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THE BULLETIN
OF THE
STATE
TEACHERS COLLEGE

General Catalogue Number



Moorhead, Minnesota

1942 - 1943

THE BULLETIN
of
Moorhead State Teachers College
1942 - 1943



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CALENDAR FOR 1942-1943

Summer Quarter, 1942

June 8 to August 21

First Session Begins ----- Monday, June 8
First Session Closes ----- Friday, July 17
Second Session Begins ----- Monday, July 20
Second Session Closes ----- Friday, August 21

Fall Quarter, 1942

Conference for Entering Students ----- Tuesday, September 8
Registration ----- Tuesday and Wednesday, September 8 and 9
Class Work Begins ----- Thursday, September 10
Thanksgiving Recess begins 12 m. ----- Wednesday, November 25
Class Work Resumes ----- Monday, November 30
Fall Quarter Closes ----- Friday, December 4

Winter Quarter, 1942-43

Winter Quarter Begins ----- Monday, December 7
Holiday Recess Begins 5:00 p. m. ----- Friday, December 18
Class Work Resumes ----- Monday, January 4
Winter Quarter Closes ----- Friday, March 5

Spring Quarter, 1943

Spring Quarter Begins ----- Monday, March 8
Easter Recess Begins 12:00 m. ----- Wednesday, April 21
Class Work Resumes ----- Tuesday, April 27
Commencement ----- Friday, June 4
Spring Quarter Closes ----- Friday, June 4

Summer Quarter, 1943

June 7 to August 20

First Session Begins ----- Monday, June 7
First Session Closes ----- Friday, July 16
Second Session Begins ----- Monday, July 19
Second Session Closes ----- Friday, August 20

STATE TEACHERS COLLEGE BOARD

Appointed by the Governor

WARREN H. STEWART, Resident Director and President ----- St. Cloud
H. E. FLYNN, Commissioner of Education and Secretary ----- St. Paul
BLAKE R. NEVIUS, Resident Director ----- Winona
E. RAYMOND HUGHES, Resident Director ----- Mankato
G. L. GOSSLEE, Resident Director ----- Moorhead
F. J. HIRSCHBOECK, Resident Director ----- Duluth
WILBUR S. LYCAN, Resident Director ----- Bemidji
HELEN M. CONWAY, Director at Large ----- St. Paul
R. R. SORENSEN, Director at Large ----- Tracy

ADMINISTRATIVE STAFF

G. L. GOSSLEE ----- Resident Director
O. W. SNARR ----- President
GEORGINA LOMMEN ----- Superintendent of Campus Schools
JESSIE H. ASKEGAARD ----- Dean of Women
CASPER P. LURA ----- Dean of Men
JENNIE M. OWENS ----- Registrar and Accountant
MILLIE H. DAHL ----- Dormitory Director
ALFREDA JONES ----- Dormitory Nurse
EVANGELINE LINDQUIST ----- Nurse
PHEBE H. VOWLES ----- Secretary to President
NINA JORGENSEN -- Secretary to Superintendent of the Campus Schools
BEATRICE E. LEWIS ----- Clerk, Registrar-Accountant's Office
ELEANOR BURRELL ----- Clerk, Registrar-Accountant's Office.
LILLIAN HANSON ----- Clerk, College High School

INSTRUCTIONAL STAFF

- OTTO WELTON SNARR ----- President
 B. A., University of West Virginia; M. A., Ph. D., University of Chicago. Moorhead State Teachers College, 1941.
- RAY B. MacLEAN ----- President Emeritus
 Ph. B., Hamline University; M. A., University of Minnesota; Ped. D., Hamline University. Moorhead State Teachers College, 1923-1941.
- KATHARINE LEONARD ----- Mathematics, Division Co-Chairman
 B. A., M. A., University of Vermont; University of Chicago; Teachers College, Columbia University. Moorhead State Teachers College, 1906.
- ETHEL DURBORAW -- Principal of Primary and Kindergarten Department, Kindergarten Supervisor. B. S., M. A., Teachers College Columbia University; University of Chicago. Moorhead State Teachers College, 1914.
- GRACE GOODSSELL ----- Library
 Diploma, Moorhead State Teachers College; Library School, University of Minnesota. Moorhead State Teachers College, 1914.
- DANIEL L. PRESTON ----- Music, Division Chairman
 B. E., Moorhead State Teachers College; Conservatory, Lawrence University; Studio Training, Chicago and New York City. Moorhead State Teachers College, 1915.
- FLORA M. FRICK ----- Physical Education, Division Chairman
 B. A., Butler College; M. A., Northwestern University; University of Wisconsin. Moorhead State Teachers College, 1919.
- ELLA A. HAWKINSON -- Principal of College High School, Supervisor of History and Social Studies. B. S., M. A., Ph. D., University of Minnesota. Moorhead State Teachers College, 1920.
- SAMUEL G. BRIDGES ----- History, Division Chairman
 B. S., M. A., Dennison University; Ohio State University; University of Minnesota. Moorhead State Teachers College, 1921.
- SARAH C. HOUGHAM ----- Library, Head of Department
 B. S., Kansas State College; Library Certificate, Library School, University of Illinois. Moorhead State Teachers College, 1921.
- JOSEPH KISE ----- Political Science
 B. A., St. Olaf College; University of Minnesota; M. A., Ph. D., Harvard University. Moorhead State Teachers College, 1923.
- BLANCHE LOUDON -- Principal of Intermediate Department, Supervisor of Fifth Grade. B. S., M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1923.
- *ALEX NEMZEK ----- Physical Education for Men
 B. E., Moorhead State Teachers College; University of Minnesota; University of Poitiers, France. Moorhead State Teachers College, 1923.
- JENNIE M. OWENS ----- Registrar and Accountant
 B. A., Ripon College; Stout Institute; Teachers College, Columbia University. Moorhead State Teachers College, 1923.

* In military service.

- ETHEL TAINTER ----- English
Ph. B., University of Chicago; B. of Eloc., Dearborn School of Lyceum Arts; Columbia University.-Moorhead State Teachers College, 1923.
- AGNES CARLSON ----- Supervisor of Sixth Grade
B. E., Moorhead State Teachers College; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1924.
- JESSIE McKELLAR ----- Physical Education
B. S., University of Wisconsin; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1924.
- GEORGINA LOMMEN -- Education and Superintendent of Campus Schools, Division Co-Chairman. B. A., University of Minnesota; M. A., Teachers College, Columbia University; University of Chicago. Moorhead State Teachers College, 1925.
- MATILDA A. WILLIAMS ----- Art, Division Chairman
Ph. B., M. A., University of Chicago. Moorhead State Teachers College, 1925.
- ARNOLD M. CHRISTENSEN ----- Education, Division Co-Chairman.
A. B., Carleton College; A. M., University of Minnesota; Ph. D., State University of Iowa. Moorhead State Teachers College, 1926.
- BYRON D. MURRAY ----- English, Division Chairman
B. S. in Educ., Northwestern Missouri Teachers College; A. B., A. M., University of Missouri; Pennsylvania State College. Moorhead State Teachers College, 1926.
- HENRY B. WELTZIN ----- Industrial Arts
B. E., Moorhead State Teachers College; M. A., State University of Iowa. Moorhead State Teachers College, 1926.
- MABEL E. LUMLEY ----- English
Ph. B., Hamline University; M. A., Teachers College, Columbia University; University of Colorado. Moorhead State Teachers College, 1926.
- OLGA KORSBREK ----- Supervisor of First Grade
B. E., Moorhead State Teachers College; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1928.
- JOSEPH R. SCHWENDEMAN ----- Geography
B. S., Ohio State University; M. A., Ph. D., Clark University. Moorhead State Teachers College, 1928.
- VIRGINIA M. FITZMAURICE ----- Modern Languages
B. A., M. A., Northwestern University; Sorbonne, Paris; University of Chicago. Moorhead State Teachers College, 1929.
- VERNA HESTON -- Supervisor of Mathematics and Commercial Teacher in College High School. B. S., Kearney State Teachers College; University of Chicago; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1929.
- DELSIE M. HOLMQUIST ----- English
B. A., Colorado College; M. A., University of Chicago; University of California. Moorhead State Teachers College, 1929.

- LYL R. SOLEM__Supervisor of Junior High School English and Geography
B. E., Moorhead State Teachers College; University of Minnesota;
M. A., College of Education, Greeley; University of Los Angeles.
Moorhead State Teachers College, 1929.
- MAUDE H. WENCK _____ Music
B. of Music Education., M. of Music, Northwestern University; Studio
Training, Chicago. Moorhead State Teachers College, 1929.
- KARL PARSONS _____ Physical Science
B. A., Indiana Central College; Northwestern University; University
of Chicago; M. S., State University of Iowa; University of Michigan.
Moorhead State Teachers College, 1930.
- MARIE SORKNES, _____ Supervisor of Fourth Grade
B. S., M. A., University of Minnesota; University of Colorado. Moor-
head State Teachers College, 1930.
- ALICE CORNELIUSSEN _____ Director of Rural Education
B. E., Moorhead State Teachers College; M. A., Teachers College, Co-
lumbia University. Moorhead State Teachers College, 1931.
- CLARA UNDSETH _____ Supervisor of Third Grade
B. E., Moorhead State Teachers College; M. A. Teachers College,
Columbia University, Moorhead State Teachers College, 1931.
- CASPER P. LURA _____ Education and Dean of Men
A. B., Mayville State Teachers College; A. M., Ph. D., State Univer-
sity of Iowa. Moorhead State Teachers College, 1932.
- CHARLES L. GREEN _____ History
A. B., Yankton College; M. A., Ph. D., State University of Iowa.
Moorhead State Teachers College, 1933.
- MARY B. WILLIAMSON _____ Supervisor of Second Grade
Ph. B., University of Chicago; M. A., Teachers College, Columbia
University. Moorhead State Teachers College, 1936.
- GLENN C. DILDINE _____ Biological Science, Division Co-Chairman
B. A., DePauw University; M. S., Ph. D., Northwestern University.
Moorhead State Teachers College, 1937.
- EDWIN J. HAMMER _____ Science and Coaching
B. A., Augustana College; M. A., University of Minnesota. Moorhead
State Teachers College, 1937.
- JESSIE H. ASKEGAARD _____ Dean of Women
B. A., Northwestern University; Chicago Musical College. Moorhead
State Teachers College, 1938.
- RAGNA HOLEN _____ Home Economics in College High School
B. S., North Dakota State College; M. S., University of Minnesota.
Moorhead State Teachers College, 1938.
- DE ETT HOPKINS _____ Teacher in Kindergarten
B. E., Moorhead State Teachers College. Moorhead State Teachers
College, 1938.

- BERTRAM C. MCGARRITY** ----- Band Director and Music
B. A., University of Minnesota; M. S., University of Idaho. Moorhead State Teachers College, 1938.
- IVA FILLEBROWN** ----- Piano and Organ
B. S., North Dakota State College; Certificate, Fargo College Conservatory of Music; Studio training in Fargo and Denver. Moorhead State Teachers College, 1939.
- NELS N. JOHNSON** ----- Art
B. A., M. A., State University of Iowa; National Academy of Design. Moorhead State Teachers College, 1939.
- JAMES P. SCHROEDER** -- Coach and Supervisor of Science and Social Studies in College High School. B. S., Illinois State Normal University; M. S., University of North Dakota. Moorhead State Teachers College, 1939.
- MAY TANGEN** ----- Library
B. E., Moorhead State Teachers College; Certificate, Library School. University of Minnesota; University of Chicago. Moorhead State Teachers College, 1939.
- JONATHAN J. WESTFALL** ----- Biological and General Science
B. S., West Virginia Wesleyan College; M. S., Ph. D., University of Chicago. Moorhead State Teachers College, 1939.
- ALLEN E. WOODALL** ----- English and Journalism
A. B., University of Syracuse; A. M., Columbia University; Ph. D., University of Pittsburgh. Moorhead State Teachers College, 1939.
- HEROLD LILLYWHITE** ----- English and Speech
B. S., Utah Agricultural College; M. A., University of Minnesota. Moorhead State Teachers College, 1940.
- EDWARD M. SPENCER** ----- Education
B. S., Iowa State College; M. S., Ph. D., State University of Iowa. Moorhead State Teachers College, 1940.
- *HERMAN MICHAELS** ----- Rural Education
B. S., Moorhead State Teachers College; Peabody College for Teachers. Moorhead State Teachers College, 1940.
- MARTHA KLEPPE** ----- Rural Education
B. S., University of Minnesota; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1940.
- NINA DRAXTEN** ----- Supervisor of Senior English and Dramatics
B. S., M. A., University of Minnesota. Moorhead State Teachers College, 1941.
- *DONALD ANDERSON** ----- Director of Physical Education in Campus School. B. S., Moorhead State Teachers College; State University of Iowa. Moorhead State Teachers College, 1941.

* In military service.

General Information

FUNCTION OF THE COLLEGE

The College was established and is maintained specifically for the purpose of educating teachers for the public schools of Minnesota. To provide competent teachers for these various types of schools, the College gives special consideration to cultivating in its students the personal, professional, and academic qualities essential for effective teaching. The program for cultivating these qualities and the organization for implementing the program are outlined in the following pages of this bulletin.

ENROLLMENT

Persons wishing to enroll in the College should make application for admission upon a blank provided for this purpose. This application, including the official transcript of high-school records and certificate of character, should be filed with the Registrar of the College at least ten days before the opening of the quarter in which the student desires to enroll. With the application blank, which will be mailed on a request to the Registrar, should be sent a physician's certificate of recent vaccination.

ADMISSION BY GRADUATION

Graduates of the following classes of schools will be admitted on the presentation of certified copies of credit: (1) Minnesota accredited high schools; (2) private schools accredited for admission by the University of Minnesota, and (3) public and private schools of another state accredited for admission by the University of that state.

ADMISSION BY EXAMINATION

Persons unable to present credentials for admission by graduation from one of the classes of schools listed in the preceding paragraph may be admitted by examination. Such examination shall cover the subjects ordinarily included in a well-balanced four-year high-school course. A passing mark in a state high-school board examination may be accepted in lieu of examination in any subject.

STANDARDS OF ADMISSION

Students in the lowest 25 percent of their high-school graduating classes are strongly advised not to seek admission to the College. The competition is so strong that students who have not been able to stand at least in the average of their high-school classes are likely to fall behind and be required to withdraw from the College because of low scholarship.

STATE TEACHERS COLLEGE

ADMISSION BY TRANSFER

Students transferring to the College from other institutions of college grade must have an official transcript of their credits sent to the Registrar. This should reach the office a month before Registration Day so that the transcript may be given proper consideration and the catalogue describing the courses listed may be obtained if necessary. Work below a C average cannot be accepted for credit.

ACADEMIC REGULATIONS

Term of Residence

A minimum of three quarters of residence is required for graduation from any curriculum. Applicants for the degree shall earn forty-eight quarter hours in residence in their junior and senior years. The last twelve quarter hours of the one hundred ninety-two quarter hours required for the degree and of the ninety-six quarter hours required for the standard diploma shall be earned in residence.

Credits

The unit of the credit is the quarter hour. One quarter hour of credit is assigned to the satisfactory completion of a subject pursued for one period (fifty minutes) of class work or two periods of laboratory work a week for one quarter of twelve weeks.

Scholarship Requirements

In addition to the stated requirements for honor points, the following specific rules govern cases of failure and low scholarship: (1) A student who in any quarter does not pass in at least eight hours and earn eight honor points shall be placed on probation. (2) If a student who has been on probation earns less than eight honor points in any succeeding quarter, he shall withdraw for at least three quarters. If he returns and fails to earn the necessary eight honor points during any quarter, he shall withdraw with no opportunity of returning. (3) A student on probation may remove his deficiency during the summer session. He shall carry a full schedule and shall earn at least one-half as many honor points as quarter hours.

