits</i> |
|---|----------------|
| English 102 (2), English Composition..... | 3 |
| Chemistry 162 (71), General Chemistry..... | 5 |
| Zoology 162 (51), Invertebrate Zoology..... | 5 |
| Air Science 102 (2)..... | 2 |
| Physical Education Activity..... | 1 |
| | 16 |

Spring

| | |
|---|----|
| English 103 (3), English Composition..... | 3 |
| Chemistry 173 (72), Qualitative Analysis..... | 5 |
| Zoology 163 (52), Vertebrate Zoology..... | 5 |
| Air Science 103 (3)..... | 2 |
| Physical Education Activity..... | 1 |
| | 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**

| | |
|--|----|
| English 101 (1), English Composition..... | 3 |
| ① Secretarial Science 161 (56) or 162 (57), Shorthand..... | 5 |
| ② Secretarial Science 151 (51) or 152 (52), Typing..... | 2 |
| ③ Commercial Education 146 (64), Accounting for Secretaries, or Commercial Education 251 (65), Principles of Accounting, or Commercial Education 145 (3), Business Arithmetic..... | 5 |
| Physical Education Activity..... | 1 |
| | 16 |

Winter

| | |
|---|----|
| English 102 (2), English Composition..... | 3 |
| Secretarial Science 162 (57) or 163 (58), Shorthand..... | 5 |
| Secretarial Science 152 (52) or 153 (53), Typing..... | 2 |
| Secretarial Science 278 (60), Secretarial Practice and, Secretarial Science 271 (4), Office Machines, or Commercial Education 252 (105), Principles of Accounting II..... | 5 |
| Physical Education Activity..... | 1 |
| | 16 |

① Students who have had shorthand in high school should take Secretarial Science 162 (57).

② Students who have had typing in high school should take Secretarial Science 152 (52).

③ Students who take Commercial Education 145 (3) in the Autumn should also take Secretarial Science 271 (4) in the same quarter.

Spring

| | <i>Credits</i> |
|---|----------------|
| Secretarial Science 163 (58), or 164 (59), Shorthand | 5 |
| Secretarial Science 153 (53), or 154 (54), Typing | 2 |
| Secretarial Science 285, (64), Business Correspondence..... | 3 |
| Secretarial Science 378 (125), Advanced Secretarial Practice..... | 3 |
| Secretarial Science 373 (120), Practical Classroom Duplicating Techniques or Secretarial Science 272 (5), Vocational Proficiency in Office Machines | 2 |
| Physical Education Activity..... | 1 |
| | 16 |

TWO-YEAR PROGRAM

FIRST YEAR

Autumn

| | |
|--|----|
| English 101 (1), English Composition..... | 3 |
| Commercial Education 145 (3), Business Arithmetic | 3 |
| Commercial Education 146 (64), Accounting for Secretaries..... | 5 |
| ① Secretarial Science 151 (51) or 152 (52), Typing..... | 2 |
| Physical Education Activity..... | 1 |
| Elective | 2 |
| | 16 |

Winter

| | |
|---|----|
| English 102 (2), English Composition..... | 3 |
| Secretarial Science 152 (52) or 153 (53), Typing..... | 2 |
| Geography 245 (50), Economic Geography..... | 5 |
| Sociology 100 (20), Development of Social Institutions, or History 100 (21), Growth of American Democracy..... | 5 |
| Physical Education Activity..... | 1 |
| | 16 |

Spring

| | |
|--|----|
| Secretarial Science 285 (64), Business Correspondence..... | 3 |
| Psychology 100 (1), General Psychology..... | 5 |
| Economics 244 (70), Principles of Economics..... | 5 |
| Secretarial Science 153 (53) or 154 (54), Typing..... | 2 |
| Physical Education Activity..... | 1 |
| | 16 |

① Students who wish to develop a competency in accounting should take Commercial Education 251 (65) and 252 (105), Principles of Accounting I and II, instead of Commercial Education 146 (64).

② Students who have had typing in high school should take Secretarial Science 152 (52).

SECOND YEAR

Autumn

| | <i>Credits</i> |
|---|----------------|
| ① Secretarial Science 161 (56), or 162 (57), Shorthand..... | 5 |
| Secretarial Science 271 (4), Office Machines | 3 |
| Commercial Education 151 (61), Business Law..... | 3 |
| Speech 201 (1), Fundamentals of Public Speaking..... | 2 |
| Elective | 3 |
| Physical Education Activity..... | 1 |
| | 17 |

Winter

| | |
|---|----|
| Secretarial Science 162 (57) or 163 (58), Shorthand | 5 |
| Secretarial Science 278 (60), Secretarial Practice | 3 |
| Commercial Education 152 (62), Business Law..... | 3 |
| Elective | 5 |
| Physical Education Activity..... | 1 |
| | 17 |

Spring

| | |
|---|----|
| Secretarial Science 163 (58) or 164 (59), Shorthand | 5 |
| Secretarial Science 378 (125), Advanced Secretarial Practice..... | 3 |
| Secretarial Science 373 (120), Practical Classroom Duplicating Techniques | 2 |
| Commercial Education 153 (63), Business Law, or Secretarial Science | |
| 272 (5), Vocational Proficiency in Office Machines..... | 3 |
| Physical Education Activity..... | 1 |
| Elective | 3 |
| | 17 |

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

① Students who have had shorthand in high school should take Secretarial Science 162 (57).

Part X

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 311 (105)—Curriculum and Methods (Primary); those desiring to teach at the intermediate level will enroll in Education 312 (105)—Curriculum and Methods (Intermediate); and those at the junior and senior high level will enroll in Education 313 (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 requirements 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 Psychol-

ogy. 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.

EDUCATION, PHILOSOPHY, AND PSYCHOLOGY

DEPARTMENTAL COURSES

Education

- Ed. 307 (100). Introduction to Teaching.** 3 credits. Prerequisite, Psychology 252 (3). 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.
- Ed. 311 (105). Curriculum and Methods.** 5 credits. Prerequisite, Education 307 (100). This is a general methods course dealing largely with the primary level. Consideration is given to the

nursery and kindergarten level as well as to the intermediate grade levels in order to furnish understanding and orientation for the prospective teacher. Students must reserve two days a week in addition to the daily meetings for observation of children in learning situations.

- Ed. 312 (105). Curriculum and Methods.** 5 credits. Prerequisite, Education 307 (100). This general methods course concerns itself for the most part with the intermediate grades. In addition to the 4th, 5th and 6th grade emphasis, consideration of learning experiences in grades above and below this level are given. This is especially true where the self-contained class room or variations of it are utilized. Students must reserve two days a week in addition to the daily meetings for observation of children in learning situations.
- Ed. 313 (105) Curriculum and Methods.** 5 credits. Prerequisite, Education 307 (100). This is a course in general methods that deals fundamentally with the secondary level. This includes the various subject matter areas at the 8th and 9th grade levels as well as at the senior high levels. Students must reserve two days a week in addition to the daily meetings for observation of children in learning situations.
- Ed. 316 (139). Instructional Aids: Classroom Utilization.** 5 credits. Prerequisite, Education 307 (100). 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.
- Ed. 319 (50) Cursive and Manuscript Writing.** 1 credit. 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.
- Ed. 321 (124). Reading Readiness.** 2 credits. Prerequisite, Education 442 (104 or 106) or 311 or 312 (105). A study is made of factors in child development which are intimately related to success in beginning reading. Ways of checking readiness include the analysis of physical, mental, and reading-readiness tests and experience in their use. Consideration is given to kindergarten and beginning first grade experiences which build background for reading.

- Ed. 322 (117). Teaching of Reading.** 3 credits. 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.
- Ed. 323 (128). Teaching of Arithmetic.** 3 credits. 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.
- Ed. 330 (137). Air Age Education.** 3 credits. 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.
- Ed. 337 (145). Helping the Exceptional Child (in the Regular Classroom).** 2 credits. Prerequisite, Education 442 (104 or 106) or 311 or 312 or 313 (105). 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.
- Ed. 338 (125). Remedial Reading.** 3 credits. Prerequisite, Education 442 (104 or 106) or 311 (105). 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.
- Ed. 339 (126). Remedial Arithmetic.** 2 credits. Prerequisite, Education 442 (104 or 106) or 311 (105). A study of the psychology of learning arithmetic, and difficulties encountered by the slow learner and handicapped child.
- Ed. 345 (102). Contemporary Movements in Education in the United States.** 3 credits. The various plans and types of school organizations and the philosophies behind these plans are discussed. Students are encouraged to explore and study such movements that have invaded the educational scenes as the Dalton plan, the Winnetka plan, the core-curriculum, the ungraded elementary school and others. Particular emphasis will be given to the philosophy and theories embodied in the general education program which occupies such an important place in the current system of education.
- Ed. 346 (107). School Law.** 1 credit. 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.

- Ed. 357. Education for Leadership.** 2 credits. A course to assist students in developing the ability to lead groups in constructive activities. It is intended to prepare students for campus leadership positions by stressing student government activities, campus leadership functions, parliamentary procedures, group dynamics and the evaluation of group activities. It will also provide opportunity for the student to develop leadership and gain understanding in the professional fields.
- Ed. 358 (146). Introduction to Guidance.** 3 credits. 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.
- Ed. 362 (195). Educational and Psychological Statistics.** 4 credits. A basic introductory course involving the use and interpretation of elementary statistical techniques with application in educational and psychological research.
- Ed. 410 (118). Nursery School, Kindergarten, and Junior Primary Procedures.** 3 credits. Prerequisite, Education 311 (105). 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.
- Ed. 417 (144). Radio and Television in the Classroom.** 2 credits. 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.
- Ed. 420 (103). Teaching Procedures in the Language Arts.** 3 credits. 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.

- Ed. 421 (132). The Modern Reading Program, Primary.** 2½ credits. This course is designed for experienced teachers and provides them with the opportunity to study the current methods of presenting reading on the primary level. The newest techniques and materials are utilized.
- Ed. 422 (132). The Modern Reading Program, Intermediate.** 2½ credits. This course in reading presents for the experienced teacher the most approved techniques developed in the field today. It concerns itself for the most part with the intermediate grades.
- Ed. 423 (147). Reading Problems in the Secondary School.** 3 credits. 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.
- Ed. 424. Developmental Reading in Content Fields.** 3 credits. This course offers teachers on the secondary school levels specific help in developing reading in the content fields. It provides techniques for presenting learning experiences on the junior and senior high school student's reading level.
- Ed. 426 (164). Studies and Problems in Reading.** 3 credits. A course designed for experienced teachers, who are seeking additional help in the teaching of reading. All levels of reading will be covered. The course includes the place and importance of reading in the modern school program, testing, diagnosis, and teaching procedures, including individual reading problems.
- Ed. 431 (156). Intercultural and Intergroup Education.** 3 credits. 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.
- Ed. 433 (161). Methods in Family Life Education.** 3 credits. Prerequisite, Home Economics 395 (110) or Psychology 351 (115) or equivalent. 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.
- Ed. 434 (108). Activities in the Secondary Schools.** 3 credits. 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.

- Ed. 435 (166). Safety Education.** 3 credits. 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.
- Ed. 439 (127). Sight Saving.** 2 credits. Prerequisite, Education 442 (104 or 106) or 311 (105). 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.
- Ed. 440 (148). Workshop,** 1 to 6 credits. The amount of credit to be earned by the student shall be entered upon the class card at the beginning of the quarter. 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.
- Ed. 442 AK, AP, AI, AU, AJ, or AS (106y). Directed Teaching (September Experience).** 5 credits. Prerequisites, Education 311 (105), 312 (105), or 313 (105), and an X-Ray examination of the chest showing freedom from tuberculosis. This course is afforded to give the student an opportunity to pursue directed teaching credit during the month of September. The teaching experience gained here will normally cover the 4-5 weeks period preceding the college's autumn quarter's work. The student teaching experience may be taken on campus or off campus as designated by the student teaching committee. Credit for September experiences must be in addition to the regular sixteen credit directed teaching requirement. Students enrolling for this experience will sign up for Education 442A. The second letter, to follow the letter "A," will indicate the level of the experience—K for Kindergarten, P for Primary, I for Intermediate, U for Upper Grades (7th or 8th grade in a regular elementary school), J for Junior High School, and S for Senior High School. A person registering for the September Experience on the Junior High School level will register for Education 442AJ. An individual planning to take September Experience in the seventh or eighth grade of a regular elementary school will register for Education 442AU.
- Ed. 442, K, P, I, U, J or S (104 and 106 and 106y). Directed Teaching.** 8 or 16 or 1 to 8 credits. Prerequisite, Education 311 (105), 312 (105), or 313 (105), and an X-Ray examination of the chest showing freedom from tuberculosis. Students enrolled in the teacher

education program are required to complete sixteen credits of student teaching. These sixteen credits may be taken in Education 442 and Education 442A. Normally student teaching is to be completed on an all day basis during one quarter. In special cases and when approved by the student teaching committee, students may receive permission to complete their student teaching in two assignments on half-day basis. In such cases the student will enroll in Education 442 for 8 credits and indicate the level of his experience. Students wishing to pursue additional credit beyond the regular requirement may register for from 1 to 8 credits. Permission must be obtained from the Chairman, Division of Education and Psychology to enroll in this course. This extra credit should ordinarily be on a different level than that at which the required work was taken. A maximum of twenty-one hours of directed teaching credits is allowed for graduation. 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 parent-teacher organizations, outdoor activities, recreational programs, scouting and other worthwhile activities. This experience gained in student teaching parallels the philosophy of the General Certificate and endeavors to attain a high degree of competency in teaching. In registering for this course it is mandatory to indicate the level on which the experience is to be taken. If it is to be performed on the Kindergarten level the student would register for Education 442K. If the experience is on the Primary level he will enroll as Education 442P—or I for the Intermediate level, U for Upper Grades (7th or 8th grade in a regular elementary school), J for the Junior High School level, S for the Senior High level. If he is gaining student teaching experience on two levels he should sign up for 8 hours on each indicated level.

Ed. 443 (106h). Directed Teaching in a Remedial Class. 5 credits. Prerequisite, Education 442 (104 and 106), and an X-Ray examination of the chest showing freedom from tuberculosis. This course provides directed observation and teaching in a remedial room in order to prepare for remedial teaching in the public schools.

Ed. 444 (106y). Professional Laboratory Experiences, Outdoor Education. Credit arranged 1 to 8. The amount of credit to be earned by the student shall be entered upon the class card at the beginning of the quarter. Prerequisite, an X-Ray examination of the chest showing freedom from tuberculosis. The purpose of the course is to afford an opportunity for students to pursue professional laboratory experiences in Outdoor Education

programs. The Outdoor Education credits must be above and beyond the required sixteen hours of directed teaching for the Bachelor of Arts degree. Permission must be obtained from the Chairman, Division of Education and Psychology to enroll in this course.

- Ed. 446 (120). Directed Observation.** 5 credits. Prerequisite, teaching experience or junior standing. 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.
- Ed. 447 (121). Classroom Teaching Problems.** 5 credits. Prerequisite, teaching experience. 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.
- Ed. 450 (140). Instructional Aids: Local Production.** 3 credits. Education 316 (139) is recommended but not necessary as a prerequisite. 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.
- Ed. 451 (153). Core Curriculum.** 3 credits. 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.
- Ed. 459 (Psy. 106). Counseling Techniques.** 3 credits. Prerequisite, Education 358 (146). Furnishes guidance personnel with techniques in counseling, interviewing, advising, and handling discipline problems. Consideration is given to home visitations, orientation, and cooperation with referral agencies.
- Ed. 460 (158). Parent-Teacher Conferences.** 2 credits. This course is planned to offer assistance and guidance in planning and organizing conferences between parents and teachers.

