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THE BULLETIN

STATE TEACHERS COLLEGE

MOORHEAD, MINNESOTA

ANNUAL CATALOGUE

ACADEMIC YEAR

1948-1949



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FOREWORD

The catalogue of the College, published and distributed annually, provides the faculty an authoritative guide for administering the instructional program; the students an official handbook for keeping informed on practices and regulations; prospective students reliable information about offerings, opportunities, and requirements; state officials basic facts on function and organization; and educators the teacher-education pattern sponsored by the College.

The catalogue reveals the various functions of the College. Its primary function is the education of teachers for all grades of the public school from kindergarten through high school inclusive. The College also provides preprofessional education for other professions. In addition to professional education for teaching and preprofessional education for other professions, the College offers work leading to the A. B. degree without requiring students to meet the professional requirements for teaching.

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

Finally, the catalogue portrays the basic concept underlying the educational program of the College: Education as Human Growth and Development. Human growth and development includes both biological and personality growth and development and the effect of the one upon the other. Personality growth and development is assumed to be the process of acquiring and integrating the understandings, appreciations, special abilities, and skills essential for living an effective life in a democratic society. By taking on these elements of personality, the individual grows toward intellectual, volitional, emotional, and social maturity.

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
FRANK A. SHEEHAN, Resident Director	Winona
E. RAYMOND HUGHES, Resident Director	Mankato
GEORGE M. COMSTOCK, Resident Director	Moorhead
ARTHUR M. CLURE, Resident Director	Duluth
T. D. DUGGAN, Resident Director	Bemidji
HELEN M. CONWAY, Director at Large	St. Paul
R. R. SORENSEN, Director at Large	Tracy

ADMINISTRATIVE STAFF

OTTO WELTON SNARR	President
JESSIE H. ASKEGAARD	Dean of Women
MILLIE H. DAHL	Director of Dormitories
BEN GRIER	Chief Engineer
J. C. HANSEN	Custodian of Buildings
DELSIE M. HOLMQUIST	Director of Lower Divisions
SARAH C. HOUGHAM	Head Librarian
EVANGELINE LINDQUIST	Nurse
JENNIE M. OWENS	Registrar
EDWARD H. SELDEN	Director of Student Personnel
EDWARD M. SPENCER	Director of Laboratory Schools
CHARLES H. THURBER	Business Manager
WILLIAM H. WAITE	Administrative Dean and Director of Upper Divisions

CLERICAL STAFF

DOROTHY BACON	Secretary to Business Manager
LAVERNE BRUDVIC	Secretary to Registrar
BERNICE CHRISTENSEN	Stenographic and Duplicating Service
ELNEAR ELTON	Secretary, Laboratory Schools
BETTY FROEMKE	Clerk, Business Office
EVELYN GANTZER	Secretary, High School
GLADYS J. JOHNSON	Secretary to the President
BEATRICE LEWIS	Account Clerk
ESTHER POSSEHL	Clerk, College Exchange
MERLENE RACEK	Clerk, Business Office
CAROL ROBINSON	Secretary, Personnel Office
RUBY SOLIEN	Clerk, College Bookstore

It is with deep regret that the name of Dr. R. B. MacLean must be omitted from the administrative and faculty list. During the eighteen years of his active service as president from 1923 to 1941, he exerted a significant influence upon the development of the College. It was during his administration that the College went through the stage of transition from a normal school to a teachers college. It was during his administration that the College lost the major part of its buildings through fire. The new and splendid plant is a credit to the insight of Dr. MacLean. The educational program of the College and the faculty personnel are evidence of his good judgment and foresight as an educational leader. President-Emeritus MacLean died August 10, 1947.