Exceptions to the requirements of scholarship as stated will be considered by the Scholarship Committee.

TUITION AND FEES

Tuition

The tuition charge for one quarter is \$10.00 for Minnesota residents. Non-resident students pay an additional \$5.00 per quarter.

MOORHEAD, MINNESOTA

Extra-Curricular Fees

The Extra-Curricular Fees amount to \$9.50. This covers all the regular fees which are required for the various activities and entitles students to: (1) admission to entertainments, intercollegiate and forensic contests, class plays, and musical programs; (2) subscriptions to the college annual and weekly newspaper; (3) a physical examination on enrollment in the College and services of the resident nurse; (4) materials incident to the physical education and sports program—lockers, towels, showers, all gymnasium equipment, including the use of the swimming pool and the loan of recreational equipment for use on the campus; and (5) the use of the library and textbooks, which are furnished students by the College.

Grading System

The work of the student is graded as follows: Grade A, excellent; B, very good; C, average; D, passing; E, failing. Under certain circumstances a grade of Incomplete may be given. The Incomplete must be made up in the next quarter in which the student is in residence, or the grade will be recorded as Failure. Before an Incomplete can be made up, an application for permission to do so must be made to the Registrar.

Honor Points

The following system of honor points is used to indicate the quality of the student's work. For each hour of credit with a grade of A the student receives three honor points; with a grade of B, two honor points; with a grade of C, one honor point; a grade of D, no honor points. For each quarter hour with a grade of E one honor point is deducted. To be enrolled for teaching a student must have at least as many honor points as hours of credit. To be graduated a student must have the following minimum requirements: (1) a C average in both his major and minor fields; (2) as many honor points as he has hours of credit in student teaching; and (3) as many honor points as he has total hours of credit.

Daily Schedule

The normal load of work is sixteen quarter hours of class work a week. Competent students may be permitted to carry additional work.

Change of Schedule

After a student has completed his registration, he may not change his program nor drop a subject without the approval of his adviser and a report of the change to the Registrar. Students who drop a subject without permission are given a mark of Failure in that subject. If a subject in which a student is failing is dropped after the seventh week of the quarter, the grade will be recorded as Failure.

STATE TEACHERS COLLEGE

Graduation Fees

Candidates for the degree are charged a fee of \$3.50 which includes the cost of diploma and rental of cap and gown. Candidates for the diploma are charged a fee of \$1.00.

Late Fees

Students who fail to complete registration within the time designated are charged one dollar for the first day's delay in registration and fifty cents additional for each day thereafter.

Return of Fees

By a ruling of the Attorney General no tuition fees can be refunded after they have been accepted. Students' activity fees are returnable within two weeks following the opening of the quarter. Fees for late registration are never refunded.

Special Fees

In common with other colleges special fees are charged for courses requiring the use of expendible materials, the rental of special instruments, and the services for private instruction. Laboratory courses in science, courses in art, industrial education, and in music requiring the use of the electric organ or one of the pianos usually entail a special fee. These fees are designated in the description of the courses requiring them.

Living Expenses

	Low	Average
Board at the college hall per quarter Seven days a week		\$51.00
Board at the college hall per quarter Five days a week	\$45.00	
Room at the college hall per quarter	\$15.00	to \$20.00
Total for one quarter	<u>\$60.00</u>	to <u>\$71.00</u>

(Prices quoted for board will not be raised except in case of a general rise in prices.)

College Curriculums

The course work of the College is administered either through the two-year curriculum or through the four-year curriculum. A detailed outline of each curriculum is presented herewith.

TWO-YEAR CURRICULUM

The two-year curriculum provides for the education of teachers in the elementary field in both graded and ungraded schools.* Subjects have been selected to offer the best education possible in the short time available. Courses in student teaching are offered under expert supervision in both graded and ungraded schools. Each student enrolled in the two-year curriculum must plan to spend six weeks of the second year in the rural community in which his student teaching is assigned. Graduation is based upon earning 96 hours of credit and an equivalent number of honor points. Upon the completion of the two-year curriculum students are granted the standard diploma which entitles them to a certificate to teach in the elementary schools of Minnesota.

	Qr. Hours
Art 110, Art Elements	4
Art 140, Applied Design	4
Education 120, Psychology of Learning	4
Education 240, Technique and Observation in Graded Schools ..	2
Education 243, Technique and Observation in Rural Schools ..	2
Education 245, Rural School Management	4
Education 250, Teaching in Graded Schools	5
Education 251, Teaching in Rural Schools	5
English 110, 111, 112, Fundamentals of English	9
English 250, Children's Literature	4
Geography 110, Elements of Geography	4
History 110 or 112, American History	4
History 120, European History	4
Mathematics 110, Arithmetic	4
Music 110, Elements of Music	4
Music 243, Music Methods	2
Music 271, Music Appreciation	2
Physical Education, Fundamentals	6
Political Science 210, American Government	4
Science 110, 111, 112, Science Survey	12
Sociology 212, Rural Sociology	4
Speech 114, Principles of Speech	3
Total	96

* The placement records show that for a period of more than ten years by far the larger percentage of the graduates of the two-year curriculum teach in ungraded schools; the work in this curriculum is specially adapted to equip students to teach in rural schools.

FOUR-YEAR CURRICULUM

Graduation from the four-year curriculum is based upon earning 192 quarter hours of credit and an equivalent number of honor points. The work consists of a program of General Education offered in the Freshman and Sophomore years, a program of Professional Education offered in the Junior and Senior years, and a program of Specialization provided for mainly in the Junior and Senior years. Students elect their fields of specialization in accordance with their inclination and adaptability on the recommendation of their advisers. Upon the completion of the four-year curriculum students are granted the degree of Bachelor of Science in Education which entitles them to a certificate to teach in either the elementary or the secondary schools of the State of Minnesota, depending upon their field of specialization.

GENERAL EDUCATION

As a background for later specialization, the College, in harmony with the practice of many teacher educating institutions, provides in the Freshman and Sophomore years of the four-year curriculum for the extension of the general education of students. The program of general education is administered through a series of constants. These are designated as requirements by the State Teachers College Board and are common to all students enrolled in the four-year curriculum, whether they intend to specialize in the field of elementary or secondary education.

	Qr. Hours
Art 270, Art Appreciation	4
Economics 210, Principles of Economics	4
English 110, 111, 112, Fundamentals of English	9
English 210, Types of World Literature	4
Geography 110, Elements of Geography	4
History 110, 112, American History	8
Music 270, Music Appreciation	4
Physical Education, Fundamentals	6
Political Science 210, American Government	4
Psychology 210, General Psychology	4
Science 110, 111, 112, Science Survey	12
Sociology 210, Introduction to Sociology	4
Speech 114, Principles of Speech	3
Total	70

MOORHEAD, MINNESOTA

PROFESSIONAL EDUCATION

As noted elsewhere the College was established and is maintained to educate teachers professionally for the public schools of Minnesota. To fulfill that purpose professional work is offered through a series of courses in education.

CONSTANTS FOR ELEMENTARY EDUCATION

	Qr. Hours
Education 320, Educational Psychology	4
Education 340, Observation and Applied Techniques of Instruction	4
Education 341, Elementary School Curriculum	4
Education 365, Child Development	4
Education 372, Elementary School Tests and Evaluation	2
Education 374, Fundamentals of Educational Statistics	2
Education 415, Philosophy of Education	4
Education 450, 451, Student Teaching	10
Total	34

CONSTANTS FOR SECONDARY EDUCATION

Education 320, Educational Psychology	4
Education 345, Secondary School Technique	4
Education 346, Secondary School Curriculum	4
Education 361, Psychology of Adolescence	4
Education 373, Secondary School Tests and Evaluation	2
Education 374, Fundamentals of Educational Statistics	2
Education 415, Philosophy of Education	4
Education 450, 451, Student Teaching and Special Methods in Academic Field or Fields	10
Education 455*, Student Teaching and Methods in Special Field-5	
Total	39

Other professional courses are offered as electives to provide further professional education. These may be taken by students on the recommendation of advisers. The professional work of the College in the four-year curriculum is offered for Junior and Seniors.

*To satisfy the State requirement for the High School Standard Special Certificate, Student Teaching and Methods in a Special Field, Education 455, will be required of all students who major in or plan to devote one-half or more of their time to the special fields of art, music, industrial arts, or physical education.

STATE TEACHERS COLLEGE

EDUCATION FOR SPECIALIZATION

The College makes provision for specialization on both the elementary and the secondary levels. Specialization on these two levels coincides with the demands of the public schools as they are organized by the State Department of Education. Students who specialize in the elementary field are qualified to teach in grades one to six inclusive in the 6-6 organization and in grades one to eight inclusive in the 8-4 organization. Through special work they are also qualified to teach in the kindergarten. Students who specialize in the secondary field are qualified to teach in grades seven to twelve inclusive in the 6-6 organization, in grades eight to twelve inclusive in the 8-4 organization, and in both the Junior and the Senior high school in the 6-3-3 organization.

SPECIALIZATION FOR ELEMENTARY TEACHING

In addition to the constants outlined under General Education and the professional work outlined under Professional Education students who specialize to teach in the elementary schools are required to take the following courses:

	Qr. Hours
Art 110, Elements of Art	4
Art 140, Applied Design	4
Biology 214, Botany	4
Biology 310 or 312, Entomology or Ornithology	4
English 250, 350, Children's Literature	8
Geography 310, 315, 317, North America, Eurasia, or Southern Lands	4
Geography 220, Economic Geography	4
History 120, Early European History	4
Mathematics 110, Arithmetic	4
Music 110, Elements of Music	4
Music 240, Music Methods	2
Total	46

SPECIALIZATION FOR SECONDARY TEACHING

Students who select the secondary field for specialization are required to complete two majors or one major and two minors. One of the minors must be in a field other than that of the major.

MOORHEAD, MINNESOTA

Art and Industrial Education

REQUIREMENTS FOR A MAJOR IN ART EDUCATION

	Qr. Hours
Art 110, Art Elements	4
Art 120, Art Structure I	4
Art 140 or 241, Applied Design or Craftwork	4
Art 220, Art Structure II	4
Art 240, Technique in Art Teaching in the Elementary School -	2
Art 245, Technique in Art Teaching in the Secondary School -	2
Art 330, Art History I	4
Art 331, Art History II	4
Art 372, Art in the Home	4
Art 410, Color	2
Art 411, Pottery	4
Electives	10
Total	48

REQUIREMENTS FOR A MINOR IN ART EDUCATION

Art 110, Art Elements	4
Art 120, Art Structure I	4
Art 140 or Art 241, Applied Design or Craftwork	4
Art 240, Technique in Art Teaching in the Elementary School -	2
*Art 270, Art Appreciation	4
Electives	4
Total	22

REQUIREMENTS FOR A MAJOR IN INDUSTRIAL EDUCATION *

Industrial Education 110, Principles of Mechanical Drawing ..	4
Industrial Education 115, Printing	4
Industrial Education 120, Woodwork	4
Industrial Education 220, Advanced Woodwork,	4
Industrial Education 310, Sheet Metal	4
Physical Science 312, Electricity	4
Industrial Education 315, General Metal	4
Industrial Education 430, History and Teaching Industrial Education	4
Electives, including Student Teaching	16
Total	48

*One or two Art courses may be chosen as electives on the recommendation of the adviser.

STATE TEACHERS COLLEGE

**Health, Physical Education, and Recreation
REQUIREMENTS FOR A MAJOR IN HEALTH AND
PHYSICAL EDUCATION**

	Qr. Hours
Physical Education 322, Body Mechanics	2
Physical Education 324, Tests and Measurements	2
Physical Education 325, Corrective Gymnastics and First Aid	2
Physical Education 326, Organization and Administration of Sports	2
Physical Education 330, Skills I	4
Physical Education 345, Technique I	4
Physical Education 360, Coaching for Men or Women	2
Physical Education 430, Skills II	4
Physical Education 440, Playground Management	4
Physical Education 445, Technique II	4
Physical Education 460, Administration of Physical Education	2
Physical Education 465, History and Philosophy of Physical Education	4
Biology 320, Anatomy - Physiology I	4
Biology 322, Anatomy - Physiology II	4
Total	44

**REQUIREMENTS FOR A MINOR IN HEALTH AND
PHYSICAL EDUCATION**

Physical Education 322, Body Mechanics	2
Physical Education 324, Tests and Measurements	2
Physical Education 326, Organization and Administration of Sports	2
Physical Education 330, Skills I	4
Physical Education 345, Technique I	4
Physical Education 360, Coaching for Men or Women	2
Physical Education 440, Playground Management	4
Education 451, Student Teaching in Department	5
Total	25

Nine quarter-hour requirement for special Certificate
in Health and Physical Education

Physical Education 330, 430, Skills I or Skills II	4
or	
Physical Education 345, 445, Technique I or Technique II	4
or	
Physical Education 440, Playground Management	4
Electives (See required courses)	1

REQUIREMENTS FOR A MINOR IN RECREATION (25 Quarter Hours)

To be eligible for this minor a student must possess those qualities and that training which give reasonable assurance of success in the field of recreation. The prerequisites are determined by the recreational advisory committee. He must also have a major or two minors in the following fields: Journalism, Speech, Fine Arts, Industrial Education, Music, or Physical Education.

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GENERAL REQUIREMENTS

	Qr. Hours
Recreation 410, Lecture Seminar -----	4
Recreation 450, Field Work -----	1-3

VARIABLE I

Journalism and Speech. To be elected from the following courses: -----	8
Journalism 220 -----	4
Journalism 332 -----	2
Journalism 336 -----	2
Journalism 338 -----	4
Speech 200 (extra-curricular) -----	2
Speech 232 (extra-curricular) -----	2
Speech 234 -----	4
Speech 340 -----	4
Speech 342 -----	4
Fine Arts and Industrial Education. To be elected from the following courses: -----	4
Art 241 -----	4
Art 320 -----	2
Industrial Education 120 -----	4
Industrial Education 320 -----	4
Industrial Education 330 -----	2
Physical Education. To be elected from the following courses: -----	4
Physical Education 330 -----	4
Physical Education 430 -----	4
Physical Education 440 -----	4
Music, Electives -----	4

VARIABLE II

Journalism and Speech. To be elected from the following courses: -----	4
Journalism 220 -----	4
Journalism 332 -----	4
Journalism 336 -----	2
Journalism 338 -----	2
Speech 200 (extra-curricular) -----	2
Speech 232 (extra-curricular) -----	2
Speech 234 -----	4
Speech 340 -----	4
Speech 342 -----	4
Fine Arts and Industrial Education. To be elected from the following courses: -----	8
Art 241 -----	4
Art 320 -----	2
Industrial Education 120 -----	4
Industrial Education 320 -----	4
Industrial Education 330 -----	2
Physical Education. To be elected from the following courses: -----	4
Physical Education 330 -----	4
Physical Education 430 -----	4
Physical Education 440 -----	4
Music, Electives -----	4

A student may not count toward this minor any course which he has been required to take as a part of the work in his major field.