- Ed. 462 (167). Construction and Use of Classroom Tests.** 2 credits. This course is concerned primarily with the production and use of classroom tests. It includes a study of objectives, test theory, item theory, and item thoughts. The student will be required to prepare the following types of exercises: Multiple choice, sentence and paragraph completion, matching questions, true-false and essay questions. Students will be expected to construct a comprehensive achievement test of the objective type for any selected intermediate, junior or senior high school class.
- Ed. 463 (116). Diagnostic Techniques and Special Measurements.** 3 credits. Prerequisite, Psychology 343 (103) or 449 (111). The purposes of this course are to consider the problems connected with the non-typical child—hard-of-hearing, partially sighted, speech defectives, mental defectives, and those of low vitality—and to study the methods of diagnosis and the means by which the school may meet the needs of every child.
- Ed. 464 (212). Guidance and Community Resources.** 3 credits. 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.
- Ed. 467 (112). Philosophy of Education.** 3 credits. 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.
- Ed. 468 (101). History of Education.** 2 credits. Every effort is made in this course to provide the student with a background of information pertaining to education and an understanding of its historical development in America. Particular attention is given to the events, movements and personalities which have characterized that development.
- Ed. 472 (159). Elementary Education.** 3 credits. Prerequisite, Education 311 (105), 312 (105), or 313 (105). This course presents the elementary curriculum and methods not covered in Education 311 (105), 312 (105), or 313 (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 472 (159) logically follows the first course in curriculum and methods (Education 311 (105), 312 (105), or

313 (105) and student-teaching Education 442 (106). It is recommended that students not enroll for this course until they have completed their student teaching requirements.

- Ed. 473 (160). Secondary Education.** 3 credits. Prerequisite, Education 311 (105), 312 (105), or 313 (105). 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 and should normally follow the student teaching experience.
- Ed. 476 (177). School and Community Relations.** 3 credits. This course is organized to give classroom teachers, principals, administrators and lay leaders a practical basis for developing and maintaining effective public relations between school and community.
- Ed. 487 (172). Group Leadership and Group Processes.** 3 credits. 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 interpersonal relations, climate making, role playing and group discussions.
- Ed. 499 (122). Seminar in Education.** 3 credits. 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.
- Ed. 507 (200). Introduction to Graduate Study.** 3 credits. 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.
- Ed. 546 (207). Advanced Laboratory Experience.** 2-5 credits. Prerequisite: An X-Ray examination of the chest showing freedom from tuberculosis. The purpose of this course is to enable stu-

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

- Ed. 547 (208). Guidance and Supervision of Student Teachers.** 3 credits. 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.
- Ed. 553 (215). Elementary and Secondary School Curricula.** 5 credits. 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.
- Ed. 554 (216). Principles and Techniques of Curriculum Making.** 5 credits. 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.
- Ed. 555 (217). Program of Curriculum Improvement.** 3 credits. 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.
- Ed. 558 (210). Administration of the Guidance Program.** 4 credits. 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.
- Ed. 562 (206). Evaluation of the School Program.** 3 credits. 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.

- Ed. 570 (201). Educational Foundations.** 3 credits. 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.
- Ed. 574 (171). Adult Education.** 3 credits. 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.
- Ed. 577 (157). In-Service Programs for School Personnel.** 3 credits. 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.
- Ed. 578 (151). Instructional aids: Administration of the Program.** 3 credits. Prerequisite, Education 316 (139). 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.
- Ed. 579 (109). The Elementary School Principal.** 5 credits. Prerequisite, experience or graduate standing. 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.
- Ed. 580 (143). Junior High School Administration.** 5 credits. Prerequisite, experience or graduate standing. 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.
- Ed. 581 (170). The High School Principal.** 5 credits. Prerequisite, experience or graduate standing. 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.

- Ed. 582 (173). Internship in School Administration.** 5, 10 or 15 credits. The amount of credit shall be determined at the beginning of the quarter and entered upon the class card. Internships in administration or 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.
- Ed. 585 (110). School Supervision.** 5 credits. Prerequisite, experience or graduate standing. 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.
- Ed. 587 (204). Educational Administration.** 5 credits. 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.
- Ed. 588 (174). Federal, State, and County Education.** 3 credits. 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.
- Ed. 589 (175). School Building Planning.** 5 credits. 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 educa-

tional tool and should be designed to provide facilities for national and community needs of our democratic society.

- Ed. 590 (176). Public School Finance.** 5 credits. 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.
- Ed. 596 (180). Individual Study,** 1 to 6 credits. The amount of credit and the area of education to be studied shall be determined at the beginning of the quarter and entered upon the class card and registration form. This course is designed to afford a graduate 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. Enrollment in this course must have the approval of the Chairman of the division and the Director of Graduate Study.
- Ed. 599A (203). Seminar in Educational Administration.** 3 credits. This course is open to advanced students desiring an opportunity to study some particular phase of school administration.
- Ed. 599C (220). Seminar in Curriculum.** 2 credits. 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.
- Ed. 600 (250). Thesis.** 6 credits. All graduate students who elect Plan I are required to complete a satisfactory thesis under the direction of an adviser. This thesis must be approved by a committee of three of which the student's adviser 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.

PHILOSOPHY

- Phil. 307 (129). Introduction to Philosophy.** 5 credits. Prerequisite, junior standing. 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.
- Phil. 344 (130). History of Western Philosophy.** 5 credits. Prerequisite, junior standing. This course includes an intensive study of the significant developments in Western philosophy.

- Phil. 345 (131). Ethics.** 5 credits. Prerequisite, junior standing. This is an effort, through the study of various ethical theories, past and present, to approximate a scientific basis for moral conduct.
- Phil. 350. Philosophy of Religion.** 5 credits. The purpose of this course is to give the student an appreciation of and introduction to the various concepts regarding the development of religious attitudes. The course is based on the assumption that all men are religious whether they express it in sectarian activities or not. A corollary objective is to give a brief appraisal of the world's religions.
- Phil. 448 (132). Modern Philosophy.** 5 credits. Prerequisite, Philosophy 307 (129). An intensive study of modern and contemporary philosophers with emphasis upon the arts of present day living.

PSYCHOLOGY

- Psy. 100 (1). General Psychology.** 5 credits. 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.
- Psy. 252 (3). Child Development.** 5 credits. Prerequisite, Psychology 100 (1). 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.
- Psy. 343 (103). Psychology of Adjustment.** 5 credits. Prerequisite, Psychology 100 (1). A study of the unadjusted or handicapped child to give basic understanding and techniques of individual case study. Some clinical experience is provided.
- Psy. 346 (107). Social Psychology.** 3 credits. Prerequisite, Psychology 100 (1). 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.

- Psy. 350 (113). Emotional Growth of Children.** 3 credits. Prerequisite, Psychology 252 (3). 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.
- Psy. 351 (115). Youth and Marriage.** 3 credits. 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.
- Psy. 442 (102). Educational Psychology and Evaluation.** 4 credits. Prerequisite, Education 311, 312, or 313 (105) and preferably student teaching or actual teaching. 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 adjustment 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.
- Psy. 444 (104). Tests and Measurements.** 3 credits. Recommended prerequisite, Education 362 (195). Theory and practice in use of group psychological and educational test of achievement, interest, aptitude and personality.
- Psy. 445 (105). Introduction to Child Clinical Psychology.** 2-5 credits. Prerequisites, junior or senior standing: Education 442 (104). 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. The amount of credit to be earned by the student shall be entered upon the class card at the beginning of the quarter.
- Psy. 447 (108). Psychology of Adolescence and Guidance.** 3 credits. Prerequisite, Psychology 252 (3). This course is designed to orient the student with the needs of adolescents, the development of attitudes, development of 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.
- Psy. 448 (109). Psychology of Human Learning.** 3 credits. 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.

- Psy. 449 (111). Abnormal Psychology.** 3 credits. Prerequisites, Psychology 252 (3). Recommended prerequisite, Psychology 343 (103). 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.
- Psy. 461 (160). Systematic Psychology.** 3 credits. Prerequisite, ten hours of 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.
- Psy. 463 (140). Experimental Methods in Psychology and Education.** 5 credits. Prerequisite, Education 362 (195). 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.
- Psy. 464 (Ed. 162). Mental Testing: Individual Child.** 3 credits. Recommended prerequisites, Education 362 (195) and Psychology 444 (104). 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.
- Psy. 465 (Ed. 163). Mental Testing: Individual Adolescent and Adult.** 3 credits. Recommended prerequisites, Education 362 (195) and Psychology 444 (104). 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.
- Psy. 499 (110). Seminar in Psychology.** 1-6 credits. Prerequisites, Psychology 252 (3) and Psychology 444 (104). This course is designed to provide for the investigation and discussion of psychological problems of common interest to the group enrolled. The students will work out individual problems and report orally and in writing.

Psy. 552 (200). Human Growth and Development. 3 credits. Prerequisite, Psychology 252 (3). 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.

Psy. 569. Individual Study, 1-6 credits. The amount of credit and the area of psychology to be studied shall be determined at the beginning of the quarter and entered upon the class card and registration form. This course is designed to afford a graduate student the opportunity of pursuing a special topic in psychology. The student will be expected to turn in two written copies of his completed project. Enrollment in this course must have the approval of the division chairman and the Director of Graduate Study.

FINE AND INDUSTRIAL ARTS

DEPARTMENTAL COURSES

Fine Arts

Art 100 (1). Art Structure. 2 credits. A background in the main art avenues such as design, painting, figure construction, lettering, modeling, block printing and murals with experience in various art media. This aims through actual experience to develop appreciations and a foundation for ensuing art courses. Four hours of laboratory per week.

Art 107 (3). Introduction to Art. 2 credits. Lecture and discussion of contemporary trends in art, their relation to aesthetics, economics, social demands, and possible future changes. The course covers painting, sculpture, architecture, applied design, and the graphic arts and other social art mediums using slides, prints, library sources and current publications in art. Two hours of lecture per week.

Art. 250 (50). Elementary Drawing. 5 credits. 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. Ten hours of laboratory per week.

Art 251 (100). Figure Construction and Composition. 3 credits. Prerequisite, Art 250 (50). Construction of 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. Six hours of laboratory per week.

- Art 260 (52). Beginning Oil Painting.** 5 credits. Prerequisite, Art 250 (50). The development of personal sensitiveness to light, form, and color in composition with emphasis on independent growth. Ten hours of laboratory per week.
- Art 262 (56). Water Color.** 5 credits. Prerequisite, Art 100 (1), and 250 (50). Exploring all approaches to water color techniques through composition in sketching, still life, landscape, figure, and abstraction. Ten hours of laboratory per week.
- Art 270 (101). Creative Design.** 5 credits. Prerequisite, Art 100 (1). This course is planned to develop a feeling for design through creative experience in the various media. Ten hours of laboratory per week.
- Art 271 (107). Layout and Design.** 5 credits. Prerequisite, Art 277 (51) and 270 (101). This course is for students interested in obtaining experience in 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. Ten hours of laboratory per week.
- Art 277 (51). Lettering.** 3 credits. Prerequisite, Art 100 (1). A practical background in various types of lettering. The use of pen and brush with construction and spacing of modern letter forms. Six hours of laboratory per week.
- Art 280 (54). Modeling and Sculpturing.** 5 credits. Creative design in clay modeling. Carving in wood, stone and plaster. Active experience with copper and plastics. Construction of mobiles and stabiles and a study of contemporary sculpture are also included. Ten hours of laboratory per week.
- Art 285 (55). Print Making.** 3 credits. Through experience a study of printing processes: linoleum and wood-cut, etching and dry point. Six hours of laboratory per week.
- Art 321 (65). School Mural.** 2 credits. Prerequisite, Art 100 (1). 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. Four hours of laboratory per week.
- Art 323 (104). Art Methods and Materials.** 2 credits. Prerequisite, Art 100 (1). 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 creative art program. Includes visits to public schools.
- Art 325 (120). Arts and Crafts for Children.** 2 credits. Prerequisite, Art 100 (1). A course which includes a survey of elementary crafts and how they may be adapted for classroom use and a sound basis for a creative art program. Includes visits to public schools. Four hours of laboratory per week.

- Art 327 (133). Painting for the Public School.** 3 credits. Prerequisite, Art 100 (1). 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.
- Art 348 (153). Art History and Appreciation.** 3 credits. Study of man, his environment, social life, and his work of art. The course covers the Paleolithic age up to and including Renaissance art in Europe by lecture, discussion, use of slides and prints.
- Art 349 (141). Art and Modern Living.** 2 credits. 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.
- Art 350 (102). Advanced Drawing.** 3 credits. Prerequisite, Art 250 (50). Advanced study in the field outlined in Art 250 (50). Six hours of laboratory per week.
- Art 351 (112). Advanced Figure Construction and Composition.** 3 credits. Prerequisite, Art 251 (100). Advanced study in the field described above in Art 251 (100). Also the use of the figure in illustration and mural design. Six hours of laboratory per week.
- Art 352 (115). Sketching.** 2 credits. Prerequisite, Art 250 (50). A concentrated course in outdoor sketching utilizing the many phases of local environment and affording experience with a wide variety of materials. Four hours of laboratory per week.
- Art 354. Costume Design and History.** 3 credits. The execution of fashion designs of play clothes, sportswear, and formal attire will be studied as well as the history of the costume. The course will combine lecture and laboratory procedures using slides, prints, current publications and a text. Six hours of laboratory per week.
- Art 360 (108). Advanced Oil Painting.** 5 credits. Prerequisite, Art 260 (52). Continued study in the field outlined in Art 260 (52). Ten hours of laboratory per week.
- Art 361 (106). Composition in Oils.** 2 credits. Painting in oils with special emphasis upon composition in landscape and figure. Admittance to class upon approval of instructor. Four hours of laboratory per week.
- Art 362 (113). Advanced Water Color.** 5 credits. Prerequisite, Art 100 (1), 250 (50), 262 (56). Continued study as outlined in Art 262 (56) with emphasis on development of individual direction. Ten hours of laboratory per week.

- Art 371 (109). Advanced Layout and Design.** 5 credits. Prerequisite, Art 271 (107). Advanced work according to the outline in course in Art 271 (107). Poster design will be stressed as the important part of this course. Ten hours of laboratory per week.
- Art 372 (118). Production Techniques in Advertising Art.** 5 credits. Prerequisite, Art 270 (101), 271 (107), 371 (109). 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. Ten hours of laboratory per week.
- Art 373 (126). Interior Design.** 3 credits. Prerequisite, Art 100 (1). Consideration for the problems of 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. Six hours of laboratory per week.
- Art 377 (117). Advanced Lettering.** 2 credits. Prerequisite, Art 277 (51). Advanced work in the techniques and skills in lettering applicable to layout and design. Four hours of laboratory per week.
- Art 380 (116). Advanced Modeling and Sculpturing.** 5 credits. Advanced study as outlined in Art 280 (54). Ten hours laboratory per week.
- Art 385 (111). Silk Screen Printing.** 3 credits. 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 schools. Six hours of laboratory per week.
- Art 421. Art Education at the Secondary Level.** 3 credits. A consideration for the entire art program in grades 7 through 12. The relationship and place of art at the secondary level dealing with the actual planning level of programs, philosophies, objectives and units of work, organization of materials, budget building and methods of teaching.
- Art 422 (140). Art Education for the Elementary School.** 3 credits. Consideration for the entire elementary school program and how art related 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, and the home and the community.
- Art 425 (129). Advanced Crafts for Children.** 2 credits. A course for teachers and recreation counsellors including experience 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. Four hours of laboratory per week.

