

1944

Bulletin (1944-1945)

Minnesota State Teachers College

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The Bulletin
of the
State Teachers College

GENERAL CATALOG NUMBER



MOORHEAD, MINNESOTA

1944 - 1945

The Bulletin

of the

State Teachers College

GENERAL CATALOG NUMBER



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Series 39

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CALENDAR 1944 - 1945

SUMMER QUARTER

June 12, Monday, 8 a. m.	Registration
June 13, Tuesday, 8 a. m.	Classes begin
July 1, Saturday	Regular school schedule
July 3, 4, Monday and Tuesday	Summer recess
July 5, Wednesday, 8 a. m.	Classes resume
August 18, Friday	Summer quarter closes

June 26 to July 28 — Short session

FALL QUARTER

September 5, Tuesday, 8 a. m.	Freshman convocation
September 6, Wednesday, 1 p. m.	Registration of upperclassmen
September 8, Friday, 8 a. m.	Classes begin
October 26, 27, Thursday and Friday	M. E. A. convention
November 22, Wednesday, 4 p. m.	Thanksgiving vacation begins
November 27, Monday, 8 a. m.	Classes resume
November 29, 30, December 1, Wednesday, Thursday, Friday,	Final examinations
December 1, Friday, 4 p. m.	Quarter closes

WINTER QUARTER

December 4, Monday, 8 a. m.	Classes begin
December 22, Friday, 4 p. m.	Christmas vacation begins
January 3, Wednesday, 8 a. m.	Classes resume
February 28, March 1, 2, Wednesday, Thursday, Friday,	Final examinations
March 2, Friday, 4 p. m.	Quarter closes

SPRING QUARTER

March 5, Monday, 8 a. m.	Classes begin
March 28, Wednesday, 4 p. m.	Easter vacation begins
April 3, Tuesday, 8 a. m.	Classes resume
May 28, 29, 31, Monday, Tuesday, Thursday	Final examinations
June 1, Friday	Commencement

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	Dormitory Director
ALFREDA JONES	Dormitory Nurse
EVANGELINE LINDQUIST	Nurse
PHEBE H. VOWLES	Secretary to President
BETTY BRITTON	Secretary to Director of Laboratory Schools
BEATRICE E. LEWIS	Account Clerk
GRACE ADAMS	Stenographer

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.
- KATHARINE LEONARD** Mathematics
 B. A., M. A., University of Vermont; University of Chicago; Teachers
 College, Columbia University. Moorhead State Teachers College, 1906.
- ETHEL DURBORAW** Supervisor of Kindergarten and Education
 B. A., M. A., Teachers College, Columbia University; University of Chicago.
 Moorhead State Teachers College, 1914.
- **DANIEL L. PRESTON** Chairman of Department of Music
 B. E., Moorhead State Teachers College; Conservatory, Lawrence Uni-
 versity; Studio Training, Chicago and New York City. Moorhead State
 Teachers College, 1915.
- FLORA M. FRICK** Chairman of Department of Health Education
 B. A., Butler College; M. A., Northwestern University; University of
 Wisconsin. Moorhead State Teachers College, 1919.
- ELLA A. HAWKINSON** Principal of College High School and Supervisor of
 History and Social Studies. B. S., M. A., Ph. D., University of Minnesota.
 Moorhead State Teachers College, 1920.
- **SAMUEL G. BRIDGES** Chairman of Division of Social Studies
 B. S., M. A., Dennison University; Ohio State University; University of
 Minnesota. Moorhead State Teachers College, 1921.
- SARAH C. HOUGHAM** Head Librarian
 B. S., Kansas State College; Library Certificate, Library School, University
 of Illinois. Moorhead State Teachers College, 1921.
- JOSEPH KISE** Political Science
 B. A., St. Olaf College; University of Minnesota; M. A., Ph. D., Harvard
 University. Moorhead State Teachers College, 1923.
- JENNIE M. OWENS** Registrar
 B. A., Ripon College; Stout Institute; Teachers College, Columbia Uni-
 versity. Moorhead State Teachers College, 1923.
- ETHEL TAINTER** English
 Ph. B., University of Chicago; B. of Expression, Dearborn School of
 Lyceum Arts; Columbia University. Moorhead State Teachers College, 1923.
- AGNES CARLSON** Supervisor of Sixth Grade
 B. E., Moorhead State Teachers College; M. A., Teachers College, Columbia
 University. Moorhead State Teachers College, 1924.
- JESSIE MCKELLAR** Health Education
 B. S., University of Wisconsin; M. A., Teachers College, Columbia Uni-
 versity. Moorhead State Teachers College, 1924.

** On leave of absence for study.

- MATILDA A. WILLIAMS** Chairman of Department of Art
Ph. B., M. A., University of Chicago. Moorhead State Teachers College, 1925.
- **ARNOLD M. CHRISTENSEN** Chairman of Division of Education
A. B., Carleton College; A. M., University of Minnesota; Ph. D., State University of Iowa. Moorhead State Teachers College, 1926.
- BYRON D. MURRAY** Chairman of Division of Language and Literature
B. S. in Education, Northwestern Missouri Teachers College; A. B., A. M., University of Missouri; Pennsylvania State College. Moorhead State Teachers College, 1926.
- HENRY B. WELTZIN** Chairman of Department of Industrial Education
B. E., Moorhead State Teachers College; M. A., State University of Iowa. Moorhead State Teachers College, 1926.
- MABEL E. LUMLEY** English
Ph. B., Hamline University; M. A., Teachers College, Columbia University; University of Colorado. Moorhead State Teachers College, 1926.
- OLGA KORSBREK** Supervisor of First Grade
B. E., Moorhead State Teachers College; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1928.
- JOSEPH R. SCHWENDEMAN** Co-Chairman of Division of Science and Mathematics, and Geography. B. S., Ohio State University; M. A., Ph. D., Clark University. Moorhead State Teachers College, 1928.
- VIRGINIA FITZMAURICE** Modern Languages
B. A., M. A., Northwestern University; Sorbonne, Paris; University of Chicago. Moorhead State Teachers College, 1929.
- VERNA HESTON** Supervisor of Mathematics and Commercial Teacher in College High School. B. S., Kearney State Teachers College; University of Chicago; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1929.
- DELSIE M. HOLMQUIST** English
B. A., Colorado College; M. A., University of Chicago; University of California. Moorhead State Teachers College, 1929.
- LYL R. SOLEM** Supervisor of English and Geography in College High School
B. E., Moorhead State Teachers College; University of Minnesota; M. A., College of Education, Greeley; University of Los Angeles. Moorhead State Teachers College, 1929.
- MAUDE H. WENCK** Music
B. of Music Education, M. of Music, Northwestern University; Studio Training, Chicago. Moorhead State Teachers College, 1929.
- **KARL PARSONS** Physical Science
B. A., Indiana Central College; Northwestern University; University of Chicago; M. S., State University of Iowa; University of Michigan. Moorhead State Teachers College, 1930.
- MARIE SORKNES** Acting Principal of College Elementary School and Education
B. S., M. A., University of Minnesota; University of Colorado. Moorhead State Teachers College, 1930.

** On leave of absence for study.

- ALICE CORNELIUSSEN** Director of Rural Education
B. E., Moorhead State Teachers College; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1931.
- CLARA UNDSETH** Supervisor of Third Grade
B. E., Moorhead State Teachers College; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1931.
- CASPER P. LURA** Director of Student Personnel and Education
A. B., Mayville State Teachers College; A. M., Ph. D., State University of Iowa. Moorhead State Teachers College, 1932.
- CHARLES L. GREEN** History
A. B., Yankton College; M. A., Ph. D., State University of Iowa. Moorhead State Teachers College, 1933.
- MARY B. WILLIAMSON** Supervisor of Second Grade
Ph. B., University of Chicago; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1936.
- GLENN C. DILDINE** Co-Chairman of Division of Science and Mathematics, and Biological Science. B. A., DePauw University; M. S., Ph. D., Northwestern University. Moorhead State Teachers College, 1937.
- *EDWIN J. HAMMER** Science and Coaching
B. A., Augustana College; M. A., University of Minnesota. Moorhead State Teachers College, 1937.
- JESSIE H. ASKEGAARD** Dean of Women
B. A., Northwestern University; Chicago Musical College. Moorhead State Teachers College, 1938.
- RAGNA HOLEN** Home Economics in College High School
B. S., North Dakota State College; M. S., University of Minnesota. Moorhead State Teachers College, 1938.
- BERTRAM C. MCGARRITY** Director of Band, and Music
B. A., University of Minnesota; M. S., University of Idaho. Moorhead State Teachers College, 1938.
- IVA FILLEBROWN** Piano and Organ
B. S., North Dakota State College; Certificate, Fargo College Conservatory of Music; Studio Training in Fargo and Denver. Moorhead State Teachers College, 1939.
- NELS N. JOHNSON** Art
B. A., M. A., State University of Iowa; National Academy of Design. Moorhead State Teachers College, 1939.
- *JAMES P. SCHROEDER** Coach and Supervisor of Science and Social Studies in the College High School. B. S., Illinois State Normal University; M. S., University of North Dakota. Moorhead State Teachers College, 1939.
- JONATHAN J. WESTFALL** Biological and General Science
A. B., West Virginia Wesleyan College; M. S., Ph. D., University of Chicago. Moorhead State Teachers College, 1939.
- ALLEN E. WOODALL** English and Journalism
A. B., University of Syracuse; A. M., Columbia University; Ph. D., University of Pittsburgh. Moorhead State Teachers College, 1939.