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Language and Literature

REQUIREMENTS FOR A MAJOR IN ENGLISH AND LITERATURE

	Qr. Hours
*English 110, 111, 112, Fundamentals in English	9
*Speech 114, Principles of Speech	3
*English 210, Survey of World Literature	4
English 212, 213, 214, Survey of English Literature.....	12
English 308 or 310, The English Language or Advanced Composition.....	4
English 314, Survey of American Literature	4
English 320 or 322, Shakespeare or Chaucer	4
English 328, Major American Writers, 1830-70	4
English 402 or 408, Modern Drama or Modern Poetry and Prose	4
(History 315, English History, is recommended)	
Total	48

REQUIREMENTS FOR A MINOR IN ENGLISH AND LITERATURE

*English 110, 111, 112, Fundamentals in English	9
*English 114, Principles of Speech	3
*English 210, Survey of World Literature	4
English 213, 214, Survey of English Literature	8
English 328, Major American Writers, 1830-70	4
English 402 or 408, Modern Drama or Modern Poetry and Prose	4
Total	32

REQUIREMENTS FOR A MINOR IN SPEECH

Speech 114, Principles of Speech	3
To be elected from the following courses:	4
Speech 200	2
Speech 232	2
Speech 234	4
Speech 236	4
Speech 340, Direction of School Dramatics	4
Speech 342, Direction of School Forensics	4
Speech 348, Corrective Speech Education	4
To be elected from the following:	6
Speech 349	2
Art 320	2
English 402	4
Political Science 300	4
Political Science 320	4
History 310	4
Education 362	4
Total	25

MOORHEAD, MINNESOTA

REQUIREMENTS FOR A MINOR IN JOURNALISM

	Qr. Hours
* English 110, 111, 112, Fundamentals in English	9
Journalism 220, Reporting	4
Journalism 330, History and Principles of Journalism	4
Journalism. To be elected from the following courses:	4
Journalism 332	2
Journalism 334	2
Journalism 336	2
Journalism 338 or Special Feature Writing or Industrial Education 115, Printing	4
Total	25

REQUIREMENTS FOR A MINOR IN SPEECH AND JOURNALISM

*English 110, 111, 112, Fundamentals in English	9
*Speech 114, Principles of Speech	3
Speech 340, Direction of School Dramatics	4
Speech 342, Direction of School Forensics	4
Journalism 220, Reporting	4
Journalism. To be elected from the following courses:	4
Journalism 332	2
Journalism 334	2
Journalism 336	2
Total	28

REQUIREMENTS FOR A MINOR IN FRENCH *

French 110, 111, 112, Elementary French	12
French 210, 211, 212, Intermediate French	12
French 310, 311, 312, Survey of French Literature	12
Total	36

REQUIREMENTS FOR A MINOR IN SPANISH * *

Spanish 110, 111, 112, Elementary Spanish	12
Spanish 210, 211, 212, Intermediate Spanish	12
Spanish 310, 311, 312, Survey of Spanish Literature	12
Total	36

*Students who have completed one year of French in high school may omit French 110, and thus their minor would total 32 quarter hours. Students who have completed two years of French in high school may omit French 110, 111, and 112; their minor would thus total 24 quarter hours.

**The same procedure with respect to high-school credits is followed in Spanish as outlined for French.

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Music Education

REQUIREMENTS FOR A MAJOR IN MUSIC

GENERAL REQUIREMENTS

	Qr. Hours
Music 120, Sight Singing and Ear Training -----	4
Music 210, 211, Harmony I, Harmony II -----	8
Music 250a, Class Piano -----	3
Music 310, Counterpoint -----	4
Music 371, Music History and Appreciation -----	4
Music 400, Small Ensemble -----	2
Music 410, Orchestration and Choral Arranging -----	4
Total -----	29

VARIABLE I: INSTRUMENTAL MUSIC

Music 250c, 250d, 250e, General Applied Music (two required) -	6
Music 341, Band Organization -----	2
Music 342, Band Conducting -----	2
Music 365, Instrument (Private) -----	3
Band, Band Participation -----	5
Total -----	18

VARIABLE II: CHORAL MUSIC

Music 240 or 245, Elementary or Secondary Methods -----	2
Music 250b, General Applied Music -----	3
Music 340, Choral Conducting -----	2
Music 350, Piano (Private) -----	3
Music 360, Voice (Private) -----	3
Choir, Choir Participation -----	5
Total -----	18

REQUIREMENTS FOR A MINOR IN MUSIC

GENERAL REQUIREMENTS

Music 120, Sight Singing and Ear Training -----	4
Music 371, Music History and Appreciation -----	4
Total -----	8

VARIABLE I: INSTRUMENTAL MUSIC

Music 250c, 250d, 250e, General Applied Music (two required) -	6
Music 341, Band Organization -----	2
Music 342, Band Conducting -----	2
Band, Band Participation -----	5
Total -----	15

VARIABLE II: CHORAL MUSIC

Music 240 or 245, Elementary or Secondary Methods -----	2
Music 250b, General Applied Music -----	3
Music 340, Choral Conducting -----	2
Music 350, Piano (Private) -----	3
Music 360, Voice (Private) -----	3
Choir, Choir Participation -----	5
Total -----	18

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Science and Mathematics

REQUIREMENTS FOR A MAJOR IN SCIENCE

GENERAL REQUIREMENTS

	Qr. Hours
*Science 110, 111, 112, Science Survey -----	12
*Geography 110, Elements of Geography -----	4
Geography 202, Meteorology and Climatology -----	4
Physical Science 210, 211, General Chemistry -----	8
Physical Science 310, 311, General Physics -----	8
Science 440, Materials for Teaching Science in Secondary Schools -----	4
Total -----	40

**VARIABLE I: MAJOR IN BIOLOGY AND A MINOR IN
PHYSICAL SCIENCE**

Biology 212, Vertebrate Zoology -----	4
Biology 214, General Botany -----	4
Botany, Two Electives -----	8
Animal Study, Two Electives -----	8
Physical Science 212, Chemistry -----	4
Physical Science 312, Physics -----	4
Total -----	32

VARIABLE II: MAJOR IN GEOGRAPHY *

Geography 200, Geology -----	4
Geography 220 or 222, Economic or Conservation -----	4
Geography 310, North America and Minnesota -----	4
Geography 315, Eurasia -----	4
Geography 317, Southern Lands -----	4
Geography, Elective -----	4
Total -----	24

**VARIABLE III: MAJOR IN PHYSICAL SCIENCE AND A
MINOR IN BIOLOGY**

Physical Science 212, Chemistry -----	4
Physical Science 312, Physics -----	4
Physical Science, Three Electives -----	12
Biology 212, Vertebrate Zoology -----	4
Biology 214, General Botany -----	4
Biology, One Elective -----	4
Total -----	32

REQUIREMENTS FOR A MINOR IN BIOLOGY

*Science 110, 111, 112, Science Survey -----	12
Biology 212, Vertebrate Zoology -----	4
Zoology, Elective -----	4
Biology 214, General Botany -----	4
Botany, Elective -----	4
Total -----	28

* Geography majors can complete a minor in Biology or Physical Science by taking either the Biology requirements or Physical Science requirements in Variable I or Variable III.

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REQUIREMENTS FOR A MINOR IN GEOGRAPHY

	Qr. Hours
* Geography 110, Elements of Geography -----	4
Geography 220, Economic Geography -----	4
Geography 310, North America and Minnesota -----	4
Geography 315 or 317, Eurasia or Southern Lands -----	4
Geography, Elective -----	4
Total -----	20

REQUIREMENTS FOR A MINOR IN PHYSICAL SCIENCE

Physical Science 210, 211, 212, Chemistry -----	12
Physical Science 310, 311, 312, Physics -----	12
Total -----	24

REQUIREMENTS FOR A MAJOR IN MATHEMATICS*

Mathematics 120, College Algebra I -----	4
Mathematics 121, College Algebra II -----	4
Mathematics 122, Trigonometry -----	4
Mathematics 220, Analytics -----	4
Mathematics 222, 223, Calculus I, II -----	8
Mathematics 310, College Geometry -----	4
Mathematics 312, Calculus III -----	4
Mathematics 405, Applied Mathematics -----	4
Total -----	36

REQUIREMENTS FOR A MINOR IN MATHEMATICS

Mathematics 120, College Algebra I -----	4
Mathematics 121, College Algebra II -----	4
Mathematics 122, Trigonometry -----	4
Mathematics 220, Analytics -----	4
Mathematics 222, Calculus I -----	4
Mathematics 310, College Geometry -----	4
Total -----	24

Social Studies

REQUIREMENTS FOR A MAJOR IN SOCIAL STUDIES

*History 110, 112, American History -----	8
History 120, 320, 321, European History -----	12
History 250, Minnesota History -----	4
History 311 or 360, Economic History or History of the West-4	4
Geography 220, Economic Geography -----	4
*Political Science 210, American Government -----	4
Political Science 300, International Relations -----	4
*Economics 210, Principles of Economics -----	4

* Students who had more than one year of high-school algebra may omit Mathematics 120 in the requirements for either a major or a minor.

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Economics 315, Applied Economics	4
Sociology 210, Introduction to Sociology	4
Sociology 311, Social Problems	4
Social Studies, Elective	4
Total	60

REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE

* Political Science 210, American Government	4
Political Science 300, International Relations	4
Political Science 312, State and Local Government	4
Political Science 314, Comparative Governments	4
Political Science, Two Electives	8
Total	24

REQUIREMENTS FOR A MAJOR IN HISTORY

*History 110, 112, American History	8
History 120, 320, 321, European History	12
History 250, Minnesota History	4
History 311 or 360, Social and Economic History or History of the West	4
History 410, Introduction to Historical Research	4
History, Elective	4
Total	36

REQUIREMENTS FOR A MINOR IN HISTORY

*History 110, 112, American History	8
History 120, 320, 321, European History	12
History 250, Minnesota History	4
Total	24

College Divisions

For instructional purposes the College is organized into the following seven divisions:

I. DIVISION OF ART AND INDUSTRIAL EDUCATION

II. DIVISION OF EDUCATION

III. DIVISION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

IV. DIVISION OF LANGUAGES AND LITERATURE

V. DIVISION OF MUSIC

VI. DIVISION OF SCIENCE AND MATHEMATICS

VII. DIVISION OF SOCIAL STUDIES

The staff, the aims, and the course offerings, together with brief course descriptions, are presented in connection with each division.

Each course, unless otherwise stated in the course description, is a four quarter-hour course.

Course numbers indicate in general the level for which courses are intended. Courses on the one-and-two-hundred levels are for Freshmen and Sophomores and those on the three-and four-hundred levels are for Juniors and Seniors.

DIVISION OF ART AND INDUSTRIAL EDUCATION

Miss Williams, Chairman; Mr. Johnson; Mr. Weltzin.

Function of the Division

The work of this division is designed to meet the needs of students going into the teaching profession by aiding them in developing appreciation, understanding, and skills in the general fields of art and industrial education.

Description of Courses

ART

110. Art Elements.—This course aims to give a working basis for the interpretation and expression of art through the study of line, form, dark-light, color, proportion, harmony, rhythm, and balance. The acquisition of a certain skill and the development of creative expression through the use of various mediums are expected. Note books are kept and each unit of work is developed through lectures, illustrated materials, and practical work. Fall, Winter, Spring. Fee, fifty cents.

120. Art Structure 1 (Design and Composition).—The course offers a study of the principles underlying good design. Problems are given involving original studies in spacing, line composition, form, dark-light, pattern, and color harmony as applied to various materials and mediums. Prerequisite: Art 110. Winter. Fee, fifty cents.

140. Applied Design.— This course is divided into two parts: (1) Practical work suited to the grades; and (2) methods of teaching art in the elementary schools. Materials used are clay, wood, cardboard, metals, paper, and various waste materials. Fall, Winter, Spring. Fee, two dollars.

220. Art Structure II.—The purpose of this course is to give broader and more definite knowledge of the principles of design and their application and to develop further power of creation, greater skill, keener appreciation, and a finer standard of execution and selection. The application of principles is made through various mediums. Prerequisite: Art 120. Spring, 1943. Fee, fifty cents.

240. Technique in Art Teaching in the Elementary School.— This course presents a comprehensive view of the problems involved in the teaching of Art in the elementary schools. It includes a study of the objectives and desired outcomes of a course of study, the subject matter, the techniques employed, the materials and their organization, sources of supplies, and supplementary materials. Two quarter hours. Fall.

241. Craft Work.—This course is a study of problems and methods of developing units of work suitable for use in intermediate grades and high school. Creative work is done with leather, plaster, clay, book-binding, textiles, and other mediums. Spring. Fee, two dollars.

245. Technique in Art Teaching in the Secondary School.— This course presents a comprehensive view of the problems involved in the teaching of art in the secondary schools. It includes a study of objectives and desired outcomes of a course of study, the subject matter, the techniques employed, the materials and their organization, sources of supplies, and supplementary materials. Two quarter hours. Fall.

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270. Art Appreciation.—An introduction to the study and enjoyment of art in its various expressions. Through abundant illustrative material the course aims to establish a few fundamental principles for critical judgment. The topics discussed in the lectures cover architecture, sculpture, painting, and the minor arts. Winter, 1942-43; Spring, 1943.

310. Commercial Art.—A study of the principles of design as applied to poster making, commercial advertising, and lettering. Special stress is put on high-school and college annuals, and problems of the art instructor in relation to the annuals are discussed. Fall, 1942. Fee, fifty cents.

320. Stagecraft.—A study of art problems for amateur productions, planning color ensembles, relating main character and groups to settings and lightings. Designing or building stage models, practical work in cutting, draping, and painting costumes and headdress. This class is given in connection with the play production classes. Two quarter hours. Fee, fifty cents.

330. Art History 1.— This course deals with the study and appreciation of architecture, painting, sculpture, and the minor arts. The purpose of the course is to give a background of knowledge of the world's art and its development from the beginning through the Renaissance. Winter, 1943-44.

331. Art History II.—This course is a continuation of 330 and deals with the history and development of Art from the Renaissance through the Modern period. Spring, 1944.

372. Art in the Home and Community.— A study of the fundamental elements and principles of design applied to the problems of the home and community. A study is made of historic styles in architecture and interior decoration, selection of costumes, budget making, and community planning. Fall.

374. Workshop in Arts and Crafts.—An exploratory studio-laboratory where students may pursue special interests in the creative arts and crafts under guidance. Practical work is offered in basic techniques depending on the individual student's need or the type of program elected. Prerequisite: The consent of the instructors. Winter, 1942-43; Summer, 1943.

410. Color.—This course consists of color theory, tonal relations, and the limitations and resources of the different mediums—water color, crayon, pastel, and oil paint. Emphasis of the application is upon still life, landscape, sketching from the costume model, and creative compositions. Two quarter hours. Fee, fifty cents.

411. Pottery.— This course consists in building forms, using the coil method, making plaster paris moulds and casts, sketching small figures in clay, moulding medallions in high and low relief, biscuit firing and glazing. Spring. Fee, two dollars.

INDUSTRIAL EDUCATION *

110. Principles of Mechanical Drawing.—This course deals with the fundamentals of the graphic language of drawing. Problems are chosen for freehand sketching, various types of pictorial drawing, and orthographic projection. Lettering, use of instruments, and the reproduction of drawings are taught in this course. Winter.

115. Printing.—The history and development of the graphic-arts industry receive consideration in this course. Exercises are given in type-setting, stone work, paper cutting, presswork, and cost computation. Visits are made to different printing establishments. Spring.

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120. Woodwork.—A course in bench work which aims to familiarize the student with the essential tools and processes used in work with wood. Simple projects are worked out with emphasis centered upon care of tools, identification and choice of woods, use of hardware, finishing, and cost of materials. Summer, Fall.

210. Architectural Drawing.—Architectural details are studied in relationship to the planning and construction of the various types of homes. Each student works out a set of plans, elevations, and details for a home of his own choice. Prerequisite: Industrial Education 110. Winter.