Art 429 (130). Art Education. 2 credits. Basic principles and experiences in art education and its relation to the total curriculum. A course dealing with contemporary art philosophies and the growth and development of art in our schools. It traces the creative and mental growth of children and includes discussions of problems and methods of teaching art.

Art 442 (134). School Bulletin Boards and Display. 2 credits. 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. Four hours of laboratory per week.

Art 446 (135). Understanding Children's Art. 2 credits. 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.

Art 448. Art History and Appreciation. 3 credits. The study of man and his works from the Renaissance period to present day art, including present technical developments in new media and materials. This course will also cover the philosophy of current developments in art.

Art 470. Advanced Creative Design. 5 credits. This is a continued study in the field of creative design but with emphasis on individual growth through experimentation with three dimensional materials. Ten hours of laboratory per week.

Art 485. Advanced Silk Screen Printing. 3 credits. Individual study in advanced problems particularly in serigraph also experimental work in a variety of silk screen techniques. Six hours of laboratory per week.

Art 496 (150), 497 (151), 498 (152). Individual Study,
2 credits each. 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.

- Art 545 (200). Administration of the School Art Program.** 3 credits. Consideration for the problems of the art counselor in how to: order supplies, assist teachers, plan workshop meetings, guidance and conferences with teachers.
- Art 599 (201). Seminar in Art Education.** 2 credits. 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.

INDUSTRIAL ARTS

- I.A. 142 (70). Creative Crafts—Wood and Plastics.** 2 credits. A craft course to develop skill and appreciation through designing and making articles in wood and plastics. Figure and chip carving in wood. Four hours of laboratory per week.
- I.A. 144 (80). Creative Crafts—Metal and Leather.** 3 credits. A craft course to develop skills and appreciation through designing and making articles in metal and leather. Art metalwork in copper, brass and aluminum; tooling and modeling of leather. Six hours of laboratory per week.
- I.A. 150 (71). Wood Working.** 5 credits. Prerequisite, I.A. 256 (79). A course in beginning woodworking. 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. Ten hours of laboratory per week.
- I.A. 255 (83). General Metals I.** 5 credits. Prerequisite, I.A. 265 (79). A beginning course in metal work offering theory and practice in forging, heat treating foundry in soft metals, bench work machine shop, arc and oxy-acetylene welding. Ten hours of laboratory per week.
- I.A. 260 (73). Photography.** 3 credits. 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.
- I.A. 262 (74). Pottery.** 5 credits. Covers procedures used in schools, including the coil and slab methods of handling clay. Also, all commercial methods such as throwing, casting, pressing, and jigger work will be taught. Good design will be stressed and the whole field of decoration, including the use of colored slips, underglazes and overglazes will be offered. Ten hours of laboratory per week.
- I.A. 265 (79). Mechanical Drawing.** 3 credits. The fundamental principles of orthographic projection, isometric drawing, and applied

geometry are emphasized. The care and use of drawing instruments, freehand lettering, making tracings and their reproduction. Six hours of laboratory per week.

- I.A. 269 (85). Elementary Electrical Construction.** 2 credits. 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. Four hours of laboratory per week.
- I.A. 342 (105). Advanced Creative Crafts—Wood and Plastics.** 2 credits. Prerequisite, Industrial Arts 142 (70). The course continues the work offered in Industrial Arts 142 (70). Individual problems assigned. Four hours of laboratory per week.
- I.A. 344 (106). Advanced Creative Crafts—Metal and Leather.** 3 credits. Prerequisite, Industrial Arts 144 (80). This course continues the work offered in Industrial Arts 144 (80). Individual problems assigned. Six hours of laboratory per week.
- I.A. 347 (107). Jewelry Design and Construction.** 2 credits. This course covers design and construction of jewelry in base metals, stone setting, and enameling on metals. Four hours of laboratory per week.
- I.A. 348 (108). Lapidary.** 2 credits. A course in elementary identification, cutting, and polishing of semi-precious stones. Four hours of laboratory per week.
- I.A. 349. Enameling.** 2 credits. An opportunity will be given to explore fully the medium of enameling on metal. A variety of techniques, methods, and related materials will be introduced featuring the design and construction of decorative projects such as plaques, small murals, bowls and mosaics. Four hours of laboratory per week.
- I.A. 350 (113). Advanced Furniture Construction.** 5 credits. This course continues the work offered in Industrial Arts 150 (71). Lecture and shop work in the design and construction of contemporary furniture. Individual problems. Ten hours of laboratory per week.
- I.A. 355 (110). General Metals II.** 5 credits. Prerequisite, Industrial Arts 255 (83). This is an advanced course continuing the work offered in Industrial Arts 255 (83). Individual problems of design and construction are assigned. Ten hours of laboratory per week.
- I.A. 356 (86). Sheet Metalwork.** 3 credits. Fundamental machine and hand tool operations in the construction of sheet metal projects. Designing and developmental drawing involving parallel and radial lines. Six hours of laboratory per week.

- I.A. 357 (183). Welding and Forging.** 2 credits. 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. Four hours of laboratory per week.
- I.A. 360 (103). Advanced Photography.** 3 credits. Prerequisite, Industrial Art 260 (73). 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.
- I.A. 362 (114). Advanced Pottery.** 5 credits. A continuation of Industrial Arts 262 (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. Ten hours of laboratory per week.
- I.A. 365 (111). Engineering Drawing.** 3 credits. Prerequisites, Industrial Arts 265 (79). An advanced course involving working drawings, sections, auxiliary projection, revolutions, and advanced problems in isometric drawing. Six hours of laboratory per week.
- I.A. 371 (200). Shop and Tool Maintaining.** 2 credits. A directed laboratory course for Industrial Arts Teachers planned to cover maintenance and repair of all shop equipment. Four hours of laboratory per week.
- I.A. 375 (116). Industrial Arts Design.** 2 credits. 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, plastics, leather, ceramics, etc.
- I.A. 380. History and Philosophy of Industrial Arts.** 2 credits. The evolution, development, and present status of industrial arts in the public school program.
- I.A. 430 (130). Industrial Art Education.** 2 credits. Problems and methods of teaching Industrial Arts.
- I.A. 431 (134). Planning Instructional Material.** 2 credits. Selection and preparation of course material in Industrial Arts. Preparation of courses of study, unit and lesson plans, and several types of instruction sheets.
- I.A. 433 (131). General Shop Planning and Organization.** 2 credits. 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.

- I.A. 440 (140). Workshop,** 1 to 6 credits. The amount of credit and the specific topic to be covered shall be determined at the time the workshop is approved for scheduling. The specific topic covered shall be entered in the title after the workshop and appropriate letters shall be appended to the course number. This course is designed to give the student an opportunity to share in developing plans and in group investigation of special topics or problems in industrial arts education. The method of instruction will follow the workshop plan.
- I.A. 445 (100). Arts and Crafts (Remedial).** 5 credits. A general crafts course designed for teachers in remedial education. Handicrafts in those media most usable in remedial classes—wood, leather, plastics, and metal. Ten hours of laboratory per week.
- I.A. 447. Advanced Jewelry.** 2 credits. A course in new developments in jewelry, design and construction with experiments in cast silver, welded metals, laminated metals, un-cut stones, and other exciting contemporary materials. Four hours of laboratory per week.
- I.A. 466 (117). Architectural Drawing.** 3 credits. Prerequisite, Industrial Arts 265 (79). 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. Six hours of laboratory per week.
- I.A. 496 (150). 497 (151), 498 (152). Individual Study,** 2 credits each. 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.
- I.A. 599 (135). Seminar in Industrial Arts.** 2 to 6 credits. 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. The amount of credit to be earned by the student shall be entered upon the class card at the beginning of the quarter.

HEALTH, PHYSICAL EDUCATION AND RECREATION

DEPARTMENTAL COURSES

Health Education

- H. Ed. 100 (1). Health Essentials.** 3 credits. Survey of the principles and practices of healthful living. Problems of personal and community health are discussed from the viewpoint of the individual.
- H. Ed. 142 (52). History of Nursing.** 3 credits. An introduction to nursing including the history and traditions; a survey of modern trends; and professional standards.
- H. Ed. 245 (55). First Aid.** 2 credits. The Standard Red Cross First Aid Course for which certificates may be granted.
- ⓐ **H. Ed. 321 (119). Theory and Practice in Health.** 3 credits. Prerequisites, Health Education 100 (1), Zoology 250 (80). Current trends in health education in the public schools, with special emphasis upon methods and materials for teaching.
- H. Ed. 345 (111). Advanced First Aid.** 2 credits. Prerequisite, Health Education 245 (55). This course provides for the renewal of Advanced Red Cross First Aid Certificates, or may be taken by students who have completed the Standard Red Cross Course, and wish advanced work.
- H. Ed. 347 (107). Home Care for the Sick.** 2 credits. Prerequisite, junior standing. Theory and practice of caring for sick patients in the home. Emphasis is given to child care.
- H. Ed. 350 (106). Physiology of Exercise.** 3 credits. Prerequisite, Zoology 370 (90). Study of functional physiology and the effects of exercise upon the circulatory, respiratory, digestive and nervous systems.
- H. Ed. 460 (103). School Health.** 2 credits. 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.
- H. Ed. 470 (130). School and Community Health.** 3 credits. A study of community and school health problems with emphasis upon an integrated health program for both school and community.
- H. Ed. 518. Health Education in Elementary Schools.** 3 credits. Organization and presentation of teaching materials based on the

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

health needs of the child and community. The purpose and requirements of the school health service program and the organization and procedure for the school health examination are covered. Students who have had H. Ed. 460 may not receive credit for this course.

- H. Ed. 525. Health Education in Secondary Schools.** 3 credits. Methods, materials, and activities in health instruction for junior and senior high schools. Special emphasis is placed on the construction and development of health teaching units for Washington secondary schools. Students who have had H. Ed. 460 may not receive credit for this course.
- H. Ed. 560. Applied Physiology for Teachers.** 3 credits. A practical course designed to draw from physiology and related fields the concepts usable in a classroom or administrative situation. It will cover such problems as care of major and minor injuries; recognition and elimination of tension and fatigue; effects of narcotics, stimulants, and ergogenic aids; determination of work, play, and extracurricular loads; possibilities and limitations of corrective procedures; suppression of common fads and fallacies; functional nutrition; and related topics.
- H. Ed. 596. Individual Study,** 1 to 6 credits. The amount of credit and the specific area of health education to be studied shall be determined at the beginning of the quarter and entered upon the class card and registration forms. This course is designed to offer an advanced student the opportunity of pursuing a definite health education problem or topic in relationship to his needs in a school situation. The student will be expected to turn in two written copies of his completed project.
- H. Ed. 499 (135). Seminar in Health Education.** 2 credits. A seminar dealing with problems in the field of health education.

Physical Education

- P.E. 207 (56). Introduction to Physical Education.** 3 credits. This course is a study of the history, basic philosophy, and modern developments of physical education.
- P.E. 246 (57). The Athletic Program.** 3 credits. 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.
- P.E. 321 (60). Football Coaching.** 2 credits. 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.

- P.E. 323 (61). Basketball Coaching.** 2 credits. A careful study of the development of basketball will be made. Fundamentals are considered.
- P.E. 324 (62). Track Coaching.** 2 credits. This course will cover theory of squad organization, training programs, individual event fundamentals and finer coaching points, track and field maintenance, and track meet organization and administration.
- P.E. 325 (63). Baseball Coaching.** 2 credits. A thorough study of the fundamentals of baseball and techniques and methods by which the game may be developed.
- P.E. 326 (117). Theory and Practice in Sports for Women.** 3 credits. Prerequisites, basic skills, sports, two individual sports. Theory and practice in physical education for the junior and senior high school. Analysis of basic techniques and evaluation of teaching methods and materials.
- P.E. 327 (51, 118). Theory and Practice in Rhythms.** 3 credits. Construction of a program in basic and creative rhythms for the elementary, junior and senior high school teachers. Selection and presentation of teaching materials.
- P.E. 328 (121). Methods in Physical Education for Men.** 3 credits. 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.
- P.E. 329 (122). Methods in Physical Education for Men.** 3 credits. 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.
- P.E. 331 (128). Methods in Individual Sports.** 3 credits. Analysis of techniques in teaching the individual sports; with emphasis upon tennis, badminton, and archery in the junior and senior high school.
- P.E. 334 (100). Physical Education Activities for the Elementary School.** 3 credits. Prerequisites (men), international dance, basic skills. Prerequisites (women), basic skills, sports, international dance. 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.
- P.E. 335 (130). Physical Education Methods for Secondary Schools.** 3 credits. 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.

P.E. 348 (64). Athletic Training. 2 credits. A course dealing with prevention, treatment and care of athletic injuries.

P.E. 352 (13). Sports Officiating for Women. 2 credits. A course designed for acquainting major students in physical education with the techniques of officiating in the various women's sports.

P.E. 353 (120). Sports Officiating for Men. 3 credits. Classroom procedures 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.

P.E. 361 (H.Ed. 118). Physical Education for Handicapped Children. 3 credits. 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 prevention 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.

P.E. 440 (Ed. 148cc). Workshop (or Clinic). 1 to 6 credits. The amount of credit to be earned and the specific topic to be covered shall be determined at the time the workshop or clinic is approved for scheduling. The specific topic covered shall be entered in the title and appropriate letters shall be appended to the course number. This course is designed to give the student an opportunity to share in developing plans and in the group investigation of special topics or problems in physical education. The method of instruction will follow the workshop plan.

P.E. 443 (151). The Intramural Program. 2 credits. A study of the purpose, organization and administration of a school intramural program for all grade levels. Activity programs will be developed on a seasonal and daily basis for individual schools.

P.E. 444 (152). Management of Equipment and Facilities. 3 credits. 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.

P.E. 448 (H.Ed. 164). Advanced Athletic Training. 3 credits. A course designed for those with experience in coaching, physical education, recreation, and athletic training. Lectures, demonstration and readings covering the following: fundamental train-

ing 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.

- P.E. 458 (103). Measurement in Physical Education.** 3 credits. 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.
- P.E. 459 (H.Ed. 101). Kinesiology.** 3 credits. Prerequisite, Zoology 250 (80). This is essentially a muscular and mechanical analysis of the fundamental skills taught in physical education and athletic coaching.
- P.E. 460 (133). Safety in Physical Education and Athletics.** 3 credits. This course provides usable information concerning the incidence of accidents in activities, types of injuries and causes, methods for prevention and treatments of injuries.
- P.E. 466 (116). Program Planning in Physical Education.** 3 credits. The study of the physical education program for elementary and secondary schools.
- P.E. 480 (110). Administration in Physical Education.** 3 credits. Prerequisite, Physical Education 56. Considers the 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.
- P.E. 481 (126). Public Relations in Health, Physical Education, and Recreation.** 2 credits. A study of the various measures and means used to obtain good public relations in the health, physical education and recreation programs.
- P.E. 499A (140). Seminar in Athletics.** 2 credits. A seminar dealing with problems in the field of athletics.
- P.E. 499P (135). Seminar in Physical Education.** 2 credits. A seminar dealing with problems in the field of physical education.
- P.E. 596. Individual Study,** 1 to 6 credits. The amount of credit and the specific area of physical education to be studied shall be determined at the beginning of the quarter and entered upon the class card and registration forms. This course is designed to offer an advanced student the opportunity of pursuing a definite physical education topic or 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.

