

1945

## Bulletin (1945-1946)

Minnesota State Teachers College

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**THE MOORHEAD STATE TEACHERS COLLEGE**

# **THE BULLETIN**

**GENERAL CATALOGUE  
NUMBER**



**MOORHEAD, MINNESOTA  
1945 - 1946**

**MEMBER OF AMERICAN ASSOCIATION  
OF TEACHERS COLLEGES**

# THE BULLETIN

*of the*

## State Teachers College

GENERAL CATALOGUE NUMBER



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## CALENDAR FOR 1945-1946

### SUMMER QUARTER

June 11, Monday, 8:00 a. m. ....	Registration
June 12, Tuesday .....	Classes begin
July 4, Wednesday .....	Holiday
July 13, Friday .....	End of short session
August 17, Friday .....	Quarter ends

### FALL QUARTER

September 4, Tuesday .....	New student registration
September 5, 6, Wednesday, Thursday .....	Orientation
September 7, Friday .....	Upper class registration
October 18, 19, Thursday, Friday .....	M. E. A. meeting
November 21, Wednesday, 12:00 m. ....	Thanksgiving vacation begins
November 26, Monday, 8:00 a. m. ....	Classes resume
November 30, Friday, 4:00 p. m. ....	Quarter ends

### WINTER QUARTER

December 3, Monday .....	New student registration
December 20, Thursday, 12:00 m. ....	Christmas vacation begins
January 7, Monday, 8:00 a. m. ....	Classes resume
March 8, Friday, 4:00 p. m. ....	Quarter ends

### SPRING QUARTER

March 11, Monday .....	New student registration
April 17, Wednesday, 12:00 m. ....	Easter vacation begins
April 23, Tuesday, 8:00 a. m. ....	Classes resume
May 30, Thursday .....	Memorial Day
June 6, Thursday .....	Commencement
June 6, Thursday .....	Quarter ends

## STATE TEACHERS COLLEGE BOARD

### APPOINTED BY THE GOVERNOR

WARREN H. STEWART, Resident Director and President .....	St. Cloud
DEAN M. SCHWEICKHARD, Commissioner of Education and Secretary.....	St. Paul
BLAKE R. NEVIUS, Resident Director .....	Winona
E. RAYMOND HUGHES, Resident Director .....	Mankato
GEORGE M. COMSTOCK, Resident Director .....	Moorhead
F. J. HIRSCHBOECK, Resident Director .....	Duluth
CLARENCE R. SMITH, Resident Director .....	Bemidji
HELEN M. CONWAY, Director at Large .....	St. Paul
R. R. SORENSEN, Director at Large .....	Tracy

### ADMINISTRATIVE STAFF

GEORGE M. COMSTOCK .....	Resident Director
O. W. SNARR .....	President
E. M. SPENCER .....	Director of Laboratory Schools
JESSIE H. ASKEGAARD .....	Dean of Women
CASPER P. LURA .....	Director of Student Personnel
JENNIE M. OWENS .....	Registrar
HENRY RISBRUDT .....	Business Manager
C. O. BROWN .....	Accountant
MILLIE H. DAHL .....	Director of Dormitories
ALFREDA JONES .....	House Mother
EVANGELINE LINDQUIST .....	Nurse
PHEBE H. VOWLES .....	Secretary to President
MARILYN FRANK .....	Secretary to Director of Laboratory Schools
BEATRICE E. LEWIS .....	Account Clerk
DELORIS ROHE .....	Secretary to Principals of Laboratory Schools
ELAINE STENNES .....	Secretary to Office of Student Personnel

## INSTRUCTIONAL STAFF

- OTTO WELTON SNARR** ..... President  
 B. A., West Virginia University; 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.
- ETHEL B. DURBORAW**... College Elementary School (Kindergarten) and Education  
 B. A., M. A., Teachers College, Columbia University; University of Chicago.  
 Moorhead State Teachers College, 1914.
- DANIEL L. PRESTON** ..... Music (Chairman)  
 B. E., Moorhead State Teachers College; Conservatory, Lawrence Univer-  
 sity; Studio Training, Chicago and New York City; University of Syracuse.  
 Moorhead State Teachers College, 1915.
- FLORA M. FRICK** ..... Health, Physical Education, and Recreation (Chairman)  
 B. A., Butler College; M. A., Northwestern University; University of  
 Wisconsin. Moorhead State Teachers College, 1919.
- ELLA A. HAWKINSON** ..... College High School (Principal) and Social Studies  
 B. S., M. A., Ph. D., University of Minnesota. Moorhead State Teachers  
 College, 1920.
- SAMUEL G. BRIDGES** ..... Social Studies (Chairman)  
 B. A., M. A., Denison University; Ohio State University; University of  
 North Carolina; University of Minnesota. Moorhead State Teachers  
 College, 1921.
- SARAH C. HOUGHAM** ..... Head Librarian  
 B. S., Kansas State College; Library School, University of Illinois. Moor-  
 head State Teachers College, 1921.
- JOSEPH KISE** ..... Social Studies  
 B. A., St. Olaf College; University of Minnesota; M. A. Ph. D., Harvard  
 University. Moorhead State Teachers College, 1923.
- JENNIE M. OWENS** ..... Registrar  
 B. A., Ripon College; Stout Institute; Teachers College, Columbia Uni-  
 versity. Moorhead State Teachers College, 1923.
- ETHEL TAINTER** ..... Language and Literature  
 Ph. B., University of Chicago; B. of Expression, Dearborn School of Lyceum  
 Arts; Columbia University. Moorhead State Teachers College, 1923.
- AGNES CARLSON** ..... College Elementary School (Sixth Grade)  
 B. E., Moorhead State Teachers College; University of Minnesota; M. A.,  
 Teachers College, Columbia University. Moorhead State Teachers Col-  
 lege, 1924.
- JESSIE MCKELLAR** ..... Health, Physical Education, and Recreation  
 B. S., University of Wisconsin; M. A., Teachers College, Columbia Uni-  
 versity. Moorhead State Teachers College, 1924.
- MATILDA A. WILLIAMS** ..... Art (Chairman)  
 Ph. B., M. A., University of Chicago; Columbia University. Moorhead State  
 Teachers College, 1925.

- ARNOLD M. CHRISTENSEN** ..... Education (Chairman)  
A. B., Carleton College; A. M., University of Minnesota; Ph. D., State University of Iowa; Post-Doctoral Study, University of Chicago. Moorhead State Teachers College, 1926.
- \*\*BYRON D. MURRAY** ..... Language and Literature (Chairman)  
B. S. in Education, Northwestern Missouri State Teachers College; A. B., A. M., University of Missouri; Pennsylvania State College. Moorhead State Teachers College, 1926.
- HENRY B. WELTZIN** ..... Industrial Arts (Chairman)  
B. E., Moorhead State Teachers College; M. A., State University of Iowa. Moorhead State Teachers College, 1926.
- MABEL E. LUMLEY** ..... Language and Literature (Acting Chairman)  
Ph. B., Hamline University; M. A., Teachers College, Columbia University; University of Colorado. Moorhead State Teachers College, 1926.
- OLGA KORSBREK** ..... College Elementary School (First Grade)  
B. E., Moorhead State Teachers College; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1928.
- VIRGINIA FITZMAURICE** ..... Language and Literature  
B. A., M. A., Northwestern University; Sorbonne, Paris; University of Chicago. Moorhead State Teachers College, 1929.
- DELSIE M. HOLMQUIST** ..... Language and Literature  
B. A., Colorado College; M. A., University of Chicago; University of California. Moorhead State Teachers College, 1929.
- LYL R. SOLEM** ..... College High School (English and Geography)  
B. E., Moorhead State Teachers College; University of Minnesota; M. A., Colorado State College of Education; University of Southern California. 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** ..... Science and Mathematics  
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** ..... College Elementary School (Fourth Grade)  
B. S., M. A., University of Minnesota; University of Colorado; University of Chicago. Moorhead State Teachers College, 1930.
- ALICE CORNELIUSSEN** ..... Education (Rural)  
B. E., Moorhead State Teachers College; M. A., Teachers College, Columbia University; University of Chicago. Moorhead State Teachers College, 1931.
- CASPER P. LURA** ..... Education and Director of Student Personnel  
A. B., Mayville State Teachers College; A. M., Ph. D., State University of Iowa. Moorhead State Teachers College, 1932.
- MARY B. WILLIAMSON** ..... College Elementary School (Second Grade)  
Ph. B., University of Chicago; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1936.

\*\* On leave of absence for study.



- \*\*GLENN C. DILDINE** ..... Science and Mathematics (Chairman)  
B. A., DePauw University; M. S., Ph. D., Northwestern University. Moorhead State Teachers College, 1937.
- \*EDWIN J. HAMMER** ..... Science and Mathematics 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** ..... College High School (Science and Home Economics)  
B. S., North Dakota State College; M. S., University of Minnesota. Moorhead State College, 1938.
- BERTRAM C. MCGARRITY** ..... Science and Mathematics and Band  
B. A., University of Minnesota; M. S., University of Idaho. Moorhead State Teachers College, 1938.
- \*\*NELS N. JOHNSON** ..... Art  
B. A., M. A., State University of Iowa; University of Chicago; National Academy of Design. Moorhead State Teachers College, 1939.
- \*JAMES P. SCHROEDER** ..... College High School (Science, Social Studies, and Coaching)  
B. S., Illinois State Normal University; M. S., University of North Dakota. Moorhead State Teachers College, 1939.
- JONATHAN J. WESTFALL** ..... Science and Mathematics (Acting Chairman)  
A. B., West Virginia Wesleyan College; M. S., Ph. D., University of Chicago. Moorhead State Teachers College, 1939.
- ALLEN E. WOODALL** ..... Language and Literature  
A. B., University of Syracuse; A. M., Columbia University; Ph. D., University of Pittsburgh. Moorhead State Teachers College, 1939.
- \*HEROLD LILLYWHITE** ..... Language and Literature  
B. S., Utah Agricultural College; M. A., University of Minnesota; Ph. D., New York University. Moorhead State Teachers College, 1940.
- EDWARD M. SPENCER** ..... College Laboratory Schools (Director) and Education  
B. S., Iowa State College; M. S., Ph. D., State University of Iowa. Moorhead State Teachers College, 1940.
- \*HERMAN MICHAELS** ..... Education (Rural)  
B. S., Moorhead State Teachers College; Peabody College for Teachers. Moorhead State Teachers College, 1940.
- \*\*\*MARTHA KLEPPE** ..... Education (Rural)  
B. S., University of Minnesota; M. S., Teachers College, Columbia University. Moorhead State Teachers College, 1940.
- \*\*\*NINA DRAXTEN** ..... College High School (English)  
B. S., M. A., University of Minnesota. Moorhead State Teachers College, 1941.
- \*DONALD ANDERSON** ..... Laboratory Schools (Health and Physical Education)  
B. S., Moorhead State Teachers College; State University of Iowa. Moorhead State Teachers College, 1941.

\* In military service.

\*\* On leave of absence for study.

\*\*\* On leave.

- ROY J. DOMEK ..... Health, Physical Education, and Recreation and Coaching  
B. A., Hamline University; M. of Education, University of Minnesota.  
Moorhead State Teachers College, 1942.
- \*HUBERT M. LOY ..... Health, Physical Education, and Recreation and Coaching  
B. A., Nebraska Wesleyan University; M. A., Highland University; Uni-  
versity of Chicago. Moorhead State Teachers College, 1942.
- PAUL HEATON ..... Social Studies and Education  
B. A., M. A., University of Minnesota; Ph. D., University of Chicago.  
Moorhead State Teachers College, 1943.
- RUTH ANN ROGERS ..... Assistant Librarian  
B. A., Oklahoma College for Women; B. S. in Library Science, University  
of Illinois. Moorhead State Teachers College, 1943.
- JOHN H. WOOLDRIDGE ..... College High School (Science)  
B. E., Mankato State Teachers College; M. A., University of Minnesota.  
Moorhead State Teachers College, 1943.
- HAROLD B. ADDICOTT ..... Science and Mathematics  
B. A., Ohio University; M. A., Clark University. Moorhead State Teachers  
College, 1944.
- WERNER BRAND ..... College High School (Mathematics and Typing)  
B. A., Concordia College; M. S., University of North Dakota. Moorhead  
State Teachers College, 1944.
- ANN DUBBE ..... College Elementary School (Third Grade)  
B. S., University of Minnesota. Moorhead State Teachers College, 1944.
- JEAN HAMILTON ..... College Elementary School (Fifth Grade)  
B. S., University of Akron; University of Wisconsin. Moorhead State  
Teachers College, 1944.
- CHARLOTTE JUNGE ..... College Elementary School (Principal) and Education  
B. A., Colorado State College of Education; M. A., Ph. D., State University  
of Iowa. Moorhead State Teachers College, 1944.
- VIRGINIA KIVITS ..... College High School (English)  
B. S., M. A., University of Minnesota. Moorhead State Teachers College, 1944.
- VIOLA MOEN ..... Music Education  
Fargo College Conservatory of Music; Studio Training; Chicago Musical  
College. Moorhead State Teachers College, 1944.

\* In military service.

## FOREWORD

The catalogue of the Moorhead State Teachers College, published and distributed annually, provides the faculty an authoritative guide for administering the instructional program; the students an official handbook for keeping informed of practices and regulations; the prospective students reliable information about offerings, opportunities, and requirements of the College; state officials basic facts in regard to the function and organization of the College; and educators the pattern of the teacher education that the College offers.

The catalogue reveals the present function of the College, namely, the education of teachers. The institution was opened in 1888 as a normal school for the purpose of qualifying teachers for the common schools of the State. Until late in the first quarter of the present century the schools served were in the main the rural and the urban elementary, with the service restricted largely to the education of elementary teachers. As high schools increased in number, they demanded that the normal school provide them with qualified teachers. In response to the new demand the State Legislature in 1921 transformed the normal school into a teachers college. The function of the College has gradually been extended to include the education of teachers for the entire range of the common schools from kindergarten through high school.

The catalogue provides pertinent information about the College. The personnel list includes the names of the officials of the College and the names of the instructional staff, together with their education and experience. The section devoted to general information gives admission requirements, academic regulations, and tuition and other expenses incident to attending the College. The section on the curriculums sets forth the requirements for general education, professional education, and specialization. The section on the divisions of the College gives descriptions of the courses offered in general education, in professional education, and in academic education. The section on faculty organization gives a list of the councils and the committees responsible for administering the internal affairs of the College. The last section is devoted to the description of student organizations and activities.

Finally, the catalogue portrays the basic concept underlying the educational program of the College, namely, education as human growth and development. Human growth and development includes both biological growth and development and personality growth and development and the effect of the one upon the other. Personality growth and development is the process of acquiring and integrating the understandings, appreciations, special abilities, and skills essential for living an effective life in a democratic society. By taking on these elements of personality, the individual grows toward intellectual, volitional, emotional, and social maturity. The experiences judged by the staff to be significant for human growth and development and the activities conducive to the systematic cultivation of their educational outcomes are exhibited in the material outlined in the catalogue.

# GENERAL INFORMATION

## ADMISSION

Students may enroll at the beginning of any quarter and pursue their work until graduation. Those who plan 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, should be filed with the Registrar as early as possible. Blanks for entrance application and record of high-school credits are provided in the back of this catalogue or may be obtained by writing to the Registrar. It is most desirable that this application and the official transcript of high-school credits be received by the College by the middle of August, if a student plans to enter in the fall. A student will be enrolled conditionally if his high-school credits have not been received on or before the day set for registration.

## ENTRANCE REQUIREMENTS

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; (3) public and private schools of another state accredited for admission by the university of that state.

Persons unable to present credentials for admission by graduation from one of the classes 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 grade in a state high-school board examination may be accepted in lieu of examination in any subject.

## MEN AND WOMEN RETURNING FROM MILITARY SERVICE

Special provisions are made for admitting persons returning to the College from the military services. The recommendations of the American Council on Education are followed in this regard. Certain examinations of a psychological, general achievement, and technical nature will be used in classifying these students. Credits earned in USAFI courses or in reputable colleges will be accepted whenever applicable to the curriculum to be pursued. These students will be considered individually in order to help each make the best possible adjustment.

## TRANSFER OF CREDIT

Graduates of Minnesota high-school teacher-training departments will be allowed 44 quarter hours of credit provided they have one or more years of successful teaching experience.

Credits averaging C or better earned by students in other accredited colleges or universities will be accepted insofar as they fit

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into the curriculum selected by the student. Transcripts of such credits should reach the office of the Registrar for evaluation prior to the opening of the quarter.

A maximum of eight quarter hours earned by correspondence may be applied toward graduation in the two-year curriculum. In the four-year curriculum the maximum is sixteen quarter hours.

The College reserves the right to refuse credit for courses which do not apply on the curriculum or courses the value of which is no longer acceptable.

Credits earned in this college may be transferred to other colleges and universities to satisfy equivalent requirements or as elective credits.

### ACADEMIC REGULATIONS

*Term of residence.*—A minimum of three quarters of residence is required for graduation from any curriculum. Forty-eight quarter hours of work of the junior and senior years must be earned in residence. Graduates from both the two-year and four-year curriculums must earn the last quarter of work in residence and file their application for graduation at the time of registration for that quarter.

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

*Scholarship requirements.*—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 a student can make up an Incomplete, he must make application to the Registrar for permission to do so.

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; with 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) an average of C 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.

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 fewer 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 half as many honor points as quarter hours.

Exceptions to the requirements of scholarship as stated will be considered by the Council on Student Affairs.

*Student load.*—The normal load of work is sixteen quarter hours of credit a quarter. A student may not enroll for additional work for credit without the approval of his adviser and/or the Council on Student Affairs.

After a student has completed his registration, he may neither 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.

*Transcripts.*—A transcript of a student's record will be issued upon request without cost to the student. A charge of \$1.00 is made for each additional transcript. No transcript will be issued unless all obligations to the College have been paid and admission requirements met.

## STUDENT PERSONNEL SERVICE

The personnel program is conditioned by the purpose of the College, namely, the education of teachers for the public schools of the State.