215. Advanced Printing.—Advanced problems of layout and design are given in work on programs, office forms, letterheads, and newspaper work. Type faces are emphasized. Each student is given an opportunity to do some work on the college newspaper. Prerequisite: Industrial Education 115. Spring.

220. Advanced Woodwork.—Emphasis is centered upon furniture construction and cabinet work in this course, involving the use of woodworking machines and variety of equipment. A study is made of the period styles in furniture. Prerequisite: Industrial Education 120. Fall.

310. Sheet Metal and Pattern Drafting.—Patterns are drawn for the projects worked out in the metal shop. Parallel, radial, and triangulation developments are included, with practical problems chosen for each type. A few projects in Art Metal are included. Prerequisite: Industrial Education 110. Winter.

315. General Metal.—Bench metal, machine lathe, forging, and oxy-acetylene welding are phases of work that are dealt with in the cutting and shaping of iron and steel. Techniques are emphasized through problems chosen for each unit. Winter.

320. Art Metal and Jewelry.—This course offers the opportunity of working and becoming familiar with a variety of metals including copper, brass, aluminum, pewter, nickel, and silver. A large variety of projects are worked out involving the different forming and shaping operations. A course for craft workers or for people who wish to develop a hobby. Summer.

325. Wood Turning.—The work on the wood lathe involves spindle and face-plate turning, cutting and scraping tool operations, and finishing. Two quarter hours. Spring, 1944.

330. Upholstery.—The work in this course covers a study of the equipment and materials used in upholstery, and work on pad and spring seats. The student may choose to re-finish and re-condition different pieces of furniture. Two quarter hours. Spring, 1944.

430. History and Teaching of Industrial Education.—A survey is made of the development and growth of this phase of education. A major part of the time, the discussion centers on objectives, various courses of study, and related and technical information for the different subjects. Literature, sources for materials, and shop equipment and layout are emphasized. Spring, 1943.

*Students taking drawing courses are required to furnish their own drawing equipment. Each student pays for the materials he uses in the different courses.

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DIVISION OF EDUCATION

Mr. Christensen and Miss Lommen, Co-chairman. Miss Carlson, Miss Corneliusen, Miss Draxton, Mrs. Durboraw, Mr. Hammer, Miss Hawkinson, Miss Heston, Miss Holen, Miss Hopkins, Miss Kleppe, Miss Korsbrek, Miss Loudon, Mr. Lura, Mr. Michaels, Mr. Schroeder, Miss Solem, Miss Sorcknes, Mr. Spencer, Miss Undseth, Miss Williamson. Supervising teachers in affiliated rural schools: Miss Bruhn, Miss Cheney, Mr. Erickson, Miss Gunderson, Miss Helland, Miss Heutzenroeder, Mrs. Kittleson, Miss Lee, Miss Mikkelson, Miss Solem, Miss Trattles, Miss Wardeburg, Miss Woolson.

Function of Division

The Division of Education aims to equip the student with knowledge, skills, and understanding that will specifically prepare him for the profession of teaching. The work emphasizes the scientific aspects of educational procedure. It is designed to be practical and to provide the student with the technical ability essential for effective educational work in elementary and secondary schools.

CAMPUS SCHOOLS

The Campus Schools consist of the College Elementary School and the College High School. They provide laboratory facilities for students specializing in elementary and secondary education respectively. The work is under the direction of the superintendent of the Campus Schools.

College Elementary School

The College Elementary School consists of a kindergarten and six grades, one to six inclusive. The school is organized into two divisions on the basis of the primary and the intermediate grades. A principal is in charge of each division.

The College Elementary School provides, first of all, the best possible educational advantages for the children in the community who attend the school; it offers students in the College opportunity for observation in connection with their course work; it furnishes actual schoolroom situations for student teaching.

College High School

The College High School is an undivided six-year high school consisting of grades seven to twelve inclusive, organized in accordance with the Minnesota State Standards for a six-year high school. It is accredited by the North Central Association of Secondary Schools. Students from the community and adjacent North Dakota rural schools are admitted to the high school upon presentation of satisfactory credentials from former schools attended. A principal is in charge of the College High School.

The school serves the College in the same capacity as does the College Elementary School. The curriculum includes the customary academic work and in addition work in the commercial field, home economics, music, art, industrial arts, forensics, and physical education, including swimming and athletics.

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AFFILIATED SCHOOLS

In order that the work of the College may be immediately related to public school education in its territory, several neighboring schools have been affiliated with the College. These consist of nine superior accredited rural schools. Students enrolled in the two-year curriculum are assigned to six weeks of intensive participation in the educational activities of these rural districts, supervised by a staff of competent supervisors.

Description of Courses

120. Psychology of Learning.— Designed for the two-year elementary curriculum. Attention is given to our hereditary background, how we learn, and other factors which affect learning such as transfer, motivation, individual differences, intelligence, and conditions for effective learning. Some attention is also given to standard and new-type objective tests and diagnostic and remedial procedures. Fall, Winter, Spring, Summer.

210. General Psychology.— Provides the student with a background of the facts and principles of the science of psychology which will enable the student to understand himself and others. Deals with such topics as the characteristics of behavior, inheritance, development, emotions, and motivation, motor and sensory functions, neural organization, language habits, attending, perceiving, and thinking. Fall, Winter, Summer.

240. Techniques and Observation in the Graded School.— Directed study and observation of the learning experiences of children in the Kindergarten-Elementary school. Special emphasis upon the nature of materials and the instructional processes in the language arts. Required of all students in the two-year curriculum. This course is taken in conjunction with teaching in the Campus Elementary School. Two quarter hours. Fall, Winter, Spring.

243. Techniques and Observation in the Rural School.—A laboratory course similar to Education 240. It is scheduled with rural student teaching and includes a study of methods and teaching materials recommended for the eight grades. Required of all students taking the two-year Curriculum. Two quarter hours. Fall, Winter, Spring.

245. Rural School Management.—A study of the school plant, equipment, housekeeping, daily program, records and reports, school laws, planning for school activities, and the place of the school in the community. Fall, Winter, Spring.

250, 251. Teaching for Two-Year Students.— All students preparing to qualify for the standard elementary school certificate in Minnesota are required to take one term of intensive teaching for a six weeks' period in one of the affiliated rural schools and one term of twelve weeks of teaching in the Campus Elementary School. Ten quarter hours. Fall, Winter, Spring.

252. Elective in Student Teaching.—Five quarter hours. Fall, Winter, Spring.

290. Kindergarten-Primary Curriculum.—A study of the principles underlying the selection and organization of learning experiences in early childhood. Students are afforded opportunity to plan, adapt, and evaluate materials for a unified kindergarten-primary curriculum. Prerequisite: Education 120 or 320. Winter, 1942-43.

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320. Educational Psychology.— Designed for the four-year curriculum. A study of the application of psychological principles to learning. The subject deals with such matters as the modifiability and educability of the human organism, the learning processes, economy of learning, motivation, rates and permanence of learning, intelligence, transfer of training, individual differences. Prerequisite: Psychology 210. Fall, Winter, Spring, Summer.

325. Psychology of Elementary School Subjects.— A study of how psychological principles operate in the teaching and learning of the various elementary school subjects. School practices and procedures are examined for conformity with accepted or established principles. Efficiency of learning as revealed by the best research is emphasized. Fall, 1942; Summer, 1943.

330. Development of the American School.—The history of public school education in the United States. Deals with the transit of education from Europe to America and the changes in American education, the struggle for free schools, the development of special types of schools, and the origin of many present practices and policies. Spring, 1944.

340. Observation and Applied Techniques of Instruction in the Elementary School.—Designed for students pursuing the degree curriculum in elementary education. The techniques of selection, organization, and presentation of learning experiences are observed in operation on all levels of child development. This course is taken in conjunction with Teaching 450 in the Campus Elementary School. Winter.

341. Elementary School Curriculum.— Deals with the development and curricular offerings of the elementary school. Attention is given to the function of education in a democratic society, the appraisal of state and local courses of study, techniques of curriculum construction, individualized experience in adapting materials for teaching purposes, evaluation of textbooks in the various subject matter fields, and practice in the integration of various types of learning experiences. Prerequisite: Education 340 and Teaching. Spring, Summer.

345. Secondary School Technique.— A functional course in techniques applying psychology, the findings of research, and the theories of education in the high school. Observation of classes designed to demonstrate principles and practices is basic in the course. Prerequisite: Education 120 or 320. Fall, Spring.

346. Secondary School Curriculum.— A study of the background, present status, and trends of secondary school offerings on both junior and senior levels. State requirements, courses of study and their construction, and daily schedules are given consideration. Prerequisite: Education 345. Spring.

360. The Exceptional Child.— Deals with the learning difficulties experienced by children who are handicapped as well as those who are gifted and who deviate so far from normal that difficulties will be encountered in attempting to teach them in regular classes. This includes such children as the crippled; those with defective hearing, vision, and speech; the mentally deficient and mentally superior; the delicate or nervous child; and the socially maladjusted. Prerequisite: Education 120 or 320. Winter, 1943-44; Summer.

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361. Psychology of Adolescence.—A study of the behavior of the individual, especially during the period of adolescence. Emphasis is placed on problems of adjustment. Attention is given to physical and intellectual development, interests, delinquency, emotions, social behavior, emancipation from the family, and other typical problems of youth in the process of development from childhood to maturity. Prerequisite: Education 120 or 320. Fall, Spring, Summer.

362. Mental Hygiene and Personality Development.— A study of the causes of poor mental health resulting from the child's failure to make proper adjustments at home, at school, and in the community. The effects of improper adjustments on personality development with suggested remedial procedures are considered. Attention is also given to the mental health of the teacher. Applicable to either the elementary or secondary fields. Prerequisite: Education 120 or 320. Spring, Summer.

365. Child Development.— The factors involved in the growth and development of the child's personality are traced from conception to adolescence. Attention is given to such factors as prenatal development; infant behaviorism; physical, intellectual, emotional, and social development; the growth of interests, language and motor skills; and behavior problems. Prerequisite: Education 120 or 320. Fall, Spring, Summer.

366. Parental Education.— A survey of the aims, development, and current literature of parental education. Includes a study of the general and specific parent-child problems, methods of educating the parent, and the making of bibliographies of helpful material. Valuable to both parents and teachers. Prerequisite: Education 361 or 365. Winter, 1943-44.

367. Social Psychology.— The effects of the behavior of one person upon another, of individual conduct in its relation to social and group stimulation. Attention is given to the development of personality and behavior through special agencies of social control. Emphasis is placed on the various aspects of human make-up utilized by society in the shaping of individual conduct and belief. Prerequisite: Education 120 or 320. Winter, 1943-44.

371. Diagnostic and Remedial Procedures.— A study of the extent and the causes of failures, of adaptation of instruction to individual differences, and of the nature and function of instruments used to detect and to remove causes of failure. Whenever facilities are available, practice in diagnostic and remedial work is given. Prerequisite: Education 120 or 320. Most meaningful after the courses in statistics and measurement. Fall, 1943; Summer 1943.

372. Elementary School Tests and Evaluation.— A study of standardized tests used in the elementary school in the various subjects. Attention is given to the selection, administration, scoring, interpretation of the results of testing, and to the building of an adequate testing program for the elementary school. Practice is given in the construction and uses of different types of examinations. Taken in conjunction with Education 374. Prerequisite: Education 120 or 320. Two quarter hours. Fall, Summer.

373. Secondary School Tests and Evaluation.—A study of standardized tests used in the secondary school in the various subject fields. Attention is given to the selection, administration, scoring, interpretation of the results of testing, and to the building of an adequate testing program for the secondary school. Practice is also given in the construction and uses of different types of examinations. Taken in conjunction with Education 374. Prerequisite: Education 120 or 320. Two quarter hours. Winter; Spring; Summer, 1943.

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374. Fundamentals of Educational Statistics.— A subject intended to give students a command of the minimum procedures in the organization, summarization, and interpretation of educational data. Measures of central tendency, variability, statistical differences, and correlation are emphasized. Taken in conjunction with either Education 372 or 373. Prerequisite: Education 120 or 320. Two quarter hours. Fall, Winter, Spring, Summer.

375. Educational Investigations.— Deals with worth while research in the fields of curriculum, administration, or psychology, with emphasis on the soundness of the methods used and the reliability of the conclusions drawn. When desirable, an original investigation in at least one field is conducted. Especially recommended to students who plan to do graduate work. Prerequisite: Education 374 and either 372 or 373. Winter, 1943-44.

385. Supervision of School Activities.—A study of the purposes and management of student organizations and student government. Practice is given in parliamentary procedure and in the work of organization officers. Especially valuable to students who as teachers will be called upon to manage or assist with extra-class activities. Spring, 1943.

386. Audio-visual Aids in Teaching.—Deals with the psychology principles involved in audio-visual education and gives practice in preparing, evaluating, and using audio-visual materials. Attention is given to school journeys, school museums, motion pictures, flat pictures (including slides, stereoscopes, film strips) and graphics. A careful study is made of projection. Equally applicable to elementary and secondary fields. Prerequisite: Education 120 or 320. Winter, 1942-43; Summer 1943.

415. Philosophy of Education.—A final subject in education which is intended to aid the student to crystalize his thinking with respect to the professional aspects of education to enable him to formulate a practical philosophy for his work in education. Attention is given to such topics as the meaning of education, progress, preparation for adult living, the child-centered school, essentialism, education in the machine age, and education for democratic living. To be taken in the senior year. Winter, Spring.

421. Elementary School Administration.—A study of leadership, office management, records, reports, student and staff personnel, supplies, janitorial service, transportation, and related problems in elementary school. Especially valuable for students looking forward to administrative work in the elementary school. Taken in conjunction with Education 423. Prerequisite: Education 250 and 341. Fall, 1942; Summer, 1943.

422. Secondary School Administration.—A study of leadership, office management, records, reports, students and staff personnel, supplies, janitorial service, transportation, and related problems in the secondary school. Especially valuable for students looking forward to administrative work in the secondary school. Taken in conjunction with Education 423. Prerequisites: Education 346 and 450. Two quarter hours. Fall, 1943.

423. School Law.—A study of the teacher's authority and responsibility, pupils' rights, rules, contracts, pensions, and school funds and property. Constant reference is made to Minnesota School Laws. Taken in conjunction with either Education 421 or 422. Two quarter hours.

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425. Secondary School Guidance and Counseling.— A study of the principles of guidance with emphasis upon the individual's vocational, educational, and social needs with respect to proper adjustment to society. The organization and administration of guidance and counseling programs in the secondary school is studied. Especially valuable for high-school teachers who are interested in the growing trend in guidance and counseling in our secondary schools. Prerequisite: Education 373 and 374. Fall, 1943.

430. Supervision in the Elementary School.— An analysis of the modern concept of supervision followed by a study of the teaching-learning situation with suggested plans for improving instruction and learning conditions. Summer, 1943.

432. Supervision in the High School.— A course to introduce prospective high-school supervisors, principals, demonstration teachers, and graduate students to the tools of supervision and curriculum construction by means of a laboratory course in the College High School and cooperating schools. Recommended to students who look forward to supervisory or administrative work in the secondary school as principals or superintendents. Prerequisite: Education 250 or 450. Spring, 1943; Summer, 1943.

450e-451e. Teaching for Elementary Degree Students.—Students pursuing a degree in elementary education are provided with an opportunity for participation in actual teaching in their junior year. This teaching is taken in conjunction with Education 340 in the junior year. Each student is given an opportunity to teach in the elementary school with an additional unit of teaching in the special field of his concentration. Teaching 451e is scheduled for the senior year; 450e Winter Quarter, junior year; 451e, Fall, Winter or Spring, senior year. Ten quarter hours.