Recreation

- Rec. 207** (P.E. 59). **Introduction to Recreation.** 3 credits. 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.
- Rec. 249** (P.E. 58). **Camp Leadership.** 3 credits. 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.
- Rec. 442** (Educ. 106R). **Field Work in Recreation.** 5 credits. 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.
- Rec. 460** (P.E. 127). **The School Recreation Program.** 2 credits. Techniques in organizing and maintaining recreation programs for school or community-school situations for all age levels. Individual programs developed to satisfy the needs of your school or community-school situation.
- Rec. 466** (P.E. 125). **Program Planning in Recreation.** 5 credits. Prerequisite for recreation majors, Rec. 207 (P.E. 59). 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.
- Rec. 470** (P.E. 132). **Modern Trends in Recreation.** 5 credits. A study of the latest developments within the field from a national, state and local viewpoint. Special emphasis given to the current analysis of progress existing within the State. For upper division health, P.E. and recreation majors, minors, teachers, and recreation personnel in the field.
- Rec. 480** (P.E. 124). **Administration of Recreation.** 5 credits. Prerequisite, for recreation majors, Recreation 207 (P.E. 59). 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.
- Rec. 489** (P.E. 102). **School Camping for the Classroom Teacher.** 2 credits. 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.

Rec. 499 (P.E. 129). Seminar in Recreation. 2 credits. A seminar dealing with problems in the field of recreation. The development of specific recreation projects determined by the student's selection.

Rec. 596. Individual Study, 1 to 6 credits. The amount of credit and the specific area of recreation to be studied shall be determined at the beginning of the quarter and entered upon the class card and registration forms. Prerequisite, approval of the Director of Graduate Studies; the Chairman of the Health, Physical Education, and Recreation Division; and the Instructor. This course is designed to offer an advanced student the opportunity of pursuing a definite recreation topic or 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.

PHYSICAL EDUCATION ACTIVITIES

Students should elect courses from the current offerings but these must include International Dance; Basic Skills; one individual, dual or aquatic sport; and one team sport. Basic Skills and International Dance shall be taken during the freshman year.

Costumes:

A regulation uniform which consists of navy blue shorts with white cotton blouse is required for women. The dance costume is a leotard.

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

The letters "M" and "W" will be used to indicate whether classes are limited to men or women.

In the numbering of the activity classes the even numbers indicate beginning classes and the odd numbers indicate advanced classes.

Basic Skills

P.E. 2. Basic Skills. This course designed for freshmen gives understanding of fundamentals of good movement and application to daily situations and game skills.

P.E. 4. 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.)

P.E. 6. Conditioning Exercises. Informal conditioning exercises for promotion of general body development and to improve muscular coordination, posture, and motor skills.

Team Sports

P.E. 10M. Baseball.

P.E. 12. Basketball.

- P.E. 14W. Field Hockey.
P.E. 16M. Flagball.
P.E. 18. Soccer.
P.E. 20. Softball.
P.E. 22. Speedball.
P.E. 24M. Touch Football.
P.E. 26. Volleyball.
P.E. 28M. Field Sports.

Rhythms

- P.E. 30. **Dance I (Introduction)**. Creative use of fundamental body movement, control, and basic dance techniques; beginning composition and children's rhythms.
- P.E. 31. **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.
- P.E. 32. **International Dance**. The old and new dances from foreign countries and American square, couple and round dances.
- P.E. 34. **Social Dance for Beginners**.
- P.E. 35. **Social Dance for Advanced**.

Aquatics

- P.E. 42. **Swimming for Beginners**.
- P.E. 43. **Swimming for Intermediates**.
- P.E. 44. **Recreational Swimming**.
- P.E. 45. **Life Saving**. Opportunity for earning senior life-saving and Water Safety Instructor certificates.

Individual and Dual Sports

- P.E. 50. **Archery**.
- ① P.E. 52. **Badminton**.
- ② P.E. 54. **Bowling**.
- P.E. 56M. **Boxing for Beginners**.
- P.E. 57M. **Boxing for Advanced**.
- P.E. 58M. **Cross Country**.
- P.E. 60. **Fencing**.
- ③ P.E. 62. **Golf for Beginners**.
- ③ P.E. 63. **Golf for Advanced**.
- P.E. 64. **Recreational Games**.
- ④ P.E. 66. **Skiing**.
- ③ P.E. 67. **Advanced Skiing**.
- P.E. 68. **Tennis for Beginners**.

① Shuttlecocks must be supplied by the student.

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

③ Clubs are furnished. Students furnish golf balls.

④ All equipment must be furnished by the student.

P.E. 69. Tennis for Advanced.

P.E. 70. Tumbling.

P.E. 72M. Wrestling.

Varsity Sports

P.E. 89M. Baseball.

P.E. 91M. Basketball.

P.E. 93M. Football.

P.E. 95M. Golf.

P.E. 97M. Tennis.

P.E. 99M. Track and Field.

HOME ECONOMICS

DEPARTMENTAL COURSES

- H. Ec. 107 (1). Introduction to Home Economics.** 1 credit. Orientation. History of home economics. Educational needs of women. Place of home economics in the educational program today. Opportunities in professional fields of home economics. Personal account records.
- H. Ec. 149 (10). Clothing selection.** 2 credits. Choice of clothing and accessories appropriate to individual, occasion, and budget. Wardrobe inventory and planning.
- H. Ec. 150 (20). Clothing Construction.** 3 credits. Application of principles of color and design to construction problems. Use of the commercial pattern. Construction of garments of cotton and rayon. Care and repair. Six hours of laboratory per week.
- H. Ec. 155 (30). Textiles.** 5 credits. Identification, uses, cost and care of textile fabrics. Influence of fiber, finish, and construction on quality and cost of fabrics. Physical and chemical tests. Three lectures and four hours of laboratory per week.
- H. Ec. 165 (40). Home Furnishings.** 5 credits. Application of principles of color and design in the selecting and arranging of furniture, furnishings, and decorative accessories. Field trips and special projects. Three lectures and four hours of laboratory per week.
- H. Ec. 185 (52). Food Preparation.** 3 credits. Selection and preparation of food and the principles involved. Nutritive value and food cost. Six hours of laboratory per week.
- H. Ec. 200 (2). General Nutrition.** 3 credits. Fundamental principles of human nutrition. Application of these principles to establishing good food habits.
- H. Ec. 245 (21). Nutrition.** 2 credits. Laboratory course accompanying Home Economics 200 (2). Required of home economics and pre-nursing majors. Four hours of laboratory per week.

- H. Ec. 260 (63). Weaving.** 2 credits. Color, design, and interpretation of drafts in weaving. Pattern, technique, and texture weaving. Four hours of laboratory per week.
- H. Ec. 270 (105). Household Management.** 3 credits. The use of family resources, such as time, energy, money, and material goods to achieve family goals.
- H. Ec. 320 (123). Methods in Home Economics.** 2 credits. Prerequisite 30 credit hours in home economics. Organization, materials and procedures in teaching home economics on the secondary level.
- H. Ec. 325 (124). Home Economics Activities in the Elementary School.** 1 credit. Teaching methods and materials suited to elementary grade children in the areas of textiles and clothing; weaving, housing, and home furnishing; child care and family relations.
- H. Ec. 330 (122). Nutrition Activities in the Elementary School.** 1 credit. Teaching methods and materials suited to elementary grade children in the areas of food and nutrition.
- H. Ec. 350 (171). Advanced Clothing Construction.** 4 credits. Prerequisites, H. Ec. 149 (10) and 150 (20). Basic flat pattern drafting. Advanced construction techniques. Construction of a woolen dress. Construction of child's garment. Eight hours of laboratory per week.
- H. Ec. 375 (180). Housing.** 2 credits. Appraisal of housing in terms of family needs. Variations among families in housing requirements.
- H. Ec. 385 (151). Meal Planning and Service.** 5 credits. Prerequisites, H. Ec. 200 (2) and 185 (52). 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. Two hours of lecture and six hours of laboratory per week.
- H. Ec. 390 (115). Child Care in the Home.** 2 credits. Care of the young child. Role of home and family in promoting physical, mental, and emotional health of children.
- H. Ec. 395 (110). Family Relations.** 3 credits. Basic principles and desirable attitudes underlying good family relationships. Conserving family values in a changing society.
- H. Ec. 445 (120). Advanced Nutrition.** 2 credits. Prerequisite, H. Ec. 200 (2). Readings on current nutrition research. Nutritional needs during pregnancy and lactation, infancy, childhood, adolescence, and old age.

- H. Ec. 450 (121). Tailoring.** 3 credits. Prerequisites, H. Ec. 149 (10), 150 (20), and 350 (171). Tailoring techniques. Selection and construction of tailored suit or coat. Six hours of laboratory per week.
- H. Ec. 476 (181). Household Equipment.** 1 credit. Selection, operation, and care of household equipment and appliances.
- H. Ec. 480 (141). Family Economics.** 5 credits. Planning use of financial resources to increase family life satisfaction. Economic and social conditions affecting the consumer.
- H. Ec. 485 (152). Advanced Food Preparation.** 2 credits. Prerequisite, H. Ec. 185 (52). Advanced work in food selection. Simple experimental cookery. Four hours of laboratory per week.
- H. Ec. 490 (191). Advanced Child Care.** 2 credits. Prerequisite, H. Ec. 390 (115). Application of principles of child guidance and development to pre-school children. Readings in current literature on child development. Four hours of laboratory per week.

LANGUAGE AND LITERATURE

DEPARTMENTAL COURSES

Composition and Literature

- Eng. 100 (A). English Composition.** 3 credits. 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 101.
- Eng. 101 (1). English Composition.** 3 credits. 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.
- Eng. 102 (2). English Composition.** 3 credits. Prerequisite, English 101 or exemption from English 101. Continued work in exposition; attention given especially to clarity, logic, and organization.
- Eng. 103 (3). English Composition.** 3 credits. Prerequisite, English 102. Further work in expository writing with primary emphasis on organization, including the preparation of documented papers.
- Eng. 205 (20). Literary Backgrounds.** 5 credits. Prerequisite, sophomore standing. Literature approached as a record of ideas; selections include a variety of literary forms, chiefly from English and American literature.

- Eng. 241 (50). Language and Reading.** 2 credits. 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.
- Eng. 243 (51). Approach to Poetry.** 3 credits. 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.
- Eng. 244 (52). Advanced Composition.** 3 credits. Advanced work in writing. Expository writing is emphasized. Some attention is given to other forms and to the individual student's needs and interests.
- Eng. 260 (60). Journalism.** 2 credits. 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.
- Eng. 262 (61). Practical Journalism.** 1 credit. Credit in this course will be given for work on the college newspaper, to be evaluated and recommended to the registrar by the faculty adviser.
- Eng. 263 (61). Practical Journalism.** 1 credit. Credit in this course will be given for work on the college newspaper, to be evaluated and recommended to the registrar by the faculty adviser.
- Eng. 264 (61). Practical Journalism.** 1 credit. Credit in this course will be given for work on the college newspaper, to be evaluated and recommended to the registrar by the faculty adviser.
- Eng. 266 (65). Newswriting.** 3 credits. Training in the writing for newspapers of general news, features and human interest stories, society, sports, interviews, columns, editorials. Study of news values and methods of collecting news.
- Eng. 267 (67). Editing.** 3 credits. A study of the techniques of and practice in editing copy, writing headlines, planning page layouts, and proofreading.
- Eng. 268 (68). Advanced Reporting and Feature Writing.** 3 credits. Prerequisite, English 266 (65) or the equivalent. Advanced training in journalistic writing, with special emphasis on news and feature articles.
- Eng. 280 (70). Introduction to Modern Literature.** 3 credits. Reading and interpretation 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.

- Eng. 320 (119). Children's Literature.** 2 credits. 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.
- Eng. 328 (128). Secondary School Literature.** 2 credits. A course designed to assist students in the selection and presentation of literature suitable for the secondary school.
- Eng. 338 (138). Teaching Composition and Grammar in the Secondary School.** 2 credits. Consideration of methods and materials suitable for teaching composition and grammar in junior and senior high school.
- Eng. 341. Development of Modern English.** 3 credits. A study of the history of the English language as a basis for more understanding use and teaching of it, and for a better understanding of literature.
- Eng. 345 (100). English Literature.** 5 credits. An historical and critical survey of English literature from the beginning through the eighteenth century.
- Eng. 346 (101). English Literature.** 5 credits. An historical and critical survey of English literature, exclusive of the novel, of the eighteenth and nineteenth centuries.
- Eng. 347 (152). The English Novel.** 3 credits. Study of outstanding English novels. Five or six novels will be studied in class; others will be read as individual work.
- Eng. 351 (105). Shakespeare.** 5 credits. Fairly rapid reading and study of a number of plays, including comedies, histories and tragedies.
- Eng. 365 (131). High School Publications.** 2 credits. 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.
- Eng. 374 (102). American Literature.** 3 credits. An historical and critical survey of American literature from the beginning to the middle of the nineteenth century.
- Eng. 375 (103). American Literature.** 5 credits. An historical and critical survey of American literature from the middle of the nineteenth century to the present.
- Eng. 382 (105). World Literature.** 5 credits. A survey of Oriental and European literature. Examination is made of selections from the writing of the Hebrews, Greeks, Romans, and of selections from the literature of the Middle Ages, the Renaissance, and modern times.

- Eng. 384 (154). The Short Story.** 3 credits. Extensive reading and analysis of short stories, including both older and modern writers.
- Eng. 448 (145). Chaucer.** 3 credits. Concentrates on the *Canterbury Tales* and *Troilus and Criseyde*.
- Eng. 451 (105). Shakespeare.** 5 credits. More detailed reading and study of plays than is done in English 351; includes comedies, histories, and tragedies other than those studied in English 351.
- Eng. 453. Milton.** 3 credits. Study of Milton's major poems, especially *Paradise Lost*; some attention to other selected poems and selected prose.
- Eng. 454. Eighteenth Century English Literature.** 3 credits. Study of the major writers of the period, with emphasis on the work of Pope, Swift, Defoe, Addison and Steele, and Johnson.
- Eng. 455 (160). Nineteenth Century Romanticism.** 3 credits. A study of the important English Romantic writers from Blake to Carlyle.
- Eng. 458 (161). The Victorian Period.** 3 credits. 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.
- Eng. 459 (132). Modern British Poetry.** 2 credits. Study of the work of British poets from Thomas Hardy to the present.
- Eng. 470 (110). American Fiction.** 3 credits. 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.
- Eng. 472 (111). American Poetry.** 2 credits. Study of the work of American poets from Whitman and Dickinson to the present.
- Eng. 473 (140). The Far West in Literature.** 2 credits. Deals with aspects of the Far West (the fur trade, emigration, the Oregon Trail, the gold rush, etc.) as interpreted by literary writers.
- Eng. 480. Twentieth Century Literature.** 3 credits. Study of selections of American and English literature designed to show how literature reflects the ideas and conditions of modern times. Suggested especially for non-majors.
- Eng. 482. World Literature.** 5 credits. An advanced course in world literature in which fewer, complete selections will be read more intensively than is done in English 382.
- Eng. 485 (106). The Continental Novel.** 3 credits. Study of outstanding European novels, except English. Five or six novels will be studied in class; others will be read as individual work.
- Eng. 491 (170). Literary Criticism.** 3 credits. Includes both study of various theories of criticism and the application of a set of principles to selections of literature.