The first responsibility of the College with regard to the education of teachers is the selection of those who are to become its students. Superintendents and principals of high schools are asked to provide statements bearing on the scholarship, character, and personal characteristics of prospective students. Additional information is secured in interviews and through correspondence with students prior to their entrance. Because of limited information concerning prospective students, the College places principal emphasis on selective retention rather than on selective admission.

When a student presents himself and requests admission, the College checks the available information concerning him. The student may be advised not to enter this College for one or another of several reasons. If he is accepted, attempts are made correctly to

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classify him. He is given psychological examinations, a thorough physical examination, and certain examinations in subject matter and skills. Certain questionnaires are filled in which bear on his background, status, and interests. Several days are set aside for this purpose at the opening of the quarter. Throughout the first year freshmen are registered for a non-credit course in orientation.

Each student is assigned a faculty adviser charged with the specific responsibility of advising him whenever the student seeks personal aid. The incoming student is allowed to select his own adviser if he is acquainted and prefers to do so. When he has decided on the field in which he wishes to specialize, the student is assigned another adviser—usually his major-field division chairman. This adviser works with him through graduation. The adviser aids the student in securing the information by which he can determine the most satisfactory procedure for himself.

In addition to the selecting, testing, and advisory services the student is provided with other services and opportunities.

It has been stated that physical examinations are given to incoming students. These examinations are repeated when necessary or advisable. The Mantoux Test is given all students and positive reactors are X-rayed. A physician comes to the campus regularly and students may go to him for free consultation. A registered nurse is on call at any time. Whether they live in the dormitory or not, students who are ill may be taken to the College infirmary where they are placed under a nurse's care. This is done without charge except for board.

These and other services made available by the College are for the specific purpose of aiding the student to develop his capabilities fully. The College strives to be friendly, just, and reasonable. Since the College is not large, personal contact with the student is possible. The relationship aids the student and is an advantage to the College.

### STUDENT 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 hall has all furnishings with the exception of bed linen, towels, dresser covers, extra blankets, and decorative pieces. Students should bring with them no less than three single sheets and two pillow slips. These must be plainly marked with the student's name, since the dormitory launders them. Students care for their own rooms. The dining-room, located in Comstock Hall,

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serves excellent meals. Those living in the dormitories are expected to board there. Off-campus students, both men and women, may also board in the College Dining-Room in Comstock Hall, either on a weekly basis or by single meals. Prices vary slightly depending on the room selected, but the cost of board and room averages about \$30 a month. In addition to the social advantages and the home-like, friendly atmosphere, life in the dormitories provides pleasant surroundings for serious study.

A student wishing to reserve a room should send \$5.00 with his request for the reservation. This deposit will be returned on notice ten days prior to the opening of the quarter in case the student finds it impossible to come to the College. Otherwise the payment is applied on the first month's rent.

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 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. Students who live off campus are under the same regulations as those who live in the College Halls.

To provide for general sociability and good fellowship there are three rooms in MacLean Hall: Ingleside, the Student Lounge, and the Student Center.

Ingleside, on the second floor of MacLean Hall, is reserved for formal gatherings, such as teas, receptions, and social occasions. It may be scheduled for use by student organizations for their regular afternoon or evening meetings. A well-equipped kitchen provides silver and dishes for serving refreshments.

In the newly-furnished Student Lounge students may meet to visit or read. Open at all times, this attractive room, with its comfortable chairs and couches, its magazines and tables, provides a pleasant place for relaxation.

### LIBRARY

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

### THE BULLETIN

The Bulletin, issued quarterly, usually in February, May, August, and November, is the official publication of the College. Its purpose



is to give information in regard to the state of the College and the organization and development of new administrative plans and instructional programs. It also summarizes and interprets the educational thought and trends that concern the welfare of the schools of the state and particularly of the schools within the area the College serves.

### LECTURES, CONCERTS, 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. For a number of years the College has co-operated with the Amphion Artists Course in bringing musical artists of note to Moorhead, and the college students have been admitted to these concerts on their privilege tickets.

### SCHOLARSHIPS AND LOANS

*Student Loan Fund.*—The Student Loan Fund has been built up from contributions made by classes, organizations, and accumulated interest. Loans are available to needy students of worth during their last quarter of the two-year curriculum and their last year of the four-year curriculum. Usually the amount of the loan is limited to \$50 for a student. Interest is charged at the rate of 4 per cent per annum. The number of students accommodated each year depends upon the needs; as many as twenty-five students have received loans within one year. In recent years, however, the requests for aid have been few. The fund is administered by the Council on Student Affairs.

*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 residence.

*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.

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

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*Louise E. Mears Award.*—The Louise E. Mears Award in Geography is a gold medal awarded annually to a senior major in geography for completion of an original research in geography. Four copies of the work must be made. The award is presented by Miss Louise E. Mears, former Professor in Geography at Moorhead State Teachers College.

*Kappa Delta Pi.*—Gamma Gamma Chapter of Kappa Delta Pi, an honor society in Education, aims to promote an interest in scholarship by presenting annual scholarship awards of one quarter's tuition and fees to the highest ranking sophomore and junior of the preceding year.

*Chapter O, P. E. O. Loan Fund.*—The Chapter O Memorial Loan Fund was established and shall be preserved for the purpose of extending aid to college women of the State Teachers College of Moorhead who are in their senior year and who are seriously planning on entering the teaching profession. The name of the chairman of the Loan Fund committee of Chapter O may be obtained from the dean of women of the college.

### ALUMNI ASSOCIATION

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

The Alumni Association is incorporated. 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 Campus School.

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 co-operation 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.

To give its best service toward the educational advancement of the children of the State of Minnesota, the Association is now actively

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interested in a movement to merge the alumni associations of all the teachers colleges in the state.

### FEES

*Tuition fee.*—Tuition for students residing in Minnesota is \$10 a quarter. Non-resident students are required to pay an additional \$5.00 a quarter.

*Activity fee.*—The Activity Fee is \$8.00 a quarter for all students. This covers the fees required for the various activities and entitles the student to: (1) admission to lyceum programs, entertainments, athletic games, intercollegiate and forensic contests, college plays, musical programs, and other events of this nature; (2) exhibits and films of a cultural and educational nature; (3) the College annual and the College newspaper; (4) physical examination, services of the resident nurse, infirmary service, consultation services of the visiting physician; (5) a variety of all-college social activities.

*Textbooks.*—All textbooks are provided to the students free of charge.

*Laboratory and class fees.*—Such fees as are required for certain classes are small and cover materials furnished to students for their personal use or to be taken away by them, and breakage.

*Deposit fees.*—A fee of 75c is charged for a locker and towel in the Physical Education department. This fee is returned whenever the student turns in his locker key and his towel.

*Special fees.*—A charge is made for private music lessons. Voice or piano lessons are \$10 a quarter. Organ lessons are \$14 a quarter. Students who are required to take such lessons because of the nature of the curriculum they are pursuing (as those who wish to specialize in music) receive private instruction free of charge. Others pay the regular fee.

### SUMMARY OF EXPENSES

#### FOR ONE QUARTER OF THREE MONTHS

Tuition and Activity Fee .....	\$ 18.00
Board and Room .....	90.00
<b>Total .....</b>	<b>\$108.00</b>

Additional fees vary according to the schedule of classes taken by the student. These fees average 60c per quarter for each student at the present time.

Expenses as listed are subject to change.

## THE COLLEGE CURRICULUMS

The program of studies is administered through a series of five curriculums: general education, professional education, four-year elementary education, four-year secondary education, and two-year elementary education.

The curriculum in General Education consists of courses in communications, the humanities, the natural sciences, the social studies, and health and physical education. The requirements range from seventy-three to eighty quarter hours of credit for each student, depending on his need in communications revealed by test results. The requirements in General Education should be met within the freshman and sophomore years.

The curriculum in Professional Education consists of constants (required courses) and electives. The constants cover the requirements of the State Teachers College Board and satisfy the professional requirements for certification in Minnesota. They amount to a total of thirty-one quarter hours of credit not including general psychology which is offered as general education in connection with the natural sciences. Some of the professional courses are differentiated on the basis of preparation to teach in elementary and secondary schools. The professional courses are offered in the junior and senior years.

The Four-Year Elementary Curriculum requires a sufficient number of credits in addition to those required in general and professional education to total 192 quarter hours of credit. Twenty-nine of these are requirements in subject-matter fields and thirty-eight in materials and methods. The remaining credit may be made up from elective courses. Completion of the Four-Year Elementary Curriculum entitles the graduate to the degree of Bachelor of Science in Education and to a Minnesota elementary-school advanced certificate.

The Four-Year Secondary Curriculum requires a total of 192 quarter hours of credit. The requirements in both general and in professional education must be met. The remainder of the requirements may be taken in fields of specialization. Requirements for either one major and two minors or two majors must be completed. In addition, opportunity is usually provided for a limited number of electives. On completion of the requirements of the Four-Year Secondary Curriculum, graduates are granted the degree of Bachelor of Science in Education. They are entitled to either the Minnesota high-school standard general certificate and/or the Minnesota high-school standard special certificate depending upon the major fields in which they specialized.

The Two-Year Elementary Curriculum, which is sometimes called the Diploma Curriculum, is designed to prepare teachers for the elementary schools. The work is abridged to meet the demands for the preparation of teachers in the briefest possible time. The requirements

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are specifically arranged for the Diploma Curriculum, but receive credit on other curriculums when students transfer or return after graduation to complete one of the four-year curriculums. Ninety-six quarter hours of credit are required. On completion of the requirements, graduates are entitled to a Minnesota elementary-school standard certificate.

## CURRICULUM IN GENERAL EDUCATION

To insure education beyond high school in each of the significant fields of knowledge, the State Teachers College Board requires freshmen and sophomores registered in the degree curriculum to complete as minimum requirements the following: Fine and/or Applied Arts, 8 quarter hours; Health and Physical Education, 8 quarter hours; Science, 8 quarter hours; and Social Studies, 12 quarter hours. An additional requirement of three or four quarter hours in Geography must be included either in Science or in the Social Studies.

The College meets the Board's requirements of academic constants through a program of general education. The courses which constitute the program are listed under their respective headings.

### ORIENTATION

Orientation 110, Personal and Health Practices ..... 0 hours

### COMMUNICATIONS

English 110, Basic English ..... 0-5 hours  
 English 111, Developmental Reading and Writing ..... 3 hours  
 Speech 113, Basic Speech ..... 0-2 hours  
 Speech 114, Developmental Speech ..... 2 hours  
 English 208, Advanced Communications ..... 4 hours

Total ..... 9-16 hours

### HUMANITIES

Humanities 110, An Approach to Meaning in the Arts..... 4 hours  
 Humanities 111, The Renaissance of Florence, Italy..... 4 hours  
 Humanities 112, The Age of Reason in 18th Century  
 London ..... 4 hours  
 Humanities 210, America Between the World Wars  
 (1918-1939) ..... 4 hours

Total ..... 16 hours

### NATURAL SCIENCES

Physical Science 110, Mathematics and Astronomy ..... 4 hours  
 Physical Science 111, The Earth Sciences ..... 4 hours  
 Physical Science 112, The Physical Sciences ..... 4 hours  
 Biology 210, Biological Distribution and Plant Study ..... 4 hours  
 Biology 211, Human Biology and Hygiene ..... 4 hours  
 Biology 212, History and Development of the Animal Body ..... 4 hours  
 Psychology 210, General Psychology ..... 4 hours

Total ..... 28 hours

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### SOCIAL STUDIES

Economics 210, Principles of Economics .....	4 hours
History 110, Twentieth Century United States .....	4 hours
Political Science 210, American Government .....	4 hours
Sociology 210, Introduction to Sociology .....	4 hours
<b>Total</b> .....	<b>16 hours</b>

### PHYSICAL EDUCATION

Physical Education, Elective .....	4 hours
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## CURRICULUM IN PROFESSIONAL EDUCATION

The College was established and is maintained to educate teachers professionally for the public schools of Minnesota. To fulfill that purpose, students must complete the professional requirements authorized by the State Teachers College Board. Students meet these requirements through completing the constants in Education.

The constants are offered in two series of courses, the one for those who elect the Four-Year Elementary Curriculum and the other for those who elect the Four-Year Secondary Curriculum. Inspection of these two lists reveals that certain of the courses are common for students regardless of which of the two curriculums they elect.

Students who in the course of their preparation or after the completion of either of the two four-year curriculums shift from one curriculum to the other must make up any deficiencies still remaining in the curriculum of their later election. For instance, Education 450E and Education 451E (student teaching) in the Four-Year Elementary Curriculum do not meet the requirements for student teaching in the Four-Year Secondary Curriculum. The reverse is also true, namely, Education 450S and Education 451S (student teaching) in the Four-Year Secondary Curriculum do not meet the requirements for student teaching in the Four-Year Elementary Curriculum.

Other professional courses are also offered as electives to provide further professional education. They may be taken by students on the recommendation of their advisers. The professional work of the College in the four-year curriculums is offered for juniors and seniors.

### REQUIREMENTS FOR FOUR-YEAR ELEMENTARY CURRICULUM

Education 310, Human Growth and Development .....	4 hours
Education 320, Principles of Learning .....	4 hours
Education 340, Principles of Teaching .....	3 hours
Education 374, Educational Statistics and Principles of Evaluation .....	3 hours
Education 450E and 451E or 455E, Student Teaching .....	10 hours
Education 481, Elementary School Curriculum .....	4 hours
Education 490, Problems in Organization and Administration .....	3 hours
<b>Total</b> .....	<b>31 hours</b>

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### REQUIREMENTS FOR FOUR-YEAR SECONDARY CURRICULUM

Education 310, Human Growth and Development .....	4 hours
Education 320, Principles of Learning .....	4 hours
Education 340, Principles of Teaching .....	3 hours
Education 374, Educational Statistics and Principles of Evaluation .....	3 hours
Education 450S and 451S or 455S, Student Teaching .....	10 hours
Education 485, Secondary School Curriculum .....	4 hours
Education 490, Problems in Organization and Administration .....	3 hours
<b>Total</b> .....	<b>31 hours</b>

### FOUR-YEAR ELEMENTARY CURRICULUM

The Four-Year Elementary Curriculum is designed to prepare teachers for the elementary schools. The preparation coincides with the demand of the public schools in accordance with their organization by the State Department of Education. Students who elect the Four-Year Elementary Curriculum are qualified to teach in grades 1-6 inclusive in the 6-6 or in the 6-3-3 organizations and in grades 1-8 inclusive in the 8-4 organization. It is possible for students who elect this curriculum to qualify for teaching in the junior high school—grades 7, 8, and 9. They may also qualify to teach in the kindergarten by fulfilling the requirements for specialization in that field.

In addition to the required courses in General Education and in Professional Education, the requirements of the Four-Year Elementary Curriculum consist of two types of courses: academic courses designed to supplement the educational background of students and materials and methods courses designed to supplement both the academic and the professional background of students in the subjects they will be required to teach.

#### COURSES IN GENERAL EDUCATION

Students who elect the Four-Year Elementary Curriculum must complete all courses in General Education. These courses are listed on page 19.

#### COURSES IN PROFESSIONAL EDUCATION

Students who elect the Four-Year Elementary Curriculum must complete all courses in Professional Education. These courses are listed on page 20.

#### COURSES IN SUBJECT-MATTER FIELDS

Art 210, Elements of Art .....	4 hours
Art 215, Applied Design .....	4 hours
Biology 214, Field Biology of Plants .....	4 hours
Biology 216, Field Biology of Animals .....	5 hours
Geography 210, World Geography .....	4 hours
Geography 310, North America .....	4 hours
Music 310, Elements of Music .....	4 hours
<b>Total</b> .....	<b>29 hours</b>

## STATE TEACHERS COLLEGE

### COURSES IN MATERIALS AND METHODS

Art 340, Art in the Elementary School .....	3 hours
Education 342, Reading in the Elementary School .....	4 hours
English 340, Literature in the Elementary School .....	4 hours
English 341, The Language Arts in the Elementary School ..	4 hours
Geography 340, Geography in the Elementary and Secondary Schools .....	4 hours
Mathematics 240, Arithmetic in the Elementary School ....	4 hours
Music 340, Music in the Elementary School .....	3 hours
General Science 340, Science in the Elementary School .....	4 hours
Social Studies 340, Social Studies in the Elementary School	4 hours
Health and Physical Education 340, Health and Physical Education in the Elementary School .....	4 hours
<b>Total</b> .....	<b>38 hours</b>

### FOUR-YEAR SECONDARY CURRICULUM

The Four-Year Secondary Curriculum is designed to prepare teachers for the secondary schools through the High School Standard General Certificate and for both the elementary and secondary schools through the High School Standard Special Certificate. Students who meet the requirements for the High School Standard General Certificate are qualified to teach in grades 7-12 inclusive regardless of the basis on which the schools are organized—6-6, 8-4, 6-3-3. Students who meet the requirements for the High School Standard Special Certificate are qualified to teach in grades 1-12 inclusive in the field of their specialization; and if they have an academic minor, in grades 7-12 inclusive in the fields for which the High School Standard General Certificate qualifies them.

Students who elect the Four-Year Secondary Curriculum choose the field or fields in which they are most interested and best qualified to prepare to teach. In conference with their major advisers, students select a sequence of courses which constitutes practical and reasonable areas of concentration and insures adequate preparation in the fields in which they will teach. They are required to complete either one major and two minors or two majors. A major includes from 45 to 79 quarter hours of credit; a minor includes from 24 to 36 quarter hours of credit. Details for the requirements of majors and minors are listed on page 23 to 66.

### COURSES IN GENERAL EDUCATION

Students who elect the Four-Year Secondary Curriculum are required to complete all courses in General Education listed on page 19. When these courses appear in the requirements for majors



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and minors, they are starred. These courses are described in the Division of General Education.

### COURSES IN PROFESSIONAL EDUCATION

Students who elect this curriculum are required to complete the courses in Professional Education listed on page 20. These courses are described in the Division of Professional Education.