450s-451s. Teaching and Special Methods in Academic Fields for Secondary Teachers.—To meet requirements for the General Standard High-School Certificate, two quarters of integrated teaching and special techniques in fields of academic majors or minors are required in the College High School of degree students. Teaching 450s may be taken in the Spring quarter of the junior year and teaching 451s in the senior year; 450s Winter Quarter, junior year; 451s, Winter or Spring, senior year. Ten quarter hours.

455. Teaching and Methods in Special Field.—This course is required of both elementary and secondary degree students who major or minor in special subjects such as art, physical education, industrial arts, and music. Prerequisite: Education 450s. Fall, Winter, Spring.

DIVISION OF HEALTH, PHYSICAL EDUCATION, AND
RECREATION

Miss Frick, Chairman; Mr. Anderson; Miss McKellar.

Function of the Division

The purpose of the division is: (1) to promote, maintain, and safeguard student health; (2) to make prospective teachers health conscious that they may be ready to assume responsibility for the problems in their own schools and their communities; (3) to educate all those who will teach in the elementary and ungraded schools so that they may adequately handle the health and physical activities in their own grades; (4) to educate special teachers of physical education for the high schools; (5) to provide an adequate training in the recreational forms of physical education to insure the student a variety of skills for present recreation and as a carry-over for later life; (6) to educate a selected group to act as recreational leaders in their schools and communities.

Instruction is provided mainly through participation and only incidently through lecture.

Description of Courses

Every college student, man or woman, is expected to take Physical Education for six quarters. With rare exceptions this work is to be completed during the first six quarters of residence.

All classes meet three times a week and are evaluated on the basis of these three laboratory hours, with little or no outside preparation, as one quarter hour of credit each quarter.

I. Four-year Curriculum

MEN

Freshman Year

160. Soccer.—Two hours a week, third hour elective. One quarter hour. Fall.

161. Tumbling and Rhythms.—Two hours a week with third hour elective. One quarter hour. Winter.

162. Softball.—Two hours a week, third hour elective. One quarter hour. Spring.

Sophomore Year

260. Speedball.—Two hours a week, third hour elective. One quarter hour. Fall.

261. Volley ball.—Two hours a week, third hour elective. One hour. Winter.

262. Track and Field.—Two hours a week, third hour elective. One quarter hour. Spring.

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WOMEN

Freshman Year

150. Speedball.—Two hours a week, third hour elective. One quarter hour. Fall.

151. Tap Dancing.— Two hours a week, third hour elective. One quarter hour. Winter.

152. Individual and Dual Sports.—Two hours a week, third hour elective. One quarter hour. Spring.

Sophomore Year

250. Hockey.—Two hours a week, third hour elective. One quarter hour. Fall.

251. Folk Dancing.— Two hours a week, third hour elective. One quarter hour. Winter.

252. Tennis and Badminton.—Two hours a week, third hour elective. One quarter hour. Spring.

Electives.—Students choose one elective each quarter. Choice must be in not less than two nor more than three groups. All electives are not given in any one college year. They are offered as popular demand, facilities, and other factors permit. Some of each group will be offered in each quarter. Men who are members of the Freshman and Varsity teams may substitute that activity for their elective in Physical Education but not for the required courses.

Group 1*

Swimming: (1) Beginning Swimming I; (2) Intermediate Swimming II; (3) Advanced Swimming and Diving III; and (4) Life Saving IV.

GROUP II

Sports: (1) Kickball; (2) Soccer; (3) Basket ball; (4) Softball; (5) Volley Ball; (6) Tennis; (7) Individual and Dual Sports; (8) Beginning Archery; and (9) Advanced Archery.

Group III

Rhythms: (1) Advanced Folk Dancing; (2) Advanced Tap Dancing; (3) Social Dancing; and (4) Square Dancing.

Group IV

Special Activities: (1) First Aid; (2) Home Care of the Sick; (3) Corrective Gymnastics; (4) Personal Hygiene; and (5) Tumbling.

* All swimming is planned to follow the Red Cross outline.

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Two-year Curriculum

For the two year student, man or woman, the basic aim of the Physical Education program is to educate students to teach Health and Physical Education in their own grades; to supervise play periods; and to be intelligent leaders in community recreation.

Men whose chief interest is in the upper grades may, upon consultation with their adviser, be permitted to take the same program as men in the degree curriculum during their freshman year. In the sophomore year the work for men and women is the same.

FRESHMAN YEAR

140. Primary and Elementary Rhythms.—Two hours a week with one hour elective chosen from the four-year list. One quarter hour. Fall.

141. Traditional Group Games.—Two hours a week, third hour elective from the four-year list. One quarter hour. Winter.

142. Playground Games.—Two hours a week, third hour elective chosen from four-year list. One quarter hour. Spring.

SOPHOMORE YEAR

240. Introduction to Teaching of Health, Safety, and Physical Education.—Class meets three times a week. Taken during the quarter in which the student is doing student teaching. One quarter hour. Fall, Winter, Spring.

241. Elementary School Problems.—Three hours a week during the quarter the student is teaching in the Campus School. Class spends part of the time in actual supervised teaching and observation in the grades where the academic teaching is done. One quarter hour. Fall, Winter, Spring.

242. Rural School Problems in Play Activity.—Class meets three times a week during the six weeks the student is on campus, either preceding or following the rural school teaching. Students follow specific assignments in teaching and observing during their rural teaching. One quarter hour. Fall, Winter, Spring.

HEALTH AND PHYSICAL EDUCATION

253. M. Scout Leadership Training Course.—This course, open to men only, is offered through the courtesy of the Red River Valley Council of the Boy Scouts of America and is personally directed by a Council executive. Courses completed apply on the Five Year Training Program of the Boy Scouts of America and are credited toward the Scoutmaster's Key and the Scouters Training Award. Two quarter hours. Spring.

253. W. Club Leadership.—This course, for women, parallels the Scout Leadership Course. It is possible for women who successfully finish the course to receive the Guardian Training certificate of the Camp Fire Girls of America. Two quarter hours. Spring.

322. Body Mechanics.—The physiology and hygiene of exercise offers the teacher of Physical Education a working basis for selection of activity. Two quarter hours.

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324. Physical Tests and Measurements.—A study of standard tests of physical and sport skills with practice in administering and evaluating them. Two quarter hours.

325. Corrective Gymnastics and First Aid.—A course designed to help the teacher recognize postural defects so that he may prevent as well as correct them. The student is expected to complete at least the Standard Red Cross First Aid Course. Two quarter hours.

326. Organization and Administration of Sports and Athletics.—Specific problems of both varsity and intramural programs are reviewed with special attention given to the making of sports programs and the selection and care of equipment. Two quarter hours. Spring, 1944.

330. Skills I.—The student is afforded opportunity to improve his own skills, to analyze the techniques involved in teaching them, and to anticipate special problems. Study of skills in basket ball, badminton, archery, folk, social, and tap dancing. Winter.

345. Technique I.—A discussion of special problems in organization and class management and of the techniques involved in teaching soccer, speedball, and field hockey. Opportunity for laboratory teaching and officiating. Fall.

360. M. Coaching for Men.—This course is a resume of the problems incidental to the coaching of football, basket ball, and track. Wherever possible the student is given practical experience as well as theory. An example is the class project of handling the annual Dragon Relays. Two quarter hours. Spring, 1944.

360. W. Coaching for Women.—Since the modern program stresses the intramural sports for girls, the emphasis is placed here. Opportunity is afforded the class to set up and supervise a sports program which is open to the entire student body. Two quarter hours. Spring, 1944.

430. Skills II.—An amplification of Skills I, with special emphasis on teaching the skills listed in Skills I. A study of sequence of activity fundamentals for more effective teaching. Winter (alternates with 330).

440. Playground Management.—A correlation of physical education with the educational objective: "a wise use of leisure time." The special emphasis is on organization and conducting of tournaments, recreational projects, and the supervision of school playgrounds. Some time is given to problems of summer camps and activities of special recreational organizations. Winter, 1943-44.

445. Technique II.—An amplification of Technique I with added opportunity for teaching and officiating. The special emphasis is on aims and objectives and on the principles of program building. Fall (alternates with 340).

460. Organization and Administration of Physical Education.—The chief problem discussed is that of program building and curriculum planning. A study of facilities, clothing, and physical education equipment aims to correlate physical activity with health teaching. Two quarter hours.

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405. History and Philosophy of Physical Education.— A survey of the background of modern physical education and its relationship to health training. An effort is made to show the student what conditions, political as well as educational and economic, have brought about the modern program as it is found in our schools. He is also encouraged to look into the future and to formulate a philosophy for his own teaching, using as a help the outstanding ideas of modern educators, Fall, 1944.

RECREATION

410. Seminar in Recreation.— This course is offered cooperatively by faculty members, with additional lectures by other experts in the field. It aims to give the student a broad overview of the field and to suggest to him the basic problems he will meet and some of their solutions. Ordinarily completion of at least two of the required courses is a prerequisite. Winter.

450. Field Course in Recreation.—A course in directed practice in the field of recreation. The student chooses a specific recreational project which is approved by the faculty committee. This may be either a college or a community project, but the student is required to plan, develop, and complete it in all of its details. The number of quarter hours of credit are pre-determined and depend on the amount of time to be devoted to the subject. Recreation 410 is ordinarily a prerequisite.

DIVISION OF LANGUAGE AND LITERATURE

Mr. Murray, Chairman; Miss FitzMaurice; Miss Holmquist; Miss Hougham; Mr. Lillywhite; Miss Lumley; Miss Tainter; Miss Tangen. Mr. Woodall.

Function of the Division

The division of language and literature has as its threefold aim (1) the continued development of the individual toward mastery of languages as a tool in spoken and written communication; (2) the gaining of new insight into scientific and philosophic truths through the personalization that constitutes literature; and (3) the transmission of racial and community ideals and culture through the simultaneous appeal of literature to mind and emotion.

In the field of constants it centers on all three aims but with special stress on the first. Advanced offerings give the prospective teacher in languages, literature, speech, journalism, or library the desired background of materials, knowledge, and personal experience as aspects of his professional training.

Description of Courses

ENGLISH

90. Corrective English.—A course without college credit for those who are deficient in the fundamentals of grammar and composition. All entering freshmen are carefully tested, and those who are clearly below standard are required to pass English 90 before entering a credit course in English. Those who are very high will be permitted to omit English 110, entering instead into English 111 and subsequently taking as their fourth constant English 308, English 310, Journalism 220 or Journalism 338; or if in the two-year curriculum, English 210.

110, 111, 112. Fundamentals in English.—A study of various types of written communication, with special emphasis on the eradication of errors and on practice in reading and outlining. Readings in essays, biographies, short stories, plays, poems, books of fiction and non-fiction are introduced for the dual purpose of providing ideas for writing and of enriching the student's cultural background. Continuous throughout the year. Three quarter hours.

210. Survey of World Literature.—An introductory study of a number of world masterpieces in translation with the purpose of revealing the continuity of culture from early classical times to the present. Through acquaintance with various types, a basis is formed for the appreciation of all literature. Fall, Winter, Spring.

212, 213, 214. Survey of English Literature.—A connected survey of English literature from Beowulf to modern times, to help the student develop critical standards, gain a perspective of outstanding periods, and to understand their connection with life today. Major writers proportionately stressed. Continuous throughout the year.

250. Literature for Children.—A broad survey of the history and materials of the literature for children in the elementary grades. Fall, Winter, Spring.

308. The English Language.—A study of the development of the English language from various sources into a rich and infinitely flexible form. Of special value in the understanding and teaching of grammar and word study. Encourages and provides a sound foundation for growth in personal vocabulary. Fall, 1942.

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310. Advanced Composition.—Designed to enlarge the vocabulary, lay the basis for growth in a more attractive and serviceable style in various types of writing, and stimulate the student in the direction of synthetic thinking. Winter.

314. Survey of American Literature.— The development of American literature, stressing the more important writers and thinkers of the colonial, post-revolutionary, and post-civil war periods, but giving a perspective of all our literature down to 1910 and contributing toward the development of critical standards. Fall.

320. Shakespeare and His Age.—A study of the Elizabethan drama with emphasis upon Shakespeare's life and background, an intensive study of his representative plays, and a briefer survey of several others. Spring, 1943.

322. Chaucer and His Age.— A study of Chaucer against the background of mediaeval literature. Critical reading of the Canterbury Tales, with collateral reading of other works of Chaucer. A brief study of Chaucer's contemporaries. Fall, 1943.

328. Major American Writers 1830-70.— A course concentrating on the group which was responsible for a considerable body of our literature: Poe, the New England group, Whitman, and Lanier. A comparative and critical study of these writers against their background. Winter.

350. Literature for Children.— A continuation of English 250 with special emphasis on modern trends and methods of selecting literature for children. Spring.

351. High School Literature.— A survey of materials used in junior and senior high school, including readings for class study and lists of recommended readings on the various levels. A prerequisite for the library science courses. Fall, 1942.

402. Modern Drama.—A study of chief twentieth-century dramatists. Considers the influence of Ibsen, and studies modern trends, especially the tendency to deal with social and economic problems. Spring, 1944.

408. Modern Prose and Poetry.— A critical study of representative twentieth century novelists, poets, short story writers, and essayists in England and America, with somewhat greater emphasis on the latter. Considers trends both in style and viewpoint. Spring.

SPEECH

114. Principles of Speech.— A combination lecture and performance course based on the following phases of speech: Speech composition; the speech personality; public discussion; principles of good argumentation and their application; and situational speech. Voice, articulation, posture, gesture, force, and rhythm are considered in performance. Meets one hour a week throughout the year. Three quarter hours.

200. Mechanics of Play Production.—Designed to give training in the technical aspects of producing a play, such as lighting, costuming, scene designing, etc. Students registered for this course will work as members of the production staff of one or more plays. Two quarter hours. Fall.

232. Intercollegiate Forensics.—Designed to provide training in debate, oratory, extemporaneous speech, and other forensics activity. Students in this course will work in the speech activities on the campus and in inter-school speech events. Two quarter hours. Winter.

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234. Interpretation.—A study of the fundamentals of interpretation with the development of student skill in interpretative performance and the acquisition of teaching materials for high school as the chief objectives. Spring, 1944.

236. Essentials of Public Speaking.—The course aims to develop the skills necessary for intelligent, sincere, forceful speaking before an audience. The assigned speeches cover actual audience situations and varied types of speech. Spring, 1943.

340. Direction of School Dramatics.—Principles and methods of play direction are stressed in theory and practice as are techniques of stagecraft, acting, makeup, and direction as they apply to the high-school one-act and full-length play. Special emphasis is placed on problems of the high-school dramatic production. Fall, 1942.

342. Direction of School Forensics.—A course designed specifically for the teacher who will coach debate, oratory, extemporaneous speaking, and declamation in high school. Stress is placed on techniques, standards, and aims as well as on the tools and available materials for such work. Fall, 1943.

344. Principles and Methods of Speech Correction.—Designed to give prospective teachers a knowledge of the problem of defective speech in schools, and of the basic principles and methods of analyzing and treating speech defectives. Special attention is given to speech defects most common to this region. Winter.

345. Speech Correction Laboratory.—This course is a laboratory in which students who have had the course, Speech 344, will be given actual practice in examining and treating speech defectives in the Speech Clinic. Two quarter hours. Spring.

JOURNALISM

220. Reporting.—Principles and practice of news and feature story writing; interpretation and background of news. Students work directly with campus events and contribute both to the college and other papers. Two quarter hours. Fall, Winter.