Speech and Drama

- Sp. 141 (50). Voice and Articulation.** 2 credits. Development and use of the speaking voice, with attention to the social and professional needs of the students. Consideration of techniques of good speech and elimination of speech difficulties.
- Sp. 161 (55). Dramatic Production.** 5 credits. Stage scenery design and construction, stage lighting, makeup, and elementary directing. Students will assist with college productions.
- Sp. 176, 177, 178 (2). Corrective Practice.** One credit per quarter. Remedial work for college students who need such help with individual speech problems.
- Sp. 201 (1). Fundamentals of Public Speaking.** 2 credits. Prerequisite, English 103. Training in the selection, organization, and effective presentation of material to an audience.
- Sp. 243 (54). Oral Reading.** 3 credits. Prerequisite, for speech majors and minors, Speech 141 (50). The oral interpretation of literature.
- Sp. 244 (70). Advanced Public Speaking.** 3 credits. Prerequisite, Sp. 201 (1). Provides further study and application of the principles of effective public speaking introduced in Speech 201. 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.
- Sp. 256 (58). Introduction to Radio Techniques.** 3 credits. Consideration of the techniques involved in the production of various kinds of radio programs.
- Sp. 259 (59). Practical Radio.** 1 credit. Practice in planning, programming, and production of radio programs of various types.
- Sp. 260 (60). Practical Radio.** 1 credit. Practice in planning, programming and production of radio programs of various types.
- Sp. 320 (120). Teaching Speech in the Elementary School.** 2 credits. Considers methods of stimulating speech growth among children in the first six grades.
- Sp. 328 (128). Teaching Speech in the Secondary School.** 2 credits. 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.
- Sp. 361 (121). Advanced Dramatic Production.** 3 credits. Prerequisite, Speech 161 (55). 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.

- Sp. 363 (106). History of Drama.** 5 credits. Study of the history of drama with consideration of its influence on modern plays.
- Sp. 365 (105). Modern Drama.** 5 credits. Reading and discussion of plays written since 1890.
- Sp. 370 (109). Recent Plays.** 3 credits. Study and discussion of plays which have had successful productions in the last few years.
- Sp. 372 (110). Children's Drama.** 3 credits. A course designed to acquaint students with materials and techniques in children's creative dramatics and children's theater. Lectures, reading, observation.
- Sp. 377 (119). Introduction to Speech Correction.** 5 credits. Credit may not be received for both Speech 377 (119) and Speech 380 (124). 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.
- Sp. 379 (122). Speech Pathology.** 3 credits. Prerequisite, Speech 377 (119) or Speech 380 (124). 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, hardness of hearing and deafness, aphasia, and spastic speech are given particular attention.
- Sp. 380 (124). Speech Correction Clinic.** 5 credits. Credit may not be received for both Speech 380 (124) and Speech 377 (119). Speech 380 (124) may be substituted for Speech 377 (119). 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.
- Sp. 382 (125). English Phonetics.** 2 credits. A 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.
- Sp. 445 (140). Psychology of Speech.** 2 credits. 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.
- Sp. 447 (145). Speech Science.** 2 credits. A practical study of the sciences of anatomy, physiology, and physics as they are involved in the speech process; also consideration of these sciences as used in diagnostic techniques and corrective practices in speech correction.

- Sp. 450 (157). Group Discussion.** 3 credits. Prerequisite, Speech 201 (1). Considers the distinguishing characteristics and principles of effective presentation of various forms of public discussion.
- Sp. 488, 489, 490 (131, 132, 133). Clinical Practice.** 2 credits each quarter. Prerequisite or co-requisite, Speech 377 (119) or Speech 380 (124). Courses need not be taken in sequence. Actual work with speech cases in the clinic.
- Sp. 496 (130). Individual Study in Speech and Drama.** 2 credits. Prerequisite, sufficient background in Speech to enable the student to carry on an individual project. Problems of research and practice assigned to advanced students.

French

- Fr. 151, 152, 153 (50, 51, 52). First Year French.** 5 credits each quarter. Prerequisite for French 152, French 151 or equivalent; for French 153, French 152 or equivalent. Elementary reading and composition. Emphasis on speaking and the similarities between French and English.
- Fr. 255, 256, 257 (53, 54, 55). Advanced French.** 3 credits each quarter. Prerequisite, French 151 (50), 152 (51), 153 (52) or the equivalent. Grammar review, reading, and discussion in French of outstanding modern short stories.
- Fr. 260 (152). Conversational French.** 2 credits. Prerequisite, an understanding of basic French grammar. This course is designed for people who want to learn to use the vocabulary, idioms, and constructions which are of most use in speaking French.
- Fr. 355, 356, 357 (100, 101, 102). Survey of French Literature.** 2 credits each quarter. Prerequisite, French 255 (53), 256 (54), 257 (55) or the equivalent. Offered only alternate years. Reading of the great French writers in prose, poetry, and drama, with lectures and discussion.

Spanish

- Span. 151, 152, 153 (50, 51, 52). First Year Spanish.** 5 credits each quarter. Prerequisites for Spanish 152, Spanish 151 or equivalent; for Spanish 153, Spanish 152 or equivalent. Fundamentals of reading and composition with stress on a practical oral approach to the language.
- Span. 255, 256, 257 (53, 54, 55). Advanced Spanish.** 3 credits each quarter. Prerequisite, Spanish 151 (50), 152 (51), 153 (52) or the equivalent. Grammar review, reading, and discussion of contemporary Spanish and Latin-American literature.
- Span. 355, 356, 357 (100, 101, 102). Survey of Spanish Literature.** 2 credits each quarter. Prerequisite, Spanish 255 (53), 256 (54), 257 (55) or the equivalent. Offered only alternate years. Reading of the great writers in prose, poetry, and drama, with lectures and discussion.

LIBRARY SCIENCE

DEPARTMENTAL COURSES

Library Science

- Lib. 145 (50). Use of Library Resources.** 3 credits. 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.
- Lib. 350 (101). Selection of Recreational and Instructional Materials.** 3 credits. 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.
- Lib. 360 (102). Cataloging and Classification.** 4 credits. Prerequisites, Library 145 (50), or equivalent. 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. Three hours lecture and two hours laboratory per week.
- Lib. 370 (103). School Library Administration.** 3 credits. 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.
- Lib. 380 (150). Library Service.** 2 credits. Prerequisites 350 (101), 360 (102) and 370 (103). Students are given an opportunity to get 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.
- Lib. 390 (120). Historical Survey of Books and Libraries.** 2 credits. Includes:
- 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.
- Lib. 485 (175). Research and Bibliography.** 2 credits. 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. (Graduate students writing theses or research papers might be interested in this course.)

MUSIC

DEPARTMENTAL COURSES

- Mus. 101 (1). Fundamentals of Music.** 5 credits. 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.
- Mus. 141 (50). Elementary Harmony.** 3 credits. Prerequisite, Mus. 101 (1) and 154A (54A). 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.
- Mus. 142 (64). Intermediate Harmony.** 3 credits. Prerequisite, Mus. 141 (50). Continuation of the study of harmony through modulation. Seventh chords in both major and minor keys are presented.
- Mus. 147, 148, 149 (35). Chamber Groups.** 1 credit each. 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.
- Mus. 150 (20). Ear Training and Sight-Singing.** 2 credits. Prerequisites, Mus. 101 (1). 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 Mus. 141 (50).
- Mus. 151, 152, 153 (7, 8, 9). Air ROTC Band.** ½ credit per quarter. The Air ROTC band consists of 15 to 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.
- Mus. 154, 155, 156 (54, 55, 56). Vocal and Instrumental Class Instruction.** 1 credit each. For freshmen and sophomores. 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.

- A. Piano
- B. Voice
- C. Strings
- D. Woodwind
- E. Brass
- G. Percussion

① **Mus. 164, 165, 166** (76, 77, 78). **Applied Music.** 1½ credits each. Private instruction in the various performing media. The letter following the number will indicate the type of work for which credit is given.

- A. Piano
- B. Voice
- C. Strings
- D. Woodwind
- E. Brass
- F. Organ
- G. Percussion

② **Mus. 167, 168, 169** (66, 67, 68). **A Cappella Choir.** 1 credit each. Open to all students interested in singing. Selected voices chosen from entire chorus membership by audition for concert choir.

③ **Mus. 177, 178, 179** (69, 70, 71). **Orchestra.** 1 credit each. Open to students who are proficient in the use of some instruments of the modern orchestra.

④ **Mus. 187, 188, 189** (72, 73, 74). **Band.** 1 credit each. The band serves a dual purpose; for athletic events and for symphonic concerts. Membership is open to all students.

Mus. 202 (2). **Elementary Classroom Music.** 5 credits. 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.

Mus. 203 (3). **Introduction to Music.** 5 credits. A music appreciation course for non-music majors and non-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,

① Private lessons are \$25 per quarter for ten lessons and \$50 per quarter for twenty lessons. Refund will be made on private lessons when class is dropped within designated time at beginning of quarter.

② 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 and physical education activities combined may be applied on the 192 credits for the B.A. degree.

melody, harmony, form) as aids in intelligent and appreciative listening. Recordings are used extensively both in and out of class.

- Mus. 241 (111). Advanced Harmony.** 3 credits. Prerequisite, Mus. 142 (64). Study of altered chords in both major and minor, and modulations of all keys. Original compositions.
- Mus. 242 (104). Form Analysis.** 3 credits. Prerequisite, Mus. 142 (64). The student is introduced to the various musical forms through analysis of representative material.
- Mus. 243 (116). Counterpoint.** 3 credits. Prerequisite, Mus. 142 (64). 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.
- Mus. 247, 248, 249 (35). Chamber Groups.** 1 credit each. For sophomores. See Mus. 147, 148, 149 (35) for description of course.
- Mus. 251, 252, 253 (10, 11, 12). Air ROTC Band.** ½ credit per quarter. For sophomores. See Mus. 151, 152, 153 (7, 8, 9) for description of course.
- ①**Mus. 264, 265, 266 (86, 87, 88). Applied Music.** 1½ credit each. For sophomores. See Mus. 164, 165, 166 (76, 77, 78) for description of course.
- Mus. 267, 268, 269. A Cappella Choir.** 1 credit each. For sophomores. See Mus. 167, 168, 169 (66, 67, 68), for description of course.
- Mus. 277, 278, 279. Orchestra.** 1 credit each. For sophomores. See Mus. 177, 178, 179 (69, 70, 71) for description of course.
- Mus. 287, 288, 289. Band.** 1 credit each. For sophomores. See Mus. 187, 188, 189 (72, 73, 74) for description of course.
- Mus. 321 (103). Music Education for the Elementary School.** 3 credits. Prerequisites, Mus. 141 (50) and suitable skill in piano and voice. A study of materials and methods of procedure for the first six grades. Evaluation of basic texts. Observation in the College Elementary School.
- Mus. 322 (128). Music Education for the Secondary School.** 3 credits. Prerequisites, Mus. 321 (103), suitable conducting and performance skill in piano, voice or instrument. A study of the psychology and philosophy of music education. Class work includes observation of teachers in the classroom and individual research.

① Private lessons are \$25 per quarter for ten lessons and \$50 per quarter for twenty lessons. Refund will be made on private lessons when class is dropped within designated time at beginning of quarter.

- Mus. 324 (130). Elementary Piano for the Classroom Teacher.** 1 credit. A course designed to assist the general classroom teachers to play accompaniments to song materials in the elementary grades. Progression through simple melodies to chording.
- Mus. 326 (151). Music in the Classroom.** 3 credits. 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.
- Mus. 327 (152). Song Literature for Elementary Grades.** 2 credits. A course designed to give the student a repertoire of some of the best songs for children and to provide experience in their presentation.
- Mus. 341 (107). Elementary Conducting.** 3 credits. Prerequisite, Mus. 141 (50). 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.
- Mus. 342 (108). Advanced Conducting.** 3 credits. Prerequisite, Mus. 341 (107). A continuation of Mus. 341 (107) with emphasis on conducting of band and orchestra literature of junior-senior high school level.
- Mus. 347, 348, 349 (35). Chamber Groups.** 1 credit each. For juniors. See Mus. 147, 148, 149 (35) for description of course.
- Mus. 354, 355, 356 (155, 156, 157). Vocal and Instrumental Class Instruction.** 1 credit each. For juniors and seniors. See Mus. 154, 155, 156 (54, 55, 56) for description of course.
- Ⓞ**Mus. 364, 365, 366 (100, 101, 102). Applied Music.** 1½ credits each. For juniors. See Mus. 164, 165, 166 (76, 77, 78) for description of course.
- Mus. 367, 368, 369 (163, 164, 165). A Cappella Choir.** 1 credit each. For juniors. See Mus. 167, 168, 169 (66, 67, 68) for description of course.
- Mus. 370 (112). Music History and Appreciation I.** 3 credits. Prerequisite, Mus. 141 (50). 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.
- Mus. 372 (113). Music History and Appreciation II.** 3 credits. Prerequisite, Mus. 141 (50). A survey of the development of music from the late Baroque through the Classic and Romantic periods.

① Private lessons are \$25 per quarter for ten lessons and \$50 per quarter for twenty lessons. Refund will be made on private lessons when class is dropped within designated time at beginning of quarter.

Composers and schools of composition are studied with emphasis on analysis of the music itself.

- Mus. 377, 378, 379** (166, 167, 168). **Orchestra.** 1 credit each. For juniors. See Mus. 177, 178, 179 (69, 70, 71) for description of course.
- Mus. 387, 388, 389** (172, 173, 174). **Band.** 1 credit each. For juniors. See Mus. 187, 188, 189 (72, 73, 74) for description of course.
- Mus. 421** (115). **Observation of Music Teaching.** 1 credit. The purpose of this course is to offer the opportunity to observe classroom music in the regular elementary school. Program. Open to all interested students.
- Mus. 423. Rhythms for the Elementary School.** 3 credits. Experience in expressing rhythm and form of music in bodily movement and upon rhythmic instruments. Analysis of rhythmic approach used in basic music texts and on recordings. Outside reading on principles and methods of rhythmic activities for children including Daleroze.
- Mus. 440** (Ed. 148M, Mus. 180, 181). **Workshop,**; **or** **Clinic.** 1 to 6 credits. The amount of credit to be earned and the specific topic to be covered shall be determined at the time the workshop or clinic is approved for scheduling. The specific topic covered shall be entered in the title after the word workshop or before the word clinic and appropriate letters shall be appended to the course number. This course is designed to give the student an opportunity to share in developing plans and in the group investigation of special topics or problems in music education. The method of instruction will follow the workshop plan.
- Mus. 441. Keyboard Harmony and Improvisation.** 3 credits. Emphasis will be placed on keyboard experience at the piano. Formal and free harmonization of melodies, with study of both pianistic style and four-part vocal style. Improvisation at the piano. This includes study of all types of the 7ths, 9ths, augmented 11ths, and color chords. Different sonorities and effects will be studied and related to their practical applications.
- Mus. 443** (117). **Counterpoint.** 3 credits. Prerequisite, Mus. 243 (116). [Continuation of Mus. 243 (116).] Counterpoint in three and four parts with use of imitation and sequence. Written exercises and analysis.
- Mus. 444** (118). **Canon and Fugue.** 3 credits. Prerequisite, Mus. 443 (117). A study of invertible counterpoint, canonic devices, and fugal forms. Written exercises and analysis.
- Mus. 445** (119). **Modern Counterpoint.** 3 credits. Prerequisite, Mus. 241 (111). 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.