## DIVISION OF LANGUAGE AND LITERATURE

### REQUIREMENTS FOR A MAJOR IN ENGLISH AND LITERATURE

*English 110, Basic English .....	0-5 hours
*English 111, Developmental Reading and Writing .....	3 hours
*Speech 113, Basic Speech .....	0-2 hours
*Speech 114, Developmental Speech .....	2 hours
*English 208, Advanced Communications .....	4 hours
English 210, Survey of World Literature .....	5 hours
English 212, 214, Survey of English Literature .....	10 hours
English 314, Survey of American Literature .....	5 hours
English 320 or 322, Shakespeare or Chaucer .....	4 hours
English 328, Major American Writers, 1830-70 .....	3 hours
English 351, High-School Literature .....	3 hours
English 402 or 408, Modern Drama or Modern Prose and Poetry .....	3 hours
Total .....	42-49 hours

Students excused from a certain number of hours of Basic English or Basic Speech will elect an equivalent number of hours from among the following courses:

English 308, The English Language .....	4 hours
English 310, Advanced Composition .....	3 hours
English 320, Shakespeare and His Age .....	4 hours
English 322, Chaucer and His Age .....	4 hours
English 352, High-School English .....	3 hours
Speech 340, Direction of School Dramatics .....	3 hours
Speech 342, Direction of School Forensics .....	3 hours
Speech 344, Principles and Methods of Speech Correction .....	5 hours
Journalism 336, Production of School Publications .....	2 hours
History 315, English History .....	4 hours

### REQUIREMENTS FOR A MINOR IN ENGLISH AND LITERATURE

*English 110, Basic English .....	0-5 hours
*English 111, Developmental Reading and Writing .....	3 hours
*Speech 113, Basic Speech .....	0-2 hours
*Speech 114, Developmental Speech .....	2 hours
*English 208, Advanced Communications .....	4 hours
English 214, Survey in English Literature II .....	5 hours
English 314, Survey of American Literature .....	5 hours
English 351, High-School Literature .....	3 hours
Total .....	22-29 hours

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Students excused from a number of hours of Basic English or Basic Speech will elect an equivalent number of hours from among the following courses:

English 210, Survey of World Literature .....	5 hours
English 320, Shakespeare and His Age .....	4 hours
English 328, Major American Writers, 1830-70.....	3 hours
English 352, High-School English .....	3 hours
English 408, Modern Prose and Poetry .....	3 hours

### REQUIREMENTS FOR A MINOR IN SPEECH

*Speech 113, Basic Speech .....	0-2 hours
*Speech 114, Developmental Speech .....	2 hours
To be elected from the following courses: .....	5 hours
Speech 200, Mechanics of Play Production .....	2 hours
Speech 232, Intercollegiate Forensics .....	2 hours
Speech 234, Interpretation .....	3 hours
Speech 236, Essentials of Public Speaking .....	3 hours
Speech 340, Direction of School Dramatics .....	3 hours
Speech 342, Direction of School Forensics .....	3 hours
Speech 344, Principles and Methods of Speech Correction	5 hours
To be elected from the following courses: .....	7 hours
Speech 345, Speech Correction Laboratory .....	2 hours
Art 472, Stagecraft .....	2 hours
English 402, Modern Drama .....	3 hours
Political Science 300, International Relations .....	4 hours
Political Science 320, American Diplomacy .....	4 hours
History 310, Contemporary History .....	3 hours
Education 362, Mental Hygiene and Personality Development .....	4 hours
Total .....	27 hours

Students excused from Basic Speech will elect 9 hours rather than 7 hours from the last group of electives as listed above.

### REQUIREMENTS FOR A MINOR IN JOURNALISM

*English 110, Basic English .....	0-5 hours
*English 111, Developmental Reading and Writing .....	3 hours
*Speech 113, Basic Speech .....	0-2 hours
*Speech 114, Developmental Speech .....	2 hours
*English 208, Advanced Communications .....	4 hours
Journalism 220, 221, Reporting .....	4 hours
Journalism 330, History and Principles of Journalism .....	3 hours
Journalism 334, Newspaper Editing .....	2 hours
Journalism 336, Production of School Publications .....	2 hours
Total .....	20-27 hours

Students excused from a certain number of hours in Basic English or Basic Speech will elect an equivalent number of hours from among the following courses:

Journalism 332, Editorial Writing .....	2 hours
Journalism 338, Special Feature Writing .....	3 hours
Industrial Arts 115, Printing .....	3 hours

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### REQUIREMENTS FOR A MINOR IN SPEECH AND JOURNALISM

*English 110, Basic English .....	0-5 hours
*English 111, Developmental Reading and Writing .....	3 hours
*Speech 113, Basic Speech .....	0-2 hours
*Speech 114, Developmental Speech .....	2 hours
*English 208, Advanced Communications .....	4 hours
Speech 340, Direction of School Dramatics .....	3 hours
Speech 342, Direction of School Forensics .....	3 hours
Journalism 336, Production of School Publications .....	2 hours

Total ..... 17-24 hours

Students excused from a certain number of hours in Basic English or Basic Speech will elect an equivalent number of hours from among the following:

Journalism 332, Editorial Writing .....	2 hours
Journalism 334, Newspaper Editing .....	2 hours
Speech 234, Interpretation .....	3 hours
Speech 344, Principles and Methods of Speech Correction .....	5 hours

### REQUIREMENTS FOR A MINOR IN FRENCH

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

Total ..... 36 hours

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

### REQUIREMENTS FOR A MINOR IN SPANISH

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

Total ..... 36 hours

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

### REQUIREMENTS FOR A TEACHER-LIBRARIAN CERTIFICATE

Library Science 405, Organization and Administration of the Small School Library .....	4 hours
Library Science 406, The School Library as an Information Laboratory .....	4 hours
Library Science 407, Observation and Practice Work for the Teacher-Librarian .....	1 hour

Total ..... 9 hours

English 351 (High-School Literature) and the English-Speech constants are prerequisites to all Library Science courses. The nine hours above do not constitute a minor.

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**DIVISION OF SCIENCE AND MATHEMATICS**

**REQUIREMENTS FOR MAJORS IN SCIENCE**

**GENERAL REQUIREMENTS**

*(To be taken in addition to one of the variables.)*

*Physical Science 110, Mathematics and Astronomy .....	4 hours
*Physical Science 111, The Earth Sciences .....	4 hours
*Physical Science 112, The Physical Sciences .....	4 hours
*Biology 210, Biological Distribution and Plant Study .....	4 hours
*Biology 211, Human Biology and Hygiene .....	4 hours
*Biology 212, History and Development of the Animal Body .....	4 hours
*Psychology 210, General Psychology .....	4 hours
General Science 440, Materials for Teaching Science in Secondary Schools .....	2-4 hours
Geography 202, Weather and Climate .....	4 hours
Physical Science 210, 211, 212, General Chemistry .....	9 hours
Physical Science 310, 311, 312, General Physics .....	9 hours
<b>Total</b> .....	<b>52-54 hours</b>

**VARIABLE I — MAJOR IN BIOLOGY AND MINOR IN PHYSICAL SCIENCE**

Biology 213, Vertebrate Zoology .....	5 hours
Biology 214, Field Biology of Plants .....	4 hours
Biology 216, Field Biology of Animals .....	5 hours
Biology Electives .....	8-10 hours
<b>Total</b> .....	<b>22-24 hours</b>

**VARIABLE II — MAJOR IN GEOGRAPHY AND MINOR IN PHYSICAL SCIENCE**

Geography 200, Geology and Physiography .....	4 hours
Geography 220, Economic Geography .....	4 hours
Geography 310, North America .....	4 hours
Geography 312, Asia and Oceania .....	4 hours
Geography 315, Europe and Africa .....	4 hours
Geography 317, Latin America .....	4 hours
<b>Total</b> .....	<b>24 hours</b>

**VARIABLE III — MAJOR IN PHYSICAL SCIENCE AND MINOR IN BIOLOGY**

Physical Science Electives .....	12-16 hours
Biology 213, Vertebrate Zoology .....	5 hours
Biology 214, Field Biology of Plants .....	4 hours
<b>Total</b> .....	<b>21-25 hours</b>

**REQUIREMENTS FOR A MINOR IN BIOLOGY**

*Biology 210, Biological Distribution and Plant Study .....	4 hours
*Biology 211, Human Biology and Hygiene .....	4 hours
*Biology 212, History and Development of the Animal Body .....	4 hours
Biology 213, Vertebrate Zoology .....	5 hours
Biology 214, Field Biology of Plants .....	4 hours
Biology 216, Field Biology of Animals .....	5 hours
<b>Total</b> .....	<b>26 hours</b>

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**REQUIREMENTS FOR A MINOR IN GEOGRAPHY**

*Physical Science 111, The Earth Sciences .....	4 hours
Geography 220, Economic Geography .....	4 hours
Geography 310, North America .....	4 hours
Geography 312, 315, or 317, Asia and Oceania, Europe and Africa, or Latin America .....	4 hours
Geography Elective .....	4 hours
Total .....	20 hours

**REQUIREMENTS FOR A MINOR IN PHYSICAL SCIENCE**

*Physical Science 110, Mathematics and Astronomy .....	4 hours
*Physical Science 111, The Earth Sciences .....	4 hours
*Physical Science 112, The Physical Sciences .....	4 hours
Physical Science 210, 211, 212, General Chemistry .....	9 hours
Physical Science 310, 311, 312, General Physics .....	9 hours
Total .....	30 hours

**REQUIREMENTS FOR A MAJOR IN MATHEMATICS**

*Physical Science 110, Mathematics and Astronomy .....	4 hours
Mathematics 121, College Algebra .....	4 hours
Mathematics 122, Trigonometry .....	4 hours
Mathematics 220, Analytics .....	4 hours
Mathematics 222, 223, Calculus I, II .....	8 hours
Mathematics 310, College Geometry .....	4 hours
Mathematics 312, Calculus III .....	4 hours
Mathematics 405, Applied Mathematics .....	4 hours
Total .....	36 hours

**REQUIREMENTS FOR A MINOR IN MATHEMATICS**

*Physical Science 110, Mathematics and Astronomy .....	4 hours
Mathematics 121, College Algebra .....	4 hours
Mathematics 122, Trigonometry .....	4 hours
Mathematics 220, Analytics .....	4 hours
Mathematics 222, Calculus I .....	4 hours
Mathematics 310, College Geometry .....	4 hours
Total .....	24 hours

**DIVISION OF SOCIAL STUDIES**

**REQUIREMENTS FOR A MAJOR IN SOCIAL STUDIES**

*History 110, Twentieth Century United States .....	4 hours
History 120, 320, 321, European History .....	12 hours
History 312, American History to 1850 .....	3 hours
History 313, American History, 1850-1900 .....	3 hours
Geography 220, Economic Geography .....	4 hours
*Political Science 210, American Government .....	4 hours
Political Science 300, International Relations .....	3 hours
*Economics 210, Principles of Economics .....	4 hours
Economic Electives .....	3-5 hours
*Sociology 210, Introduction to Sociology .....	4 hours
Social Studies 440, Social Studies in the High School.....	3 hours
Sociology Elective .....	3 hours
Total .....	50-52 hours

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### REQUIREMENTS FOR A MAJOR IN HISTORY

*History 110, Twentieth Century United States .....	4 hours
History 120, 320, 321, European History .....	12 hours
History 250, 311, or 360, Minnesota, Social and Economic History, or History of the West .....	3-4 hours
History 312, American History to 1850 .....	3 hours
History 440, Social Studies in the High School .....	3 hours
History Electives .....	10-12 hours
<b>Total</b> .....	<b>35-38 hours</b>

### REQUIREMENTS FOR A MINOR IN HISTORY

*History 110, Twentieth Century United States .....	4 hours
History 120, 320, 321, European History .....	12 hours
History 312, American History to 1850 .....	3 hours
History Electives .....	4-6 hours
<b>Total</b> .....	<b>23-25 hours</b>

### REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE

*Political Science 210, American Government .....	4 hours
Political Science 300, International Relations .....	3 hours
Political Science 312, State and Local Government .....	3 hours
Political Science Electives .....	12 hours
<b>Total</b> .....	<b>22 hours</b>

Majors and minors preparing for Junior High-School work should take History 250.

## THE DIVISION OF SPECIAL FIELDS

### DEPARTMENT OF ART

#### REQUIREMENTS FOR A MAJOR IN ART

Art 210, Elements of Art .....	4 hours
Art 215, Applied Design .....	4 hours
Art 220, Art Structure I .....	4 hours
Art 221, Art Structure II .....	4 hours
Art 330, Art History I .....	4 hours
Art 331, Art History II .....	4 hours
Art 340, Art in the Elementary School .....	3 hours
Art 341, Craftwork .....	4 hours
Art 345, Art in the Secondary School .....	2 hours
Art 372, Art in the Home .....	4 hours
Art 410, Color .....	2 hours
Art 411, Pottery .....	4 hours
Art Elective .....	4 hours
<b>Total</b> .....	<b>47 hours</b>

#### REQUIREMENTS FOR A MINOR IN ART

Art 210, Elements of Art .....	4 hours
Art 215 or Art 341, Applied Design or Craftwork .....	4 hours
Art 220, Art Structure I .....	4 hours
Art 270, Art Appreciation .....	4 hours
Art 340, Art in the Elementary School .....	3 hours
or	
Art 345, Art in the Secondary School .....	2 hours
Art Elective .....	4 hours
<b>Total</b> .....	<b>22-23 hours</b>

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### DEPARTMENT OF INDUSTRIAL ARTS

#### REQUIREMENTS FOR A MAJOR IN INDUSTRIAL ARTS

Industrial Arts 110, Principles of Mechanical Drawing .....	4 hours
Industrial Arts 115, Printing .....	4 hours
Industrial Arts 120, Woodwork .....	4 hours
Industrial Arts 220, Advanced Woodwork .....	4 hours
Industrial Arts 310, Sheet Metal and Pattern Drafting .....	4 hours
Physical Science 312, General Physics .....	4 hours
Industrial Arts 315, General Metal .....	4 hours
Industrial Arts 440, History and Teaching of Industrial Arts	4 hours
Industrial Arts Electives, including Student Teaching.....	16 hours
<b>Total</b> .....	<b>48 hours</b>

### DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

#### REQUIREMENTS FOR A MAJOR IN HEALTH AND PHYSICAL EDUCATION

Biology 200, Heredity and Eugenics .....	2 hours
Biology 317, Bacteriology .....	4 hours
Biology 320, Anatomy-Physiology I .....	4 hours
Biology 322, Anatomy-Physiology II .....	4 hours
Health and Physical Education 322, Body Mechanics .....	2 hours
Health and Physical Education 324, Tests and Measurements .....	2 hours
Health and Physical Education 342, Methods and Materials in Individual and Dual Activities .....	4-8 hours
Health and Physical Education 344, Methods and Materials in Rhythmic Activities .....	2-4 hours
Health and Physical Education 440, Methods and Materials for Health Teaching in the Secondary Schools .....	3 hours
Health and Physical Education 441, Methods and Materials in Team Activities .....	6-12 hours
Health and Physical Education 443, Methods and Materials in Swimming .....	2 hours
Health and Physical Education 465, Administration, Organization, and Philosophy of Physical Education.....	4 hours
Electives in Health and Physical Education .....	3 hours
<b>Total</b> .....	<b>42-54 hours</b>

#### REQUIREMENTS FOR A MINOR IN HEALTH EDUCATION

Biology 200, Heredity and Eugenics .....	2 hours
Biology 317, Bacteriology .....	4 hours
Biology 320, Anatomy-Physiology I .....	4 hours
Biology 322, Anatomy-Physiology II .....	2 hours
Health and Physical Education 324, Tests and Measurements .....	2 hours
Health and Physical Education 440, Methods and Materials for Health Education in the Secondary School .....	3 hours
Electives to be chosen from the following: .....	8 hours

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Health and Physical Education 322, Body Mechanics .....	2 hours
Health and Physical Education 324, Tests and Measurements .....	2 hours
Health and Physical Education 340, Methods and Materials in Health and Physical Education in the Elementary Schools .....	4 hours
Health and Physical Education 349, Methods and Materials in Social Hygiene .....	2 hours
Education 452, Student Teaching .....	3-5 hours
Total .....	25 hours

### REQUIREMENTS FOR A MINOR IN PHYSICAL EDUCATION

Health and Physical Education 322, Body Mechanics .....	2 hours
Health and Physical Education 324, Tests and Measurements .....	2 hours
Health and Physical Education 342, Methods and Materials in Individual and Dual Activities .....	2-4 hours
Health and Physical Education 344, Methods and Materials in Rhythmic Activities .....	2-4 hours
Health and Physical Education 441, Methods and Materials in Team Activities .....	4-8 hours
Health and Physical Education 465, Administration, Organization, and Philosophy of Physical Education .....	4 hours
Electives in Health and Physical Education .....	2-5 hours
Education 455, Teaching Physical Education .....	3-5 hours
Total .....	18-29 hours

### REQUIREMENTS FOR A MINOR IN RECREATION

Recreation 410, Seminar in Recreation .....	4 hours
Recreation 450, Field Work in Recreation .....	3 hours
Journalism and Speech to be selected from the following: .....	8 hours
Journalism 220, Reporting .....	2 hours
Journalism 332, Editorial Writing .....	2 hours
Journalism 334, Newspaper Editing .....	2 hours
Journalism 336, Production of School Publications .....	3 hours
Journalism 338, Feature Writing .....	3 hours
Speech 200, Play Production .....	2 hours
Speech 232, Forensics .....	2 hours
Speech 234, Interpretation .....	3 hours
Speech 340, School Dramatics .....	3 hours
Speech 342, School Forensics .....	3 hours
Fine Arts and Industrial Arts .....	4 hours
Music Electives .....	4 hours
Physical Education Electives to be selected from the following: .....	4 hours
Health and Physical Education 342, Methods and Materials in Individual and Dual Activities .....	1-2 hours
Health and Physical Education 344, Methods and Materials in Rhythmic Activities .....	1-2 hours
Health and Physical Education 441, Methods and Materials in Team Activities .....	1-2 hours
Health and Physical Education 443, Methods and Materials in Swimming .....	2 hours
Total .....	27 hours