INSTRUCTIONAL STAFF

- OTTO WELTON SNARR President
B. A., West Virginia Univeristy; M. A., Ph. D., University of Chicago. Moorhead State Teachers College, 1941.
- HAROLD B. ADDICOTT Division of Science and Mathematics
B. A., Ohio University; M. A., Clark University; Ohio State University. Moorhead State Teachers College, 1944.
- DONALD ANDERSON Laboratory Schools (Health and Physical Education)
B. S., Moorhead State Teachers College; State University of Iowa; M. of Education, University of Minnesota. Moorhead State Teachers College, 1941.
- JESSIE H. ASKEGAARD Dean of Women
B. M., Northwestern University; Chicago Musical College. Moorhead State Teachers College, 1938.
- ADELE J. BERQUIST Department of Music
B. E., Moorhead State Teachers College; University of Minnesota; University of Michigan; Studio Training. Moorhead State Teachers College, 1946.
- BERNICE BLAKELY College Elementary School (Fifth Grade)
B. S., M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1947.
- WERNER BRAND College High School (Mathematics and Coaching)
B. A., Concordia College; M. S., University of North Dakota; University of Minnesota. Moorhead State Teachers College, 1944.
- SAMUEL G. BRIDGES Chairman, Division of Social Studies
B. A., M. A., Denison University; Ohio State University; University of North Carolina; University of Minnesota. Moorhead State Teachers College, 1921.
- MARGARET CARLSON College Elementary School (Third Grade)
B. E., Moorhead State Teachers College. Moorhead State Teachers College, 1947.
- ARNOLD M. CHRISTENSEN Chairman, Division of Professional Education
B. A., Carleton College; M. A., University of Minnesota; Ph. D., State University of Iowa; Post-Doctoral Study, University of Chicago. Moorhead State Teachers College, 1926.
- ALICE CORNELIUSSEN Division of Professional Education
B. E., Moorhead State Teachers College; M. A., Teachers College, Columbia University; University of Chicago. Moorhead State Teachers College, 1931.
- FLORENCE DAVIS College Elementary School (First Grade)
B. S., M. A., University of Minnesota. Moorhead State Teachers College, 1947.
- ROY J. DOMEK Department of Health, Physical Education, and Recreation
B. A., Hamline University; M. of Education, University of Minnesota. Moorhead State Teachers College, 1942.
- ETHEL B. DURBORAW College Elementary School (Kindergarten)
B. S., M. A., Teachers College, Columbia University; University of Chicago. Moorhead State Teachers College, 1946.
- ALLEN G. ERICKSON Division of Language and Literature
B. E., Moorhead State Teachers College; M. A., University of Minnesota. Moorhead State Teachers College, 1946.
- VIRGINIA FITZMAURICE Division of Language and Literature
B. A., M. A., Northwestern University; Sorbonne, Paris; University of Chicago. Moorhead State Teachers College, 1929.

FLORA M. FRICK Chairman, Department of Health, Physical Education,
and Recreation
B. A., Butler College; M. A., Northwestern University; University of Wisconsin;
New York University. Moorhead State Teachers College, 1919.

JAMES W. GENET Division of Science and Mathematics
B. S., Notre Dame University; Indiana University; Catholic University; Univer-
sity of Minnesota. Moorhead State Teachers College, 1948.

CLARENCE GLASRUDE Division of Language and Literature
B. E., Moorhead State Teachers College; University of Minnesota; Kenyon Col-
lege; Harvard University. Moorhead State Teachers College, 1947.

ELLA A. HAWKINSON Principal, College High School
B. A., M. A., Ph. D., University of Minnesota. Moorhead State Teachers Col-
lege, 1920.

PAUL HEATON Division of Social Studies
B. A. M. A., University of Minnesota; Ph. D., University of Chicago. Moorhead
State Teachers College, 1943.

RAGNA HOLEN College High School (Science and Home Economics)
B. S., North Dakota Agricultural College; M. S., University of Minnesota. Moor-
head State Teachers College, 1938.

DELSIE M. HOLMQUIST Director of Lower Divisions
B. A., Colorado College; University of Colorado; M. A., University of Chicago;
University of California. Moorhead State Teachers College, 1929.