* In military service.

- *HEROLD LILLYWHITE English and Speech
B. S., Utah Agricultural College; M. A., University of Minnesota; Ph. D.,
New York University. Moorhead State Teachers College, 1940.
- EDWARD M. SPENCER Director of Laboratory Schools, and Education
B. S., Iowa State College; M. S., Ph. D., State University of Iowa
Moorhead State Teachers College, 1940.
- *HERMAN MICHAELS Rural Education
B. S., Moorhead State Teachers College; Peabody College for Teachers.
Moorhead State Teachers College, 1940.
- MARTHA KLEPPE Rural Education
B. S., University of Minnesota; M. S., Teachers College, Columbia Uni-
versity. Moorhead State Teachers College, 1940.
- NINA DRAXTEN Supervisor of English and Dramatics in College High School
B. S., M. A., University of Minnesota. Moorhead State Teachers
College, 1941.
- *DONALD ANDERSON Supervisor of Health Education in Laboratory Schools
B. S., Moorhead State Teachers College; State University of Iowa.
Moorhead State Teachers College, 1941.
- ROY J. DOMEK Health Education and Athletic Coach
B. A., Hamline University; M. of Education, University of Minnesota.
Moorhead State Teachers College, 1942.
- *HUBERT M. LOY Health Education and Assistant Athletic Coach
B. A., Nebraska Wesleyan University; M. A., Highland University; Uni-
versity of Chicago. Moorhead State Teachers College, 1942.
- ANNE K. FRITZKE Supervisor of Fifth Grade
Diploma, Moorhead State Teachers College. Moorhead State Teachers
College, 1943.
- PAUL HEATON Social Studies and Education
B. A., M. A., University of Minnesota; Ph. D., University of Chicago.
Moorhead State Teachers College, 1943.
- ORDA PEDERSON Supervisor of Fourth Grade
Diploma, Valley City State Teachers College. 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.
- HELEN L. WARDEBERG Supervisor of Sixth Grade
Diploma, Moorhead State Teachers College. Moorhead State Teachers
College, 1943.
- JOHN H. WOOLDRIDGE Supervisor of Science in High School
B. E., Mankato State Teachers College; University of Minnesota. Moor-
head State Teachers College, 1943.

* In military service.

FOREWORD

The catalogue is published and distributed for the use of various groups. It provides the faculty an authoritative guide for administering the instructional program; students an official handbook for keeping informed on practices and regulations; prospective students valid information for learning about offerings, opportunities, and requirements; and state officials basic facts for determining the function and organization of the College.

The catalogue reveals the service function of the College. The College was opened in 1888 as a normal school for the purpose of educating teachers for the common schools of the state. Until late in the first quarter of the present century these schools were in the main rural and urban elementary in character. As a normal school the service of the College was restricted mainly to the education of elementary teachers. As the tempo in the establishment of high schools increased, a further demand was made on the College, namely, that of providing high-school teachers. In response to the new demand the institution by legislative enactment underwent a transformation in 1921 by taking on the function and responsibility of a teachers college. In the meantime its service has been extended to the education of teachers for the entire range of the common schools from the kindergarten through high school.

The catalogue is likewise the means of interpreting the College to the profession. From its inspection educators can secure a notion of the pattern of teacher education peculiar to the College. The list of personnel provides the names of the officials of the College and the education and experience of the staff. The section devoted to general information gives admission requirements, academic regulations, and tuition and fees. The section on the curriculums sets forth the requirements for general education, professional education, and specialization. The academic and professional divisions with a description of the courses offered are outlined in the two subsequent divisions respectively. The next section presents the council and committee organization of the faculty for the purpose of administrative participation. The final section is devoted to student organizations and activities.

A careful examination of the catalogue reveals the underlying educational point of view of the College. That point of view may be summarized in terms of education as personality adaptation and development. As used in this connection, personality means the sum total of the understandings, the appreciations, the special abilities, and the skills in their integrated relationship possessed by an individual at any stage in his progress toward intellectual, emotional, volitional, and social maturity. Acquiring these elements through experience and reorganizing them into a unified personality constitute the process of education. Education, therefore, is a continuous process of growth in terms of the learnings people acquire throughout life. Since the College provides but one series of experiences, those experiences are made as significant as possible in the systematic education of teachers for the public schools of the state.

GENERAL INFORMATION

ADMISSION

Students may enter 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. It is most desirable that these applications be returned to 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 presented 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.

Provision will be made for admitting those persons who receive their discharge from the armed forces and do not meet the regular entrance requirements.

Credits averaging C or better earned by students in other accredited colleges or universities will be accepted in so far as they fit into the curriculum selected by the student. Transcripts of such credits should reach the office of the Registrar long enough prior to the opening of the term so that catalogues describing the courses listed may be obtained if necessary for the evaluation of the 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 the 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 to the satisfactory completion of a subject pursued for one period (fifty minutes) of class work or two periods of laboratory work a week for one quarter of twelve weeks.

MOORHEAD, MINNESOTA

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 an Incomplete can be made up, an application for permission to do so must be made to the Registrar.

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 less than eight honor points in any succeeding quarter, he shall withdraw for at least three quarters. If he returns and fails to earn the necessary eight honor points during any quarter, he shall withdraw with no opportunity of returning. (3) A student on probation may remove his deficiency during the summer session. He shall carry a full schedule and shall earn at least 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.

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

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

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.

STATE TEACHERS COLLEGE

The College has two modernly equipped dormitories on the campus, Wheeler Hall and Comstock Hall, which accommodate one hundred ninety-six women. Each room in the halls has all furnishings with the exception of towels, dresser covers, extra blankets, and decorative pieces. Students care for their own rooms. The dining room, located in Comstock Hall, serves excellent meals. In addition to the social advantages and the home-like, friendly atmosphere, life in the dormitories provides pleasant surroundings for serious study. The prices of rooms vary from \$1.25 to \$2.25 a week, depending upon whether a student rooms on first, second, third, or fourth floor, and whether the student rooms alone or shares the room with a roommate.

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. If they desire, off-campus students, both men and women, may board in the College dining room in Comstock Hall. Students who live off-campus are under the same regulations as those who live in the College Halls.

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 second floor of MacLean Hall, is reserved for formal gatherings such as teas, receptions, and special 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.

The Student Center on first floor is a cafeteria. Overlooking the garden, it is a popular place for afternoon coffee, ice cream, or other light refreshments.

HEALTH SERVICE

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

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by the adoption of a civilian "sick call" plan, whereby local physicians visit the nurse's office at regular intervals for consultation with and examination and treatment of students.

SPEECH CLINIC

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

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 twenty-nine thousand volumes, and a liberal budget provides for substantial annual increases.

THE BULLETIN

The Bulletin, issued quarterly, usually in January, April, July, and October, 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.—This fund has been built up from contributions made by classes, organizations, and accumulated interest.

STATE TEACHERS COLLEGE

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.

Louise E. Meers Award.—The Louise E. Meers 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. Meers, 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.

ALUMNI ASSOCIATION

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

MOORHEAD, MINNESOTA

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

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 interested in a movement to merge the alumni associations of all the Teachers Colleges of the state.

FEEES

Tuition Fees.—Tuition for students residing in Minnesota is \$10 a quarter. Non-resident students are required to pay an additional \$5 a quarter.

No fees are required for textbooks nor for laboratory and course materials for subjects required in the curriculum in which students are enrolled.

The Activity Fee.—The Activity Fee amounts to \$8 a quarter for all students. This covers all the regular fees which are required for the various activities and entitles students to: (1) admission to entertainments, intercollegiate and forensic contests, class plays, and musical programs; (2) subscriptions to the college annual and weekly newspaper; (3) a physical examination on enrollment in the College and services of the resident nurse; and (4) materials incident to the physical education and sports program.

SUMMARY OF EXPENSES

Tuition and Activity Fee for one quarter.....	\$ 18.00
Room at the Dormitory (average cost)	18.00
Board at College Hall, approximately \$5.50 per week	66.00
Total.....	\$102.00

THE COLLEGE CURRICULUMS

The program of studies is administered through various curriculums, each of which serves a particular purpose. The curriculum of General Education provides the background needed by all students irrespective of their vocation or specialization. Specialization is provided through a curriculum for the education of teachers for the elementary schools and a curriculum for the education of teachers for the secondary schools. The professional education of teachers is provided by a curriculum consisting of the professional courses. In addition to these curriculums, a curriculum of two years in length is provided for the education of teachers for graded and ungraded schools on the elementary level.