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**REQUIREMENTS FOR THE NINE QUARTER-HOUR ENDORSEMENT**

Health and Physical Education, 324, Tests and Measurements .....	2 hours
Health and Physical Education 342, Methods and Materials in Individual and Dual Activities .....	1-2 hours
Health and Physical Education 344, Methods and Materials in Rhythmic Activities .....	1-2 hours
Health and Physical Education 441, Methods and Materials in Team Activities .....	1-2 hours
Health and Physical Education 465, Administration, Organization, and Philosophy of Physical Education .....	4 hours
Total .....	9-12 hours

**DEPARTMENT OF MUSIC**

**REQUIREMENTS FOR A MAJOR IN MUSIC**

**GENERAL REQUIREMENTS**

Music 110, Elements of Music .....	4 hours
Music 120, Sight Singing and Ear Training .....	4 hours
Music 210, 211, Harmony I, Harmony II .....	8 hours
Music 212, Counterpoint .....	4 hours
Music 250a, Class Piano .....	3 hours
Music 371, Music History and Appreciation .....	4 hours
Music 400, Small Ensemble .....	2 hours
Music 410, Orchestration and Choral Arranging .....	4 hours
Total .....	33 hours

**VARIABLE I — INSTRUMENTAL MUSIC**

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

**VARIABLE II — CHORAL MUSIC**

Music 250b, General Applied Music .....	3 hours
Music 340, Music in the Elementary School .....	3 hours
or	
Music 345, Music in the Secondary School .....	2 hours
Music 350, Piano (Private) .....	3 hours
Music 360, Voice (Private) .....	3 hours
Choir, Choir Participation .....	5 hours
Total .....	18-19 hours

**REQUIREMENTS FOR A MINOR IN MUSIC**

**GENERAL REQUIREMENTS**

Music 110, Elements of Music .....	4 hours
Music 120, Sight Singing and Ear Training .....	4 hours
Music 371, Music History and Appreciation .....	4 hours
Total .....	12 hours

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### VARIABLE I — INSTRUMENTAL MUSIC

Music 250c, 250d, 250e, General Applied Music (two required) .....	6 hours
Music 341, Band Organization .....	2 hours
Music 342, Band Conducting .....	2 hours
Band, Band Participation .....	5 hours
<b>Total</b> .....	<b>15 hours</b>

### VARIABLE II — CHORAL MUSIC

Music 250b, General Applied Music .....	3 hours
Music 340, Music in the Elementary School .....	3 hours
or	
Music 345, Music in the Secondary School .....	2 hours
Music 346, Choral Conducting .....	2 hours
Music 350, Piano (Private) .....	3 hours
Music 360, Voice (Private) .....	3 hours
Choir, Choir Participation .....	5 hours
<b>Total</b> .....	<b>18-19 hours</b>

## TWO-YEAR ELEMENTARY CURRICULUM

The Two-Year Elementary Curriculum provides for the education of teachers for both graded and ungraded elementary schools. It includes academic, professional, and academic-professional courses. The academic courses provide for students a background of General Education. The professional courses develop an understanding of the child and the learning-teaching processes. The academic-professional courses deal with the organization of instructional materials and the development of teaching procedures for the various school subjects.

Student teaching under experienced supervision is offered in both graded and ungraded schools. Each student enrolled in the Two-Year Elementary Curriculum, except the student who has already earned credit for similar teaching, spends six weeks of the second year in the rural community to which he is assigned for student teaching.

Students who complete the Two-Year Elementary Curriculum may apply the courses for which they have earned credits as substitutes for, or as electives toward, the requirements of the Four-Year Elementary Curriculum.

Graduation is based upon earning ninety-six quarter hours of credit and an equivalent number of honor points. Upon completion of the two-year curriculum, students are granted diplomas which entitle them to certificates for teaching in the elementary schools of Minnesota.

The course descriptions are given in the various Divisions and Departments.

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REQUIREMENTS FOR THE TWO-YEAR CURRICULUM

ART

Art 110, Elements of Art .....	4 hours
Art 215, Applied Design .....	4 hours
<b>Total</b> .....	8 hours

EDUCATION

Education 110, Child Growth and Development .....	4 hours
Education 242, Reading and Language Arts in the Elementary School .....	4 hours
Education 243, Techniques Adapted to the Ungraded School .....	2 hours
Education 245, Rural School Management .....	3 hours
Education 250, Student Teaching .....	5 hours
Education 251, Student Teaching .....	5 hours
<b>Total</b> .....	25 hours

ENGLISH AND LITERATURE

*English 110, Basic English .....	0-5 hours
*English 111, Developmental Reading and Writing .....	3 hours
*Speech 113, Basic Speech .....	0-2 hours
*Speech 114, Developmental Speech .....	2 hours
*English 208, Advanced Communications .....	0-4 hours
English 250, Literature for Children .....	4 hours

**Total** ..... 9-20 hours

NOTE: The individual student's program in English will be determined on the basis of entrance examinations. A minimum of 13 quarter hours will be required of all students while a maximum of 16 quarter hours may be required. No student will be required to take all the courses listed in this section, but the specified courses which best fit the individual's needs will be selected.

MUSIC

Music 110, Elements of Music .....	4 hours
Music 243, Music in the Rural School .....	2 hours
<b>Total</b> .....	6 hours

SCIENCE AND MATHEMATICS

General Science 110, General Physical Science .....	4 hours
General Science 111, Human Biology and Hygiene .....	4 hours
General Science 112, Nature Study .....	4 hours
Geography 110, Elements of Geography .....	4 hours
Mathematics 240, Arithmetic in the Elementary School.....	4 hours
<b>Total</b> .....	20 hours

SOCIAL STUDIES

*History 110, Twentieth Century United States .....	4 hours
History 120, European History to 1500 .....	4 hours
*Political Science 210, American Government .....	4 hours
Sociology 212, Rural Sociology .....	4 hours
Social Studies 240, Social Studies in the Rural School .....	2 hours
<b>Total</b> .....	18 hours

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ORIENTATION

Orientation 110 ..... No credit

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education 141, Introduction to Rhythmic Material .....	1 hour
Health and Physical Education 142, Playground Games and Activities .....	1 hour
Health and Physical Education 240, Materials and Methods in Health Teaching .....	1 hour
Health and Physical Education 241, Materials and Methods in Physical Education Teaching in the Grades....	1 hour
Electives .....	4 hours
<b>Total</b> .....	<b>92-99 hours</b>

## THE DIVISIONS OF THE COLLEGE

The instructional program of the College is administered through a divisional organization. The divisions group themselves functionally into General Education, Professional Education, and Academic Education. A further breakdown for administrative purposes is made for the Division of Special Fields by the departmental organization consisting of Art, Health and Physical Education, Industrial Arts, and Music. A list of the divisions and departments follows:

- I. General Education: The Division of General Education
- II. Professional Education
  1. Division of Professional Courses
  2. Division of Laboratory Schools
  3. Division of Co-operating Schools
- III. Academic Education
  1. Division of Language and Literature
  2. Division of Science and Mathematics
  3. Division of Social Studies
  4. Division of Special Fields
    - a. Department of Art
    - b. Department of Health and Physical Education
    - c. Department of Industrial Arts
    - d. Department of Music

### DIVISION OF GENERAL EDUCATION

The program of General Education is administered by the College to enable students to reconstruct their experiences within broad areas of subject matter and on the level of their current attainments. The continuous reconstruction of experiences on successive higher levels—on ever-widening intellectual horizons—is the process by which human growth and development takes place. The State Teachers College Board, in harmony with college practices generally, has provided for the operation of the educational process of human growth and development through a list of constants which the College administers through a program of general education.

General Education is an extension of the secondary school program. It insures for college students a synthesis of content on a higher maturity level than they were able to attain in their previous schooling. The college approach in securing synthesis gives variety and interest through new methods of instruction and new organization of materials.

General Education gives a sound background for the work that follows in the professional and in the academic curriculums. A sound

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background of work for the education of teachers coincides with education for citizenship. The democratic way of life can be maintained only through an efficient, a cultured, and an enlightened people. To provide a program for producing a people thus educated is the main task of the public school. If such qualities are to be inculcated in children and youth, they must first of all be the common possession of teachers. A program of General Education is a logical prerequisite for teacher education.

The College has developed a definite point of view toward General Education. The following definition serves as a unifying principle of the point of view: General Education is the integrative effect of the learnings—understandings, appreciations, special abilities, and skills—that put the individual in right relationship to the civilized society in which he lives his unspecialized life in common with other people and that provide the intellectual, volitional, and cultural equipment essential for maintaining that relationship throughout the remainder of his life. As a process, General Education is the acquisition of the learnings in terms of understandings, appreciations, special abilities, and skills, together with the acquisition of the personal equipment necessary for their independent attainment as continuous education.

In view of the fact that the program of General Education cuts across the divisional organization, the administration is necessarily different from that of the other divisions in that the instructional staff is drawn from the other divisions and the program is administered under the general supervision of the Council on General Education.

### ORIENTATION

Orientation as an integral part of the college program aims to guide the student in becoming adjusted to college life by participating effectively in its activities, to introduce him to new experiences, and to aid him to utilize the opportunities for furthering his own personal development.

The program is organized and administered by the Junior Advisory Committee under the general supervision of the Council of General Education and the Council on Student Affairs. The work is carried on co-operatively by the various divisions and departments.

### DESCRIPTION OF COURSES

**ORIENTATION 110. PERSONAL AND HEALTH PRACTICES.**—This course includes a series of examinations and tests to be given to determine each student's physical and health rating and his individual abilities and interests. Analysis of and guidance in study habits, demonstrations of sports, activity programs, college customs and traditions will be a part of this course. Required of all freshmen and all transfer students in the freshman and sophomore years. No credit.

### COMMUNICATIONS

Communications as a means of impression and of expression is an important aspect of General Education. The College, therefore, has

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the responsibility of developing ability in communication commensurate with the needs of students in their various activities.

The courses in Communications are designed to discover deficiencies in the mechanics of reading, writing, speaking, and listening; to apply remedial instruction for raising the general level of the communicative skill of students; to lead students to an understanding of the nature of communications and its development, its limitations, its classifications, and its most advantageous uses as a primary tool for securing satisfactory social relations; and to assist students in obtaining through communications, a broad perspective of the inter-relating and integrating aspects of all the areas in General Education.

### DESCRIPTION OF COURSES

**ENGLISH 110. BASIC ENGLISH.**—After tests have disclosed what the student needs, he is assigned an individual schedule of study in some of the following fundamental phases of communication: usage, spelling, vocabulary, remedial reading, organization of paragraphs, and recognition of familiar legends and characters. None to five hours.

**ENGLISH 111. DEVELOPMENTAL READING AND WRITING.**—This course intends to open up fields of reading which the student has not yet explored and to use this reading as a basis for various types of writing, with emphasis upon exposition. Three hours.

**SPEECH 113. BASIC SPEECH.**—In this course an analysis is made of the student's voice and expression and of his adjustment to the typical everyday speaking situation. Work undertaken in the course is fundamental and remedial. None to two hours.

**SPEECH 114. DEVELOPMENTAL SPEECH.**—This course includes introductory work in the nature of language, mental hygiene and personality integration, and the development of facility in oral communications. Two hours.

**ENGLISH 208. ADVANCED COMMUNICATIONS.**—In this course an attempt is made to relate and integrate the fundamental aspects of all the areas, and direct attention is given to the development of a manner of introspection and a set of attitudes that will make possible the acquiring of a satisfactory philosophy of life. This will be done in part through oral and written exercises dealing with subjects in the various fields, with autobiographical analyses, and assigned related readings. This work will be supplemented with lectures and class discussions dealing with the same material. It is expected that all areas in General Education will assist in the selection of materials for this course. Students in the two-year curriculum are not required to take this course unless they have been excused from four or more hours of Basic English and Basic Speech. Four hours.

### THE HUMANITIES

The Humanities are concerned with man's achievements in art, music, literature, and other art creations as social phenomena which possess permanent values and are intimately related to man's intellectual, emotional, and spiritual environment.

The courses in the Humanities are designed to assist the student to find a coherent and unified meaning in a period of civilization through understanding the feeling and thought as revealed in the art-creations of that period, and to develop an appreciative attitude toward the arts in everyday living.

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The first course in the Humanities deals with an approach to meaning in art works. General aesthetic considerations of the arts are studied, together with principles of organization of materials in the various mediums. This course considers the relation of art forms to the civilizations which produced them and a method of approach to studying the culture of that period.

The other courses in the Humanities examine a cross-section of certain strategic periods to arrive at a procedure for finding coherent meaning. Emphasis is placed on understanding relationships of this period with basic similarities and differences between the various periods studied. The study of opinions of art necessitates a broad background of general history and a study of contemporary civilization including economic, social, and political thought of that period.

This series of courses is selective in content; no attempt is made to include a comprehensive historical panorama of all art-creations.

### DESCRIPTION OF COURSES

**HUMANITIES 110. AN APPROACH TO MEANING IN THE ARTS.**—A study of the organization of materials in the arts, together with a brief consideration of aesthetics. Attention is given to the place of the Humanities in various modes of living. Four hours.

**HUMANITIES 111. THE RENAISSANCE OF FLORENCE, ITALY.**—The focal point of this study is the art expression of Florence. Fusion of thought between Florence and its contemporary world is emphasized. Prerequisite: Humanities 110. Four hours.

**HUMANITIES 112. THE AGE OF REASON IN 18TH CENTURY LONDON.**—Art forms of the 18th century are selected which show relationships to each other and to the main currents of the thought and achievements of that era. The universal aspects of the art creations and their similarities to those of other periods are stressed. Prerequisite: Humanities 110. Four hours.

**HUMANITIES 210. AMERICA BETWEEN THE WORLD WARS.**—A study of art expression in this country from 1918 to 1939. Relationships of the arts to contemporary thought and experience are emphasized. Prerequisite: Humanities 110. Four hours.

### THE NATURAL SCIENCES

In this rapidly changing age of science greater demands are being made upon each individual in terms of scientific understanding. An educated individual should understand and become accustomed to using the scientific methods of acquiring, interpreting, and evaluating information; he should have a minimum fund of scientific factual knowledge in order to understand the nature of his world and to appreciate the importance of scientific advances as they affect both his thinking and his daily life; and he should recognize his own position in this world and his dependence on scientific laws.

### THE PHYSICAL SCIENCE SURVEY

The courses of the physical science survey are designed to acquaint the student with the more important achievements in the physical sciences, and to help him acquire a broader understanding of



the laws of the physical world as they relate to his living in an age of science; to train the student in the scientific method of thinking and of obtaining knowledge, and to help him cultivate the scientific approach, not only to laboratory problems, but also to problems of everyday life; to give him practice in careful observation and methods of using experimental data in the interpretations of controlled experiments; and to relate advancement in the physical sciences to man's social and economic progress.

Courses of the physical science survey are to be taken as a series during the freshman year; they are prerequisites to courses of the biological science survey.

Students who have completed courses in physics and chemistry in high school, and who show by results of comprehensive tests that they possess the basic understandings to be derived from Physical Science 112, may be excused from the course and allowed to choose another course in its stead. Petitions for such comprehensive tests should be filed with the head of the science division at any time not later than two weeks before the beginning of the Spring Quarter. The student will then be informed of the place and time of the test.

#### DESCRIPTION OF COURSES

**PHYSICAL SCIENCE 110. MATHEMATICS AND ASTRONOMY.**—A course presenting mathematics as a factor in the development of civilization and scientific progress. Emphasis is placed on the practical importance of mathematics in measurement of areas and volume, proportion in the fine arts, usefulness of indirect measurement, relation to logical thinking, and drawing justifiable conclusions from given data. The course seeks to develop skills in computation and the ability to use equations, formulas, tables and graphs. The latter part of the course deals with the earth as a part of the universe, placing especial emphasis on the solar system, stars and galaxies, and constellations, as related to man's understanding of the origin and nature of his world. Four hours.

**PHYSICAL SCIENCE 111. THE EARTH SCIENCES.**—An introduction to and survey of the sciences of geography, geology, physiography, and weather and climate. Major topics include: the use and interpretation of maps in geography; the materials of the earth and its history in geology; land forms and water bodies in physiography; and interpretation of weather and climatic maps in relation to man. Four hours.

**PHYSICAL SCIENCE 112. THE PHYSICAL SCIENCES (CHEMISTRY AND PHYSICS).**—A course designed to integrate the more important scientific principles and advances in the fields of chemistry and physics and to relate their application and effects to man's social and economic progress. Four hours.

#### THE BIOLOGICAL SCIENCE SURVEY

It is the purpose of the biological science survey to arouse an interest in the world of living things so that the student will derive greater enjoyment from his environment, and to show the necessity of conservation of our biological heritage—natural and human resources; to show the fundamental interrelationships among all living organisms, their dependence upon climate and soil, and the application of these

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understandings to human welfare; to acquaint the students with the structure and history of the human body and the functions of the body parts in health and disease; to enable the student to understand himself better as a part of a more complete picture of life by presenting the fundamental similarity in all living organisms. Courses in the biological science survey form a year sequence in the order listed and are to be taken during the sophomore year.

### DESCRIPTION OF COURSES

**BIOLOGY 210. BIOLOGICAL DISTRIBUTION AND PLANT STUDY.**—An introduction to the field and problems of biology. Special attention is given to the characteristics and distribution of plant and animal life as related to past and present environmental conditions, to identification and uses of common plants, to structure and function of plant parts. Representatives of the major plant types are used in a study of life cycles and reproduction. Four hours.

**BIOLOGY 211. HUMAN BIOLOGY AND HYGIENE.**—A study of man in relation to chordates; the background of human diseases; the structure, history, function and hygiene of human body systems; the effects of narcotics and alcohol. This course complies with Session Laws of 1943, requiring the instruction of harmful effects of the use of narcotics and alcoholic liquors. Four hours.

**BIOLOGY 212. HISTORY AND DEVELOPMENT OF THE ANIMAL BODY.**—A study of progressive development of body plans in representative animals, as related to successive embryonic stages, followed by a correlation of the details of fertilization, cell division, and heredity as they relate to maintenance of species and also to production of biological variations. Four hours.