SARAH C. HOUGHAM Head Librarian
B. S., Kansas State College; M. A., Library School University of Illinois. Moor-
head State Teachers College, 1921.

DOROTHY A. JACKSON Division of Language and Literature
B. S. in Ed., M. A., University of Minnesota. Moorhead State Teachers Col-
lege, 1947.

JOHN JENKINS Division of Social Studies
B. S., North Dakota Agricultural College; State University of Iowa. Moorhead
State Teachers College, 1945.

DOROTHY E. JOHNSON Division of Social Studies
A. B., Augustana College; M. A., University of Minnesota; University of Cali-
fornia. Moorhead State Teachers College, 1946.

NELS N. JOHNSON Department of Art
B. A., M. A., State University of Iowa; University of Chicago; National Academy
of Design; University of Minnesota. Moorhead State Teachers College, 1939.

JANE JOHNSTON College High School (Science and Mathematics)
Lawrence College; B. S., M. A., University of Minnesota. Moorhead State
Teachers College, 1945.

GENEVIEVE KING Chairman, Division of Science and Mathematics
A. B., M. S., West Virginia University; Ph. D., State University of Iowa. Moor-
head State Teachers College, 1947.

JOSEPH KISE Division of Social Studies
B. A., St. Olaf College; University of Minnesota; M. A., Ph. D., Harvard Uni-
versity. Moorhead State Teachers College, 1923.

E. KAREN KIVI Assistant Librarian
B. S., University of Minnesota. Moorhead State Teachers College, 1947.

VIOLET KNECHT Division of Science and Mathematics
B. E., Chicago Teachers College; M. S., University of Chicago. Moorhead State
Teachers College, 1948.

ELSIE J. LEE Assistant Librarian
B. S., University of Minnesota. Moorhead State Teachers College, 1947.

MABEL E. LUMLEY Division of Language and Literature
Ph. B., Hamline University; M. A., Teachers College, Columbia University; Uni-
versity of Colorado. Moorhead State Teachers College, 1926.

BERTRAM C. MCGARRITY Department of Music
B. S., University of Minnesota; M. S., University of Idaho; Columbia University.
Moorhead State Teachers College, 1938.

JESSIE MCKELLAR Department of Health, Physical Education, and Recreation
B. S., University of Wisconsin; M. A., Teachers College, Columbia University.
Moorhead State Teachers College, 1924.

A. L. MEINECKE Division of Science and Mathematics
B. A., Fargo College; M. A., University of Wisconsin; University of Minnesota.
Moorhead State Teachers College, 1947.

BYRON D. MURRAY Chairman, Division of Language and Literature
B. S. in Ed., Northwestern Missouri State Teachers College; A. B., A. M., Uni-
versity of Missouri; Pennsylvania State College; Ph. D., State University of Iowa.
Moorhead State Teachers College, 1926.

CHARLOTTE NEWBERRY College Elementary School (Sixth Grade)
B. S. in Ed., Moorhead State Teachers College. Moorhead State Teachers Col-
lege, 1947.

JENNIE M. OWENS Registrar
B. A., Ripon College; Stout Institute; Teachers College, Columbia University.
Moorhead State Teachers College, 1923.

MARY LOUISE PETERSON College Elementary School (Fourth Grade)
B. S., University of Minnesota. Moorhead State Teachers College, 1947.

VIOLA PETRIE College High School (English and Typing)
B. A., Lawrence College; University of Chicago; M. A., University of Wisconsin;
State University of Iowa. Moorhead State Teachers College, 1945.

DANIEL L. PRESTON Chairman, Department of Music
B. E., Moorhead State Teachers College; Conservatory, Lawrence University;
Studio Training, Chicago and New York City; M. of Music, University of Syra-
cuse. Moorhead State Teachers College, 1919.

FRED D. SCHNEIDER College High School (Science and Social Studies)
B. S. in Ed., University of Nebraska; M. A., Colorado State College. Moorhead
State Teachers College, 1947.