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 credits: Fine and/or Applied Arts, 8 quarter hours; Psychology, 4 quarter hours; Language and Literature, 12 quarter hours; Physical and Health 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 implications of the requirement are clear. General Education as an essential aspect of the program of teacher education, comes within the first two years of the college experience of students, continues the secondary education of the high school, and provides the best possible preparation for the specialization that follows, whether the specialization is for the education of teachers for the elementary or for the secondary schools.

The College has developed a definite point of view toward General Education and accepts the following definition as a unifying principle: 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.

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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

HUMANITIES

Humanities 110, An Approach to Meaning in Art	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

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

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

PHYSICAL EDUCATION

Physical Education 110, Orientation in Personal Health Practices	0 hours
Physical Education, Elective	4 hours

SPECIALIZATION FOR ELEMENTARY TEACHING

The College makes provision for specialization to teach in the elementary field. This specialization coincides with the demands of the public schools as they are organized by the State Department of Education. Students who elect this field are qualified to teach in grades 1-6 inclusive in the 6-6 organization and in grades 1-8 inclusive in the 8-4 organization. Preparation to teach in the kindergarten is provided through specialization in this field. It is also possible for students who specialize for teaching in the elementary school to qualify for teaching in the junior high school, grades 7, 8, and 9.

In addition to the constants in General Education and Professional Education, the requirements for specialization in the elementary field consist of two types of courses: those designed to supplement the educational background of students through academic subjects

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and those designed to acquaint students with materials and methods in each of the subjects they will be required to teach.

COURSES IN SUBJECT-MATTER FIELDS

Art 310, Elements of Art	4 hours
Art 311, 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
Total	29 hours

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 340, Arithmetic in the Elementary School	4 hours
Music 340, Music in the Elementary School	3 hours
Social Studies 340, Social Studies in the Elementary School	4 hours
Physical Education 340, Health and Physical Education Teaching in the Elementary School	4 hours
Total	34 hours

SPECIALIZATION FOR SECONDARY TEACHING

The College makes provision for specialization to teach in the secondary field. Students who specialize in this field are qualified to teach grades 7-12 inclusive in the 6-6 organization of the public schools of the state; in grades 8-12 inclusive in the 8-4 organization; and in both the junior and senior high schools in the 6-3-3 organization.

Students who select the secondary field for specialization choose that area or areas in which they are most interested and best qualified for teacher preparation. In conference with their major advisers, students select a sequence of courses which make up a practical and reasonable area of concentration. They complete either two majors or preferably one major and two minors. The major includes 45-72 hours; a minor includes 24-28 hours. Details of requirements of majors and minors are presented in the lists which follow.

Courses in General Education are designated as constants. When they appear in the requirements for majors or minors, they are starred. Descriptions of these courses are given under the Division of General Education.

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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 Poetry and Prose	3 hours
Total	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	3 hours
English 310, Advanced Composition	3 hours
English 320, Shakespeare	4 hours
English 322, Chaucer	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, Corrective Speech Education	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	29 hours

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	4 hours
English 328, Major American Writers, 1830-70	3 hours
English 352, High School English	3 hours
English 408, Modern Poetry and Prose	3 hours

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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, Corrective Speech Education	5 hours
To be elected from the following courses:	7 hours
Speech 345, Speech Correction Laboratory	2 hours
Art 320, 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, 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	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 Education 115, Printing	3 hours

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 220, Reporting	4 hours
Journalism 336, Production of School Publications	2 hours
Total	28 hours

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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, Corrective Speech Education	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	24-36 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	24-36 hours

The same procedure with respect to high-school credits is followed in Spanish as outlined for 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	1 hour
Total	9 hours

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

DIVISION OF SCIENCE AND MATHEMATICS

REQUIREMENTS FOR MAJORS IN SCIENCE

GENERAL REQUIREMENTS

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

*Physical Science 110, 111, 112, Physical Science Survey....	12 hours
*Biological Science 210, 211, 212, Biological Science Survey	12 hours
Science 440, Materials for Teaching Science in Secondary Schools	2-4 hours
Geography 202, Climatology and Meteorology	4 hours
Physical Science 210, 211, 212, General Chemistry	9 hours
Physical Science 310, 311, 312, General Physics	9 hours
Total	48-50 hours

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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
Total	22-24 hours

VARIABLE II — MAJOR IN GEOGRAPHY AND MINOR IN PHYSICAL SCIENCE

Geography 200, Geology and Physiography	4 hours
Geography 220, Economic and Political (World Geography)	4 hours
Geography 310, North America and Minnesota	4 hours
Geography 312, Asia and Oceania	4 hours
Geography 315, Europe and Africa	4 hours
Geography 317, Latin America	4 hours
Total	24 hours

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
Total	21-25 hours

REQUIREMENTS FOR A MINOR IN BIOLOGY

*Biology 210, 211, 212, Biological Science Survey	12 hours
Biology 213, Vertebrate Zoology	5 hours
Biology 214, Field Biology of Plants	4 hours
Biology 216, Field Biology of Animals	5 hours
Total	26 hours

REQUIREMENTS FOR A MINOR IN GEOGRAPHY

*Physical Science 111, Physical Science Survey (Earth Science)	4 hours
Geography 220, Economic and Political (World Geography)	4 hours
Geography 310, North America and Minnesota	4 hours
Geography 312, 315, or 317, Asia and Oceania, Europe and Africa, or Latin America	4 hours
Geography Elective	4 hours
Total	24 hours

REQUIREMENTS FOR A MINOR IN PHYSICAL SCIENCE

*Physical Science 110, 111, 112, Physical Science Survey	12 hours
Physical Science 210, 211, 212, General Chemistry	9 hours
Physical Science 310, 311, 312, General Physics	9 hours
Total	30 hours

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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	3 hours
History 313, American History	3 hours
History 440, Teaching of the Social Studies	3 hours
Geography 220, Economic Geography	4 hours
*Political Science 210, American Government	4 hours
Political Science 300, International Relations	4 hours
*Economics 210, Principles of Economics	4 hours
Economics Electives	3-5 hours
*Sociology 210, Introductory Sociology	4 hours
Sociology Elective	3 hours
Total	51-53 hours

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, History of Minnesota, Social and Economic History, or History of the West	3-4 hours
History 312, American History	3 hours
History 440, Teaching of the Social Studies	3 hours
History Electives	10-12 hours
Total	35-38 hours

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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	3 hours
History Electives	4-6 hours
Total	22-24 hours

REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE

*Political Science 210, American Government	4 hours
Political Science 300, International Relations	4 hours
Political Science 312, State and Local Government	3 hours
Political Science Electives	24 hours
Total	35 hours

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

DIVISION OF SPECIAL FIELDS

ART EDUCATION

REQUIREMENTS FOR A MAJOR IN ART

Art 310, Art Elements	4 hours
Art 311, Applied Design	4 hours
Art 320, Art Structure I	4 hours
Art 321, 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
Total	47 hours

REQUIREMENTS FOR A MINOR IN ART

Art 310, Art Elements	4 hours
Art 311 or Art 341, Applied Design or Craftwork	4 hours
Art 320, Art Structure	4 hours
Art 340, Art in the Elementary School	3 hours
or	
Art 345, Art in the Secondary School	2 hours
Art 370, Art Appreciation	4 hours
Art Elective	4 hours
Total	22-23 hours

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INDUSTRIAL EDUCATION

REQUIREMENTS FOR A MAJOR IN INDUSTRIAL EDUCATION

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

MUSIC EDUCATION

REQUIREMENTS FOR A MAJOR IN MUSIC

GENERAL REQUIREMENTS

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	29 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, Elementary Methods	3 hours
or	
Music 345, Secondary Methods	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
Total	18-19 hours

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REQUIREMENTS FOR A MINOR IN MUSIC

GENERAL REQUIREMENTS

Music 120, Sight Singing and Ear Training	4 hours
Music 371, Music History and Appreciation	4 hours
Total	8 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
Band, Band Participation	5 hours
Total	15 hours

VARIABLE II — CHORAL MUSIC

Music 250b, General Applied Music	3 hours
Music 340, Elementary Methods	3 hours
or	
Music 345, Secondary Methods	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
Total	18-19 hours

HEALTH EDUCATION

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
Physical Education 322, Body Mechanics	2 hours
Physical Education 324, Tests and Measurements in Physical and Health Education	2 hours
Physical Education 440, Methods and Materials for Health Teaching in Secondary Schools	3 hours
Physical Education 465, Administration and Philosophy of Physical Education	2 hours
Electives to be chosen from the following groups:.....	18 hours