330. History and Principles of Journalism.—A study of the principles with stress upon evaluation and classification of modern magazines and newspapers. Growth of and belief in freedom of the press, particularly in England and America, is developed. Spring, 1943.

332. Editorial Writing.—Practice in writing editorials, a study of editorials and editorial columns as constructive forces in the modern world, and a consideration of the journalistic and economic conditions bearing upon the writers of today. Two quarter hours. Winter.

334. Newspaper Editing.—A study of the problems of the modern newspaper editor, stressing copyreading, evaluation of news, editorial policies. Two quarter hours. Winter, 1943-44.

336. Production of School Publications.—A study of the student newspaper, magazine, and annual, including staff organization and management; business, advertising, and printing problems. Two quarter hours. Winter, 1942-43.

338. Special Feature Writing.—A seminar in writing for those interested in the special fields of newspaper, magazine, and radio work; opportunities for individual projects in poetry, prose, drama, and radio script. Spring, 1944.

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FRENCH

110, 111, 112. Elementary French.— Careful study and drill in pronunciation and fundamentals of grammar. Practice in reading, writing, and easy conversation in French. Credit is not given unless the year course is completed. Continuous throughout the year. 1942-43.

210, 211, 212. Intermediate French.— Readings in prose and poetry from modern authors. Outline of French life and history supplemented by collateral reading. Grammar review, composition, and conversation. Prerequisite: French 110, 111, 112 or two years of high-school French. Continuous throughout the year. 1943-44.

310, 311, 312. Survey of French Literature.— Development of French literature from the Chanson de Roland to the twentieth century as illustrated by the reading of representative masterpieces. Three class periods a week will be devoted to literature and the fourth to advanced composition and conversation. Prerequisite: French 210, 211, 212. Continuous throughout the year. 1942-43.

SPANISH

110, 111, 112. Elementary Spanish.— Grammar, pronunciation, reading, conversation, and composition. Reading of travel books and modern prose. Credit is not given unless the year course is completed. Continuous throughout the year. 1943-44.

210, 211, 212. Intermediate Spanish.— Grammar review, composition, and conversation. Reading of representative authors in modern prose and poetry. Collateral readings and use of newspapers and magazines. Prerequisite: Spanish 110, 111, 112 or two years of high-school Spanish. Continuous throughout the year. 1942-43.

310, 311, 312. Survey of Spanish Literature.— The principle literary movements in Spain and South America. Appreciative study of representative works. Three class periods a week will be devoted to literature and the fourth to advanced composition and conversation. Continuous throughout the year. 1943-44.

SCHOOL LIBRARY SCIENCE

The library, in cooperation with the Division of Languages and Literature, offers nine quarter hours in School Library Science to meet the requirements of the Minnesota State Department of Education for the endorsement of teacher-librarians. The courses are open to all juniors and seniors, though most frequently it is the teacher of English who is expected to act as school librarian.

Prerequisites to all school library science courses: English 351 (High School Literature) and the English constants.

405. Organization and Administration of the Small School Library.— A study of how to plan and equip the library, how to acquire and organize books and materials (including basic operations of classification and cataloguing), how to meet the requests of pupils for books and information, and in general, how to carry on a program to make the library a center of cooperative study. Discussion and laboratory periods. Winter, 1942-43.

406. The School Library as an Information Laboratory.— A course covering the selection and use of reference books and other informational material, direction of pupils in their use of the library, preparation of reading lists and bibliographies, the ways of keeping in touch with new books. Discussion and laboratory periods. Spring, 1943.

407. Observation and Practice Work for the Teacher-Librarian.— This course is designed to give students practical experience in the care and service of the school library. One quarter hour. Spring, 1942-43.

DIVISION OF MUSIC

Mr. Preston, Chairman; Mr. McGarrity; Miss Wenck; Mrs. Fillebrown

Function of the Division

The aims of the division are (1) to provide opportunity for the development of skill in musical performance and of understanding and appreciation of the best in musical literature by means of classroom courses, band, and choir; (2) to offer students interested in musical education the training necessary to qualify them for the teaching of music in the elementary or secondary school.

Description of Courses

110. Music Elements.—Training in music notation, note reading in unison, two, three, and four parts, and fundamentals of voice production. Fall, Winter.

120. Sight Singing and Ear Training 1.—Reading of moderately complex rhythms and scale intervals found in *Melodia*, A course in *Sight Singing* by Cole and Lewis, also four, six, and eight part choral numbers. Prerequisite: Music 110. Winter.

210. Harmony I.—A course designed to familiarize the student with the construction and use of all types of triads, primary seventh chords, ninth chords, and chromatic alterations of fundamental harmonies. Four-part writing, harmonic dictation, and keyboard harmony are emphasized. Prerequisite: Music 110. Fall.

211. Harmony II.—A study of secondary seventh chords, methods of modulation, and use of ornamental harmony such as suspensions, anticipations, organ point, and passing tones. Attention is given to the practical applications of Harmony 1, that is, piano accompaniments to songs and harmonization of original settings for children's rhymes. Prerequisite: Music 210. Winter.

240. Elementary Music Methods and Observation.—A study of problems and teaching technique related to the elementary and intermediate grades. Two quarter hours. Winter.

243. Rural Music Methods.—A study of materials, teaching techniques, and problems of organization incident to a musical program for rural schools. Prerequisite: Music 120 or 271. Two quarter hours. Spring.

245. Secondary Music Methods and Observation.—A review of junior and senior high-school music courses together with a study of materials, problems, and teaching techniques incident to the organization of glee clubs and choirs. Two quarter hours. Winter.

250. General Applied Music.—Class instruction in piano (250a) Voice (250b), String (250c), Woodwinds (250d), and Brass (250e). Each class deals with essential fundamentals and acquaints the student with procedures and materials for similar classes in public schools. Classes meet once each week with credit of one quarter hour a term. Each unit is planned to cover three terms of work beginning in the Fall Quarter. One quarter hour. Fall, Winter, Spring.

271. Music Appreciation.—This course is for the two-year student and is designed particularly to meet the needs of the rural school. Its aim is to develop appreciation of music through performance of suitable song material and listening to carefully selected recordings. Two quarter hours. Fall, Winter, Spring.

STATE TEACHERS COLLEGE

310. Counterpoint.—A study of the various species in two, three, and four parts, also motive development together with the principal polyphonic forms. Analysis of typical works and original composition in early polyphonic forms are given particular emphasis. Prerequisite: Music 211. Spring, 1943.

320. Sight Singing and Ear Training II.— Study of more or less complex rhythms and unusual scale intervals found in *Melodia* by Cole and Lewis and selected four, six, and eight part choral works. Prerequisite: Music 120. Spring, 1943.

340. Choral Conducting.— A study of baton technique, rehearsal methods, class voice training methods, and the reading of as much choral literature as time permits with emphasis given to adequate interpretation. Prerequisite: Music 120. Spring.

341. Band Organization.— A survey of problems relating to the administration of a band program in public schools. Two quarter hours. Winter.

342. Band Conducting.—Baton technique and score reading for band literature. Two quarter hours. Winter.

350. Piano (private).— Music majors are required to take three terms. Organ credits may be substituted with permission of the instructor. One quarter hour, one lesson a week. Fee: Fifteen dollars, two half-hour lessons.

355. Organ (private).—May be substituted for piano requirements for music majors with permission of the instructor. One quarter hour, one lesson a week. Fee: Eighteen dollars, ten half-hour lessons.

360. Voice. (private).—Three terms are required of music majors. Registration is limited to juniors and seniors. The course includes study of tone production, repertoire, and interpretation. One quarter hour, one lesson a week. Fee: Fifteen dollars, ten half-hour lessons.

365. Instrument (private).—Three terms are required of music majors. A study designed to provide some technical competence on one instrument together with selected literature for the instrument. One quarter hour, one lesson a week. Fee: Fifteen dollars, ten half-hour lessons.

370. Music Appreciation.—In addition to a non-technical background of the structure of music, this course offers an opportunity to correlate cultural development with parallel economic and political development. Fall.

371. Music History and Appreciation.—A technical course planned for and required of music majors. The development of the art will be traced by discussions of the ancient, the modern, and the contemporary periods together with a study of representative works of the greatest composers of each. Stress will be given to both the historical background and cultural aspects. Spring.

400. Small Ensemble.—Experience in the preparation and performance of chamber music works, both instrumental and vocal. Two quarter hours. Winter.

410. Orchestration and Choral Arranging.—A study designed to demonstrate and practice acceptable ways of writing for voice and instrument, individually and in combination. Prerequisite: Music 211 and 350. Spring.

MOORHEAD, MINNESOTA

DIVISION OF SCIENCE AND MATHEMATICS

Mr. Dildine (Science) and Miss Leonard (Mathematics), Co-chairmen; Mr. Parsons; Mr. Schwendeman; Mr. Westfall.

Function of the Division

The Division includes courses in the fields of General Science, Biology, Geography, Physical Science, and Mathematics. The aims of the Division are: (1) to interest students in the world in which they live; (2) to give them technical information important for balanced living; (3) to provide them with the scientific method for interpreting their world; and (4) to give prospective teachers both the broad basic training demanded for the positions they will find available, and in addition, a chance to concentrate in the field of their special interest.

Description of Courses

GENERAL SCIENCE

110, 111, 112. Science Survey.—A non-technical review of basic scientific knowledge designed to enrich the student's everyday experiences. An integrated year course; 110 (Fall), Astronomy and Physical Science; 111 (Winter) and 112 (Spring), Biology, prerequisite to other Biology courses. Laboratory fee, one dollar per quarter.

440. Materials for Teaching Science in the Secondary Schools.—An applied review of materials and laboratory techniques available for teaching science in high school. Prerequisite or parallel to student teaching. Fall.

BIOLOGY*

200. Heredity and Eugenics.—A study of the principles underlying plant and animal inheritance and their application to human betterment. Prerequisite: Science Survey 111 and 112, or by permission of the instructor. Two quarter hours. Winter.

212. Vertebrate Zoology.—Studies of classification, interrelations, and adaptations of back-boned animals. Laboratory work includes dissection of dogfish and cat, and demonstrations of other vertebrate classes. Minnesota animals are emphasized. Winter.

214. General Botany.—A course designed to give a comprehensive view of plant life with special emphasis on structure, function, development, classification, and heredity. Fall.

302. Embryology.—The morphology and principles of animal development from germ cells to adult, emphasizing comparisons among back-boned animals. Topics include basic cleavage types, larval development of frog, important experimental work, origin of main systems of chick, and special adaptations of mammals. Prerequisite: Biology 212. Spring.

310. Entomology.—Introduction to the identification, development, ecology, and economic importance of insects, emphasizing local species. Fall.

* All biology courses except 200 carry a laboratory fee of one dollar per quarter.

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312. Ornithology.—Studies involving identification, taxonomic and economic relations, and habits of birds; designed to give both technical and appreciative knowledge of bird life. Spring.

315. Plant Taxonomy.— A course dealing with the identification of ferns and seed plants of Minnesota. Living plants, preserved material, and herbarium species are used as a means of acquiring familiarity with the distinguishing features of the more important plant groups. Field work will be included when possible. Prerequisite: Biology 214. Winter, 1943-44.

316. Plant Ecology.—Primarily a field course dealing with origin, development, and successional relations of Minnesota plants. The influence of environmental factors in determining the plant life of a particular region is emphasized. Considerable attention is given to the identification of plants in the field. Some field work will be taken on Saturday mornings. Spring, 1944.

317. Bacteriology.—A course in the fundamental principles of bacteriology and their applications, based on laboratory study of representative types of bacteria and allied micro-organisms. Winter, 1942-43.

318. Plant Physiology.— A general survey of the physiological activity of seed plants, especially as related to agricultural practices. Spring, 1943.

320. Anatomy-Physiology I.—Intensive review of the structure and activity of the systems of the human body: designed both for Biology majors and for students specializing in Physical Education. Laboratory work includes dissection of the cat with comparisons to man and experiments to test the activity of the systems dissected. Fall.

322. Anatomy-Physiology II.— A continuation of 320, including systems not covered in the other quarter's work. Either quarter may be taken independently. Winter.

GEOGRAPHY

110. Elements of Geography.— A background for further work in geography and sufficient fundamentals to aid in teaching the subject. The physical factors of man's environment with reference to human relationships.

200. Elementary Geology and Physiography.— Geology is correlated with physiography in the study of the surface features of the earth, soils, and minerals. Laboratory work includes topographic map study, recognition of the more common rocks and minerals, and some field work. Fall, 1943.

202. Meteorology and Climatology.— A laboratory study of local weather is followed by a survey of the climates of the world. Daily Weather Bureau maps and reports and United States Weather Bureau instruments are used in observation and forecast. Fall, 1942.

210. Regional Geography of the World.— Regional Geography is the study of the world by the regional approach and is designed for teachers in the elementary grades. Spring.

220. Economic Geography.— Economic Geography is helpful for teachers of any grade. It is a study of resources and commercial products in relationship to the well-being of man and man's occupations. The plant and animal habitat is considered especially in relationship to the physical factors. Fall, 1943.

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222. Conservation of Natural Resources.— Study of the wise use of forests, soil, game, minerals, water supply, and grasslands. Fall, 1942.

310. The Geography of North America and Minnesota.—This course is a study of the North American continent with special emphasis on Minnesota. It is especially designed for intermediate grade teachers. Fall, Winter, Spring.

315. The Geography of Eurasia.— This course is a regional study of the human adjustments in Europe and Asia and is primarily for intermediate teachers. Winter, 1942-43.

317. The Geography of Latin America.— This course is designed for the elementary teachers or junior high teachers. It is a study of human adjustments in South America. Alternate years. Winter, 1943-44.

330. Summer Field Trip.— The Geography Department usually conducts an extensive field tour. Credit for such a tour will be given only in case the time is sufficiently long and the features varied. Preliminary study and report are required.

PHYSICAL SCIENCE *

200. Astronomy.— A study of the solar systems, stars and nebulae, constellations, and the telescopic examination of heavenly bodies. Fall, 1942.

210, 211, 212. General Chemistry.— A year course, each quarter prerequisite to the next; 210 is a survey of the fundamental laws and theories of chemistry; the properties and preparation of inorganic compounds; formulas and equations; chemical calculations; 211 continues inorganic chemistry, including the production, properties, and uses of the metals, non-metals, and their compounds; 212 is qualitative analysis, involving the theory and practice of identifying ions, metals, salts, and mixtures.

214. Quantitative Analysis.—The theory and practice of the quantitative determination of common elements and radicals by gravimetric and volumetric analysis. Prerequisite: Chemistry 212. Fall, 1943.

310, 311, 312. General Physics.— A survey of the fundamental principles of mechanics, sound, heat, light, magnetism and electricity, and modern physics. Mechanics and Sound, Fall; Heat and Light, Winter; Magnetism, Electricity, and Modern Physics, Spring.

314. Modern Physics.— A study of recent advances in physics; radioactivity, artificial transmutation of the chemical elements, electron and nuclear physics, cosmic rays, optical and X-ray spectra, the quantum theory. Prerequisite: General Physics, Winter, 1942-43.

315. Advanced Electricity.— A study of the characteristics of electron tubes and their functions as detectors, amplifiers, and oscillators; the calibration of ammeters and voltmeters; the use of the galvanometer for the measurement of current, electromotive force, and capacitance. Prerequisite: General Physics. Spring, 1943.

320, 321. Organic Chemistry I and II.—A study of the chemistry of the compounds of carbon and hydrogen and their derivatives, 320 (Aliphatic Series) Winter, 1943-44; 321 (Aromatic Series) Spring, 1944.