**PSYCHOLOGY 210. GENERAL PSYCHOLOGY.**—This course 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. Four hours.

### THE SOCIAL STUDIES

The social studies are designed to provide students with the basic assumptions of democracy as opposed to authoritarianism and to give them an understanding of democratic processes. It is the aim of Social Studies to create in students a will for the accomplishment of democratic aims and to develop the breadth and precision of knowledge required of them as citizens to take part in shaping public and social policies by familiarizing them with the American experience in the operation of political, social, and economic institutions. Another significant outcome of these studies is the development of a critical attitude in the appraisal of evidence according to the methods used by the social sciences.

### DESCRIPTION OF COURSES

**HISTORY 110. TWENTIETH CENTURY UNITED STATES.**—A study of the United States in the twentieth century, with such background as is essential to an understanding of current trends and problems. Major topics: the disappearance of the frontier, the economic revolution, the emergence of the United States as a world power, the progressive movement, the World Wars and the abandonment of isolation. Four hours.

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**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. Four hours.

**SOCIOLOGY 210. INTRODUCTION TO SOCIOLOGY.**—An analysis of the essential aspects of social life, of the purposes, problems, and methods of social study, of the formative factors of social life, and of fundamental social institutions. This course complies with Session Laws of 1943, requiring the instruction of harmful effects of the use of narcotics and alcoholic liquors. Four hours.

**POLITICAL SCIENCE 210. AMERICAN GOVERNMENT.**—The fundamentals of American political institutions, processes and functions. A prerequisite to all other political science courses. Four hours.

### HEALTH, PHYSICAL EDUCATION, AND RECREATION

The aims and objectives of this program are embodied in the ancient Greek ideal, "A sane mind in a sound body." In order to encourage the student to strive for the type of positive health which means living fully and serving best, the student has a period of preliminary tests and conferences with staff members. These are intended to help him evaluate his own physical assets and to encourage him to make the fullest use of them.

The subsequent program aims to help him enjoy a maximum of physical well-being and to furnish him with a recreational program in which he will learn to work and play with his fellow students and acquire enough skill in the sports best suited to him, so that he may be assured of a rich recreational equipment for his leisure time when college life is over.

### DESCRIPTION OF COURSES

**PHYSICAL EDUCATION ELECTIVES.**—On the basis of tests made in Orientation 110, the student will choose four hours from the following courses. These are to be taken as follows: two during the remaining terms of freshman year and two during any two terms of the sophomore year. Four hours.

Additional courses may be taken during the sophomore year or at any time during the student's college life. Courses may be used as elective credits. Four hours.

**HEALTH AND PHYSICAL EDUCATION 111. BODY BUILDING.**—Designed to meet the needs of those students whose examinations in Orientation 110 indicate that a course in general body building is desirable. One hour.

**HEALTH AND PHYSICAL EDUCATION 112. CORRECTIVE GYMNASTICS.**—Intended for those students whose tests show a need for specific corrective work of a personal and individual nature. One hour.

**HEALTH AND PHYSICAL EDUCATION 121. TEAM ACTIVITIES FOR FRESHMEN.**—This course will vary from term to term to meet seasonal requirements for team sports. Over a period of years the course will include the following, usually one sport being taught in any one term: baseball, basket ball, football, field hockey, soccer, speedball, softball, and volley ball. One hour.

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**HEALTH AND PHYSICAL EDUCATION 122. INDIVIDUAL AND DUAL ACTIVITIES FOR FRESHMEN.**—Like 121, the course varies to permit a wide range of activities over a period of years. The following will be included at various times: archery, badminton, boxing and wrestling, field and track, horseshoe, shuffle board and ping-pong, tumbling, and apparatus. One hour.

**HEALTH AND PHYSICAL EDUCATION 123. SWIMMING FOR FRESHMEN.**—Classes are arranged to accommodate the following groups: (a) non-swimmers, (b) elementary swimmers, (c) intermediate, (d) advanced, (e) diving, (f) Red Cross courses, junior and senior life-saving and water-safety instructors. One hour.

**HEALTH AND PHYSICAL EDUCATION 124. RHYTHMICS.**—This course will also be varied from term to term to teach folk and square dancing, tap, modern dancing, and beginning and advanced social dancing. One hour.

**HEALTH AND PHYSICAL EDUCATION 125. SPECIAL ACTIVITIES FOR FRESHMEN.**—This course varies and will at various times include Standard First Aid, Advanced First Aid, Home Care of the Sick, Fundamentals of Boy Scout Leadership, Advanced Boy Scout Leadership, Club Leadership for Girls, Conditioning, Care, and Treatment of Athletic Injuries. One hour.

**HEALTH AND PHYSICAL EDUCATION 221. TEAM ACTIVITIES FOR SOPHOMORES.**—Similar to 121, but for sophomores and upper classmen. One hour.

**HEALTH AND PHYSICAL EDUCATION 222. INDIVIDUAL AND DUAL ACTIVITIES FOR SOPHOMORES.**—Similar to 122, but intended for sophomores and upper-class students. One hour.

**HEALTH AND PHYSICAL EDUCATION 223. SWIMMING FOR SOPHOMORES.**—Similar to 123, but limited to upper-class students. One hour.

**HEALTH AND PHYSICAL EDUCATION 224. RHYTHMICS FOR SOPHOMORES.**—Similar to 124, but limited to upper-class students. One hour.

**HEALTH AND PHYSICAL EDUCATION 225. ACTIVITIES FOR SOPHOMORES.**—Similar to 125, but for sophomores. One hour.

## DIVISIONS OF PROFESSIONAL EDUCATION

The Divisions of Professional Education contribute to the primary function of the College in two ways, the first by preparing teachers for their specific professional activities, and second, by rendering professional service to the public schools.

The Divisions of Professional Education are: The Division of Professional Courses, the Division of Laboratory Schools, and the Division of Co-operating Rural Schools.

### THE DIVISION OF PROFESSIONAL COURSES

Mr. Christensen, Chairman; Miss Corneliussen; Mrs. Durboraw; Miss Hawkinson; Mr. Heaton; Miss Junge; Mr. Lura; Mr. Spencer.

The professional courses are organized and sequentially arranged to provide for the student education which will effectively contribute toward his specific preparation for the profession of teaching. The professional courses emphasize not only the scientific aspects of sound subject matter and educational procedure, but also the philosophy of human betterment. The professional courses are designed to be functional and to furnish the student with technical ability, human under-

## MOORHEAD, MINNESOTA

standing, and enthusiasm which will make for effective educational work in the public schools. The Division of Professional Courses supports the work of the other divisions of the College, both academic and professional, in a program of living and learning in which fully as much attention is paid to human improvement through understanding of human growth and development as to mastery of subject matter and techniques of instruction.

### DESCRIPTION OF COURSES

110. CHILD GROWTH AND DEVELOPMENT.—A course designed to give an understanding of the physical, mental, emotional, and social growth and development of the human individual from the prenatal state to adulthood. With emphasis on the total personality, factors that promote normal growth and development as well as those that hinder are studied. Case histories are examined and observations of children are provided. Four hours.

242. READING AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.—The purpose of this course is to study the problems involved in the teaching of these subjects throughout the elementary grades. Among the major problems of the work in reading will be reading readiness, vocabulary development, work-type and recreational reading, phonics and its relation to reading, diagnostic and remedial work, selection of reading materials, tests and their uses, and methods of teaching. Among the major problems of the course in the language arts will be the development of oral and written expression in all the grades, the functional approach to grammar and correct usage, modern trends in spelling, and the place of handwriting in the school program. Problems will be developed in accordance with the needs of lower and upper grade teachers. Prerequisite: Education 110. Four hours.

243. TECHNIQUES ADAPTED TO THE UNGRADED SCHOOLS.—The purpose of this course is to assist students in selecting, adapting, evaluating, and making practical application of teaching techniques. This course is required of all two-year students who do student teaching in the co-operating ungraded schools. Prerequisite: Education 242. Two hours.

245. RURAL SCHOOL MANAGEMENT.—This course concerns itself with the entire stage setting of the teaching-learning process in the rural schools. It includes units in the study of the school plant, school equipment, housekeeping, planning the daily program, records and reports, school laws, and organizing the school for effective control. Prerequisite: Education 110. Three hours.

250, 251. STUDENT TEACHING.—All students preparing to qualify for the standard elementary certificate in Minnesota are required to take one term of intensive teaching for a six weeks period in an ungraded (rural) school and one term of twelve weeks of teaching in the Laboratory School on the campus. Prerequisite: Education 242. Ten hours.

310. HUMAN GROWTH AND DEVELOPMENT.—This course is similar to that described as Education 110, but is designed for the four-year curriculum. With emphasis on the total personality of the human individual, consideration is given to physical, social, emotional, and mental growth and development from the beginning to the end of life. Normal growth and development is stressed. Opportunity is provided for the student to observe boys and girls of all ages and to study some special problems. Four hours.

320. PRINCIPLES OF LEARNING.—A study of intellectual growth and development and the application of psychological principles to learning. The subject deals with such matters as the modifiability and educability of the human organism, the nature and different kinds of learning, affectivity, motivation, readiness, rates and permanence of learning, transfer of training, economy of learning, and individual differences and similarities. Prerequisite: Education 310. Four hours.

## STATE TEACHERS COLLEGE

**340. PRINCIPLES OF TEACHING.**—A study of the application of the principles of learning and the selection, organization, and presentation of learning experiences. Attention is given to the various kinds of learning products; to the various general teaching procedures, such as the drill method, appreciation teaching, technique in the expression subjects, and in the practical arts and sciences; techniques and bases for the organization of instructional materials; systematic teaching procedures; and the problem of individual differences. Prerequisite: Education 320. Three hours.

**342. READING IN THE ELEMENTARY SCHOOL.**—This course is designed for students enrolled in the four-year elementary curriculum. Among the major problems to be considered are: the role of reading in contemporary life and in the school curriculum, the basic habits and processes involved in reading, the organization of a valid reading program at the various grade levels, including the basic instruction in reading, guidance in reading in the content fields, recreational reading, diagnosis and remedial work, and evaluation. Included also is a study of the new materials and the approved techniques of instruction in a broad and balanced reading program. Prerequisite: Education 320. Four hours.

**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 110 or 310. Four hours.

**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 110 or 310. Four hours.

**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 310. Four hours.

**374. EDUCATIONAL STATISTICS AND PRINCIPLES OF EVALUATION.**—A study of the fundamental educational statistical techniques needed by the modern teacher. Both skill in calculation and interpretation of results are emphasized. Attention is also given to the measurement of intelligence, marking systems, and the construction and uses of informal tests. Prerequisite: Education 320. Three hours.

**386. PERCEPTUAL AIDS TO LEARNING.**—Deals with the psychological principles involved in audio-visual and other aids to learning and gives practice in preparing, evaluating, and using perceptual aids materials. Attention is given to school journeys, school museums, motion pictures, still pictures, and graphics. A careful study is made of projection. Equally applicable to elementary and secondary teachers. Prerequisite: Education 320. Four hours.

**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 374. Four hours.

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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. Senior elective. Prerequisites: Education 450 and 451. Four hours.

450E, 451E. STUDENT TEACHING.—Opportunity is provided on the senior level for participation in actual teaching in the elementary school. Under careful supervision, the student prepares, presents, and evaluates the outcomes of learning methods and materials. Prerequisite: Education 340. Ten hours.

452E. STUDENT TEACHING.—An elective in the elementary school. Prerequisite: Education 450E. Credit arranged.

450S, 451S. STUDENT TEACHING.—These courses give students ample opportunity to observe expert teaching in their major or minor areas or both as well as participation in actual teaching in the secondary school. Under careful supervision the student is inducted into the complete job of teaching in the secondary field or fields in which he is preparing. Prerequisite: Education 340. Ten hours.

452S. STUDENT TEACHING.—An elective in student teaching for the individual who may desire further experience in teaching in an academic field. Prerequisite: Education 450E or 450S and 451E or 451S. Five hours.

455. STUDENT TEACHING.—Student teaching for the individual who needs to qualify as a teacher in a special field. Prerequisite: Education 340. Hours of credit to be adjusted.

481. ELEMENTARY SCHOOL CURRICULUM.—The content of this course includes the function and development of the public school in our present society; social, political and pedagogical factors that have affected the development of the school and still affect the present school curriculum; educational theories and their curriculum implications growing out of the factors influencing school programs; present curriculum trends; curriculum principles; techniques of curriculum construction; state and local requirements; and the function and scope of different curricula areas. Prerequisite: Education 340. Four hours.

485. SECONDARY SCHOOL CURRICULUM.—The content of this course includes the function and development of the public school in our present society; social political and pedagogical factors that have affected the development of the school and still affect the present school curriculum; educational theories and their curriculum implications growing out of the factors influencing school programs; present curriculum trends; curriculum principles; techniques of curriculum construction; state and local requirements; and the function and scope of different curricula areas. Prerequisite: Education 340. Four hours.

490. TEACHERS' PROBLEMS IN ORGANIZATION AND ADMINISTRATION.—A study of the administrative responsibilities, relations, and problems of teachers. Teachers' responsibilities are considered in the areas of pupil guidance, curriculum, extra-curriculum, finance, reporting, and community. Relationships are noted between the teacher and the federal government, the state, the local unit, the principal, and teachers' organizations. Attention is given to special problems of teachers such as preparation, in-service study, placement, salaries, retirement, and professional ethics. Senior year. Prerequisite: All required education courses but may be taken concurrently with teaching. Three hours.

## METHODS AND MATERIALS IN THE FOUR-YEAR CURRICULUMS

### ART

Art 340. Art in the Elementary School. Three hours. See page 61.

Art 345. Art in the Secondary School. Two hours. See page 61.

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### EDUCATION

Education 342. Reading in the Elementary School. Four hours. See page 44.

### GEOGRAPHY

Geography 340. Geography in the Elementary and Secondary Schools. Four hours. See page 55.

### HEALTH AND PHYSICAL EDUCATION

Health and Physical Education 340. Methods and Materials for Health and Physical Education in the Elementary School. Four hours. See page 64.

Health and Physical Education 342. Methods and Materials in Individual and Dual Activities. Two to eight hours. See page 64.

Health and Physical Education 344. Methods and Materials in Rhythmic Activities. Two to four hours. See page 64.

Health and Physical Education 440. Methods and Materials for Health Teaching in Secondary Schools. Three hours. See page 64.

Health and Physical Education 441. Methods and Materials in Team Activities. Two to twelve hours. See page 64.

Health and Physical Education 443. Methods and Materials in Swimming. Two hours. See page 64.

### INDUSTRIAL ARTS

Industrial Arts 440. History and Teaching of Industrial Arts. Four hours. See page 62.

### LANGUAGE AND LITERATURE

English 340. Literature in the Elementary School. Four hours. See page 50.

English 341. The Language Arts in the Elementary School. Four hours. See page 50.

English 351. High-School Literature. Three hours. See page 50.

English 352. High-School English. Three hours. See page 50.

Speech 342. Direction of School Forensics. Three hours. See page 51.

Speech 344. Principles and Methods of Speech Correction. Five hours. See page 51.

Speech 345. Speech Correction Laboratory. Two hours. See page 51.

### MUSIC

Music 340. Music in the Elementary School. Three hours. See page 66.

Music 341. Band Organization. Two hours. See page 66.

Music 342. Band Conducting. Two hours. See page 66.

Music 345. Music in the Secondary School. Two hours. See page 66.

Music 346. Choral Conducting. Two hours. See page 66.

### SCIENCE AND MATHEMATICS

Mathematics 240. Arithmetic in the Elementary School. Four hours. See page 56.

General Science 340. Science in the Elementary School. Four hours. See page 53.

General Science 440. Materials for Teaching Science in Secondary Schools. Four hours. See page 53.

### SOCIAL STUDIES

Social Studies 340. Social Studies in the Elementary School. Four hours. See page 59.

Social Studies 440. Social Studies in the Secondary School. Three hours. See page 59.



## DIVISION OF THE LABORATORY SCHOOLS

E. M. Spencer, Director.

The Laboratory Schools, consisting of the College Elementary School and the College High School, serve the State and the College through the following three main channels: (1) They operate as an experimental center where new methods and new courses of study are developed. (2) They serve as a laboratory for the training of teachers. (3) They present demonstration lessons for the observation of students in the college and for groups of teachers who visit the school.

The Laboratory Schools recognize their responsibility to the college and the state, but hold that the three purposes can best be fulfilled through the provision of a rich educational program for their own pupils. Therefore, the Laboratory Schools accept as their primary function the education of their own pupils. The standards of instruction must be of a superior quality, both for the sake of the children enrolled and because only in such a situation can teachers be well educated for their responsibilities in the public schools.

Because good teaching procedures are of significant importance in the education of teachers, a major share of the actual teaching is done by the supervisors. The opportunity to observe sound teaching procedures is provided to college students and to faculty in connection with their course work and to the public in general. Experimentation in new methodology and subject materials is carried on in so far as time of the supervisors and the welfare of the children permit.

### COLLEGE ELEMENTARY SCHOOL

Miss Junge, Principal; Mrs. Durboraw, Kindergarten; Miss Korsbrek, First Grade; Miss Williamson, Second Grade; Miss Dubbe, Third Grade; Miss Sorknes, Fourth Grade; Miss Hamilton, Fifth Grade; Miss Carlson, Sixth Grade; Miss Frick, Health and Physical Education; Miss Wenck, Vocal Music; Mr. McGarrity, Instrumental Music; Miss Lindquist, Nurse.

The College Elementary School consists of a kindergarten and grades one to six, inclusive. The entire program of studies is carefully planned in order to insure development of the basic abilities, knowledge, interests, and attitudes that are important in both the present and future life of the child. The school curriculum aims at the systematic development of a command of the fundamental subjects of reading, writing, spelling, arithmetic, and language. It offers well-planned programs in science and social studies. It provides instruction in art, music, literature, and health and physical education. It gives careful attention to the development of well-rounded and well-adjusted personalities.