GROUP I — METHODS AND MATERIALS IN TEAM SPORTS

MINIMUM SIX HOURS

Physical Education 431, Baseball	2 hours
Physical Education 432, Basket Ball	2 hours
Physical Education 433, Field Hockey	2 hours
Physical Education 434, Football	2 hours
Physical Education 435, Soccer	2 hours
Physical Education 436, Softball	2 hours

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GROUP II — METHODS AND MATERIALS IN CO-RECREATIONAL SPORTS MINIMUM FOUR HOURS

Physical Education 331, Archery	1 hour
Physical Education 332, Badminton	1 hour
Physical Education 323, Playground Activity	1 hour
Physical Education 334, Tennis	1 hour
Physical Education 335, Volley Ball	1 hour

GROUP III — METHODS AND MATERIALS IN RHYTHMS MINIMUM TWO HOURS

Physical Education 341, Folk and Square Dance ..	1 hour
Physical Education 342, Modern Dance	1 hour
Physical Education 343, Social Dance	1 hour
Physical Education 344, Tap Dance	1 hour

GROUP IV — METHODS AND MATERIALS IN INDIVIDUAL ACTIVITY MINIMUM TWO HOURS

Physical Education 441, Swimming	1 hour
Physical Education 442, Track	1 hour
Physical Education 443, Tumbling and Apparatus ..	1 hour
Physical Education 444, Wrestling and Boxing ...	1 hour
Physical Education Electives	4 hours
Total	45 hours

REQUIREMENTS FOR A MINOR IN PHYSICAL EDUCATION

Physical Education 322, Body Mechanics	2 hours
Physical Education 324, Tests and Measurements in Physical and Health Education	2 hours
Physical Education 452, Teaching Physical Education	4 hours
Physical Education 465, Administration and Philosophy of Physical Education	2 hours
Electives to be chosen from the following courses:.....	14 hours
Team Sports	Minimum 6 hours
Co-recreational Sports	Minimum 4 hours
Rhythms	Minimum 2 hours
Individual Activity	Minimum 2 hours
Total	24 hours

REQUIREMENTS FOR THE NINE-HOUR ENDORSEMENT

Physical Education 324, Tests and Measurements in Physical Education	2 hours
Physical Education 465, Administration and Philosophy of Physical Education	2 hours
Materials and Methods Courses, one unit to be chosen from each group previously listed	5 hours
Total	9 hours

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REQUIREMENTS FOR A MINOR IN HEALTH EDUCATION

(This minor is intended especially for students who are majors in Biological Science.)

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
Physical Education 324, Tests and Measurements in Physical and Health Education	2 hours
Physical Education 440, Methods and Materials for Health Teaching in the Secondary Schools	3 hours
Education 452, Teaching Health Education	4 hours
Physical Education 460, Methods and Materials for Social Hygiene	2 hours
Total	25 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	8 hours
Journalism 220	4 hours
Journalism 332	2 hours
Journalism 334	2 hours
Journalism 336	2 hours
Journalism 338	3 hours
Speech 200 (extra-curricular)	2 hours
Speech 232 (extra-curricular)	2 hours
Speech 234	3 hours
Speech 340	3 hours
Speech 342	3 hours
Fine Arts and Industrial Education	4 hours
Art 241	4 hours
Art 320	2 hours
Industrial Education 120	4 hours
Industrial Education 320	4 hours
Industrial Education 330	2 hours
Music, Electives	4 hours
Methods and Materials Courses as listed for majors to be chosen from the following courses:.....	4 hours
Team Sports	Minimum 6 hours
Co-recreational Sports	Minimum 4 hours
Rhythms	Minimum 2 hours
Individual Activity	Minimum 2 hours
Total	27 hours

PROFESSIONAL EDUCATION

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

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CONSTANTS FOR ELEMENTARY EDUCATION

Education 310, Growth and Development of the Learner....	4 hours
Education 320, Principles of Learning	4 hours
Education 340, Principles of Teaching	3 hours
Education 341, Elementary School Curriculum	4 hours
Education 374, Educational Statistics and Principles of Evaluation	3 hours
Education 426, Problems in Organization and Administration	3 hours
Education 450E, 451E, Teaching	10 hours
Total	31 hours

CONSTANTS FOR SECONDARY EDUCATION

Education 310, Growth and Development of the Learner....	4 hours
Education 320, Principles of Learning	4 hours
Education 340, Principles of Teaching	3 hours
Education 346, Secondary School Curriculum	4 hours
Education 374, Educational Statistics and Principles of Evaluation	3 hours
Education 426, Problems in Organization and Administration	3 hours
Education 450S, 451S, Teaching	10 hours
Total	31 hours

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

THE TWO-YEAR CURRICULUM

The two-year 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 students a background of general education. Through the professional courses is developed 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 curriculum, except the student who has already earned credit for similar teaching, spends six weeks of the second year in the rural community in which his student teaching is assigned.

Students who complete the two-year curriculum may apply the courses, for which they have earned credit, directly, as substitutes, 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

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the two-year curriculum, students are granted diplomas which entitle them to certificates for teaching in the elementary schools of Minnesota.

REQUIREMENTS FOR THE TWO-YEAR CURRICULUM

ART

Art 110, Art Elements	4 hours
Art 210, Applied Design	4 hours
	8 hours
Total	

EDUCATION

Education 110, Child Growth and Development	4 hours
Education 240, Social Studies in the Elementary School...	2 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 in the Graded School.....	5 hours
Education 251, Student Teaching in the Ungraded School .	5 hours
	25 hours
Total	

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 250, Children's Literature	4 hours
	13-16 hours
Total	

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, Music Elements	4 hours
Music 243, Rural School Music Methods	2 hours
	6 hours
Total	

SCIENCE AND MATHEMATICS

Science 110, Physical Science Survey	4 hours
Science 111, Human Biology and Hygiene	4 hours
Science 112, Nature Study	4 hours
Geography 110, Geography in the Elementary School	4 hours
Mathematics 110, Arithmetic in the Elementary School	4 hours
	20 hours
Total	

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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
Total	16 hours

PHYSICAL EDUCATION

Physical Education 110, Preliminary Course	No credit
Physical Education 141, Introduction to Rhythms	1 hour
Physical Education 142, Games and Activities for the Elementary School	1 hour
Physical Education 240, Methods and Materials in Health Teaching	1 hour
Physical Education 241, Methods and Materials in Physical Education	1 hour
Physical Education 242, Methods and Materials in School and Community Recreation	1 hour
Total	5 hours
Electives	96 hours

THE ACADEMIC DIVISIONS OF THE COLLEGE

THE DIVISION OF GENERAL EDUCATION

The function of General Education is to provide a sound background for specialization and professional education and to provide wide knowledge and experience necessary for effective citizenship in a democracy.

In view of the fact that the program of General Education cuts across the divisional organization which is based upon various areas of subject matter serving the program of specialization, the administrative organization is necessarily different from that of the other divisions. The instructional staff is drawn from the other divisions. The program is administered under the general supervision of the Council on General Education.

COMMUNICATIONS

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

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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 discussion 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.

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 civilization 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.

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HUMANITIES 112. THE AGE OF REASON IN 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 understandings. An educated individual should understand and become accustomed to using the scientific method 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.

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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 area 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. Fall.

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. Winter.

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. Spring.

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 understandings to human welfare; to acquaint the student 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. Fall.

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. Winter.

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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. Spring.

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 mergence of the United States as a world power, the progressive movement, the World Wars and the abandonment of isolation. Four hours.

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. Fall. Winter.

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

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 EDUCATION

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

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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 110. ORIENTATION IN PERSONAL HEALTH PRACTICES.—This course includes social hygiene and orientation in personal health practices. Examinations and tests will be given to determine the students' physical and health ratings and their individual aptitudes and interests. Demonstrations of sports and activity programs will be a part of the course. Prerequisite to all other courses. No credit.

PHYSICAL EDUCATION ELECTIVES, FOUR HOURS.—To be selected from the following groups during the remaining two quarters of the freshman year and during any two terms of the sophomore year.

GROUP I. TEAM SPORTS.

- 130M, 130W.—Speedball.
- 131.—Baseball.
- 132M, 132W.—Basket Ball.
- 136.—Softball.
- 233.—Hockey.
- 234.—Football.
- 235.—Soccer.

GROUP II. PLAYGROUND TYPE SPORTS. CO-RECREATIONAL.

- 131.—Archery.
- 133.—Shuffle Board.
- 135.—Volley Ball.
- 233.—Badminton.
- 236.—Tennis.

GROUP III. RHYTHMS.

- 121.—Folk and Square Dancing.
- 124.—Tap Dancing.
- 222.—Modern Dancing.
- 223.—Social Dancing.

GROUP IV. SWIMMING.

GROUP V. INDIVIDUAL SPORTS.