* All chemistry courses carry a laboratory fee of \$3.00 per quarter; all physics courses, \$2.00 per quarter; Astronomy 200, \$.50.

STATE TEACHERS COLLEGE

MATHEMATICS

109. Solid Geometry.—A college course for students who did not take the subject in high school. Offered on request.

110. Teaching Arithmetic in the Grades.— A study of aims and trends in the arithmetic curriculum, analysis of means of developing skills, methods of presenting topics and processes, social phases of arithmetic, developing ability to meet quantitative situations. Fall, Winter, Spring.

120. College Algebra 1.— A course of higher algebra for students who have had only one year of high-school algebra. It should be taken as soon as possible. Fall.

121. College Algebra II.—A comprehensive course in college algebra, including logarithms and theory of equations. Winter.

122. Trigonometry.—A study of the trigonometric functions and formulas, the solution of right and oblique triangles, many practical applications. Spring.

220. Analytics.— A study of the equation of the locus, the straight line, the conic sections, polar equations. Prerequisite: Mathematics 121 and 122. Fall.

222. Calculus I.— A course including both differentiation and integration, with applications to physics, mechanics, and other sciences, planned to meet the need of science students who can take only one term of calculus. Prerequisite: Mathematics 220. Winter.

223. Calculus II.— Further work in differentiation and special attention to integration and its many applications. Prerequisite: Mathematics 222. Spring.

310. College Geometry.— An extension of the field of plane geometry. A high school course in plane geometry is the only prerequisite. Winter, 1943-44.

312. Calculus III.— An extended and broadened course. Prerequisite: Mathematics 223. Fall, 1943.

405. Applied Mathematics.— Applications of mathematics in definite problems from many fields. Spring. 1943.

DIVISION OF SOCIAL STUDIES

Mr. Bridges, Chairman; Mr. Kise; Mr. Green.

Function of the Division

The purpose of the work in this division is twofold. It aims to give the students such a knowledge of the historical background of our political, social, and economic life as will enable them to function as intelligent citizens. Secondly, it aims to prepare them as successful teachers of the social studies in the public schools of the state.

Two majors and two minors are offered within the division as follows: a major in history and a major in the social studies; a minor in history and a minor in political science.

Description of Courses

ECONOMICS

210. Principles of Economics.— A study of the problems connected with value and price, business combinations, wages, interest, rent, business profits, money, financial institutions, free trade and protection, and the relationship of government to the economic organization. Recommended prerequisite: Political Science 210. Fall, Winter.

315. Applied Economics.— Special attention to relations between employer and employee, economic problems confronting our government, such as the banking system, taxation, tariff, and international finance; the program of liberalism compared with the programs of communism and fascism. Prerequisite: Economics 310. Spring.

320. Cooperative Movements.— A study of the principles underlying the cooperative movement together with the history of cooperatives. Prerequisite: Economics 210.

325. International Economic Relations.— An investigation of fundamental economic principles as applied to international relations. Prerequisite: Economics 210.

350. Public Finance.— A special study of governmental expenditures and sources of revenue together with a survey of federal and state tax systems. Prerequisite: Economics 210.

HISTORY

110. American History to 1850.— A rapid survey of the European background, colonization, causes of separation from the mother country, formation of a national government, the development of nationalism and democracy, territorial expansion, and the slavery controversy to 1850. Fall.

112. American History Since 1850.— The controversy over slavery through the Civil War, the program of reconstruction and economic reorganization since 1865, and the development of the United States as a world power. Winter, Spring.

120. European History to 1500.— A rapid survey of the civilization of Greece and Rome followed by a more intensive study of the Middle Ages. Fall, Winter, Spring.

STATE TEACHERS COLLEGE

250. Minnesota History.— A study of the early explorations of the French, the westward-moving stream of population, and the settlements by the Germans and Scandinavians. Emphasis is laid upon the distribution of natural resources and the development of agriculture and industrial life. Winter.

310. Contemporary History.— A study of the causes and outcomes of World Wars I and II with a survey of important intervening events. Prerequisite: Twelve quarter hours of history. Spring.

311. Social and Economic History of the United States.— A special study of the social and economic forces which have helped to shape the history of our country. Prerequisite: History 110 and 112. Fall.

314. Latin America.— The early history of the Latin American nations with special attention to the growing relations between them and the United States. Prerequisite: Twelve quarter hours of history. Winter, 1942-43.

315. English History.—The racial make-up of the English people, the development of the principles of self-government, the formation of a colonial empire, and the social and economic changes which produced modern England. Prerequisite: Twelve quarter hours of history.

316. The British Empire.— A study of the commercial and industrial movements in Great Britain leading to the acquisition of colonies, the problem of harmonizing English principles of self-government with imperial control, the development of the self-governing dominions, and the significance of the British Empire in the present world organizations. Prerequisite: Twelve quarter hours of history. Winter, 1943-44.

318. History of the Far East.— A study of the historical development of China and Japan with especial attention to the development of cultural, commercial, and political relations with countries of Europe and America. Prerequisite: Twelve quarter hours of history. Winter, 1943-44.

320. European History, 1500-1815.— A study of the revolt against the Catholic Church, the development of absolute monarchy, the expansion of the European nations into America, the French Revolution, and the Napoleonic Era. Prerequisite: History 110 and 112. Fall.

321. European History Since 1815.—A general survey of the political, social, and economic development of Europe during this period. Prerequisite: History 110 and 112. Winter.

360. The History of the West.— This course is designed primarily to show the influence of the frontier in the shaping of the course of American History. Prerequisite: History 110 and 112. Winter, 1942-43.

410. Introduction to Historical Research.— A study of the methods of research and the investigation of assigned topics. Prerequisite: Thirty quarter hours of history. Spring.

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POLITICAL SCIENCE

210. American Government.— The fundamentals of American political institutions, processes, and functions. A prerequisite to all other political science courses. Fall, Winter, Spring.

312. State and Local Government.— The constitutional basis of state government; relation of state to national and local government; organization, functions and actual workings of state governments, and of the county, township, and city government; nominations and elections; initiative; referendum and recall; taxation and finance; social and regulatory legislation. Winter, 1942-43.

300. International Relations.— A survey of the procedure used in conducting international relations and the methods resorted to in settling international disputes. Fall.

320. American Diplomacy.— The history of the foreign policy of the United States from its beginning to the present time; special attention is given to the diplomatic problems of the present. Winter, 1943-44.

321. International Law.—The development of international law, forms and procedure of international negotiations, recognition and succession of states, inviolability of territory, freedom of the seas, neutrality and neutral rights, mediation, arbitration, and the judicial settlement of international disputes. Prerequisite: Political Science 300 or 320. Spring, 1944.

330. History of Political Thought.— The political thought of writers from ancient times to the French Revolution; special emphasis on the writings of Plato, Aristotle, St. Thomas Aquinas, Machiavelli, Hobbes, Locke, and Rosseau. Spring, 1943.

410. Constitutional Law.— The interpretation of the Constitution of the United States by the federal courts; a study of selected cases, treating federal-state relations, powers of the national government, citizenship and suffrage, taxation, and other subjects. A knowledge of American history and government is a prerequisite.

SOCIOLOGY

210. Introduction to Sociology.— An analysis of the essential aspects of social life, of the purpose, problems, and methods of social study, of the formative factors of social life, and of fundamental social institutions. Fall, Spring.

212. Rural Sociology.— This course is designed to give the student a better understanding of the social and economic problems that exist in village and rural communities. The institutions of home, school, church, economic organizations, and social organizations are studied from both the local and national point of view. In all topics emphasis is laid on present day trends. State and national legislation which aims at solution of these problems is studied.

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311. Social Problems.— A critical consideration of modern social problems as to their origin, nature, effects upon society, and their treatment. Prerequisite: Sociology 210. Winter.

312. The Family.— A study of the historical development of the family, of the problems presenting themselves in the modern setting, and of the means of adjustment to modern social conditions. Prerequisite: Sociology 210. Winter.

340.— Poverty and Dependency.— A scientific study of the causes of poverty and of its remedies together with the purpose and proper administration of charity. Prerequisite: Sociology 210.

350. Criminology and Penology.— An investigation of the causes of crime, of the factors producing the criminal, of the history and theories of punishment, and of the evolution of modern penal institutions and the machinery of justice. Prerequisite: Sociology 210.

Faculty Organization

For the administration of many aspects of the College program faculty committees are provided. Included in the catalogue are only those committees which deal with problems common to the continuous functioning of the College as a whole. The president is chairman of the Faculty Council and the Committee of College Divisions; he is ex-officio member of each of the other committees. Still other committees exist for dealing with special aspects of the college program—committees on placement, athletics, convocations, publications, commencement, library, student loans, social affairs, schedule of events, and alumni.

Faculty Council

Mr. Snarr, Chairman; Mr. Bridges; Mr. Christensen; Mr. Dildine; Miss Frick; Miss Holmquist; Mr. Kise; Miss Leonard; Miss Lommen; Mr. Lura; Mr. Murray; Miss Owens; Mr. Preston; Mr. Schwendeman; Mr. Spencer; Miss Williams.

The personnel of the Faculty Council consists of the president, the registrar, the chairmen of the divisions of the College, and the chairmen of the faculty committees. The committee functions in an advisory capacity to the president and reviews matters of general administrative character to be presented to the faculty.

College Divisions

Mr. Snarr, Chairman; Mr. Bridges; Mr. Christensen; Mr. Dildine; Miss Frick; Miss Leonard; Miss Lommen; Mr. Murray; Mr. Preston; Miss Williams.

The president and the chairmen of the divisions of the College constitute a committee to administer the course work of the College. It is the function of the committee to establish and maintain a well-balanced and co-ordinated program.

Personnel and Guidance

Mr. Lura, Chairman; Mrs. Askegaard; Miss Corneliussen; Miss FitzMaurice; Miss Holmquist; Miss Lindquist; Miss McKellar; Mr. Spencer.

The committee on Personnel and Guidance consists of counselors for freshmen and sophomores and of advisers for juniors and seniors. The committee determines policies for the maintenance of high student morale and efficiency. The counselors advise freshman and sophomores with respect to registration and their course assignments. They also deal with problems of orientation, housing, health, recreation, and social well-being. Each major adviser makes quarterly assignments for students specializing in his division and throughout the year advises them on matters pertaining to their academic and personal problems.

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Professional Relationships

Mr. Christensen, Chairman; Miss Cornellussen; Miss Lommen; Mr. McGarrity; Mr. Schwendeman.

The committee on Professional Relationships keeps in close touch with professional developments and arranges for institutes, conferences, and other professional meetings on the campus for the joint participation and mutual benefits of faculty and professional groups.

Off-Campus Relationships

Mr. Spencer, Chairman; Miss Carlson; Mr. Green; Mr. Hammer; Mr. Lillywhite; Mr. McGarrity; Mr. Westfall.

The Off-Campus Relationships Committee determines the policy of the College for its program of off-campus activities. The program which is administered in accordance with this policy is designed to serve the mutual interest of the College and the public schools with which contacts are made.

Curriculum and Scholarship

Miss Holmquist, Chairman; Miss Cornellussen; Miss FitzMaurice; Miss Hawkinson; Miss Lommen; Mr. Lura; Miss Owens; Mr. Westfall.

The committee on Curriculum and Scholarship gives continuous consideration to the curriculum needs of the College and to scholarship regulations. It serves in the capacity of formulating policies for faculty adoption and of administering faculty legislation.

Fiscal Research

Mr. Kise, Chairman; Mr. Dildine; Miss Owens; Miss Sorknes; Mr. Spencer.

As a basis for the financial administration of the College, the committee on Fiscal Research compiles data on operating costs and recommends procedures for economies. It also assembles data to serve for presenting the financial needs of the College to the governing body.

Wartime Council

Mr. Schwendeman, Chairman; Mr. Bridges; Mr. Christensen; Mr. Dildine; Mr. Kise; Miss Lommen; Mr. Lura; Mr. Murray; Mr. Preston.

The Wartime Council promotes programs which will keep the faculty and students sensitive to individual and institutional responsibility in the national crisis and will afford faculty and students opportunity to participate in the activities essential to the successful prosecution of the war.

Student Life, Organizations and Activities

LIVING ACCOMMODATIONS

The regulations that govern the life of the student are those that make for high moral standards, refinement, punctuality, consideration for others, and good workmanship.

The College has two modernly equipped dormitories on the campus. Wheeler Hall and Comstock Hall, which accommodate one hundred ninety-six women. Each room in the Halls has all furnishings with the exception of towels, dresser covers, extra blankets, and decorative pieces. Students care for their own rooms. The dining room, located in Comstock Hall, serves excellent meals. In addition to the social advantages and the home-like, friendly atmosphere, life in the dormitories provides pleasant surroundings for serious study.

Non-resident students may also live in private homes, approved by the deans for student residence. Before final arrangements are made for living accommodations, approval must be secured from the Dean of Women or the Dean of Men. Change of housing must be made through the offices of the deans; except for urgent reasons, changes are not to be made during the term. If they desire, off-campus students, both men and women, may board in the College dining room in Comstock Hall. Students who live off-campus are under the same regulations as those who live in the College Halls.

SPIRITUAL LIFE

This College recognizes the vital need for the development and maintenance of correct moral attitudes among its students. Close contact is maintained with the many churches of each denomination. Several organizations on the campus are very active in providing religious activity for the students.

Young Women's Christian Association

This interdenominational religious organization is affiliated with the national Y.W.C.A. and meets twice a month. All young women are welcomed to membership. Some of the projects are sponsoring the Big Sister activities, having oversight of the girls' social room, corresponding with students who are ill, and encouraging students to be active in church work.

Young Men's Christian Association

The Y. M. C. A. is a non-sectarian association of college young men united for the purpose of building Christian character and a Christian society. It undertakes to promote fellowship and aid social adjustments among men students on the local campus. It is also affiliated with the national Y. M. C. A. and keeps in touch with the national and international work of that organization. Membership is open to all men of the College.

Lutheran Student Association

The Lutheran Student Association, nation-wide in scope, fosters the spiritual welfare of the student, keeps strong the ties between him and his church, and makes possible enriched Christian fellowship. The chapter on the campus holds meetings twice each month under the leadership of the local Lutheran pastors. All Lutherans at the college are welcome to attend.

STATE TEACHERS COLLEGE

Gamma Delta

Alpha Kappa chapter of Gamma Delta, a national organization for Christian young men and women under the auspices of the Evangelical Lutheran Church of the Synodical Conference, meets twice a month at Grace Lutheran Church in Fargo. It is affiliated with thirty-four other chapters in Universities and Colleges throughout the country. Delegates from Alpha Kappa are chosen annually for the conventions held on the first Sunday in November. Objectives are: Knowledge and Service.

The Newman Club

The Newman Club is a religious organization of the Catholic young men and women of the College. The meetings are held once a month and programs are arranged which appeal to the educational and social interests of the students.

HEALTH SERVICE

All entering students are given a physical examination by a physician, and when necessary follow-up examinations are given. The nurse's office is on the first floor of the Physical Education Building. The nurse is to be notified in case of illness, and she will call on the student. The infirmary, in Comstock Hall, is available for all students. There is no charge for room or nursing care, but a small charge is made for meals for off-campus students. No student having a contagious disease is permitted to remain in rooming houses where there are other students.

ENTERTAINMENTS

Desirable entertainment is an important component of proper living. Competent speakers and musicians from near and far visit the campus each year, and in addition, both faculty and students furnish instructive and delightful programs. A lyceum course provides the finest of widely known talent.