*JAMES P SCHROEDER College High School (Science and Social Studies)
B. E., Illinois State Normal University; M. A., University of North Dakota; Uni-
versity of Minnesota. Moorhead State Teachers College, 1939.

OTTO SCHULTZ Division of Science and Mathematics
B. S., Ellendale State Normal School; M. S., University of North Dakota. Moor-
head State Teachers College, 1947.

EDWARD H. SELDEN Division of Science and Mathematics
B. S., Superior State College; M. A., University of Minnesota. Moorhead State
Teachers College, 1947.

- MARION SMITH** Division of Science and Mathematics
B. A., Macalester College; M. A. University of Minnesota; University of Wyoming; University of Colorado. Moorhead State Teachers College, 1945.
- LYL R. SOLEM** College High School (English and Geography)
B. E., Moorhead State Teachers College; University of Minnesota; M. A., Colorado State College of Education; University of Southern California; University of Chicago. Moorhead State Teachers College, 1929.
- MARIE SORKNES** Division of Professional Education
B. S., M. A., University of Minnesota; University of Colorado; University of Chicago. Moorhead State Teachers College, 1930.
- EDWARD M. SPENCER** Director of Laboratory Schools
B. S., Iowa State Teachers College; M. A., Ph. D., State University of Iowa. Moorhead State Teachers College, 1940.
- JESSIE KNAPP STEELE** Principal, College Elementary School
B. E., St. Cloud State Teachers College; M. A., University of Chicago. Moorhead State Teachers College, 1947.
- LYSLE H. STEELE** Director of Professional Education
B. S., Mankato State Teachers College; M. A., University of Minnesota. Moorhead State Teachers College, 1945.
- ETHEL TAINTER** Division of Language and Literature
Ph. B., University of Chicago; B. of Expression, Dearborn School of Lyceum Arts; Columbia University. Moorhead State Teachers College, 1923.
- OTTO URSIN** Co-Chairman, Department of Industrial Arts
B. S., Bemidji State Teachers College; University of Minnesota. Moorhead State Teachers College, 1946.
- WILLIAM H. WAITE** Administrative Dean and Director of Upper Divisions
B. A., University of Saskatchewan; M. E., University of Manitoba; Ph. D., University of Chicago. Moorhead State Teachers College, 1947.
- MARLOWE E. WEGNER** Co-Chairman, Department of Industrial Arts
B. S. in Ed., Moorhead State Teachers College; University of Minnesota. Moorhead State Teachers College, 1947.
- MAUDE H. WENCK** Department of Music
B. of Music Education, M. of Music, Northwestern University; Studio Training. Moorhead State Teachers College, 1929.
- MATILDA A. WILLIAMS** Chairman, Department of Art
Ph. B., M. A., University of Chicago; Columbia University. Moorhead State Teachers College, 1925.
- MARY B. WILLIAMSON** College Elementary School (Second Grade)
Ph. B., University of Chicago; M. A., Teachers College, Columbia University. Moorhead State Teachers College, 1936.
- NEIL WOHLWEND** Department of Health, Physical Education and Recreation
B. E., Moorhead State Teachers College. Moorhead State Teachers College, 1946.

* On leave of absence for study.

GENERAL INFORMATION

The purposes of Moorhead State Teachers College are presented in the catalogue and in other bulletins issued from time to time on special subjects. Inasmuch as young men and women ordinarily select the institution that provides them the kind of education they desire, it is assumed that students of this College are in harmony with the specified purposes and with the requirements for their fulfillment.

The aim of any college is best attained through the co-operative efforts of the administration, the faculty, and the students. In its administration, Moorhead State Teachers College is obligated to use its material resources and its personnel to stimulate honest and conscientious effort on the part of all in furthering its well-defined purposes and regulations. Moreover, the policy of the State Teachers College Board is progressively to broaden the course of study until it touches the various phases of life; to provide an adequate physical plant and other material resources; and to maintain a competent instructional and administrative staff.