- 122.—Track.
- 224.—Wrestling and Boxing.
- 225.—Tumbling and Apparatus.

Activities suitable to each season will be offered and they will be given alternate years, so that within two years most, if not all, courses will be offered.

STATE TEACHERS COLLEGE

DIVISION OF LANGUAGE AND LITERATURE

Mr. Murray, Chairman; Miss FitzMaurice; Miss Holmquist; Miss Hougham; Mr. Lillywhite; 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 and culture through the simultaneous appeal of literature to mind and emotion.

In the field of constants it centers on all three aims but with special stress on the first. 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. Spring.

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. Fall and Winter.

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

308. THE ENGLISH LANGUAGE.—A study of the development of the English language from various sources into a rich and infinitely flexible form. Of special value in the understanding and teaching of grammar and word study. Encourages and provides a sound foundation for growth in personal vocabulary. Three hours. Fall, 1944.

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. Spring.

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 English-speaking peoples. Five hours. Spring.

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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. Winter, 1944-45.

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. Winter, 1945-46.

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. Winter.

340. LITERATURE FOR CHILDREN.—A course for elementary education majors surveying materials and methods of selecting and presenting literature for children in the elementary grades. Four hours. Fall, 1944.

341. ENGLISH IN THE ELEMENTARY SCHOOL.—A course for elementary education majors which surveys the objectives, materials, and methods of oral and written communication, reading and listening; vocabulary development; functional grammar and usage; spelling and handwriting. Three hours. Spring, 1946.

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. Fall, 1944.

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. Fall, 1945.

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. Spring, 1946.

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. Spring, 1945.

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. Fall.

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. Winter.

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. Spring, 1945.

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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. Spring, 1946.

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. Fall, 1945.

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. Fall, 1946.

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. Winter, 1945-46.

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. Spring, 1946.

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. Fall and Winter.

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. Spring, 1945.

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. Winter, 1945-46.

334. **NEWSPAPER EDITING.**—A study of the problems of the modern newspaper editor, stressing copyreading, evaluation of news, and copyfitting. Two hours. Winter, 1944-45.

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. Spring, 1945.

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. Spring, 1946.

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 1945-46.

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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 1944-45.

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 1945-46.

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 1944-45.

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 1944-45.

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 1945-46.

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

405. **ORGANIZATION AND ADMINISTRATION OF THE SMALL SCHOOL LIBRARY.**—A study of how to plan and equip the library, how to acquire and organize books and materials (including basic operations of classification and cataloguing), how to meet the requests of pupils for books and information, and in general, how to carry on a program to make the library a center of 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.

STATE TEACHERS COLLEGE

DIVISION OF SCIENCE AND MATHEMATICS

Mr. Dildine (Science) and Mr. Schwendemann (Geography), Co-Chairmen; Miss Leonard; 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 students in the world in which they live; (2) to give them technical information important for balanced living; (3) to provide them with the scientific method for interpreting their world; and (4) to give prospective teachers both the broad basic training demanded for the positions they will find available, and in addition, a chance to concentrate in the field of their special interest.

DESCRIPTION OF COURSES

*PHYSICAL SCIENCE 110, 111, 112.—THE PHYSICAL SCIENCE SURVEY.

*BIOLOGY 210, 211, 212.—THE BIOLOGICAL SCIENCE SURVEY.

GENERAL SCIENCE

110, 111, 112. SCIENCE SURVEY.—A non-technical review of science, required on the two-year curriculum, designed to enrich the student's everyday experiences and to provide the basic knowledge necessary for teaching in the elementary grades. 110. General Physical Science.—An introductory course to the fields of Chemistry, Physics, and Astronomy, emphasizing broad relationships and applications to everyday life. Considerable emphasis is placed on adapting science in the four-year curriculum. No prerequisites. Four hours. Fall. 111. Human Biology and Hygiene.—Study of man in relation to the chordates; the background of human diseases; the structure, history, function, and hygiene of human body systems; the effects of narcotics and alcohol. Prerequisite: General Science 110. Transfers as Biology in the four-year curriculum. Four hours. Winter. 112. Nature Study.—A professionalized study of plants, insects, and birds. Extensive use is made of colored slides, mounted specimens, 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. No prerequisites. Transfers as Biology elective on the four-year curriculum. Four hours. Spring.

440. MATERIALS FOR TEACHING SCIENCE IN SECONDARY SCHOOLS.—An applied review of materials and laboratory techniques available for teaching science in high school. Prerequisite or parallel to student teaching in science. Two to four hours. Fall.

BIOLOGICAL SCIENCE

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. Fall.

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

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. Fall:

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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. Spring.

315. **PLANT TAXONOMY.**—A course dealing with the identification of ferns and seed plants of Minnesota. Living plants, preserved material, and herbarium species are used as a means of acquiring familiarity with the distinguishing features of the more important plant groups. Field work will be included when possible. Prerequisite: Biology 214. Not given in 1944-45. Four hours.

316. **PLANT ECOLOGY.**—Primarily a field course dealing with origin, development, and successional relations of Minnesota plants. The influence of environmental factors in determining the plant life of a particular region is emphasized. Considerable attention is given to the identification of plants in the field. Some field work will be taken on Saturday mornings. Four hours. Not given in 1944-45.

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. Winter, 1944-45.

319. **APPLIED BACTERIOLOGY.**—A continuation of Course 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. Spring, 1945.

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. Fall.

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

GEOGRAPHY

110. **GEOGRAPHY ELEMENTS AND METHODS FOR THE ELEMENTARY SCHOOLS.**—The basic elements of geography with methods to aid in understanding and teaching the subject. Four hours.

*111. **EARTH SCIENCE SURVEY.**—An introduction to geography, geology, physiography, and weather and climate. Requisite for further specialization in geography and science. Four hours.

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

202. **WEATHER AND CLIMATE.**—A laboratory study of local weather is followed by a survey of the climates of the world. Daily Weather Bureau maps and reports and United States Weather Bureau instruments are used in observation and forecast. Four hours.

210. **REGIONAL AND POLITICAL GEOGRAPHY OF THE WORLD.**—The study of the countries by the regional approach with emphasis on global relations and geopolitics. Four hours.

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

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310. **NORTH AMERICA AND MINNESOTA.**—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 and 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. Credit for such a tour will be given only in case the time is sufficiently long and the features varied. Preliminary study and report are required.

410. **GEOGRAPHY METHODS AND MATERIALS.**—A study of the materials used in teaching geography for the graded elementary schools with objectives, organization, presentation, and evaluation of materials and methods. Four hours.

PHYSICAL SCIENCE

200. **ASTRONOMY.**—A study of the solar systems, stars and neublae, constellations, and the telescopic examination of heavenly bodies. Four hours. Not given in 1944-45.

210, 211, 212. **GENERAL CHEMISTRY.**—A year course, each quarter prerequisite to the next; 210 is a survey of the fundamental laws and theories of chemistry; the properties and preparation of inorganic compounds; formulas and equations; chemical calculations; 211 continues inorganic chemistry, including the production, properties, and uses of the metals, non-metals, and their compounds; 212 is qualitative analysis, involving the theory and practice of identifying ions, metals, salts and mixtures. Nine hours. Not given in 1944-45.

214. **QUANTITATIVE ANALYSIS.**—The theory and practice of the quantitative determination of common elements and radicals by gravimetric and volumetric analysis. Prerequisite: Chemistry 212. Four hours, Not given in 1944-45.

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

314. **MODERN PHYSICS.**—A study of recent advances in physics; radioactivity, artificial transmutation of the chemical elements, electron and nuclear physics, cosmic rays, optical and X-ray spectra, the quantum theory. Prerequisite: General Physics. Not given 1944-45. 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. Not given 1944-45. Four hours.

320, 321. **ORGANIC CHEMISTRY I AND II.**—A study of the chemistry of the compounds of carbon and hydrogen and their derivatives. 320, Aliphatic Series, Winter; Aromatic Series, Spring. Not given 1944-45. Four hours.

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MATHEMATICS

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

110. **TEACHING ARITHMETIC IN THE GRADES.**—A study of aims and trends in the arithmetic curriculum, analysis of means of developing skills, methods of presenting topics and processes, social phases of arithmetic, developing ability to meet quantitative situations. A good standard of individual skills is required. Four hours. Fall, Winter, and Spring.

121. **COLLEGE ALGEBRA.**—This course includes logarithms, vectors, scale drawing, the right triangle law, the triangle of velocities, trigonometry of the right triangle, and many practical applications. Four hours. Winter.

122. **TRIGONOMETRY.**—The algebraic theory of equations, trigonometric solution of right and oblique triangles, spherical geometry and the spherical trigonometry of the right triangle. Many practical applications. Four hours. Spring.

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

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

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

310. **COLLEGE GEOMETRY.**—An extension of the field of plane geometry. A high-school course in plane geometry is the only prerequisite. Four hours. Winter, 1945-46.