Mus. 447, 448, 449 (35). Chamber Groups. 1 credit each. For seniors. See Mus. 147, 148, 149 (35) for description of course.

Mus. 450 (131). Literature of Bach. 3 credits. Prerequisites, Mus. 370 (112), 372 (113), 243 (116), and 242 (104). An intensive study of the works of Bach with emphasis on analysis and performance.

Mus. 452 (132). Literature of Beethoven. 3 credits. Prerequisites, Mus. 370 (112), 372 (113), 243 (116), and 242 (104). An intensive study of the works of Beethoven with emphasis on analysis and performance.

Ⓞ**Mus. 464, 465, 466 (160, 161, 162). Applied Music.** 1½ credits each. For seniors. See Mus. 164, 165, 166 (76, 77, 78) for description of course.

Mus. 467, 468, 469. A Cappella Choir. 1 credit each. For seniors. See Mus. 167, 168, 169 (66, 67, 68) for description of course.

Mus. 470 (120). Music History and Appreciation III. 3 credits. Prerequisites, Mus. 142 (64), 242 (104), 370 (112), and 372 (113). 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.

Mus. 472 (123). Orchestration. 3 credits. Prerequisites, Mus. 141 (50), 142 (64), and 241 (111). 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.

Mus. 474 (126). Modern Literature Analysis. 3 credits. Prerequisites, Mus. 370 (112), 372 (113), and 243 (116). A study of literature of the 20th 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.

Mus. 477, 478, 479. Orchestra. 1 credit each. For seniors. See Mus. 177, 178, 179 (69, 70, 71) for description of course.

Mus. 480 (153). Reed Making for Double Reed Instruments. 1 credit. Construction and adjustment of double reeds.

① Private lessons are \$25 per quarter for ten lessons and \$50 per quarter for twenty lessons. Refund will be made on private lessons when class is dropped within designated time at beginning of quarter.

- Mus. 481 (154). Instrument Repair.** 1 credit. Instruction in repair of reed, woodwind and string instruments. Adjustment and re-paddling of reed instruments, setting of drum heads, and other necessary minor repairs.
- Mus. 482 (196). Instrumental Administration Techniques.** 3 credits. A course designed for instrumental director of all levels in the public schools. Special emphasis will be given to new materials, tone production, intonation, interpretation, conducting techniques, group organization and other every day problems of the instrumental program. Special sessions on the marching band.
- Mus. 483 (106). Composition.** 3 credits. Prerequisites, Mus. 241 (111), 242 (104), and 243 (116). 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.
- Mus. 484 (150). Band Arranging.** 3 credits. A practical course designed to meet the daily needs of the public school band director. Stress will be placed on full band orchestration with special attention to the problems of the small bands, including marching groups.
- Mus. 487, 488, 489. Band.** 1 credit each. For seniors. See Mus. 187, 188, 189 (72, 73, 74) for description of course.
- Mus. 490 (170). Harmonic Analysis.** 3 credits. Prerequisites, Mus. 242 (104), 241 (111), 243 (116). A survey of all harmonic forms with emphasis on analyzation of harmonic content.
- Mus. 491 (195). Choral Interpretation and Techniques.** 3 credits. 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.
- Mus. 499. Seminar in Music Education.** 1 to 4 credits. The amount of credit shall be determined at the beginning of quarter and entered on the class card. A seminar dealing with problems in the field of music education.
- Mus. 523 (201). Advanced Music Methods.** 3 credits. Prerequisite, B.A. degree with major in Music Education. 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.

① **Mus. 564, 565, 566. Applied Music.** 1½ credits each. For graduates. See Mus. 164, 165, 166 (76, 77, 78) for description of course.

Mus. 590 (200). Supervision of Public School Music. 3 credits. Prerequisite, B.A. degree with major in Music Education. 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.

Mus. 596. Individual Study, 1 to 6 credits. The amount of credit shall be determined at the beginning of quarter and entered on the class card. This is a unit course for graduate students who need individual study in a particular area in music education.

SCIENCE AND MATHEMATICS

DEPARTMENTAL COURSES

Biological Science

Bio. Sci. 100 (2). Survey of Biological Sciences. 5 credits. 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.

Bio. Sci. 350 (128). Microtechnique. 3 credits. Prerequisite, 10 hours of botany or zoology. A course designed to present the fundamentals of a wide range of useful standard methods in the preparation of microscopic materials. 6 hours of laboratory a week.

Bio. Sci. 360 (101). Organic Evolution. 3 credits. Prerequisites, Biological Science 100 (2). A general lecture course designed to familiarize the student with the laws of development and the ideas of origin and relationship of organisms.

Bio. Sci. 365 (143). Genetics. 3 credits. A lecture course dealing with the similarities and differences among related organisms. Heredity and variation in plants and animals. Emphasis on human heredity.

Bio. Sci. 370 (92). Bacteriology. 5 credits. Prerequisite, Biological Science 100 (2) or equivalent. A lecture and laboratory course in the principals of bacteriological practice, isolation of pure cultures, routine cultivation of bacteria, morphology of type

① Private lessons are \$25 per quarter for ten lessons and \$50 per quarter for twenty lessons. Refund will be made on private lessons when class is dropped within designated time at beginning of quarter.

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. 2 lectures and 6 hours of laboratory a week.

- Bio. Sci. 470 (192). Advanced Bacteriology.** 3 credits. A continuation of Biological Science 370 (92). Fundamentals of immunology, physiology of bacteria, and applied sanitary and clinical methods. 1 lecture and 4 hours of laboratory a week.
- Bio. Sci. 496, 497 (150, 151). Individual Study,** 2 to 4 credits, each course. The amount of credit sought should be entered upon the card at the time of registration. Open to advanced students with the consent of the staff member in charge.

Botany

- Bot. 161, 162 (55, 56). Botany.** 5 credits, each course. The fundamentals of structure 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. Two lectures and six hours of laboratory a week.
- Bot. 163 (57). Plant Taxonomy.** 5 credits. Prerequisite, Botany 161 (55). 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. Two lectures and six hours of laboratory a week.
- Bot. 165 (63). Dendrology.** 5 credits. 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.
- Bot. 250 (58). Economic Botany.** 2 credits. Plants useful to man, their origin, breeding, propagation, cultivation, processing and utilization.
- Bot. 345 (65). Wood Technology.** 5 credits. A study of the common commercial woods of the United States, emphasizing their recognition in hand specimens and microscopic thin-sections.
- Bot. 350 (59). Ornamental Trees and Shrubs.** 2 credits. 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.
- Bot. 358 (129). Plant Anatomy.** 3 credits. Prerequisite, Botany 161 (55). 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.

- Bot. 360 (130). Plant Physiology.** 3 credits. Prerequisite, Botany 161 (55). A critical study of the various physiological activities of plants, such as photosynthesis, respiration and the responses to various stimuli.
- Bot. 363. Plants of Washington.** 3 credits. Designed to give the student a knowledge of important kinds of trees and other flowering plants, and a skill in using standard means of identifying them.
- Bot. 455 (66). American Forests—Present Distribution and Past Migrations.** 5 credits. Prerequisite (recommended background), Botany 165 (63) or five hours of geology. 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.
- Bot. 470 (131). Plant Ecology.** 2 credits. Prerequisites, Botany 161 and 163 (55 and 57). The relation of plants to environmental factors: soils, climate, other plants and animals.
- Bot. 496, 497 (150, 151). Individual Study,** 2 to 4 credits, each course. The amount of credit sought shall be entered upon the card at the time of registration. Open to advanced students with the consent of the staff member in charge.

Chemistry

- Chem. 161, 162 (70, 71). General Chemistry.** 5 credits, each course. 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. Three lectures and five hours of laboratory (including "quiz" sections) a week.
- Chem. 173 (72). Qualitative Analysis.** 5 credits. Prerequisite, Chemistry 162. 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 a week.
- Chem. 351, 352 (110, 111). Quantitative Analysis.** 5 credits, each course. Prerequisite, Chemistry 163 (72). Chemistry 351 will include both volumetric and gravimetric procedures, to meet the needs of students not taking further courses in quantitative chemistry. Chemistry 352 will include further volumetric work, electrodeposition, analysis of limestone, Kjeldahl nitrogen and/or other determinations involving special techniques. Two lectures and six hours of laboratory a week.
- Chem. 361, 362, 363 (113, 114, 115). Organic Chemistry.** 5 credits, each course. Prerequisite, Chemistry 173 (72) and, preferably, Chemistry 351 (110). A systematic study of the carbon com-

pounds 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. Two lectures and six hours of laboratory a week.

Chem. 365 (152). Biological Chemistry. 5 credits. Prerequisite, Chemistry 362 (114) and, preferably, Chemistry 351 (110). A treatment of the chemical aspects of basic living processes. The course will include quantitative work in biochemical analysis and clinical procedures. Three lectures and four hours of laboratory a week.

Chem. 450 (120). Special Topics in Chemistry for Teachers. 5 credits. Prerequisite, first year college chemistry. A course designed to help the teacher meet the problems of keeping up with newer developments in chemistry. Nontechnical treatment of radiochemistry and use of isotopic tracers will be included; also organic chemistry, with special reference to plastics and synthetic rubber.

Chem. 481, 482, 483 (135, 136, 137). Physical Chemistry. 5 credits, each course. Prerequisites, Chemistry 351, 362 (110, 114), and the calculus (the latter may be taken concurrently); college physics recommended. Atomic and molecular structure; the law of gases, liquids and solutions; chemical thermodynamics and equilibria; electrochemistry. Three lectures and four hours of laboratory a week.

Chem. 496, 497 (150, 151). Individual Study, 2 to 4 credits, each course. The amount of credit sought shall be entered upon the class card at the time of registration. Open to advanced students with the consent of the staff member in charge.

Geology

Geol. 145 (45). Earth Science. 5 credits. An introduction to the field of geology emphasizing earth forms, rocks, and maps.

Geol. 147 (44). Introduction to Animal Fossils. 3 credits. A study of the fossil animals found in the West.

Geol. 149 (46). Introduction to Plant Fossils. 2 credits. A study of the fossil leaves and woods found in the West.

Geol. 245 (47). Rocks and Rock Forming Minerals. 3 credits. Prerequisite, high school chemistry or college chemistry (latter may be taken concurrently). A study of the main classes of rocks and of the minerals that compose them.

Geol. 247 (48). Minerals. 2 credits. Prerequisite, high school chemistry or college chemistry (latter may be taken concurrently). A study of common and strategic minerals, their occurrence, and uses.

- Geol. 346 (161). Historical Geology.** 5 credits. Prerequisite, ten hours of geology and preferably some background in biology. History of the earth as revealed by rock formations and their contained fossils.
- Geol. 347 (164). Paleontology.** 5 credits. Prerequisite, ten hours of geology and/or botany. 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.
- Geol. 350. Washington Geology.** 3 credits. Prerequisite, Science Education 155, or other background in general geology. A short course on the geology of the state.
- Geol. 441. Uranium Geology.** 2 credits. Geology of the well-known uranium areas and deposits. Consideration, also, of uranium ore minerals, and methods of staking claims and of handling radiation counters.
- Geol. 449 (165). Paleobotany.** 5 credits. Prerequisite, ten hours of geology and/or botany (Botany 165 (63), **Dendrology**, recommended). The history of plant life on earth with particular emphasis on the Pacific coast region. Includes a study of the fossil leaves and woods for which this area is noted.
- Geol. 496, 497 (150, 151). Individual Study,** 2 to 4 credits, each course. The amount of credit sought shall be entered upon the card at the time of registration. Open to advanced students with the consent of the staff member in charge.

Mathematics

- Math. 145 (2). Fundamentals of Algebra.** 5 credits. Designed for students having a deficiency in high school algebra, or needing algebra review, as a course preliminary to College Algebra I.
- Math. 147 (3). Geometry.** 5 credits. A course for students having a deficiency in high school geometry, who contemplate enrolling later in courses more advanced than College Algebra I.
- Math. 161 (50). College Algebra I.** 5 credits. Prerequisites, three semesters of high school algebra, or Mathematics 145 (2). A review of fundamentals, quadratic equations, logarithms, exponentials, functions and graphs.
- Math. 162 (57). College Algebra II.** 2 credits. Prerequisite, Mathematics 161 (50). Complex numbers, theory of equations, determinants, series.
- Math. 165 (51). Trigonometry.** 3 credits. Prerequisites, two semesters of high school algebra and either high school geometry or Mathematics 147 (3). Functions of acute angles, solution of right and oblique triangles, functions of any angle, identities, trigonometric equations.

- Math. 171, 172, 173** (54, 55, 56). **Mathematical Analysis.** 5 credits, each course. Prerequisites, three semesters of high school algebra and high school trigonometry. A synthetic course which integrates the conventional content of college algebra, trigonometry and analytic geometry in a study of functions and graphs, rates, maxima, minima, logarithms, exponentials and elements of differential and integral calculus. Recommended for pre-engineers and physical science majors.
- Math. 175** (52). **Analytic Geometry and Calculus.** 5 credits. Prerequisites, Mathematics 162 and 165 (57 and 51), or Mathematics 172 (55). Graphic representation, the straight line, graphs of the circle, ellipse, parabola, hyperbola, rates, differentiation and integration.
- Math. 246** (100). **Mathematics of Statistics.** 5 credits. Prerequisite, Mathematics 161 (50). An elementary mathematical treatment of graphic representation of data, frequency distributions and curves, averages, index numbers, measures of dispersion and correlation.
- Math. 324** (Sci. Ed. 120). **Mathematics Education in the Secondary Schools.** 2 credits. Prerequisite, junior standing. A course designed to acquaint the student with the accepted techniques in teaching arithmetic, algebra and geometry. Emphasis is given to the proper selection of materials and methods of presentation appropriate to the various levels.
- Math. 351, 352, 353** (101, 102, 103). **Calculus.** 5 credits, each course. Prerequisites, Mathematics 175 or 173 (52 or 56). Elements of differential and integral calculus.
- Math. 370** (110). **Theory of Equations.** 5 credits. Prerequisite, Mathematics 353 (103). A study of the methods of solution of higher degree equations, systems of linear equations in "n" variables, and determinants.
- Math. 375. Three Dimensional Geometry.** 5 credits. Prerequisite, Mathematics 353 (103). A study of solid analytic geometry, vector geometry and elementary differential geometry.
- Math. 420** (125). **Special Problems in the Teaching of Junior and Senior High School Mathematics.** 2 credits. 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.
- Math. 441. General Mathematics for Secondary School Teachers.** 3 credits. Content and consideration of teaching problems in this area of high school and junior high school mathematics.
- Math. 451, 452** (105, 106). **Differential Equations.** 5 credits, each course. Prerequisite, Mathematics 353 (103). A study of the solu-

tions of elementary ordinary and partial differential equations with applications to the fields of engineering and physical science.

Math. 471 (115, 116). **Advanced Analysis.** 5 credits. Prerequisites, Mathematics 353 (103) and preferably Mathematics 451, 452 (105, 106). Selected topics from the calculus including line and surface integrals, Gamma, Beta and Bessel functions and elliptic integrals.

Math. 496, 497 (150, 151). **Individual Study,** 2 to 4 credits, each course. The amount of credit sought shall be entered upon the card at the time of registration. Open to advanced students with consent of the staff member in charge.

Physical Science

Phys. Sci. 100 (1). **Survey of Physical Sciences.** 5 credits. 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 are freely used.

Phys. Sci. 245 (25). **Glassblowing.** 1 credit. Instruction and practice in techniques of glassblowing and manipulation. Useful to the teacher of science, and to the laboratory worker.