The enrollment in each grade is limited to approximately twenty-five pupils. Enrollment is voluntary.

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### COLLEGE HIGH SCHOOL

Miss Hawkinson, Principal and Social Studies; Miss Kivits, English; Mr. Brand, Mathematics; Miss Solem, English; Miss Holen, Home Economics; Mr. Wooldridge, Science; Mr. Weltzin, Industrial Arts; Mr. McGarrity, Instrumental Music; Miss Wenck, Vocal Music; Miss Frick, Health and Physical Education; Miss McKellar, Health and Physical Education; Mr. Domek, Health, Athletics, and Physical Education; Miss Lindquist, Nurse and Health Education; Miss Fitz-Maurice, Modern Languages.

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. The curriculum emphasizes general education, a continuation of the general program begun in the elementary schools. The high school aims to functionalize its program to meet the needs of pupils in this area. The program of general education is also organized to integrate with the general program in the first two years of college to avoid duplications and omissions. In addition to the program of general education, work is provided in the commercial field, home economics, industrial arts, vocal and instrumental music, art, forensics, journalism, and physical education including swimming and athletics. Admission is by application.

### DIVISION OF CO-OPERATING SCHOOLS

Miss Corneliussen; Miss Kleppe.

The purpose of the Co-operating Ungraded Schools is to provide opportunities for student teaching in situations similar to those in which the graduates are likely to teach.

#### DIVISION REQUIREMENTS

All students taking the two-year curriculum, except those who have already earned credit in similar teaching, are assigned to these schools for six weeks during their second year.

#### CO-OPERATING SCHOOLS

The College maintains co-operation with four ungraded schools in Clay County. Two of these schools are of the one-teacher type and two are of the two-teacher type.

The supervising teachers in the Co-operating Schools are: Miss Adeline Haugrud and Mrs. Eulalia Fisher, Averill School, Clay County, District 111; Miss Agnes Fosse, Gunderson School, Clay County, District 121; Mrs. Joyce Lura and Miss A. LuVerne Johnson, Oak Mound School, Clay County, District 78; and Miss Ruby Neprud, Riverside School, Clay County, District 8.

## DIVISIONS OF ACADEMIC EDUCATION

The Divisions of Academic Education provide opportunities for specialization in subject-matter fields. Advisers assist students in selecting the fields of concentration. In order to insure adequate range in subject matter, students are required to fulfill requirements in two or more areas through majors and minors.

### DIVISION OF LANGUAGE AND LITERATURE

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

The Division of Language and Literature has as its three-fold 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 of 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. Advance 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

\*110. BASIC ENGLISH.

\*111. DEVELOPMENTAL READING AND WRITING.

\*208. ADVANCED COMMUNICATIONS.

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. Five hours.

212, 214. SURVEY OF ENGLISH LITERATURE.—A connected survey of English literature from Beowulf to the twentieth century, 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. Five hours each.

250. LITERATURE FOR CHILDREN.—A broad survey of the history and materials of the literature for children in the elementary grades. Four hours

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. Three hours.

310. ADVANCED COMPOSITION.—Designed to enlarge the vocabulary and 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. Three hours.

## STATE TEACHERS COLLEGE

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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 the twentieth century. Together with the two terms of Survey of English Literature, this course gives the student the continuous story of the literature of all English-speaking peoples. Five hours.

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. Four hours.

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. Four hours.

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, and Whitman. A comparative and critical study of these writers against their background. Three hours.

340. **LITERATURE IN THE ELEMENTARY SCHOOL.**—A course for elementary education majors surveying materials and methods of selecting and presenting literature for children in the elementary grades. Four hours.

341. **LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.**—A course for elementary education majors which surveys the objectives, materials, and methods of oral and written communications, reading and listening; vocabulary development; functional grammar and usage; spelling and handwriting. Three hours.

351. **HIGH-SCHOOL LITERATURE.**—A survey of objectives, materials, and methods in the teaching of junior and senior high-school literature. Studies of textbooks and studies of readings on the various levels. A prerequisite for the library science courses. Three hours.

352. **HIGH-SCHOOL ENGLISH.**—A course paralleling High-School Literature but studying the whole scope of communications—writing, speaking, reading skill, listening, etc.—on the junior and senior high-school level. Three hours.

402. **MODERN DRAMA.**—A study of the chief twentieth-century dramatists, beginning with the influence of Ibsen and studying the modern tendency to deal with social and economic problems. Three hours.

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 upon the latter. Considers trends in style and viewpoint. Three hours.

### SPEECH

\*113. **BASIC SPEECH.**

\*114. **DEVELOPMENTAL SPEECH.**

\*208. **ADVANCED COMMUNICATIONS.**

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 hours.

232. **INTERCOLLEGIATE FORENSICS.**—Designed to provide training in debate, oratory, extemporaneous speech, and other forensic activity. Students in this course will work in the speech activities on the campus and in inter-school speech events. Two hours.

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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 interpretative materials as the chief objective. Three hours.

236. **ESSENTIALS OF PUBLIC SPEAKING.**—The course aims to develop the skills necessary for intelligent, forceful speaking before an audience. The assigned speeches cover actual audience situations and varied types of speech. Three hours.

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. Three hours.

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. Three hours.

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 such defectives. Special attention is given to speech defects most common in this region. Five hours.

345. **SPEECH CORRECTION LABORATORY.**—This course is a laboratory in which students who have had Speech 344 will be given actual practice in examining and treating speech defectives in the speech clinic. Two hours.

### JOURNALISM

220, 221. **REPORTING.**—Principles and practice of news and feature story writing; interpretation and background of news. Students work directly with campus events and contribute to the college paper and to other papers. Two hours each.

330. **HISTORY AND PRINCIPLES OF JOURNALISM.**—A study of 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, are developed. Three hours.

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 hours.

334. **NEWSPAPER EDITING.**—A study of the problems of the modern newspaper editor, stressing copyreading, evaluation of news, and copyfitting. Two hours.

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 hours.

338. **SPECIAL FEATURE WRITING.**—A seminar in writing for those interested in special fields of newspaper, magazine, and radio work; opportunities for individual projects in various fields of articles and radio script. Three hours.

### 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 is completed. Four hours each. Continuous throughout the year.

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210, 211, 212. **INTERMEDIATE FRENCH.**—Reading 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. Four hours each. Continuous throughout the year.

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. Four hours each. Continuous throughout the year.

### 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 is completed. Four hours each. Continuous throughout the year.

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. Four hours each. Continuous throughout the year.

310, 311, 312. **SURVEY OF SPANISH LITERATURE.**—The principal 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. Four hours each. Continuous throughout the year.

### SCHOOL LIBRARY SCIENCE

The library, in co-operation with the Division of Language and Literature, offers nine quarter hours in School Library Science, which prepares the student to meet the requirements of the Minnesota State Department of Education for the endorsement of teacher-librarian. 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. Prerequisite 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 co-operative study. Discussion and laboratory periods. Four hours. Offered only in Summer.

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; and ways of keeping in touch with new books. Discussion and laboratory periods. Four hours. Offered only in Summer.

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 hour. Offered only in Summer.

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### DIVISION OF SCIENCE AND MATHEMATICS

Mr. Dildine, Chairman; Mr. Addicott; Mr. McGarrity; Mr. Westfall.

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 the students in the world in which they live; (2) to give them technical information for balanced living; (3) to provide them with the scientific method for interpreting their world; and (4) to give prospective teachers both the broadest basic training demanded by the position they will find available, and in addition, a chance to concentrate in the field of their special interest.

#### DESCRIPTION OF COURSES

##### GENERAL SCIENCE

110. **GENERAL PHYSICAL SCIENCE.**—The first of a series of three courses designed to give a non-technical review of science, required on the two-year curriculum, and organized to enrich the student's everyday experiences and to provide the basic knowledge necessary for teaching in the elementary grades. This, the first course, provides an introduction to the fields of chemistry, physics, and astronomy, emphasizing broad relationships and application to everyday life. Considerable emphasis is placed on adapting science to the elementary curriculum. Four hours.

111. **HUMAN BIOLOGY AND HYGIENE.**—A study of the structure, history, functions, and hygiene of the human body; the background of human disease; the effects of narcotics and alcohol. Transfers as Biology in the four-year curriculum. Four hours.

112. **NATURE STUDY.**—A professionalized study of plants, insects, and birds. Extensive use is made of colored slides, mounted specimens, films, collections, and field trips. Attention is given to the place of nature study in recreation and conservation, and to the relationship of literature and music to the natural world. Transfers as Biology elective on the four-year curriculum. Four hours.

340. **SCIENCE IN THE ELEMENTARY SCHOOL.**—This course is designed to provide the teacher with a comprehensive theoretical and practical basis for the teaching of Elementary Science as well as with detailed source materials for classroom use. The major problems considered in this course are: the development of aims to serve as goals for teaching; the planning of experience to accomplish these aims; the evaluation of general methods of teaching elementary science; the development of specific classroom procedures; the methods of appraising results in elementary science; and a knowledge of the sources and types of materials of instruction in elementary science. Four hours.

440. **MATERIALS FOR TEACHING SCIENCE IN THE SECONDARY SCHOOLS.**—An applied review of materials and laboratory techniques available for teaching science in junior and senior high schools. Students are also given the experience of evaluating and selecting current textbooks and allied instructional materials. Prerequisite or parallel to student teaching in science. Two to four hours.

##### BIOLOGICAL SCIENCE

- \*210. **BIOLOGICAL DISTRIBUTION AND PLANT STUDY.**
- \*211. **HUMAN BIOLOGY AND HYGIENE.**
- \*212. **HISTORY AND DEVELOPMENT OF THE ANIMAL BODY.**

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200. **HEREDITY AND EUGENICS.**—A study of the principles underlying plant and animal inheritance, and their application to human betterment. Prerequisite: Biology 212, or by permission of the instructor. Two hours.

213. **VERTEBRATE ZOOLOGY.**—Classification, interrelations, and adaptations of back-boned animals as shown by studies of embryonic development and adult comparisons. Five hours.

214. **FIELD BIOLOGY OF PLANTS.**—A course dealing with the recognition of common plants, the environmental relations of plants and animals, and the economic aspects of plant diseases, control measures, and the development of valuable plant varieties. Four hours.

216. **FIELD BIOLOGY OF ANIMALS.**—Studies on identification, environmental relations, economic importance, and life habits of insects, birds, and mammals, emphasizing local species as seen in the field, and the importance of plants in their distribution and habits. Prerequisite: Biology 214. Five hours.

315. **PLANT TAXONOMY.**—A course dealing with the study and identification of seed plants in Minnesota. Living plants, preserved material, and herbarium specimens 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. Four hours.

316. **PLANT ECOLOGY.**—Primarily a field course dealing with the origin, development, and successional relationships of Minnesota plants. The influence of environmental factors in determining the plant life of a particular region is emphasized. Considerable attention is given to identification of plants in the field. Some field work will be taken on Saturday mornings. Four hours.

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. Four hours.

319. **APPLIED BACTERIOLOGY.**—A continuation of Biology 317, emphasizing means of isolation, culture, and identification of bacteria and allied organisms, as applied to the microbiology of food, milk, water, sewage, and soils. Prerequisite: Biology 317. Four hours.

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 cat or rabbit, with comparison to man, and experiments to test the activity of the systems dissected. Four hours.

322. **ANATOMY-PHYSIOLOGY II.**—Continuation of 320, including systems not covered in the other quarter's work. Either may be taken independently. Four hours.

### GEOGRAPHY

110. **ELEMENTS OF GEOGRAPHY.**—The basic elements of geography with methods to aid in understanding and teaching the subject. Four hours.

200. **GEOLOGY AND PHYSIOGRAPHY.**—Geology is correlated with physiography in study of the surface features of the earth, soils, and minerals. Laboratory work includes topographic map study, recognition of the common rocks and minerals, and some field work. Four hours.

202. **WEATHER AND CLIMATE.**—A laboratory study of the 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. Four hours.



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210. **WORLD GEOGRAPHY.**—The study of the countries by the regional approach with emphasis on global relations and geo-politics. Four hours.

220. **ECONOMIC GEOGRAPHY.**—Economic geography is helpful for teachers in any grade. It is a study of the resources and commercial products in relation to the well-being of man and man's occupations. The plant and animal habitat is considered especially in relationship to physical factors. Four hours.

310. **NORTH AMERICA.**—This course is a study of the North American continent with especial emphasis on Minnesota. It is especially designed for intermediate grade teachers. Four hours.

312. **ASIA AND OCEANIA.**—A regional-political study of Asia, the East Indies, Pacific Islands, and Australia, Tasmania, and New Zealand. Four hours.

315. **EUROPE AND AFRICA.**—Regional-political study of the two great continents. Four hours.

317. **LATIN AMERICA.**—Regional-political study of Mexico, West Indies, and South America. Four hours.

330. **SUMMER FIELD TRIP.**—The Geography Department usually conducts an extensive field tour, depending on conditions of travel. Credit for such tour will be given only in case the time is sufficiently long and the features varied. Preliminary study and reports are required.

340. **GEOGRAPHY IN THE ELEMENTARY AND SECONDARY SCHOOLS.**—A study of the materials used in teaching geography in the elementary and secondary schools with objectives, organization, presentation, and evaluation of materials and methods. Four hours.

### PHYSICAL SCIENCE

\*110. **MATHEMATICS AND ASTRONOMY.**

\*111. **THE EARTH SCIENCES.**

\*112. **THE PHYSICAL SCIENCES.**

200. **ASTRONOMY.**—A study of the solar system, stars, and nebulae, constellations, and the telescopic examination of the heavenly bodies. Four hours.

210. **GENERAL CHEMISTRY.**—The first of three courses making up a year course. This introductory course is a survey of the fundamental laws and theories of chemistry; the properties and preparations of inorganic compounds; formulas and equations; chemical calculations. Three hours.

211. **GENERAL CHEMISTRY.**—A continuation of Physical Science 210, including the production, properties, and uses of the metals, non-metals, and their compounds. Three hours.

212. **GENERAL CHEMISTRY.**—A continuation of Physical Science 211. The course is primarily one in qualitative analysis, involving the theory and practice of identifying ions, metals, salts, and mixtures of inorganic compounds. Three hours.

214. **QUANTITATIVE ANALYSIS.**—A survey of the fundamental principles and practices of quantitative determination of common elements and radicals by a gravimetric and volumetric analysis. Prerequisite: Chemistry 212. Four hours.

310. **GENERAL PHYSICS.**—An introductory course in a series of three courses making up the work of a year. The fundamental principles of mechanics and sound form the basis of experiments, demonstrations, problems, and discussions of the first quarter. Three hours.

311. **GENERAL PHYSICS.**—A survey of the fundamental principles of heat and light. A continuation of Physical Science 310. Three hours.

312. **GENERAL PHYSICS.**—A study of the principles and applications of magnetism, electricity, and modern physics. Three hours.

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314. **MODERN PHYSICS.**—A study of recent advances in physics, radioactivity, artificial transmutation of chemical elements, electrons and nuclear physics, cosmic rays, optical and X-ray spectra, the quantum theory. Prerequisite: General Physics. Four hours.

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. Four hours.

320. **ORGANIC CHEMISTRY I.**—A study of the chemistry of the compounds of carbon and hydrogen of the aliphatic series particularly; fundamental principles of organic chemistry; some application of the electron theory to organic chemistry. Four hours.

321. **ORGANIC CHEMISTRY II.**—A continuation of Organic Chemistry I. A study of aldehydes, ketones, aliphatic and aromatic amines; amides; the aromatic series of hydrocarbons; derivatives of the aromatic hydrocarbons; amino acids, proteins, and carbohydrates. Four hours.

### MATHEMATICS

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

121. **COLLEGE ALGEBRA.**—This course includes logarithms, vectors, scale drawings, the right triangle, the triangle of velocities, trigonometry of the right triangle. Four hours.

122. **TRIGONOMETRY.**—The algebraic theory of equation, trigonometric solution of right and oblique triangle, spherical geometry and spherical trigonometry of the right triangle. Four hours.

220. **ANALYTICS.**—A study of the equation of the locus, the straight line, the conic equations, polar equations. Prerequisites: Mathematics 121 and 122. Four hours.

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

223. **CALCULUS II.**—Further work in differentiation and special attention to integration and its many applications. Prerequisite: Mathematics 222. Four hours.

240. **ARITHMETIC IN THE ELEMENTARY SCHOOL.**—This course has a dual purpose. One purpose is to give teachers a connected idea of arithmetic; the concept of number; the development of the number system; the four fundamental operations; and the extension of the four fundamental operations to include common fractions, decimal fractions, and per cent. The second purpose is to familiarize teachers with the recent trends in the psychology and teaching of arithmetic; the role of arithmetic in contemporary life and the school curriculum; the organization of a valid arithmetic program; the psychology of learning as applied to arithmetic instruction; the interpretation of this theory of learning into actual classroom procedures; and a study of materials used in teaching arithmetic. Four hours.

310. **COLLEGE GEOMETRY.**—An extension of the field of plane geometry. A high-school course in plane geometry is the only prerequisite. Four hours.

312. **CALCULUS III.**—An extended and broadened course. Prerequisite: Mathematics 223. Four hours.

405. **APPLIED MATHEMATICS.**—Applications of mathematics of all courses in definite problems from many fields. Four hours.

DIVISION OF SOCIAL STUDIES

Mr. Bridges, Chairman; Mr. Heaton; Mr. Kise.

The purpose of the work in this division is two-fold. 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.

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 210. Three hours.

320. CO-OPERATIVE MOVEMENTS.—A study of the principles underlying the co-operative movement together with the history of co-operatives. Prerequisite: Economics 210. Three hours.

325. INTERNATIONAL ECONOMIC RELATIONS.—An investigation of fundamental economic principles as applied to international relations. Prerequisite: Economics 210. Three hours.

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. Three hours.

HISTORY

\*110. TWENTIETH CENTURY UNITED STATES.

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. Five hours.

250. MINNESOTA HISTORY.—A study of the early explorations of the French, the westward-moving stream of population, and the settlements of the Germans and Scandinavians. Emphasis is laid upon the distribution of natural resources and the development of agriculture and industrial life. Three hours.