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

405. **APPLIED MATHEMATICS.**—Applications of mathematics of all courses in definite problems from many fields. Four hours. Spring, 1946.

DIVISION OF SOCIAL STUDIES

Mr. Bridges, Chairman; Mr. Green; 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.

STATE TEACHERS COLLEGE

DESCRIPTION OF COURSES

ECONOMICS

*210. PRINCIPLES OF ECONOMICS.

315. APPLIED ECONOMICS.—Special attention to relations between employer and employes, 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. Spring.

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. Fall, Winter, Spring.

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

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

311. SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES.—A special study of the social and economic forces which have helped to shape the history of our country. Prerequisite: History 110. Four hours. Fall.

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.

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. Winter.

314. 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. Winter.

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.

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

318. **HISTORY OF THE FAR EAST.**—A study of the historical development of China and Japan with especial attention to the development of cultural, commercial, and political relations with countries of Europe and America. Prerequisite: Twelve quarter hours of history. 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. Fall.

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. Winter.

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. Winter.

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. Fall.

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 procedure of international negotiations, recognition and succession of states, inviolability of territory, freedom of the seas, neutrality and neutral rights, mediation, arbitration, and the judicial settlement of international disputes. Prerequisite: Political Science 300 or 320. 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.

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.

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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. Fall, Winter, Spring.

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. Winter.

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

340. POVERTY AND DEPENDENCY.—A scientific study of the causes of poverty and of its remedies together with the purpose and proper administration of charity. Prerequisite: Sociology 210. Three hours.

350. CRIMINOLOGY AND PENOLOGY.—An investigation of the causes of crime, of the factors producing the criminal, of the history and theories of punishment, and of the evolution of modern penal institutions and the machinery of justice. Prerequisite: Sociology 210. Three hours.

DIVISION OF SPECIAL FIELDS

In order to administer the courses effectively, the Special Fields—Art Education, Industrial Education, Health Education, and Music Education—have been organized as the Division of Special Fields. The courses and the descriptions are listed under the separate fields.

ART EDUCATION

Miss Williams, Chairman; Mr. Johnson.

The offerings of the Department of Art Education 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

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and the development of creative expression through the use of various mediums are expected. Note books are kept and each unit of work is developed through lectures, illustrated materials, and practical work. This course is adapted to students taking the two-year course. Four hours. Fall, Winter, Spring.

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. Winter, Spring.

310. **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. Fall, Winter, Spring.

320. **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 110. Four hours. Winter.

321. **ART STRUCTURE II.**—The purpose of this course is to give broader and more definite knowledge of the principles of design and their application and to develop further power of creation, greater skill, keener appreciation, and a finer standard of execution and selection. The application of principles is made through various mediums. Prerequisite: Art 120. Four hours. Spring.

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. Winter, 1945.

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. Spring.

340. **TECHNIQUE IN ART TEACHING IN THE ELEMENTARY SCHOOL.**—This course presents a comprehensive view of the problems involved in the teaching of Art in the elementary schools. It includes a study of the objectives and desired outcomes of a course of study, the subject matter, the techniques employed, the materials and their organization, sources of supplies, and supplementary materials. Three hours. Fall.

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. Spring.

345. **TECHNIQUE IN ART TEACHING IN THE SECONDARY SCHOOL.**—This course presents a comprehensive view of the problems involved in the teaching of Art in the secondary schools. It includes a study of objectives and desired outcomes of a course of study, the subject matter, the techniques employed, the materials and their organization, sources of supplies, and supplementary materials. Two hours. Fall.

372. **ART IN THE HOME AND COMMUNITY.**—A study of the fundamental elements and principles of design applied to the problems of the home and community. A study is made of historic styles in architecture and interior decoration, selection of costumes, budget making, and community planning. Four hours. Summer, Fall, 1944.

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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 need or the type of program elected. Prerequisite: The consent of the instructors. Four hours. Summer, 1944.

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 compositions. 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. Spring, Summer, 1944.

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. Fall.

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

INDUSTRIAL EDUCATION

Mr. Weltzin.

Industrial Education 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 of industry, consumer education, and basic manipulative skills, depending upon individual needs. Major students are prepared to teach in the field of Industrial Education.

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. Winter.

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

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

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

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

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

310. **SHEET METAL AND PATTERN DRAFTING.**—Patterns are drawn for the projects worked out in the metal shop. Parallel, radial, and triangulation developments are included, with practical problems chosen for each type. A few projects in Art Metal are included. Prerequisite: Industrial Education 110. Four hours. Winter.

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. Winter.

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

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

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. Spring.

430. **HISTORY AND TEACHING OF INDUSTRIAL EDUCATION.**—A survey is made of the development and growth of this phase of education. A major part of the time, the discussion centers on objectives, various courses of study, and related and technical information for the different subjects. Literature, sources for materials, and shop equipment and layout are emphasized. Four hours. Spring, 1945.

MUSIC EDUCATION

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

The Department of Music Education emphasizes the teaching of music both as an element of general culture and as an individual accomplishment. The aims of the department are (1) to provide opportunity for the development of skill in musical performance and of understanding and appreciation of the best in musical literature by means of classroom courses, band, and choir; (2) to offer students interested in musical education the training necessary to qualify them for the teaching of music in the elementary field in both graded and ungraded schools, or the secondary school.

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DESCRIPTION OF COURSES

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

120. **SIGHT SINGING AND EAR TRAINING I.**—Reading of moderately complex rhythms and scale intervals found in *Melodia*, a Course in Sight Singing by Cole and Lewis, also four, six, and eight part choral numbers. Prerequisite: Music 110. Four hours. Winter.

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. Four hours. Fall.

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. Winter.

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

240. **ELEMENTARY MUSIC METHODS AND OBSERVATION.**—A study of problems and teaching technique related to the elementary grades. Selection and presentation of rote songs; the child voice in singing; treatment of the unmusical child; development of rhythmic and melodic expression; introduction of staff notation; directed listening; the tonal and rhythmic problems common to the first six years. Two hours. Winter.

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

245. **SECONDARY MUSIC METHODS AND OBSERVATION.**—Materials and Methods for junior and senior high schools. Two hours. Spring.

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

320. **SIGHT SINGING AND EAR TRAINING II.**—Study of more or less complex rhythms and unusual scale intervals found in *Melodia* by Cole and Lewis and selected four, six, and eight part choral work. Prerequisite: Music 120. Four hours. Spring.

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

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

346. **CHORAL CONDUCTING.**—A study of baton technique, rehearsal methods, class voice training methods, and the reading of as much choral literature as time permits with emphasis given to adequate interpretation. Prerequisite: Music 120. Two hours. Spring.

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

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

360. VOICE (PRIVATE).—Three terms are required by music majors. Registration is limited to juniors and seniors. The course includes study of tone production, repertoire, and interpretation. 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 the art will be traced by discussions of the ancient, the modern, and the contemporary periods together with a study of representative works of the greatest composers of each. Stress will be given to both the historical background and cultural aspects. Four hours. Spring.

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

410. ORCHESTRATION AND CHORAL ARRANGING.—A study designed to demonstrate and practice acceptable ways of writing for voice and instrument, individually and in combination. Prerequisite: Music 211 and 350. Spring.

HEALTH EDUCATION

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

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

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

DESCRIPTION OF COURSES

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

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

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TWO-YEAR CURRICULUM

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

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

FRESHMAN YEAR

110. **ORIENTATION IN PERSONAL HEALTH PRACTICES.**—This course is identical with the course offered degree students except that the two-year students will be in separate groups and emphasis will be on laying a firm foundation for personal health as teachers and upon health problems of the school. One hour.

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 rhythmic, it is essential that teachers have a good ground-work. One hour. Second quarter of freshman year.

142. **PLAYGROUND GAMES AND ACTIVITIES.**—This course includes traditional games; team games of low organization; tumbling; self-testing; stunts; and relays. One hour. Third quarter of freshman year.

SOPHOMORE YEAR

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. One hour. The course is taken during the term in which the student does no teaching.

241. **MATERIALS AND METHODS IN PHYSICAL EDUCATION TEACHING IN THE GRADES.**—The general 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. One hour. This course is taken during the term of teaching in the Laboratory School on the campus.

242. **METHODS AND MATERIALS IN RURAL RECREATION.**—This course is designed to assist the student in community as well as school recreation. Emphasis is placed on games, activities, and stunts suitable for Playdays, P. T. A. programs, and 4-H programs. One hour. This course is taken during the six weeks the student is on campus in the quarter he teaches in a rural school.

FOUR-YEAR CURRICULUM

*110. **ORIENTATION IN PERSONAL HEALTH PRACTICES.** ..

*121-36. **SPORTS, RHYTHMS, AND INDIVIDUAL ACTIVITIES.**

320. **BODY MECHANICS.**—The physiology and hygiene of exercise offer the teacher of Health Education a working basis for selection of activity. Two hours.