Phys. Sci. 250 (20). **Elementary Surveying.** 3 credits. Prerequisite, Mathematics 165 (51). Surveying methods, use of instruments, computations, and mapping. Three double periods per week, laboratory and lecture.

Phys. Sci. 361. **The Solar System.** 4 credits. An introductory course dealing with the sun, planets, satellites, comets, and meteorites, and their motions. Three lectures and two hours of laboratory a week.

Phys. Sci. 362. **Stars and Galaxies.** 4 credits. Prerequisite, Physical Science 261. Physics of stars, stellar distances and magnitudes, variable stars, novate, nebulae, galaxies, and cosmogeny. Three lectures and two hours of laboratory a week.

Phys. Sci. 496, 497 (150, 151). **Individual Study,** 2 to 4 credits, each course. The amount of credit sought shall be entered upon the card at the time of registration. Open to advanced students with the consent of the staff member in charge.

Physics

Physics 145 (5). **Physics Problems.** 3 credits. Prerequisites, high school algebra and geometry. Freshman mathematics to be taken concurrently. Training in the working of problems in the physical sciences for majors in the field and for pre-engineers. Problems are solved mainly during class hours.

- Physics 147 (6). Mechanics Problems.** 3 credits. Prerequisite, Physics 145 (5). Freshman mathematics to be taken concurrently. A second problem course for pre-engineers.
- Physics 161, 162, 163 (27, 28, 29). Elementary Physics.** 5 credits, each course. 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. Three lecture periods and four hours of laboratory per week.
- Physics 261, 262, 263 (77, 78, 79). General and Engineering Physics.** 5 credits, each course. Prerequisite, freshman mathematics. Calculus to be taken concurrently. 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. Three lecture periods and four hours of laboratory per week.
- Physics 345 (100). Physical Basis of Music.** 3 credits. 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.
- Physics 347 (96). Fundamentals of Radio.** 3 credits. Prerequisites, Physics 161, 162, 163 (27, 28, 29), or equivalent, and one year of college mathematics. 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.
- Physics 355 (116). Introduction to Atomic Physics.** 3 credits. Prerequisite, permission. A study of modern theories and experiments regarding the nature of matter and electromagnetic radiation.
- Physics 361 (119). Mechanics and Wave-motions.** 5 credits. Prerequisites, Physics 261, 262, 263 (77, 78, 79) and calculus. Advanced mechanics and the elements of wave-motions and their applications. Three hours lecture and four hours laboratory weekly.
- Physics 362 (117). Electricity, Magnetism and Radiations.** 5 credits. Prerequisites, Physics 261, 262, 263 (77, 78, 79) and calculus. A second course in electricity and magnetism; a study of elec-

tromagnetic radiations and their applications. Three hours lecture and four hours laboratory weekly.

Physics 363 (118). Optics. 5 credits. Prerequisites, Physics 261, 262, 263 (77, 78, 79) and calculus. A study of geometrical and physical optics covering optical instruments, diffraction, interference, polarization and spectroscopy. Three hours lecture and four hours laboratory weekly.

Physics 453 (123). Introduction to Mathematical Physics. 5 credits. Prerequisite, permission. A treatment of elasticity, hydrodynamics, potential, wave-motions, etc., using vector analysis and other mathematical techniques.

Physics 455 (126). Modern Physics. 3 credits. Prerequisite, Physics 355 (116). Experimental evidence and theory connected with modern concept of radiation, photoelectricity, spectroscopy, radioactivity, X-ray, and the nucleus of the atom.

Physics 461 (124). Analytic Mechanics. 5 credits. Prerequisite, permission. 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.

Physics 470 (125). Selected Topics in Physics. 5 credits. Prerequisite, permission. A course in which the techniques of modern mathematics and laboratory practice are applied to the solution of physical problems.

Physics 496, 497 (150, 151). Individual Study, The amount of credit shall be entered upon the card at the time of registration. Two to four credits in each course for not more than a total of eight in both. Open to advanced students.

Science Education

Sci. Ed. 144 (3). Environmental Science. 3 credits. 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.

Sci. Ed. 321 (139). Community Resource Materials for the Science Teacher. 3 credits. 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.

Sci. Ed. 322 (133). Science Education in the Elementary School. 2 credits. 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.

- Sci. Ed. 324 (134). Science Education in the Secondary Schools.** 2 credits. This course will deal with information, techniques and materials appropriate for teaching science at the secondary level. Students will work through science demonstrations and experiments and will organize unit materials for use in their subsequent teaching.
- Sci. Ed. 351 to 363 (132A to 132M). Science for the Classroom.** 2 credits each. A group of courses covering the field of science for the classroom teacher in elementary and junior high grades. These courses may be taken separately in any order or in any combination.
- 351 (132C). **Exploring the sky.**
- 352 (132H). **Weather and climate problems.**
- 353 (132E). **Experiments with Magnets and Electricity.**
- 354 (132F). **Useful facts about sound and light.**
- 355 (132D). **Rocks, fossils and earth's crust.**
- 356 (132M). **Atomic A, B, C's.**
- 357 (132G). **Juggling atoms and molecules.**
- 358 (132K). **Impact of science on society.**
- 359 (132B). **Plants and animals in their outdoor relationships.**
- 360 (132A). **Microbiology for the Classroom.**
- 361 (132L). **Plants useful to man.**
- 362 (132I). **Insects.**
- 363 (132J). **Birds.**
- Sci. Ed. 370. Demonstrations with Plants.** 3 credits. A course designed to help elementary and secondary teachers plan and present demonstrations that make meaningful the structure and functions of plant parts. Use of simple equipment is stressed.
- Sci. Ed. 422. Special Science Problems in Childhood Education.** 3 credits. An analysis of problems of teaching science in the elementary school. Particular attention will be given to problem solving at different grade levels, to curriculum construction, and to evaluation of learning in science.
- Sci. Ed. 423. Science in Early Adolescent Education.** 3 credits. A course for teachers of grades seven, eight, and nine. The role of science in the education of the early adolescent is studied in relation to maturation, methods of instruction, materials, and demonstrations in the teaching of general science.
- Sci. Ed. 424. Special Problems of Teaching Science in the Secondary School.** 3 credits. A course designed for the high school science

teacher. Attention will be given to special problems of method, curriculum, content arrangement, measurement, and evaluation. Students will have an opportunity to study in areas of personal interest.

- Sci. Ed. 445 (105). Great Men of Science.** 5 credits. 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.
- Sci. Ed. 496, 497 (150, 151). Individual Study,** 2 to 4 credits, each course. The amount of credit sought shall be entered upon the card at the time of registration. Open to advanced students with the consent of the staff member in charge.
- Sci. Ed. 499. Seminar in Science Education.** 3 credits. A course designed for all teachers of science, having the objective of articulating the teaching of science in the elementary and secondary schools. Group discussions are planned around problems of instruction, content, equipment, measurement, and evaluation of special interests of members of the class.

Zoology

- Zool. 161, 162 (50, 51). Invertebrate Zoology.** 5 credits, each course. 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. Two lectures and six hours of laboratory a week.
- Zool. 163 (52). Vertebrate Zoology.** 5 credits. A lecture and laboratory course dealing with the structure and function of vertebrate organ systems; it will include the dissection of selected vertebrate types. Two lectures and six hours of laboratory a week.
- Zool. 250 (80). Physiology and Anatomy.** 5 credits. Fundamentals of body functions and structure. The cat is used for basic laboratory work, applications to the human body being carefully worked out. Three lectures and four hours of laboratory a week.
- Zool. 272 (93). Human Anatomy.** 5 credits. This course is designed principally for students in nursing education.
- Zool. 345 (103). Ornithology.** 5 credits. Prerequisite, fifteen hours of biological science. 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.

- Zool. 348 (142). General Vertebrate Embryology.** 5 credits. Prerequisite, one year of general zoology. Details of the early development stages of the vertebrates. Emphasis on human embryology in the lectures and on the amphibian, the chick, and the pig in the laboratory. Two lectures and six hours of laboratory a week.
- Zool. 351, 352 (140, 141). Comparative Anatomy of Chordates.** 5 credits, each course. Prerequisite, one year of general zoology; Zoology 351 (140) is prerequisite to Zoology 352 (141). Comparative anatomy of the vertebrate organ systems with emphasis on their developmental relationships. Dissection and analysis of selected vertebrate types. Two lectures and six hours of laboratory a week.
- Zool. 370 (90). Human Physiology.** 5 credits. 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.
- Zool. 375. Biology of the Human Organism.** 5 credits. A course of study and experience designed to give teachers the basic physiological principles necessary for an understanding of human body processes. Demonstrations, laboratory experience, and audio-visual materials will be integrated with discussion and lectures. Students may not receive credit in both Zoology 370 and Zoology 375.
- Zool. 380 (145). Parasitology.** 3 credits. Prerequisite, three quarters of general zoology. The biological relationships of parasite and host and the effect of such relationships on each. One lecture and four hours laboratory each week.
- Zool. 450 (120). General Zoology for Teachers.** 5 credits. A laboratory and discussion course planned to give classroom teachers an improved background of information and experience in zoology. Attempt will be made to include study of animal types requested by the group.
- Zool. 470 (91). Advanced Physiology.** 5 credits. Prerequisite, Zoology 250 or 370. 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.
- Zool. 496, 497 (150, 151). Individual Study,** 2 to 4 credits, each course. The amount of credit sought shall be entered upon the card at the time of registration. Open to advanced students with the consent of the staff member in charge.

DIVISION OF SOCIAL SCIENCE

DEPARTMENTAL COURSES

Commercial Education

- C. Ed. 145 (3). Business Arithmetic.** 3 credits. 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.
- C. Ed. 146 (64). Accounting for Secretaries.** 5 credits. 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.
- C. Ed. 151 (61). Business Law.** 3 credits. 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, preferences, interpretation, and discharge of contracts.
- C. Ed. 152 (62). Business Law.** 3 credits. Study of the law of negotiable instruments and types of negotiable instruments.
- C. Ed. 153 (63). Business Law.** 3 credits. 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.
- C. Ed. 251 (65). Principles of Accounting I.** 5 credits. 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.
- C. Ed. 252 (105). Principles of Accounting II.** 5 credits. Prerequisite, C. Ed. 251 (65). A continuation of Commercial Education 251, with special emphasis on partnerships 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.

- C. Ed. 253 (107). Advanced Accounting.** 5 credits. Prerequisites, C. Ed. 251 (65) and 252 (105). 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, investments, liabilities, funds and reserves, correction of statements and books, comparative statements, analysis of working capital, and statement of application of funds.
- C. Ed. 255 (106). Business Statistics.** 5 credits. 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.
- C. Ed. 321 (110). Methods in Commercial Education.** 2 credits. 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.
- C. Ed. 356 (100). Income Tax Accounting.** 5 credits. Prerequisite, C. Ed. 251 (65). Accounting theory and practices of Federal income taxation, based on a study of governmental publications—the law, regulations, and digest of official income tax decisions.
- C. Ed. 359 (108). Federal Taxation.** 5 credits. This course is designed to cover the entire field of federal taxation, emphasizing the federal income tax, social security taxes, federal estate taxes, federal gift taxes and federal excise taxes.
- C. Ed. 365 (112). Distributive Education.** 3 credits. 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.
- C. Ed. 375 (111). Consumer Education.** 3 credits. This course is designed to aid and help the student become a more intelligent, effective, and conscientious consumer through the study of buy-manship, choice making, selection, use, protection, and money management. Assists those who desire to include the consumer approach to their teaching.
- C. Ed. 423 (115). The High School Business Education Program.** 3 credits. 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.

- C. Ed. 425 (117). Typewriting Methods.** 3 credits. 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.
- C. Ed. 426 (118). Methods and Materials in Basic Business Subjects.** 3 credits. An intensive study of all basic business areas in the secondary school will be the major aim of this course. Methods and materials will be presented and discussed, together with allowance for individual interests and construction of resource units.
- C. Ed. 496 (114). Individual Study,** 2 credits. Prerequisite, completion of twenty hours work on Commercial Education or Secretarial Science. The prospective teacher can explore materials in his special fields of interest.

ECONOMICS

- ⊙**Econ. 244 (70). Principles of Economics.** 5 credits. This course presents a survey of some of the economic materials presented in Economics 68 and 69. It is for the student who desires some understanding of economics without taking the two course sequence.
- Econ. 251 (68). Economics of Production.** 5 credits. 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.
- Econ. 252 (69). Economics of Distribution.** 5 credits. Prerequisite, Econ. 244 (70) or 251 (68). Follows up Economics of Production (Econ. 251 (68)), emphasizing primarily the problems of distribution.
- Econ. 255 (115). Economics of Labor.** 5 credits. 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.

⊙ Students who have had Economics 251 (68) and/or 252 (69) should not enroll for Economics 244 (70).

- Econ. 365 (109). Marketing Practice.** 3 credits. A study of problems in the marketing of goods and services, with special emphasis upon the problems of retail stores.
- Econ. 366 (112). Principles of Marketing.** 5 credits. This course includes a study of the functions, agencies and methods in the marketing of industrial and consumer goods.
- Econ. 375 (120). Business Organization and Finance.** 5 credits. This course includes a study of the types of business organizations, corporate securities, and government regulation of business.
- Econ. 385 International Trade.** 5 credits. A study of the economic and commercial relationships of nations with an emphasis on current problems of international specialization, foreign exchange and finance and trade policies.
- Econ. 445 (111). Current Economics.** 3 credits. 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.
- Econ. 470 (105). Money and Banking.** 5 credits. The principles of money, credit, and banking, including a historical study of the monetary and banking systems in the United States.
- Econ. 474 (121). Investments for Beginners.** 2 credits. 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.
- Econ. 480 (110). Public Finance and Taxation.** 5 credits. Prerequisite, Econ. 251 (68), Economics of Production and Economics 252 (69), Economics of Distribution. 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.
- Econ. 496 (150). Individual Study,** 1-3 credits. Amount of credit to be earned by the student shall be entered upon the class card at the beginning of the quarter. 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.

Geography

- Geog. 100 (1). World Geography.** 5 credits. 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.
- Geog. 245 (50). Economic Geography.** 5 credits. 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.
- Geog. 255 (122). Geography of the Pacific Northwest.** 3 credits. 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.
- Geog. 347 (81). Physical Geography.** 5 credits. A survey of the various kinds of surface features which characterize the earth together with a study of their representation on maps.
- Geog. 348 (83). Weather and Climate.** 5 credits. A study of the major elements of weather and climate, their distribution, and their influence upon vegetation and soil.
- Geog. 350 (114). Conservation of Natural Resources.** 3 credits. 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.
- Geog. 352 (110). Geography of North America.** 5 credits. An examination of the major geographic regions of Anglo-America (Alaska, Canada, United States).
- Geog. 354 (108). Geography of Eastern North America.** 3 credits. 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 354 (108) and 352 (110).
- Geog. 355 (109). Geography of Western North America.** 3 credits. Emphasis will be placed upon the human-use regions west of the 100th meridian. The course is designed to be of maximum value to teachers. Extensive use will be made of maps, films, charts, and diagrams, and relief models. Credit may not be received for Geography 355 (109) and 352 (110).
- Geog. 369 (127). Columbia River Field Studies.** 6 credits. 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. (Offered only in the summer quarter.)