LIBRARY

The library, located in MacLean Hall, provides ample and attractive quarters for modern library service. The reading room furnishes access to two hundred ten current magazines and newspapers and a growing collection of bound periodicals and general reference works. The book collection now numbers twenty-four thousand volumes, and a liberal book budget provides for substantial annual increase.

STUDENT ORGANIZATIONS

College life at Moorhead State Teachers College, is enriched by many activities. There are clubs, formal and informal, organizations, large and small, to fit every taste and talent.

The Student Commission

Students actively direct their extra-curricular activities through their Commission. They elect a president, a secretary-treasurer, and nine commissioners. As chairman of a committee composed of representatives of all campus organizations in his field, each commissioner heads a different phase of college life. Thus there are commissioners of athletics and sports, religion, social affairs, forensics and literary work, music, publicity, educational clubs, pep, and properties. The Commission as a whole sponsors all-college events, such as Freshman orientation, the Annual Homecoming in the Fall, an all-school production in the winter, and occasional Commission convocation programs.

The Freshman Commission

Since 1940 the college freshman classes have been organized soon after the beginning of the fall term under the commission form of government. This furnishes a workable means of directing the activities of a large group with diverse interests and also serves to acquaint the entering student with the form of student government which the college has enjoyed for a long time. The general college student commission sponsors and helps to guide the freshman commission.

This governing body is elected by the class and includes, besides the usual officers, commissioners of athletics for men and for women, of forensics, of music, of pep, and social and publicity commissioners. Meeting at regular periods the group plans the class activity, assists in the orientation program, produces and finances a freshman play, and arranges and carries through many enterprises. A faculty adviser meets with the students to assist them, but the commission is the real governing board for all freshman activity other than actual class work.

Athletics

As a member of the State Teachers College Conference of Minnesota, Moorhead State Teachers College competes for championship honors in football, basketball, and track. The physical education department sponsors a wide variety of intramural sports including the following: touch football, soccer, basketball, swimming, volleyball, badminton, table tennis, boxing, wrestling, archery, softball, tennis, baseball, and horseshoe pitching.

The Memorial Field at Moorhead State Teachers College is one of the finest in the northwest, being equipped with a lighting system which makes it possible to sponsor night athletic events as part of our college sports program. The Physical Education Building houses a large gymnasium with a seating capacity of 1500, and a playing floor 88 feet by 48 feet; a smaller gym for minor sports, and a swimming pool, 65 feet by 26 feet.

Moorhead State Teachers College sponsors an all college basketball tournament during the Christmas holidays. Each year, Moorhead State Teachers College and Concordia College play a three game series to determine the winner of the Moorhead Daily News Basketball Trophy. The Feature of the spring program is the annual Dragon Relays held in the early part of May on the quarter mile cinder track.

"Keep 'em playing" might be considered our "watch word" for this emergency. Our plans call for a more varied program, rather than a curtailment of athletic participation. "Sports for all" is one of our objectives, thereby building a more practically fit citizenry.

College Choir

The College Choir, a mixed chorus limited largely to degree students, appears regularly each week at convocation. Membership is based upon Music 110 as a prerequisite. Auditions are held at the beginning of each fall term. Appearances both on and off the campus are a part of each year's program.

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The Euterpe Singers

The Euterpe Singers is a musical organization for young women and limited for the most part to degree students. Membership is based on an audition held at the beginning of each fall term. No credit is given for the work. Rehearsals are held regularly once a week. At least one formal concert is given each year.

College Band

The band functions throughout the year for a variety of occasions. The organization serves as a unit for football and basketball games in presenting musical and marching performances. As a concert organization, the band presents several other concerts each year, both on the campus and elsewhere.

The band offers a two-fold opportunity to all students of the college. Students interested in preparing for work in directing band will find an opportunity in all phases of band activity. Those who wish an activity for recreation and avocational playing will find the band offers that opportunity.

Dragon Masquers

This Dramatics Club has been in existence on the campus since 1923 when it was founded at the request of students active in dramatics. Membership is achieved by a certain amount of dramatic activity in any phase of the numerous plays produced on the campus. Besides participating in plays the club studies special problems of play production.

Speech Clinic

The services of the speech clinic are available to any student of the College at any time. Here he can have his speech analyzed by a series of tests and consultations designed to discover any defects, disorders, or irregularities in his speech. Recommendations and treatment for speech improvement will be made on the basis of this analysis. Those cases found to need individual or group treatment are admitted, free of charge, to the regular group of individual sessions of the Speech Correction Laboratory during the Spring quarter. Special cases are given help also during the rest of the year. Persons not enrolled at the College can get the services of the Clinic by special arrangement and by the payment of a small fee to cover the cost of clinical help and equipment.

Intercollegiate Forensics

The College maintains a wide variety of contacts which permit student participation in the various fields of Forensics and Public Discussion. There is an annual on-campus contest in Extemporaneous Speaking, Debate, Oratory, After-dinner Speaking, Play Cutting, Humorous and Dramatic Reading, and Poetry Reading. Various local tournaments and contests are supplemented by at least one or two major trips. Tau Kappa Alpha, national debate fraternity, sends four or five debaters to the National Discussion Contest each year. A large number of advanced speakers are given opportunity to appear on programs in nearby communities.

MOORHEAD, MINNESOTA

Professional Organizations

ART CLUB

The Art Club was organized in 1920 to stimulate appreciation of art by providing opportunities for further study to those who are interested or talented. Throughout the year the club brings to the College valuable exhibits and speakers of note. It contributes to and cooperates with other school activities such as the class plays and school annual. Each year the Club contributes a gift to the department or to the school. The Club is limited to thirty-five members. Members are selected from those students who are majoring or minoring in Art, majoring in Industrial Arts or interested students who have achieved a "B" average in two Art courses.

KAPPA PI

Kappa Pi was organized in 1922. Its aim is to promote friendship, professional study, and professional enrichment among its members. Students of the Kindergarten-Primary curriculum are eligible for membership in this organization. The Club has an active membership of between thirty-five and forty-five members.

RHO LAMBDA CHI

Rho Lambda Chi is a rural life club which was organized in 1932 for students in rural education. To be eligible for election to membership students must have completed two terms of college work with at least an average of "C." It aims to fit its members both socially and professionally to assume leadership in small communities.

THE GEOGRAPHY COUNCIL

The Geography Council is a scholastic organization for students achieving a grade of "B" in courses following Elements of Geography. The council sponsors speakers, films, and other activities which will increase the interest in and knowledge of geography. The meeting once a month not only presents interesting geography problems, but also develops good fellowship among the members. The more deserving of the membership may be elected to Gamma Theta Upsilon, the national honorary geography fraternity.

THE MATHEMATICS CIRCLE

The Mathematics Circle is an organization for students of the three upper classes who are taking majors and minors in Mathematics and who have proved their ability in that field. Its aim is to broaden the mathematics background and appreciation of its members and to give opportunity for good fellowship in the group.

LANGUAGE CLUB

The Language Club is an organization of those students who are interested in speaking French and Spanish. Its activities center around foreign correspondence, travel talks, games, and songs.

STATE TEACHERS COLLEGE

THE SCIENCE CLUB

The Science Club was organized by students in 1941. Biology and Physical Science majors meet twice a month to work with materials which they select as especially valuable for teaching or hobby direction. Topics include: preparation of microscope slides; use of kodachrome slides; photographic developing and printing.

THE "M" CLUB

The "M" Club promotes fellowship and sportsmanship among athletes who have earned a college letter in inter-collegiate competition. Members of the club cooperate in making our athletic events, such as the Dragon Relays, a success.

AQUATIC CLUB

Membership in the Aquatic Club is open to both men and women. Eligibility is based upon interest and ability in swimming. The club organizes swimming meets and maintains a year-round aquatic program. It also sponsors a junior club for students in the campus school.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association was founded at the college in 1924, as a branch of the national College Women's Athletic Association. It fosters all-round sports for women and awards honors for participation. Honors won are transferable to any college which holds membership in the national group. Membership is open to any college woman who demonstrates her interest by participation in a specified sports program during a probationary period.

CAMP FIRE GIRLS

Camp Fire Girls have functioned on the campus for almost twenty years. For their own recreation and for the experience of working with club groups, the members follow the program of the national organization.

The organization is divided into congenial groups of fifteen to twenty girls with similar interests. The officers of these groups form a "Council" which governs the activity of the members, decides upon programs, and awards honors. Membership is open to any woman on the campus who is willing to take part in the activity of the group. Such membership makes her a member of the national group and entitles her to win any honors recognized by the national group.

THE ZIP CLUB

The "Zip Club" is an organization of about thirty girls whose qualifications for membership are decided by the pep commissioner and his cheer leaders. The purpose of this group is to develop organized cheering for the football and basketball events. It is also the function of this group to perform or provide some entertainment during the half-time periods of the games.

MOORHEAD, MINNESOTA

Honorary Organizations

LAMBDA PHI SIGMA

Lambda Phi Sigma, honorary educational fraternity, is the oldest honorary scholastic organization on the campus. Organized in 1924, the fraternity selects from both the two-year and the four-year curriculums students of outstanding scholarship, leadership, and promise of professional success.

ALPHA PSI OMEGA

The Alpha Eta Cast of the national dramatics fraternity, Alpha Psi Omega, was organized on the campus May 14, 1927, with thirteen charter members. Since then it has functioned as a national honorary dramatics group composed only of students who have reached a high standard of achievement in one or more of the many forms of dramatic activity.

TAU KAPPA ALPHA

The Moorhead State Teachers College chapter of Tau Kappa Alpha is one of the most active in the National organizations. On the campus it encourages and fosters participation and excellence in Forensics. Membership is based on two years of active participation in Forensics plus a high degree of skill in the various divisions of Forensic activity.

MU GAMMA CHAPTER OF SIGMA TAU DELTA

Sigma Tau Delta is a national honorary English fraternity; the local chapter was installed February 24, 1931. Juniors and seniors majoring in English who attain a high degree of scholarship are eligible for active membership upon completing the minimum publication requirements. They are recommended by the English department and voted upon by chapter members. Associate membership may be granted students not majoring in English who reach their senior year with a number of credits in English and high scholastic rating. The local chapter also maintains an affiliate group of superior students in English to which admission may be granted in the sophomore year.

GAMMA GAMMA CHAPTER OF KAPPA DELTA PI

Kappa Delta Pi is an international honor society in education for both men and women. It was organized in 1911 at the University of Illinois and now has more than 125 chapters throughout the United States. The local chapter, Gamma Gamma, was installed May 1, 1931. Juniors and seniors are admitted by recommendation of a membership committee. Recommendations are based upon a scholarship of at least 2.1, a B in teaching for at least one term, twelve hours in Education if a junior and twenty if a senior. Active members of the organization, including faculty members, are given an opportunity to consider the character qualities and the promise of teaching success of candidates before their final election to membership. Members are elected in the Winter, Spring, and Summer Quarters.

GAMMA THETA UPSILON

Eta Chapter of Gamma Theta Upsilon, national honorary geography fraternity, was organized on the campus June 5, 1933. Its purpose is to foster interest in the cultural and practical aspects of geography.

STATE TEACHERS COLLEGE

DELTA PSI KAPPA

Alpha Beta chapter of Delta Psi Kappa was installed in the Moorhead State Teachers College in the fall of 1938. The organization is a national professional fraternity for women in physical education and its membership is made up of those students who expect to teach this subject. Membership in the Women's Athletic Association is a prerequisite for consideration for membership in Delta Psi Kappa. Its purpose is exemplified in its motto: "A sane mind in a sound body."

Social Organizations

To meet the demand for purely social organizations, four sororities and two fraternities have been organized on the campus. The sororities include Beta Chi, Gamma Nu, Pi Mu Phi, and Psi Delta Kappa. The two men's organizations are the Owls and Alpha Epsilon.

These organizations have as their primary aims the encouragement of social life and general refinement and are concerned with the development of the best capabilities of their members. Each organization has its own well-equipped quarters.

PUBLICATIONS

THE WESTERN MISTIC

Students of the College, in accordance with the policies determined by a student-faculty board of publications, publish a weekly newspaper. As far as possible, the editorial staff is self-perpetuating from year to year. The reporters are chosen through a system of "try-outs"; the editors are selected each spring by the publications board from among the ablest assistants. While staff members are expected to enroll in Journalism classes, only Journalism 220 and 336 require direct service on **The MISTIC**.

The paper is printed in the college print shop by students under the direction of the instructor of Industrial Arts Education. **The MISTIC** is regarded as a useful part of college life and as an organ of information, of opinion, and sometimes of literary expression for student, faculty, and administration.

A literary supplement, **Literary Designs**, is printed each year under the auspices of Sigma Tau Delta, national honorary English fraternity.

THE DRAGON

Originally known as **The Praeceptor**, **The Dragon** serves the traditional purposes of the College annual. The book presents the truest possible picture of the College year and serves as a permanent record of personalities and college life. Each year the board of publications chooses the staff on the basis of merit and experience.

MOORHEAD, MINNESOTA

ALUMNI ASSOCIATION

On the new campus of Teachers College can be found many expressions of loyalty and devotion which exemplify the spirit of its graduates. While these gifts represent tangible evidence of faith, greater faith is found within the hearts of all alumni.

This organization is incorporated under the laws of Minnesota. It grew out of an urgent need for concerted effort following the fire which destroyed the Training School and Main building on February 9, 1930. To meet the emergency, the officers and members of the board of directors, working in close conjunction with the college administration, gave vital aid in providing housing facilities for the Training School.

To give its best service toward the educational advancement of the children of the State of Minnesota, the association is now actively interested in a movement to merge the alumni associations of all the Teachers Colleges of the state.

The College has been the recipient of a number of gifts from the association. Guarding the entrance of the campus is an impressive gateway constructed of Minnesota marble and dedicated by alumni and students "as an expression of their faith in public education." To commemorate the fiftieth anniversary of the College, the alumni presented the College with a beautiful Hammond organ for the auditorium. The erection of the gateway and the purchase of the organ were sponsored by the Alumni Association and made possible through cooperation of students and friends of the College.

In our national emergency, the Moorhead State Teachers College Alumni Association has answered the country's call by using some of its funds for a substantial purchase of United States war bonds.

SCHOLARSHIPS AND LOANS

Pi Mu Phi Friendship Fund

The Pi Mu Phi Friendship Fund is a loan fund established in 1927 by the alumnae chapter of St. Paul and Minneapolis "in appreciation of the lasting friendships formed while in college." The fund is available for any woman student after the second quarter of either the two or four-year curriculum.

The Tainter Memorial Scholarship

The Tainter Memorial Scholarship established by Miss Ethel Tainter in honor of her parents, Wesley and Elizabeth Tainter, is awarded to the highest ranking member of the freshman class and is in the amount of \$25 to be applied on the tuition of the following year. In the event that the winner does not return to claim the award the following year, the Scholarship will be transferred to the highest ranking member who does return.

STATE TEACHERS COLLEGE

Lambda Phi Sigma

Lambda Phi Sigma supports a limited student loan fund named in memory of Alfred Tollefson, one of the fraternity's early presidents.

Gamma Theta Upsilon

Gamma Theta Upsilon has established a national loan fund of five hundred dollars, without interest, which is available to graduate students in Geography.

SUMMARY OF ENROLLMENT

SUMMER SESSION AND YEAR OF 1941-1942

Degree Students	Men	Women	Total
Freshmen -----	47	55	102
Sophomores -----	39	27	66
Juniors -----	29	140	169
Seniors -----	22	88	110
Total -----	137	310	447
Diploma Students			
Freshman -----	8	128	136
Sophomores -----	7	235	242
Total -----	15	363	378
Post Graduates -----	7	15	22
Grand Total -----	159	688	847