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

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

326. ORGANIZATION AND ADMINISTRATION OF SPORTS AND ATHLETICS.—Specific problems of both varsity and intramural programs are reviewed with special attention given to the making of sports programs and the selection and care of equipment. Two hours.

331-444. METHODS AND MATERIALS COURSES.—These courses, for the most part, presuppose some acquaintance with the various types of activities. These are gained during the first two years. Upon completion of the required work, the student is encouraged to improve his own skills, broaden his field, and especially to know the steps by which these skills are taught to others. One hour each course.

460. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION.—The chief problem discussed is that of program building and curriculum planning. A study of facilities, clothing, and physical education equipment aims to correlate physical activity with health teaching. Two hours.

465. ADMINISTRATION AND PHILOSOPHY OF PHYSICAL EDUCATION.—This course aims to give the student a broad overview of the growth and changes which have occurred in the field throughout the years. Special attention is given to a correlation between conditions and problems in each period and the attitude toward health and physical well-being which have resulted. The aim is to enable the student to plan for the problems he may expect to meet in a post-war world. Two hours.

PROFESSIONAL DIVISION OF THE COLLEGE

The Professional Division has a two-fold aim. First, it aims to equip the student with knowledge, skill, and understanding that will specifically prepare him for the profession of teaching. Second, it aims to provide professional services for the public schools through management of the various agencies of the College through which such service is possible. The Professional Division includes four divisions as follows: Professional Courses, Laboratory Schools, Co-operating Schools, and Professional Service.

DIVISION OF PROFESSIONAL COURSES

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

The professional courses are organized to provide for the student that education which specifically prepares him for the profession of teaching. These courses emphasize the scientific aspects of educational procedure. They are designed to be practical and to furnish the student with the technical ability, insight, and functional outlook for effective educational work in elementary and secondary schools.

STATE TEACHERS COLLEGE

DESCRIPTION OF COURSES

110. **CHILD GROWTH AND DEVELOPMENT.**—Designed to give an understanding of the physical, mental, emotional, and social growth and development of the child from the prenatal state to adolescence. Factors that promote normal growth and development as well as those that hinder are studied. Case studies are analyzed and observations of children in the Kindergarten are provided. Four hours. Fall, Winter, Spring.

240. **SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.**—This course is designed for teachers in the elementary grades 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. Fall, Winter, Spring.

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 in 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. Fall, Winter, Spring.

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 110 and 242. Two hours. Fall, Winter, Spring.

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. Fall, Winter, Spring.

250, 251. **STUDENT TEACHING IN GRADED AND UNGRADED ELEMENTARY SCHOOLS.**—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 110 and 242. Ten hours. Fall, Winter, Spring.

310. **GROWTH AND DEVELOPMENT OF THE LEARNER.**—This course is similar to that described as Education 110, but is designed for the four-year curriculum. Consideration is given to the development of the child from the prenatal state to adolescence in the areas of physical, mental, emotional, and social growth. The implications for education and general environment are drawn. Opportunity is given for the student to study some special problems. No prerequisite. Four hours. Fall.

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320. **PRINCIPLES OF LEARNING.**—Designed for the four-year curriculum. A study of the application of psychological principles to learning. The subject deals with such matters as the modifiability and educability of the human organism, the learning processes, economy of learning, motivation, rates and permanence of learning, intelligence, transfer of training, individual differences. Prerequisite: Education 310. Four hours. Winter.

330. **DEVELOPMENT OF THE AMERICAN SCHOOL.**—The history of public school education in the United States. Deals with the transit of education from Europe to America and the changes in American education, the struggle for free schools, the development of special types of schools, and the origin of many present practices and policies. Four hours. Spring.

340. **PRINCIPLES OF TEACHING.**—A study of the application of the principles of learning in the selection, organization, and presentation of learning experiences. Observations are provided on the elementary and secondary levels wherein students may see the principles in practice. Prerequisite: Education 310 and 320. Four hours. Spring.

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

342. **THE TEACHING OF 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. Four hours.

346. **SECONDARY SCHOOL CURRICULUM.**—A study of the background, present status, and trends of secondary school offerings on both junior and senior levels. State requirements, courses of study and their construction, and daily schedules are given consideration. Prerequisite: Education 340. Four hours. Spring.

360. **THE EXCEPTIONAL CHILD.**—Deals with the learning difficulties experienced by children who are handicapped as well as those who are gifted and who deviate so far from normal that difficulties will be encountered in attempting to teach them in regular classes. This includes such children as the crippled; those with defective hearing, vision, and speech; the mentally deficient and mentally superior; the delicate or nervous child; and the socially maladjusted. Prerequisite: Education 110 or 320. Four hours. Winter, Summer.

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

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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 320. Four hours. Winter.

371. **DIAGNOSTIC AND REMEDIAL PROCEDURES.**—A study of the extent and the causes of failures, of adaptation of instruction to individual differences, and of the nature and function of instruments used to detect and to remove causes of failure. Whenever facilities are available, practice in diagnostic and remedial work is given. Prerequisite: Education 320. Most meaningful after the courses in statistics and measurement. Four hours. Spring.

374. **EDUCATIONAL STATISTICS AND PRINCIPLES OF EVALUATION.**—A study of informal and standardized tests as used in the classroom. Attention is given to the selection, administration, scoring, and interpretation of test results. Practice is given in the construction and uses of informal tests. Prerequisite: Education 320. Four hours. Winter.

386. **AUDIO-VISUAL AIDS IN TEACHING.**—Deals with the psychology principles involved in audio-visual education and gives practice in preparing evaluating, and using audio-visual materials. Attention is given to school journeys, school museums, motion pictures, flat pictures (including slides, stereoscopes, film strips) and graphics. A careful study is made of projection. Equally applicable to elementary and secondary fields. Prerequisite: Education 320. Four hours. Fall.

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. Fall.

426. **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, extracurriculum, 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. Four hours. Fall

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. Four hours. Spring, Summer.

450E, 451E. **TEACHING FOR ELEMENTARY DEGREE STUDENTS.**—Opportunity is provided on the senior level for participation in actual teaching. Under careful supervision, the student prepares, presents, and evaluates the outcomes of learning methods and materials. Prerequisites: Education 310, 320, and 340. Ten hours.

450S, 451S. **TEACHING FOR SECONDARY DEGREE STUDENTS.**—These are the same as Education 450E and 451E except they are planned for prospective high-school teachers. Prerequisites: Education 310, 320, and 340. Ten hours.

MOORHEAD, MINNESOTA

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 following purposes in the education of teachers: student teaching, demonstration, and experimentation. The Laboratory Schools recognize their responsibility to the College but hold that the above 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 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 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 Sorknes, Acting Principal; Mrs. Durboraw, Kindergarten; Miss Korsbrek, First Grade; Miss Williamson, Second Grade; Miss Undseth, Third Grade; Mrs. Pederson, Fourth Grade; Mrs. Fritzke, Fifth Grade; Miss Wardeberg, 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 instructional program consists of a rich, well-rounded, integrated curriculum consisting of the usual subject areas with music, science, literature, the arts, and health education. The basic tool skills are developed systematically throughout the grades.

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

COLLEGE HIGH SCHOOL

Miss Hawkinson, Principal and Social Science; Miss Draxten, English; Mr. Brandt, Mathematics; Miss Solem, English; Miss Holen, Home Economics; Mr. Wooldridge, Science; Mr. Weltzin, Industrial Arts; Mr. Johnson, Art; Mr. McGarrity, Instrumental Music; Miss Wenck, Vocal Music; Miss Frick, Health and Physical Education; Miss McKellar, Health and Physical Education; Mr. Domek, Health and Physical Education; Miss Lindquist, Nurse and Health Education; Miss FitzMaurice, Languages; Mr. Temple, Athletics.

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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 enrollment is limited as in the elementary school and admission is by application. The curriculum emphasizes general education, a continuation of the general program begun in the Elementary School. 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.

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 students 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 affiliation 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 Mabel Gunderson and Miss Doris Solem, Averill School, Clay County, District 111; Miss Edna Fick, Gunderson School, Clay County, District 121; Miss Doris Cheney and Miss Bernice Helland, Oak Mound School, Clay County, District 78; and Miss Gladys Halvorson, Riverside School, Clay County, District 8.

DIVISION OF PROFESSIONAL SERVICE

The Professional Service Division aims to provide whatever service is possible to the public schools of the state, particularly the schools of western Minnesota. To realize this aim the Division performs three kinds of services, namely, placement, professional relationships, and follow-up.

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PLACEMENT SERVICE

The aim of this service is to assist candidates to obtain teaching positions for which they are best prepared by personal and by educational qualifications and to assist public school officials to secure teachers for their vacancies who are adapted and prepared for the work of the positions.