- Geog. 371 (112). Geography of Europe.** 5 credits. A comparative study of the geographic and political units which compose Europe. Useful in the interpretation of European history.
- Geog. 380 (105). Geography of Hot, Wet, Lands.** 3 credits. An overall 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.
- Geog. 385 (160). Maps and Landforms.** 3 credits. 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.
- Geog. 421 (121). Practical Aids in Teaching Geography.** 2 credits. 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.
- Geog. 444 (104). Geography Behind the News.** 2 credits. 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.
- Geog. 465 (132). Geography of the Columbia River.** 3 credits. 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.
- Geog. 466 (133). Land Use in the Columbia Basin.** 3 credits. 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.
- Geog. 467 (134). Geography of the Yakima River Basin.** 3 credits. 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.

- Geog. 468 (131). Field Studies of Community Resources.** 5 credits. The student will help plan and participate in a study of the Kittitas Valley and neighboring mountain areas. Local business men, government employees, and farmers will assist in the classroom and on the field trips. Conservation will be a central theme in this course.
- Geog. 470 (111). Geography of South America.** 3 credits. A study of the physical and cultural aspects of the various South American states and their consequences in the present landscape.
- Geog. 472 (123). Geography of the Soviet Union.** 2 credits. 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.
- Geog. 474 (120). Geography of China.** 2 credits. Lectures on the geographic regions of China.
- Geog. 475 (118, 119). Geography of Asia.** 5 credits. An analysis of the natural and cultural landscapes and the activities of man in the various geographic and political areas which comprise Asia.
- Geog. 481 (129). Urban Geography.** 2 credits. 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.
- Geog. 496 (124). Individual Study,** 2 credits. 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.

History

- ①**Hist. 100 (21). Growth of American Democracy.** 5 credits. Attention is directed towards the rise and growth of the democratic ideal of 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 143 (50) and 144 (51) instead of History 100 (21).]
- Hist. 143 (50). History of the United States I.** 5 credits. 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.

① Students who have had History 143 (50) and 144 (51) are exempt from History 100 (21).

- Hist. 144 (51). History of the United States II.** 5 credits. 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.
- Hist. 170 (61). Ancient and Medieval History.** 5 credits. 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.
- Hist. 171 (62). Modern European History.** 5 credits. 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.
- Hist. 201 (110). The History and Government of Washington.** 3 credits. Prerequisite, sophomore standing. 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.
- Hist. 272 (133). Modern English History.** 5 credits. 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.
- Hist. 288 (57). Current History.** 2 credits. 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.
- Hist. 290 (141). History of Mexico.** 3 credits. The political, social, economic, and cultural development of Mexico from early colonial days to the present forms the framework of the course. Special attention will be given to the period since the Revolution of 1911.
- Hist. 345 (106). Colonial American History.** 5 credits. 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.

- Hist. 346 (109). The West in American History.** 5 credits. 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.
- Hist. 347 (111). The United States Since 1919.** 5 credits. 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 comprises the field of study. Special attention is given to those aspects of modern life which must of necessity be omitted from survey courses.
- Hist. 348 (116). Economic History of the United States.** 5 credits. 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.
- Hist. 349 (118). Selected American Biographies.** 5 credits. A series of biographical studies of Americans who have made special contributions in the field of statecraft, economic life, or social progress.
- Hist. 369 (115). History of Canada.** 5 credits. 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.
- Hist. 373 (60). English Constitutional History.** 5 credits. 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.
- Hist. 374 (100). Renaissance and Reformation.** 3 credits. 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.
- Hist. 375 (101). The French Revolution.** 3 credits. 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.

- Hist. 376 (102). Backgrounds of World War I.** 5 credits. 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.
- Hist. 384 (121). European Imperialism in Asia.** 3 credits. 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.
- Hist. 385 (132). Modern Asia.** 5 credits. 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.
- Hist. 391 (104). The Latin American Republics.** 5 credits. 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.
- Hist. 444. The Civil War and Reconstruction.** 5 credits. This course is a specialized study of the American Civil War and its consequences in American History. It will stress the social, political, and economic backgrounds which led to the secession of the southern states as well as the war itself. Life behind the lines during wartime, and the problem of reconstructing the South at the end of the conflict will also be given considerable attention.
- Hist. 450 (117). Topics in Pacific Northwest History.** 2 credits. Prerequisite, History 201 (110). A study of selected phases of the development of the Pacific Northwest in the twentieth century.
- Hist. 452 (122). American Diplomatic History.** 5 credits. Prerequisite, ten hours of American History or consent of the instructor. A course which traces the relations of the United States with other nations from the American Revolution to the present.
- Hist. 454 (140). Great Ideas in American History.** 5 credits. 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; state rights or centralization; separation of church and state; civilian or military

government; isolation or international responsibility; human vs. property rights.

Hist. 468 (123). History of the Western Hemisphere. 5 credits. 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.

Hist. 469. History of Russia. 3 credits. This is a study of the origin and political development of Russia, including the economic, social, and cultural conditions that led to the Revolution, and the later developments in attitudes and policies since the Revolution.

Hist. 479 (125). Europe in the Twentieth Century. 5 credits. 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.

Hist. 481 (135). Understanding History. 3 credits. 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.

Hist. 496 (113). Individual Study, 2 credits. Prerequisite, junior standing, twenty hours of history, and a minimum grade point average of 2.5. Opportunity is provided for superior students to carry on independent study in particular fields in history under the direction of the staff members.

Political Science

Pol. Sci. 242 (40). Public Opinion and Propaganda. 2 credits. 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.

Pol. Sci. 244 (52). American Government. 5 credits. 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.

Pol. Sci. 246 (103). State and Local Government and Administration. 5 credits. Introduction to the structure, functions and procedures of state and local government. Special emphasis to the Washington State government and its county units.

Pol. Sci. 321 (115). The United Nations in the School Program. 3 credits. 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.
- Pol. Sci. 348 (107). Contemporary American Political Parties.** 5 credits. 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.
- Pol. Sci. 350 (55). Introduction to Public Law.** 5 credits. 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.
- Pol. Sci. 352 (104). Public Administration.** 5 credits. 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.
- Pol. Sci. 374 (114). Modern World Problems.** 5 credits. 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.
- Pol. Sci. 376 (102). The United Nations.** 3 credits. 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.
- Pol. Sci. 378 (54). Comparative Government.** 5 credits. 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.
- Pol. Sci. 384 (100). International Relations.** 5 credits. 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.
- Pol. Sci. 444 (111). Political Campaigns and Elections.** 3 credits. A study of national political campaigns and elections, including the problems a presidential candidate must face in the primaries, the national nominating convention, the post-convention cam-

paign, and the elections. Particular emphasis will be placed on current issues and candidates.

- Pol. Sci. 466 (112). Current Issues of American Democracy.** 3 credits. 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, and 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.
- Pol. Sci. 474 (110). International Law.** 3 credits. The nature, techniques, and principles of international law as applied among the community of nations. Also the direct or indirect effects which international law creates upon our individual lives.
- Pol. Sci. 488 (101). Modern Political Philosophies.** 3 credits. Prerequisite, junior standing. 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.
- Pol. Sci. 496. Individual Study,** 2 credits. Opportunity is provided for competent students to carry on independent study under the direction of staff members. Prerequisite, junior standing and twenty hours of political science.

Secretarial Science

- Sec. Sci. 142 (55). Typewriting for Personal Use.** 2 credits. Introduction to touch typewriting for beginners who wish to use their skill for the typing of personal and business correspondence, term papers, outlines, etc.
- Sec. Sci. 151 (51). Elementary Typewriting.** 2 credits. First course in touch typewriting with goal set to master the keyboard and acquaint the students with simple layout of typewritten material.
- Sec. Sci. 152 (52). Intermediate Typewriting.** 2 credits. Instruction in touch typewriting to build speed and accuracy and introduce office typewriting problems.
- Sec. Sci. 153 (53). Advanced Typewriting.** 2 credits. Increased drill on speed and accuracy in the solving of office problems with emphasis on form and style.
- Sec. Sci. 154 (54). Vocational Typewriting.** 2 credits. The purpose of this course is to qualify the typist for her first vocation position through the use of actual office forms and procedure.

- Sec. Sci. 161 (56). Shorthand—Beginning.** 5 credits. The fundamental theory and principles of Gregg shorthand simplified are presented with emphasis on reading and dictation.
- Sec. Sci. 162 (57). Shorthand—Intermediate.** 5 credits. Prerequisite, one year high school shorthand or Sec. Sci. 161 (56). This course includes a review of shorthand theory with primary emphasis on dictation and speed building.
- Sec. Sci. 163 (58). Shorthand—Advanced.** 5 credits. Prerequisite, Sec. Sci. 162 (57). Speed building is the major objective of this course with a brief introduction to transcription.
- Sec. Sci. 164 (59). Shorthand—Transcription.** 5 credits. Prerequisite, Sec. Sci. 163 (58). Major emphasis is placed on the transcription of business letters. A review of principles and further speed building with shortcuts in dictation.
- Sec. Sci. 271 (4). Office Machines.** 3 credits. 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.
- Sec. Sci. 272 (5). Vocational Proficiency in Office Machine Operation.** 5 credits. Prerequisite, Sec. Sci. 271 (4). 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.
- Sec. Sci. 278 (60). Secretarial Practice.** 3 credits. Prerequisite, Sec. Sci. 151 (51) and 161 (56) or equivalent. This is an advanced course in preparation for secretarial employment. Office techniques and practical adaptation of skills are stressed.
- Sec. Sci. 280 (109). Civil Service Training.** 2 credits. Typing, shorthand, correspondence, filing, grammar, spelling, and arithmetic are studied with a view toward future civil service employment.
- Sec. Sci. 285 (64). Business Correspondence.** 3 credits. 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.
- Sec. Sci. 373 (120). Practical Classroom Duplicating Techniques.** 2 credits. New improvements, latest techniques in color and sketch duplicating, with helpful hints from 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.

Sec. Sci. 378 (125). Advanced Secretarial Practice. 3 credits. 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.

Social Science

Soc. Sci. 420 (117). Methods and Materials in the Social Sciences—Elementary. 2 credits. 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.

Soc. Sci. 421 (128). Methods and Materials in the Social Sciences—Secondary. 2 credits. This course offers to the student a survey of methods and materials used in the field of the Social Sciences in the Secondary curriculum.

Soc. Sci. 521 (200). Social Science Methods and Materials. 2 credits. Prerequisite, B.A. degree with graduate Guided Electives in the Social Sciences and consent of Division Chairman. The experienced teacher in the Social Studies field may do individual study relative to methods and recent materials in his fields of special interest.

Sociology

Soc. 100 (20). Development of Social Institutions. 5 credits. 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.

Soc. 242 (51). Principles of Sociology. 5 credits. 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.

Soc. 280 (50). Anthropology. 5 credits. 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.

- Soc. 345 (119). Social Problems.** 5 credits. 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.
- Soc. 346. Crime and Delinquency in the United States.** 5 credits. The nature and extent of crime in the United States; the relationship between crime and delinquency to socio-economic, racial, and nationality background; social forces in the causation of deviant behavior; study and evaluation of trends in punishment, treatment, and rehabilitation of juvenile and adult offenders.
- Soc. 355 (121). Culture and Personality.** 3 credits. 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.
- Soc. 360 (120). The Community.** 2 credits. 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.
- Soc. 365. Inter-Racial and Inter-Cultural Relations.** 3 credits. A study of the major racial, religious, and national minorities in American society; their heritage, their contributions, and their particular problems. Considerable time will be devoted to the study of the origins and nature of hostility and prejudice, and to analysis of techniques for the reduction of intergroup tension and antagonism.
- Soc. 370 (56). Introduction to the Field of Social Work.** 5 credits. 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.
- Soc. 450 (111). Contemporary Social Thought.** 5 credits. 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.

- Soc. 496 (150). Individual Study,** 2 or 3 credits. Students with ten hours or more in sociology have an opportunity to choose a specific problem in the field and explore the literature relating to it.

AIR SCIENCE

DEPARTMENTAL COURSES

Air Science

- A.S. 101, 102, 103 (1, 2, 3). Basic Air Science.** 2 credits. 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 organizations; military instruments of national security; and basic leadership training. Two lectures and one leadership training laboratory period each week.
- A.S. 201, 202, 203 (4, 5, 6). Basic Air Science.** 2 credits. Sophomores and others who have not met the requirements of two years of basic military training. A course in careers in the USAF; moral responsibilities of Air Force leaders; elements of aerial warfare, which includes an introduction, targets, weapons, delivery aircraft; bases and operations; and basic leadership training. Two lectures and one leadership training laboratory period each week.
- A.S. 351, 352, 353 (101, 102, 103). Advanced Air Science.** 3 credits. Prerequisite: Air Science 101 (1), 102 (2), 103 (3), 201 (4), 202 (5) and 203 (6) or credit in lieu thereof. Juniors. Admission is by selection and completion of the basic program or credit in lieu thereof. A course in introduction to advanced AFROTC; Air Force commander and staff; creative problem solving; communicating in the Air Force; instructing in the Air Force; military justice system; air navigation; weather; Air Force base functions; and advanced leadership training. Four lectures and one leadership training laboratory period each week.
- A.S. 461, 462, 463 (104, 105, 106). Advanced Air Science.** 3 credits. Prerequisite: Air Science 351 (101), 352 (102) and 353 (103). Seniors. A course in career guidance; Air Force chaplain program; leadership and management seminar; military aviation and evolution of warfare; military aspects of world political geography; briefing for commissioned service; and advanced leadership training. Four lectures and one leadership training laboratory period each week.

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 less than six credits.
 - 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 the fall quarter during which exemption is sought for that academic school year. 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 Na-

tional 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 Dean of Instruction in consultation with the Professor of Air Science.

- 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 Dean of Instruction after coordination with the Professor of Air Science.
 - k. Those exempted by the College physician or who are physically disqualified for military service.
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.

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CENTRAL WASHINGTON COLLEGE OF EDUCATION

Ellensburg, Washington

SUPPLEMENT TO 1955 BULLETIN OF INFORMATION AND 1956-57 GENERAL CATALOG

STUDENT COSTS FOR 1956-1957

(All costs are subject to change)

Board **\$10.25 per week**
(Seven days; 20 meals; no meals Sunday evening)

Dormitory Room **\$4.50 per week**
(\$4.00 per week in temporary dormitories for men)

Board and Room **\$59.00 for four weeks**

The above rates are for College owned dormitories and dining halls. Board and room are payable in advance for one quarter. A minimum of one month's board and room must be paid at time of registration.

Student Fees—each quarter

Building fee.....\$10.00
Health fee..... 3.00
Library fee..... 3.00
Student Govt. fee.. 10.00
Course fee..... 3.00
Union Bldg. fee..... 2.00
Miscellaneous fee... 8.00

Total per quarter **\$39.00**

Student Year Book **\$ 6.00**

(Paid at beginning of first quarter)

Deposits—refunded unless charges are due.

Dormitory Room Deposit **\$ 5.00**

General Deposit **\$10.00**

Uniform Deposit for Students in R.O.T.C. **\$15.00**

SUMMARY OF COSTS FOR ONE YEAR

Fixed Costs—(3 quarters)

Board\$348.00
Room 153.00
Student fees 117.00
Student Yearbook 6.00

Total fixed costs **\$624.50**

Variable Costs—(estimated)

Books and Supplies **\$75.00**
Personal Costs **\$100.00** and up

Total **\$175.00** and up

Deposits—(refunded)

Variable.....**\$10.00 to \$30.00**

COSTS FOR ONE QUARTER

Payments at the beginning of the first quarter, covering deposits, fees, books, plus board and room for the entire quarter will total approximately \$260 to \$275.