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. Three hours.

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. Four hours.

312. AMERICAN HISTORY TO 1850.—A rapid survey of the European background, colonization, the causes of separation from the mother country, formation of a national government, the development of nationalism and democracy, the territorial expansion. Three hours.

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313. **AMERICAN HISTORY, 1850-1900.**—The controversy over slavery, the Civil War, the problems of reconstruction, the rise of industrialism, agrarian discontent, the emergence of imperialism. Three hours.

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. Four hours.

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. Four hours.

321. **EUROPEAN HISTORY SINCE 1815.**—A general survey of the political, social, and economic development of Europe during this period. Prerequisite: History 110. Four hours.

360. **HISTORY OF THE WEST.**—This course is designed primarily to show the influence of the frontier in shaping the course of American History. Prerequisite: History 110. Four hours.

414. **LATIN AMERICA.**—The early history of the Latin American nations with special attention to the growing relationships between them and the United States. Prerequisite: Twelve quarter hours of history. Four hours.

418. **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. Four hours.

### POLITICAL SCIENCE

#### \*210. AMERICAN GOVERNMENT.

300. **INTERNATIONAL RELATIONS.**—A survey of the procedure used in conducting international relations and the methods resorted to in settling international disputes. Four hours.

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 county, township, and city government; nominations and elections; initiative; referendum and recall; taxation and finance; social and regulatory legislation. Three hours.

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. Four hours.

321. **INTERNATIONAL LAW.**—The development of international law, forms, and procedures 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. Four hours.

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 Rousseau. Three hours.

360. **POST-WAR PROBLEMS.**—Problems that will arise after the Second World War: demobilization, return of refugees, reconversion of industry, reconstruction of devastated areas, rehabilitation of service men, re-education of Axis countries, international trade and finance, threat of inflation, air routes, world organization for prevention of war, and other problems.

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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. Four hours.

### SOCIOLOGY

\*210. **INTRODUCTION TO SOCIOLOGY.**

212. **RURAL SOCIOLOGY.**—A study of rural society and the relationships of rural and urban groups. Emphasis on problems and developments basic to the understanding of rural life. This course complies with Session Laws of 1943 requiring the instruction of harmful effects of the use of narcotics and alcoholic liquors. Four hours.

311. **SOCIAL PROBLEMS.**—A critical consideration of modern social problems as to their origin, nature, effects upon society, and their treatment. Prerequisite: Sociology 210. Three hours.

312. **THE FAMILY.**—A study of the historical development of the family, of the problems presenting themselves in the modern setting, and of means of adjustment to modern social conditions. Prerequisite: Sociology 210. Three hours.

450. **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. Three hours.

460. **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. Three hours.

### SOCIAL STUDIES

240. **SOCIAL STUDIES IN THE RURAL SCHOOL.**—This course is designed for teachers in the rural schools, and emphasis will be placed on their problems. The work will include a study of objectives and desirable trends in the social studies. Organization of instructional materials, teaching procedures, care of individual differences, and means of evaluation and measurement will also be considered. Prerequisite: Education 110. Two hours.

340. **SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.**—The purpose of this course is to acquaint teachers with the aims, selection and organization of content, and practical methods of teaching the social studies. Direct attention is given to the following problems: discovering and increasing children's interest in the social studies; determining and utilizing children's abilities in study; providing opportunities for the future use of these abilities; and the effective use of textbooks, collateral reading materials, and visual aids in the social studies. Four hours.

440. **THE SOCIAL STUDIES IN THE SECONDARY SCHOOL.**—This is a materials and methods course required of majors in social studies and in history. It aims to acquaint teachers with the objectives, processes of teaching, trends in curricular reconstruction, materials for different groups, methods and means of evaluation, and organizations for teachers in the social studies.

### THE DIVISION OF SPECIAL FIELDS

The Division of Special Fields includes Art; Industrial Arts; Health, Physical Education, and Recreation; and Music. The courses in these special fields are administered through the departmental organization. The courses and their descriptions are listed under the department designation.

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The State Department of Education requires a major with at least forty-five quarter hours of credit and in addition student teaching in the special field. The major entitles the student to a high-school standard special certificate.

### DEPARTMENT OF ART

Miss Williams, Chairman; Mr. Johnson.

The offerings of the Department of Art are designed to meet the needs of the student going into the teaching profession by furnishing him an opportunity to gain appreciation, understanding, and skill in the general fields of Art. The aims of the courses are three-fold: (1) Courses in Art History and Appreciation are planned to help the student enjoy the art which is part of his environment and to enrich his personal life through a knowledge of his cultural heritage. (2) Special courses in the practice of Art are planned to develop knowledge and skill in the use of various materials and mediums. (3) Courses in Art Education are planned to furnish him the necessary knowledge regarding the teaching of Art in the elementary and secondary schools.

### DESCRIPTION OF COURSES

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. Notebooks are kept and each unit of work is developed through lectures, illustrated materials, and practical work. This course is adapted to students taking the two-year course. Four hours.

210. ART ELEMENTS.—This course is similar in design and development to Art 110, except that it is given to students taking the four-year course. This is the foundation course for art majors and minors. Four hours.

215. 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. This course is adapted for the students taking the two-year course. Materials used are clay, wood, cardboard, metals, paper, and various waste materials. Four hours.

220. ART STRUCTURE I. (DESIGN AND COMPOSITION).—The course offers a study in 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 210. Four hours.

221. 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 220. Four hours.

270. ART APPRECIATION.—An introduction to the study and enjoyment of art in its various expressions. Through abundant illustrative materials 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. Four hours.

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330. **ART HISTORY I.**—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. Four hours.

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. Four hours.

340. **ART 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. Three hours.

341. **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. Four hours.

345. **ART 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 hours.

372. **ART IN THE HOME.**—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. Four hours.

374. **WORKSHOP IN ARTS AND CRAFTS.**—An explorative 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 needs or the type of program selected. Prerequisite: The consent of the instructors. Four hours. Summer.

410. **COLOR.**—This course consists of color theory, tonal relations, and the limitations and resources of the different mediums—water colors, crayon, pastel, and oil paint. Emphasis of the application is upon still life, landscape, sketching from the costume model, and creative composition. Two hours.

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. Four hours.

470. **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. Four hours.

472. **STAGECRAFT.**—A study of art problems for amateur productions, planning color ensembles, relating main character 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 hours.

### DEPARTMENT OF INDUSTRIAL ARTS

Mr. Weltzin.

Industrial Arts aims to help the student find his place in the complex present-day industrial society. Emphasis in the various courses is placed on a knowledge and appreciation of industry, consumer educa-

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tion, and basic manipulative skills, depending upon individual needs. Major students are prepared to teach in the field of Industrial Arts.

### DESCRIPTION OF COURSES

110. **PRINCIPLES OF MECHANICAL DRAWING.**—This course deals with the fundamentals of the graphic language of drawing. Problems are chosen for free-hand sketching, various types of pictorial drawing, and orthographic projection. Lettering, use of instruments, and the reproduction of drawings are taught in this course. Four hours.

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. Four hours.

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 hardwood, finishing, and cost of materials. Four hours.

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 Arts 110. Four hours.

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 Arts 115. Four hours.

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 style in furniture. Prerequisite: Industrial Arts 120. Four hours.

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 Arts 110. Four hours.

315. **GENERAL METAL.**—Bench metal, machine lathe, forging, and oxyacetylene 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. Four hours.

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. Four hours.

325. **WOOD TURNING.**—The work on the wood lathe involves spindle and face-plate turning, cutting and scraping tool operations, and finishing. Two hours.

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 hours.

440. **HISTORY AND TEACHING OF INDUSTRIAL ARTS.**—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



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and technical information for the different subjects. Literature, sources for materials, and shop equipment and layout are emphasized. Four hours.

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

### DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

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

The purpose of Health Education 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 school; (5) to provide an adequate training in the recreational forms of physical education to insure the student a variety of skills for present recreation as a carry-over for later life; (6) to educate a selected group to act as recreational leaders in their schools and communities.

#### DESCRIPTION OF COURSES

##### HEALTH AND PHYSICAL EDUCATION

- 111. BODY BUILDING.
  - 112. CORRECTIVE GYMNASTICS.
  - \*121. TEAM ACTIVITIES FOR FRESHMEN.
  - \*122. INDIVIDUAL AND DUAL ACTIVITIES FOR FRESHMEN.
  - \*123. SWIMMING FOR FRESHMEN.
  - \*124. RHYTHMICS FOR FRESHMEN.
  - \*125. SPECIAL ACTIVITIES FOR SOPHOMORES.
  - \*221. TEAM ACTIVITIES FOR SOPHOMORES.
  - \*222. INDIVIDUAL AND DUAL ACTIVITIES FOR SOPHOMORES.
  - \*223. SWIMMING FOR SOPHOMORES.
  - \*224. RHYTHMICS FOR SOPHOMORES.
  - \*225. SPECIAL ACTIVITIES FOR SOPHOMORES.
141. INTRODUCTION TO RHYTHMIC MATERIAL.—This will include a brief survey of all forms of rhythmic activity used in the grades. Since the National Course of Study recommends that 25 per cent of the time in the first three grades and 20 per cent of the time in grades 4-6 in the physical education program be given over to rhythemics, it is essential that teachers have a good ground-work. One hour.
142. PLAYGROUND GAMES AND ACTIVITIES.—This course includes traditional games; team games of low organization; tumbling; self-testing; stunts; and relays. One hour.
240. MATERIALS AND METHODS IN HEALTH TEACHING.—This course is designed to assist the student to select from his general biology course the material to be used in health teaching and to acquaint him with methods of presentation. The course aims to include demonstrations and some practice in presentation to class members. The course is usually taken during the term in which the student does no teaching. One hour.

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241. **MATERIALS AND METHODS IN PHYSICAL EDUCATION TEACHING IN THE GRADES.**—The original objective is the building of a course of study for grades in which the student expects to work with some practice in presenting material to class members and some observation. This course is taken during the term of teaching in the Laboratory School on the campus. One hour.

322. **BODY MECHANICS.**—A brief survey of the physiology and hygiene of exercise gives the prospective teacher a working basis for the selection of activities and for guiding students in wise selection. Two hours.

324. **TESTS AND MEASUREMENTS IN HEALTH AND PHYSICAL EDUCATION.**—A study of standard tests of physical and sports skills with practice in administering and evaluating them. Two hours.

340. **MATERIALS AND METHODS IN HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS.**—This is intended especially for the degree student and is intended to offer a wide range of material for grades, as well as opportunity for observation of classes in the Laboratory School. It includes problems of noon supervision, activities for special occasions and club groups in the elementary grades. Four hours.

342. **MATERIALS AND METHODS IN INDIVIDUAL AND DUAL ACTIVITIES.**—This course is set up in much the same manner as 341 and will include activities taught in Health and Physical Education 122. Here again the emphasis is on methods of teaching and the student is given considerable opportunity to present material and conduct activities. One to eight hours.

344. **MATERIALS AND METHODS IN RHYTHMICS.**—This course also will not usually be completed in one term but will be given so as to use Health and Physical Education 124 for observation and some practice in presenting material and organization. One to four hours.

349. **MATERIALS AND METHODS IN SOCIAL HYGIENE.**—Since so many teachers in the high schools are faced with the necessity of guidance and instruction in this field it has seemed wise to offer a course dealing specifically with this phase of health teaching. The course is usually offered in co-operation with instructors from the Minnesota Department of Health. Two hours.

440. **MATERIALS AND METHODS FOR HEALTH TEACHING IN THE SECONDARY SCHOOL.**—A course intended for teachers of health education in the junior and senior high school, it is designed to aid them in selecting material based on their previous work in Biological Science and to adapt it to meet the health problems of the adolescent student. The class examines many courses of study, and each student has an opportunity to make an outline for his own teaching. Two hours.

441. **METHODS AND MATERIALS IN TEAM ACTIVITIES.**—This course consists actually of a series of courses to acquaint the prospective teacher with the various sports usually played in the high school. Inasmuch as team sports tend to be seasonal, each sport will be taught at a time when regular college classes are learning that particular sport. For this reason the major or minor may repeat the course any number of times, so long as he does not repeat the sport. Two to twelve hours.

443. **MATERIALS AND METHODS IN SWIMMING.**—This course is completed in one term. It is closely allied to Health and Physical Education 123, so that the student has repeated opportunity to observe classes at various levels and to do some teaching. Two hours.

465. **ADMINISTRATION, ORGANIZATION, AND PHILOSOPHY OF PHYSICAL EDUCATION.**—The course deals with program making and curriculum planning and aims to give the student a broad overview of the growth and changes which have occurred in the field of Physical Education. In this way he is encouraged to base his plans on an understanding of the problems he has to face. Four hours.

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### RECREATION

410. **SEMINAR IN RECREATION.**—A course designed to give the prospective recreation leader a picture of the varied aspects of the modern recreational problem. Much of the work is done by means of conferences with instructors in the co-operating divisions. The members of the class have opportunities to use and take part in activities of the college and community. Four hours.

450. **FIELD WORK IN RECREATION.**—Usually the student is encouraged to take this course near the end of his work in recreation. He selects and carries out one or more activities, working under the direction and guidance of some faculty member in one of the co-operating divisions. Three to four hours.

### THE DEPARTMENT OF MUSIC

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

The Department of Music emphasizes the teaching of music for its cultural values and the opportunity it affords for personal achievement. The specific aims of the department are two-fold: (1) to prepare teachers of music for elementary and secondary schools; (2) to provide for students and faculty a musical experience as complete and broad as facilities and personnel will permit.

### DESCRIPTION OF COURSES

110. **ELEMENTS OF MUSIC.**—Training in music notation, note reading in unison, two, three, and four parts, and fundamentals in voice production. Four hours.

120. **SIGHT SINGING AND EAR TRAINING.**—Reading moderately complex rhythms and scale intervals found in *Melodia*, a Course in Sight Singing by Cole and Lewis, also anthems and chorals of representative composers. Prerequisite: Music 110 or 310. Four hours.

210. **HARMONY I.**—Scale formations and cycles. Intervals. Triads. Dominant seventh chords and resolutions. Four-part writing. Principles of modulation. Given and original melodies and their harmonization. Keyboard drill. Prerequisite: Music 110 or 310. Four hours.

211. **HARMONY II.**—Continued modulations. Irregular resolution of dissonances. Altered chord series. Non-harmonic tones. Melodic figuration. Accompaniments. Harmonizing the figured bass. Analysis. Keyboard drill continued. Prerequisite: Music 210. Four hours.

212. **COUNTERPOINT.**—The species in two, three, and four parts. Motive development and limitation. Original work with early polyphonic forms. Prerequisite: Music 211. Four hours.

243. **MUSIC IN THE RURAL SCHOOL.**—Singing, rhythmic development, elementary theory, elementary conducting, choir plan, and rural-school music problems. Prerequisite: Music 110. Two hours.

250. **GENERAL APPLIED MUSIC.**—Class instruction in Piano (250a), Voice (250b), String (250c), Woodwinds (250d), Brass (250e). Each class deals with essential fundamentals and acquaints the student with procedures and materials for similar classes in public schools. One hour.

310. **ELEMENTS OF MUSIC.**—Training in music notation, note reading in unison, two, three, and four parts, and fundamentals of voice production. Four hours.

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320. SIGHT SINGING AND EAR TRAINING II.—A study of more or less complex rhythms and unusual intervals found in selected choral works and Melodia by Cole and Lewis. Prerequisite: Music 120. Four hours.

340. MUSIC IN THE ELEMENTARY SCHOOL.—A study of problems and teaching techniques related to the elementary grades. Selection and presentation of rote songs; the child's voice; treatment of the unmusical child; development of rhythmic and melodic expression; introduction of staff notation; the tonal and rhythmic problems common to the first six years. Three hours.

341. BAND ORGANIZATION.—A survey of problems relating to the administration of a band program in public schools. Two hours.

342. BAND CONDUCTING.—Baton technique and score reading for band literature. Two hours.

345. MUSIC IN THE SECONDARY SCHOOL.—Materials and methods for junior and senior high schools. Two hours.

346. CHORAL CONDUCTING.—Baton technique, rehearsal methods, class voice training methods, and the reading of selected vocal scores. Two hours.

350. PIANO (PRIVATE).—Music majors are required to take three terms. Organ credits may be substituted with permission of the instructor. Materials adapted to the needs of the student. One lesson a week. One hour.

355. ORGAN (PRIVATE).—May be substituted for piano requirements with permission of the instructor. One lesson a week. One hour.

360. VOICE (PRIVATE).—Three terms are required of music majors and minors. Registration is limited to juniors and seniors unless recommended by the instructor. The course includes the study of tone production and preparation of a selected song repertoire. One lesson a week. One hour.

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 lesson a week. One hour.

371. MUSIC HISTORY AND APPRECIATION.—A technical course planned for and required of music majors. The development of musical scales, notation, and forms will be traced through the ancient, the modern, and the contemporary periods by a study of the biographies and representative works of the most important composers of each. Four hours.

400. SMALL ENSEMBLE.—Experience in the preparation and performance of chamber music, both instrumental and vocal. Two hours.

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.

## FACULTY ORGANIZATION

The faculty is organized for the purpose of administering the internal affairs of the College. The various councils and the committees of the councils provide opportunity for group thinking and for the operation of the democratic process in administration. The councils function in the main as policy forming and as advisory agencies, the committees as implementing agencies of the councils. Since the work of many of the committees is directly related to the activities of students, those with such relationships work with student organizations serving to stimulate, assist, and advise them in their college activities.

### THE COLLEGE ADMINISTRATIVE COUNCIL

Mr. Snarr, Chairman; Mr. Risbrudt, Secretary; Miss Corneliussen; Mrs. Durboraw; Miss Frick; Mr. Kise; Mr. Lura; Mr. Spencer.

The College Administrative Council advises the President on all administrative policies and procedures. The President submits problems to the Council in order to obtain advice resulting from co-operative thinking and to secure help in interpreting administrative matters of the College to the faculty. The Council also co-ordinates the work of the committees which function under its general direction.