The Placement Office serves as an agency of the College for the placement of individuals who are prepared to assume teaching positions. The Office functions through a committee composed of members of the College faculty who are responsible for the development of principles through which the placement work is carried on. The Director of the Laboratory Schools is chairman of the committee and he together with the secretary is responsible for the actual placement work.

The services are available to all school officials interested in employing teachers, to prospective teachers who expect to be certified to teach during the coming year, and to teachers in service who have attended the College. The services are free. Because this is considered a professional service, the expense of operating the Placement Office is borne by the College.

PROFESSIONAL RELATIONSHIPS

The aim of this service is to assist teachers, school officials, and various other agencies to improve the effectiveness of our schools.

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

FOLLOW-UP SERVICE

The purpose of follow-up work is to assist former graduates to make satisfactory adjustments to their teaching situations and to assist them to improve their work.

The College assumes responsibility for the success of its graduates by doing as much follow-up work as time, opportunity, and funds will permit. Though hampered by restricted travel during the emergency, this very important work is still maintained and it is hoped that it can be greatly enlarged after the war.

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.

COLLEGE ADMINISTRATIVE COUNCIL

Mr. Snarr, Chairman; Mr. Risbrudt, Secretary; Miss Corneliussen; Mr. Dildine; Miss Frick; Mr. Lura; Mr. Spencer.

The College Administrative Council advises the President on all administrative policies and procedures that require faculty action. 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 COMMITTEE ON ALL-COLLEGE PROGRAMS

Mr. Snarr, Chairman; Miss Leonard; Mr. Westfall.

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

LIBRARY COMMITTEE

Miss Hougham, Chairman; Miss Corneliussen; Miss Hawkinson; Mr. Kise; Miss Lumley; Miss Sorknes; Mr. Westfall.

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

PLACEMENT COMMITTEE

Mr. Spencer, Chairman; Miss Britton, Secretary; 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.

SOCIAL AFFAIRS COMMITTEE

Miss FitzMaurice, Chairman; Miss Korsbrek; Miss McKellar; Miss Undseth; Mr. McGarrity; Mr. Johnson.

The Social Affairs Committee is responsible for all the social functions of the faculty. Arrangements are made for a series of teas and occasional dinners to which the members of the faculty and their wives are invited. It co-operates, also, with the Committee on Social Relationships to assist the students with their activities.

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COUNCIL ON SPECIALIZATION AND PROFESSIONAL EDUCATION

Mr. Snarr, Chairman; Mr. Lura, Secretary; Mr. Bridges; Mr. Christensen; Mr. Dildine; Miss Frick; Mr. Murray; Miss Owens; Mr. Preston; Mr. Schwendeman; Mr. Spencer; Mr. Weltzin; Miss Williams.

The problem of co-ordinating the work of the academic and the professional divisions of the College is the responsibility of the Council on Specialization and Professional Education. The Council gives attention to the amount of work needed for specialization in each of the various academic divisions and desirable combinations of courses for majors and minors. It also gives attention to the amount of professional work needed for the education of teachers.

The academic and professional divisions of the College are related to the Council on Specialization and Professional Education in the same way as the committees are related to the other councils. The names of the divisions, their personnel, and their functions are given elsewhere in the catalogue. For this reason they are not presented here.

COUNCIL ON GENERAL EDUCATION

Miss Holmquist, Chairman; Miss Corneliusen, Secretary; Mr. Green; Mr. Heaton; Mr. Lillywhite; Mr. McGarrity; Miss Owens; Mr. Westfall.

The various phases of the program of General Education are sponsored by the Council on 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 four areas of the program and for the administration of the course work.

COMMITTEE ON COMMUNICATIONS

Miss Lumley, Chairman; Mr. Murray; Miss Solem.

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.

COMMITTEE ON HUMANITIES

Mr. McGarrity, Chairman; Miss Draxten; 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.

COMMITTEE ON NATURAL SCIENCES

Mr. Westfall, Chairman; Mr. Brand; Mr. Dildine; Miss Frick; Miss Leonard; Mr. McGarrity; Mr. Schwendeman; 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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COMMITTEE ON SOCIAL STUDIES

Mr. Heaton, Chairman; Mr. Green; Miss Hawkinson; Mr. Kise.

It has been 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 STUDENT AFFAIRS

Mr. Lura, Chairman; Mrs. Askegaard, Secretary; Miss FitzMaurice; Mr. Heaton; Miss Holmquist; Miss Lindquist; Miss McKellar.

The function of the Council on Student Affairs is to co-ordinate agencies and to supervise activities for cultivating in students those potentialities not developed through systematic classroom instruction. For this purpose the Council formulates policies and after favorable action by the faculty directs the implementation of the policies. The Council assumes the following responsibilities: assisting students to adjust to college life through providing orientation, testing, and counseling programs; helping students to obtain living accommodations conducive to good health and high standards of scholarship achievement; co-ordinating organizational and individual activities of students in order to avoid waste of time; directing and supervising the social activities of students in such manner as to develop sensitivity to right conduct; and creating and maintaining a high level of morale in the student body of the College.

COMMITTEE ON HEALTH, RECREATION, AND ATHLETICS

Mr. Green, Chairman; Mr. Domek; Miss Frick; Miss Lindquist; Mr. Lura; Mr. Spencer; Mr. Schwendeman.

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 more adequately the health of the student body. This committee attempts to correlate its work with that of the Council on Student Affairs.

COMMITTEE ON STUDENT PUBLICATIONS

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

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 in such a way as to serve best the students and the College.

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.

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ARTS ACTIVITIES COMMITTEE

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

The Arts Activities Committee is organized for the purpose of promoting and furthering the students' interest and appreciation 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 Relations 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 entertainment. 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 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 a playing floor 88 feet by 48 feet, a smaller gym for minor sports, and a swimming pool 65 feet by 26 feet.

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

MUSIC ORGANIZATIONS

College Choir.—The College Choir, a mixed chorus limited largely to degree students, appears regularly each week at convocation. Membership is based upon Music 110 as a prerequisite. Auditions are held at the beginning of each fall term. Appearances both on and off 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. Students interested in preparing for work in directing band will find an opportunity in all phases of band activity. Those who wish an activity for recreation and avocational playing will find the band offers that opportunity.

PUBLICATIONS

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

The Western MiSTiC.—Students of the College, in accordance with the policies determined by a student-faculty board of publications, publish a weekly newspaper. As far as possible, the editorial staff is self-perpetuating from year to year. The reporters are chosen through a system of "try-outs"; the editors are

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selected each spring by the publications board from among the ablest assistants. While staff members are expected to enroll in Journalism classes, only Journalism 220 and 336 require direct service on The MiSTiC.

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

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

SPEECH

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

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

RELIGIOUS ORGANIZATIONS

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

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

Lutheran Student Association.—The Lutheran Student Association, 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

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

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.

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

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

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

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

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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 our athletic events, such as the Dragon Relays, a success.

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

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

The 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 periods 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. Member-

STATE TEACHERS COLLEGE

ship 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 125 chapters throughout the United States. The local chapter, Gamma Gamma, was installed May 1, 1931. Juniors and seniors are admitted by recommendation of a membership committee. Recommendations are based upon a scholarship of at least 2.1, a "B" in teaching for at least one term, twelve hours in Education if a junior and twenty if a senior. Active members of the organization, including faculty members, are given an opportunity to consider the character qualities and the promise of teaching success of candidates before their final election to membership. Members are elected in the Winter, Spring, and Summer Quarters.

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 two 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.

MOORHEAD, MINNESOTA

SUMMARY OF ENROLLMENT

SUMMER SESSION AND YEAR OF 1942-1943

	Men	Women	Total
Degree Students			
Freshmen	42	31	73
Sophomores	35	42	77
Juniors	23	115	138
Seniors	20	66	86
Total	<u>120</u>	<u>254</u>	<u>374</u>
Diploma Students			
Freshmen	1	169	170
Sophomores	4	219	223
Total	<u>5</u>	<u>388</u>	<u>393</u>
Post Graduates	1	12	13
Grand Total	<u>126</u>	<u>654</u>	<u>780</u>

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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 Yr. _____					Elem. Algebra _____				
English, 2nd Yr. _____					Plane Geometry _____				
English, 3rd Yr. _____					Higher Algebra _____				
English, 4th Yr. _____					Solid Geometry _____				
Latin, Gram. _____					Biology _____				
Latin, Caesar _____					Botany _____				
Latin, Cicero _____					Chemistry _____				
Latin, Vergil _____					Physics _____				
French, Gram. _____					General Science _____				
French, Lit. _____					Physiology _____				
German, Gram. _____					Phys. Geography _____				
German, Lit. _____									
Norse, Gram. _____					Com. Arithmetic _____				
Norse, Lit. _____					Com. Geography _____				
History, Ancient _____					Bookkeeping I _____				
History, Modern _____					Bookkeeping II _____				
History, Amer. _____					Stenography _____				
Social Problems _____					Typewriting _____				
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**.....