### THE COMMITTEE ON ALL-COLLEGE PROGRAMS

Mr. Snarr, Chairman; Miss FitzMaurice; Mr. Preston; Miss Tainter; Mr. Westfall; Miss Williams.

The Committee on All-College Programs selects the talent for the weekly convocations and co-operates with the Amphion Chorus, which is a local music organization, and Concordia College in selecting the numbers for the Lyceum Course to which all students are admitted on their privilege tickets.

### THE LIBRARY COMMITTEE

Miss Hougham, Chairman; Miss Corneliussen; Miss Hawkinson; Mr. Heaton; Miss Junge; Miss Lumley; Mr. Westfall.

The Library Committee advises the librarians on policies, conducts studies on the library needs of the students and faculty, recommends changes in procedures, and approves the quarterly budgets for the purchase of library equipment and supplies.

### THE PLACEMENT COMMITTEE

Mr. Spencer, Chairman; Miss Corneliussen; Mr. Kise; Mr. Lura.

The Placement Committee advises the chairman, who serves as executive officer for the Placement Bureau of the College, on matters of policies and procedures in the placement of teachers. Actual placement work is the responsibility of the chairman.

### THE SOCIAL AFFAIRS COMMITTEE

Miss FitzMaurice, Chairman; Mr. Addicott; Mr. Domek; Miss Junge; Miss McKellar.

The Social Affairs Committee arranges social functions for the faculty. It provides for a series of teas and occasional dinners to which the members of the faculty and their wives are invited. It co-operates with the Committee on Social Relationships to assist students with their activities.

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### THE COMMITTEE ON PUBLIC RELATIONSHIPS

Mr. Kise, Chairman; Miss FitzMaurice; Miss Hawkinson; Mr. Preston; Mr. Woodall.

The Committee on Public Relations formulates the policies and advises the chairman on methods concerning publicity for the College. Under the direction of the chairman, publicity items are prepared and sent to newspapers. Other forms of publicity, such as broadcasts, exhibits, conferences, and programs are used to inform the public concerning the College.

### THE COMMITTEE ON RESEARCH

Mr. Heaton, Chairman; Miss Holmquist; Mr. Lura; Mr. Wooldridge.

The Committee on Research investigates current problems to enable the College to determine policies and practices on the basis of objective evidence.

### THE COMMITTEE ON EVALUATION

Mr. Christensen, Chairman; Mr. Heaton; Mr. McGarrity; Mr. Westfall.

The Committee on Evaluation assists the administration and the faculty to evaluate the instructional program of the College. It provides consultant service on methods and procedures of evaluation to individuals and groups on request.

### THE COUNCIL ON GENERAL EDUCATION

Miss Holmquist, Chairman; Miss Corneliussen, Secretary; Mr. Heaton; Miss Lumley; Mr. McGarrity; Miss McKellar; Mr. Westfall.

The Council on General Education conducts the various phases of the program of General Education. The Council interprets for the College the function of General Education and maintains general supervision of the curriculum and of the procedures for achieving the aims of the program. The Council functions through its various committees in selecting and organizing instructional content for the courses in the curriculum.

### THE COMMITTEE ON COMMUNICATIONS

Miss Lumley, Chairman; Miss Holmquist; Miss Tainter; Mr. Woodall.

The Committee on Communications has organized the courses in Communications and will be responsible for administering them. There will be a constant survey of the content and outcomes of the courses so that the materials and procedures may be adjusted to achieve the desired objectives in the program of General Education.

### THE COMMITTEE ON HUMANITIES

Mr. McGarrity, Chairman; Mr. Heaton; Miss Holmquist; Miss Tainter; Miss Williams.

The Committee on Humanities has recommended the approach and content for the general courses in this area. The administration of the program and the continuous appraisal of its materials and instructional methods will rest largely with the committee.

### THE COMMITTEE ON NATURAL SCIENCES

Mr. Westfall, Chairman; Mr. Addicott; Mr. Brand; Mr. McGarrity; Mr. Wooldridge.

The Natural Science Committee is responsible for the organization, administration, integration, and adaptive revision of the courses included in the Physical and Biological Science Surveys.

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### THE COMMITTEE ON SOCIAL STUDIES

Mr. Heaton, Chairman; Mr. Bridges; Mr. Kise.

It is the function of the Committee on Social Studies to formulate a statement of the contributions of the social studies to the general education of students and to recommend the courses and units of work to be adopted. The committee is also responsible for the continuous revision and improvement of materials and methods which will achieve the objectives of the social studies in the program of General Education.

### COUNCIL ON PROFESSIONAL EDUCATION

Mr. Christensen, Chairman; Miss Corneliussen; Mrs. Durboraw; Miss Hawkinson; Mr. Heaton; Miss Junge; Mr. Lura; Mr. Spencer.

The Council on Professional Education administers the professional work of the College. The Council serves to co-ordinate the activities of its several committees and to co-operate with other councils and committees in effecting a unified and functional program of teacher education.

The three committees of the Council are: The Committee on Professional Courses, the Committee on Laboratory Schools, and the Committee on Co-operating Rural Schools.

### COMMITTEE ON PROFESSIONAL COURSES

Mr. Christensen, Chairman; Miss Corneliussen; Mrs. Durboraw; Miss Hawkinson; Mr. Heaton; Miss Junge; Mr. Lura; Mr. Spencer.

The function exercised by the Committee on Professional Courses is that of determining the selection, organization, and sequential arrangement of subject matter in the professional education of teachers through the two- and the four-year year curriculums.

### COMMITTEE ON THE COLLEGE LABORATORY SCHOOLS

Mr. Spencer, Chairman; Miss Hawkinson; Miss Junge.

The Committee on the College Laboratory Schools plans and administers the program of the Schools in accord with the philosophy and purposes of the Council on Professional Education and of the College as a whole.

### COMMITTEE ON CO-OPERATING RURAL SCHOOLS

Miss Corneliussen, Chairman; Mr. Christensen; Mr. Spencer.

The Committee on Co-operating Rural Schools plans and administers the program of teacher education that deals specifically with the preparation of teachers for ungraded-elementary schools.

### THE COUNCIL ON SPECIALIZATION

Mr. Bridges, Chairman; Miss Frick; Miss Lumley; Mr. Preston; Mr. Weltzin; Mr. Westfall; Miss Williams.

The Council on Specialization co-ordinates the work of the academic divisions and departments. It concerns itself with the requirements needed for specialization in each of the various academic fields and the desirable combinations of courses for majors and minors. The personnel of the Council on Specialization consists of the chairmen of divisions and departments. The divisions and departments are related to the Council on Specialization in the same way as the committees are related to the other Councils. The names of the Divisions and Departments, their personnel, and their functions are given elsewhere in the catalogue. For this reason they are not presented here.

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### COUNCIL ON STUDENT AFFAIRS

Mr. Lura, Chairman; Mrs. Askegaard, Secretary; Mr. Bridges; Mr. Christensen; Miss Corneliussen; Miss FitzMaurice; Miss Holmquist; Miss Lindquist; Miss Owens; Mr. Spencer.

The function of the Council is to co-ordinate the agencies whose function is the supervision of activities designed to cultivate in students the potentialities not systematically developed through classroom instruction. For this purpose the Council formulates and implements policies through its committees.

#### JUNIOR ADVISORY COMMITTEE

Miss Holmquist, Chairman; Mr. Addicott; Miss Corneliussen; Mr. Domek; Miss FitzMaurice; Miss McKellar.

It is the function of the Junior Advisory Committee to work with the Senior Advisory Committee under the general direction of the Council on Student Affairs: (1) to arrange satisfactory schedules of classes for the freshmen and sophomores; (2) to assist these students in arranging their programs to fulfill the requirements of their respective curriculums and to enable them whenever possible to follow their special interests in elective courses, special fields, and extra-curricular activities; (3) to help students to adjust themselves emotionally and socially to their new environments.

#### SENIOR ADVISORY COMMITTEE

Mr. Bridges, Chairman; Mr. Christensen; Miss Frick; Miss Lumley; Mr. Preston; Mr. Spencer; Mr. Westfall; Miss Williams.

The members of this committee advise students who have entered upon their respective fields of specialization. They co-operate with the Junior Advisory Committee in preparing, under the direction of the Council on Student Affairs, a schedule of classes that satisfies the needs of the students. Each senior adviser is responsible for scheduling programs for his advisees in such way as to satisfy the requirements of the College, not only with respect to majors and minors, but also with respect to both professional requirements and requirements for graduation. Senior advisers serve students after they have begun specialization in the same capacity as junior advisers serve students prior to their selection of fields of specialization.

#### COMMITTEE ON HEALTH, RECREATION, AND ATHLETICS

Mr. Spencer, Chairman; Mr. Addicott; Mr. Domek; Miss Frick; Mr. Lura.

The Health, Recreation, and Athletic Committee has general supervision of the three phases of student activity indicated in the committee's name. With a reduced enrollment and the temporary suspension of intercollegiate athletics, the attention of the committee is for the time being focused on the development of a comprehensive health program for the student body. A recent accomplishment is the inauguration of a "sick call" for civilian students, conducted by a co-operating group of local physicians, and designed to protect adequately the health of the student body.

#### COMMITTEE ON STUDENT PUBLICATIONS

Mr. Woodall, Chairman; Miss Solem; Mr. Weltzin.

The faculty committee on student publications confers with the Council on Student Affairs in relating journalistic activities to all other activities and in relating publication budgets and other budgets in such way as to serve the students and the College.



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The faculty committee meets as an advisory group with the student committee on publications in formulating general policies; in setting up financial budgets under which they may operate; and in confirming staff nominations presented by the faculty adviser of publications and the respective editors.

### ARTS ACTIVITIES COMMITTEE

Miss Williams, Chairman; Miss FitzMaurice; Miss Holen; Miss Holmquist; Miss Tainter; Mr. Westfall.

The Arts Activities Committee is organized for the purpose of promoting and furthering the interest and appreciation of students in the various fields of art. Working with the Student Commission, social committees, and other campus organizations, it sponsors art exhibits, speakers on various phases of the Arts, and offers suggestions on the care and placement of school properties.

### COMMITTEE ON SOCIAL RELATIONSHIPS

Mrs. Askegaard, Chairman; Mr. Lura; Mr. Heaton; Miss FitzMaurice; Miss Corneliussen.

The Committee on Social Relationships is concerned with co-ordinating and encouraging student-faculty fellowship by means of gatherings of various kinds, such as all-college parties and other group entertainments. Traditional social affairs, such as the Faculty-Student Reception, the Valentine Tea, and the Lilac Tea are a part of the yearly social program of this committee.

# STUDENT ACTIVITIES AND STUDENT ORGANIZATIONS

## ATHLETICS

As a member of the State Teachers College Conferences of Minnesota, Moorhead State Teachers College competes for championship honors in football, basket ball, and track. The physical education department sponsors a wide variety of intramural sports including the following: touch football, soccer, basket ball, swimming, 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 playing floor 88 feet by 48 feet, a small gym for minor sports, and a tile swimming pool.

## MUSIC ORGANIZATIONS

*College Choir.*—The College Choir, a mixed chorus limited largely to degree students, appears regularly each week at convocation. Auditions are held at the beginning of each fall term. Appearances both on and off campus are a part of each year's program.

*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 each 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 basket-ball 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. Student 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.

## PUBLICATIONS

*The Dragon.*—Originally known as The Praeceptor, The Dragon serves the traditional purpose 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 publication chooses the staff on the basis of merit and experience.

*The Western MiSTiC.*—Students of the College, in accordance with policies determined by a student-faculty board of publications, publish a bi-monthly newspaper. As far as possible the editorial staff is self-perpetuating from year to year. Reporters are chosen through a system of "try-outs"; editors are selected each spring by the publications board from among the ablest staff members. The staff is expected to enroll in journalism classes, but the paper is not an adjunct to the class work.

The paper is printed in the College print shop by students under the direction of the head of Industrial Arts Department. The MiSTiC is regarded as a useful part of college life, and as an organ of information, opinion, and literary expression of student, faculty, and administration.

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

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### STUDENT GOVERNMENT

*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, and all-college 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 Quarter 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 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.

### MOORHEAD STATE TEACHERS COLLEGE STUDENT EXCHANGE CORPORATION

For the convenience and advantage of students, faculty, and others connected with the College, the Moorhead State Teachers College Student Exchange Corporation has been organized. Incorporated under the laws of the State of Minnesota it provides services which cannot be provided by the State or College. Its chief activity is the operation of the Student Exchange which sells a variety of supplies, candy, and other items needed and desired by its members. The convenience of having such an organization is apparent. Papers, maps, pencils, and general supplies may be purchased on campus of the particular quality needed for the purpose, and at a lower cost to the purchaser. Another important advantage is that the accumulated profits are owned and controlled by the membership and are used to purchase services and other items not otherwise provided and for the particular advantage of the students, faculty, and other members. The Corporation has been organized less than a year, but it already has purchased an especially fine mirror for the Student Center in co-operation with the Alumni, and has financed and contemplates financing many other projects. Dues are 25c a quarter. These dues are voluntary; but students, faculty, and others join as a matter of course since the advantages are wholly theirs. The Corporation business is under the direction of a Board of Directors made up of two students elected by the student body, two faculty members elected by the faculty, and the adviser to the Student Commission.

### RELIGIOUS ORGANIZATIONS

*Young Women's Christian Association.*—The Young Women's Christian Association, an 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.

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*Young Men's Christian Association.*—The Young Men's Christian Association 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, nationwide 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. All Lutherans at the College are welcome to attend.

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

### CLUBS

*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 co-operates 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 College. 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.

*Dragon Masquers.*—The Dragon Masquers 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.

*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 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.

*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 active membership of between thirty-five and forty-five members.

*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.

*The "M" Club.*—The "M" Club promotes fellowship and sportsmanship among athletes who have earned a college letter in intercollegiate competition. Members of the club co-operate in making athletic events, such as the Dragon Relays, a success.

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*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 fellowship in the group.

*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 an average of at least "C." It aims to fit its members both socially and professionally to assume leadership in small communities.

*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 microscopic slides; use of kodachrome slides; photographic developing and printing.

*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.

*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 basket-ball events. It is also the function of this group to perform or provide some entertainment during the half-time of the games.

### HONORARY ORGANIZATIONS

*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.

*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."

*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.

*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 140 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 2.0 and 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

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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.

*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.

*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 affiliated group of superior students in English to which admission may be granted in the sophomore year.

### SOCIAL ORGANIZATIONS

To meet the demands for purely social organizations, four sororities and two fraternities have been organized on the campus. The four 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 stress personal development, good fellowship, training in social usage and service to the College. The scholastic standard for membership is high and membership is by invitation. There is a definite period set aside for rushing functions, consisting of teas and formal and informal parties. Each group has a faculty adviser. The sororities have an Inter-Sorority Council which governs the groups. The Dean of Women is chairman of this Council. The fraternities have a similar organization. Each organization has its own well-equipped room in MacLean Hall where the weekly meetings are held under the supervision of the respective faculty advisers.

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SUMMARY OF ENROLLMENT

SUMMER SESSION AND YEAR OF 1943 - 1944

Degree Students	Men	Women	Total
Freshmen .....	6	24	30
Sophomores .....	7	17	24
Juniors .....	4	71	75
Seniors .....	5	52	57
	<hr/>	<hr/>	<hr/>
Total .....	22	164	186
Diploma Students			
Freshmen .....	0	61	61
Sophomores .....	3	181	184
	<hr/>	<hr/>	<hr/>
Total .....	3	242	245
Post Graduates .....	2	4	6
Sub-Collegiate .....	1	0	1
Off-Campus Classes, Regular Year .....	2	35	37
Off-Campus Classes, Summer .....	1	96	97
	<hr/>	<hr/>	<hr/>
Total .....	6	135	141
Grand Total .....	31	541	572

# STATE TEACHERS COLLEGE

MOORHEAD, MINNESOTA

## ENROLLMENT BLANK

Date.....

Name .....  
LAST NAME FIRST MIDDLE

Home Address .....

Date of Birth .....  
YEAR MONTH DAY

Place of Birth .....

Graduate of what H. S.? ..... Date.....

Did you take Normal Training in H. S.? .....

Have you been enrolled in this school before?.....

What other colleges have you attended?.....

What is your church preference? .....

Nationality of Father..... Mother.....

Give Name of Parents (or Guardian)

Name .....

Address .....

Occupation .....

Relationship, if Guardian .....

Are your parents living? Father Yes..... No..... Mother Yes..... No.....

How is your college education financed?

All by Parents (or Guardian) .....

Part by Parents (or Guardian) .....

Self Supporting .....

What extra-curricular activities did you take part in in H. S.? .....



**CERTIFICATE OF SCHOLARSHIP AND CHARACTER**

*Application for Admission to*

**MOORHEAD STATE TEACHERS COLLEGE**

M..... whose home address  
 is ..... attended the  
 high school at ..... for a period of ..... years.  
 Graduated ..... Number in class.....  
 Rank in class.....

SUBJECTS	Weeks Taken	No. of Rec. Per Week	Final Standing	Credit	SUBJECTS	Weeks Taken	No. of Rec. Per Week	Final Standing	Credit
English, 1st Year					Elem. Algebra				
English, 2nd Year					Higher Algebra				
English, 3rd Year					Solid Geometry				
English, 4th Year					Biology				
Latin, Gram.					Botany				
Latin, Caesar					Chemistry				
Latin, Cicero					Physics				
Latin, Vergil					General Science				
French, Gram.					Physiology				
French, Lit.					Phys. Geography				
German, Gram.									
Norse, Gram.					Com. Arithmetic				
Norse, Lit.					Com. Geography				
History, Ancient					Bookkeeping I				
German, Lit.					Bookkeeping II				
History, Modern					Stenography				
History, Amer.					Typewriting				
Social Problems									
Music					Home Ec., Cooking				
Drawing					Home Ec., Sewing				
					Manual Arts				

I certify that the foregoing statement is correct, as shown by the records of the school named above, and that I believe h..... to be a person of good character.

**SIGNED**.....

**DATE**..... **TITLE**.....