The primary function of the instructors and the faculty executives is to administer effectively both the classroom and the extra-classroom program of the College. This implies sympathetic understanding, efficient teaching, able counselling, and in-service growth. It implies, also, an over-all view of the College.

By fulfilling the expectations of the College in their personal conduct and in their scholastic achievement students will realize satisfaction from their campus experiences. From the outset, therefore, they should participate constructively in the orderly conduct of college life and should direct their efforts consistently toward both individual and group welfare.

You are here not merely to prepare to make a living. You are here to enable the world to live more amply, with a greater vision, with a finer spirit of hope and achievement. You are here to enrich the world, and you impoverish yourselves if you forget your errand.

—Woodrow Wilson to College Students.

ADMISSION

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

ENTRANCE REQUIREMENTS

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

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

MEN AND WOMEN RETURNING FROM MILITARY SERVICE

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

TRANSFER OF CREDIT

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

Credits averaging C or better earned by a student in other accredited colleges or universities will be accepted in so far as they fit into

MOORHEAD, MINNESOTA

the curriculum selected by the student. Transcripts of credits should reach the office of the Registrar for evaluation at least two weeks prior to the opening of the quarter.

CREDIT BY CORRESPONDENCE

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

The College reserves the right to refuse students credit for courses which do not apply on the curriculum they select or for courses which are no longer acceptable for credit.

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

G. E. D. CREDIT

Freshmen who have served in the armed forces may on the advice of a vocational adviser in the Veterans Guidance Center be permitted to take tests prepared by the Armed Forces Institute for admission to advanced standing. If the student obtains satisfactory grades in one or more of these tests, he may be excused from certain required freshman courses in this College and he may be granted college credit which is acceptable in this and other colleges which recognize the tests. The four tests commonly given are as follows:

1. Correctness and Effectiveness of Expression.
2. Interpretation of Reading Materials in the Social Studies.
3. Interpretation of Reading Materials in the Natural Sciences.
4. Interpretation of Literary Materials.

ACADEMIC REGULATIONS

TERM OF RESIDENCE

A minimum of three quarters of residence is required for graduation from any curriculum. The College requires thirty-six weeks of attendance and forty-eight quarter hours of work earned in residence in the junior and senior years. Graduates from both the two-year and four-year curriculums must earn the last quarter of work in residence. Application for graduation must be filed at the beginning of the next to the last quarter of work.

CREDITS

The unit of credit is the quarter hour. One quarter hour of credit is assigned for the satisfactory completion of a subject pursued for one

period (fifty minutes) of classwork or two periods of laboratory work a week for one quarter. A transcript of a student's record will be issued upon request without cost to the student. A charge of one dollar (\$1.00) is made for each additional transcript. No transcript will be issued unless all financial obligations to the College have been paid and admission requirements met.

SCHOLARSHIP REQUIREMENTS

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

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

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

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

STUDENT LOAD

The normal load of work is sixteen quarter hours of credit a quarter. A student may not enroll for additional work for credit without the

approval of his adviser and/or the Educational Policies Committee. A quarter hour of credit usually requires two and one-half hours of the student's time for classwork and preparation each week; therefore, sixteen quarter hours usually require forty hours of the student's time each week.

PROGRAM CHANGES

After a student has completed his registration, he may neither change his program nor drop a subject without the approval of his adviser and a report of the change to the Registrar. No student shall be permitted to make substitutions or additions to courses after the expiration of one week of regularly scheduled classes. Permission will not be granted to drop a course after the first four weeks except in case of unusual circumstances which will be determined by his adviser. If a course is dropped without permission, a failure is recorded. Even when such permission is granted, a failure is recorded if the student is below passing grade in the course at the time it is dropped.

TRANSFER TO UPPER DIVISION

During the third quarter of the sophomore year, students who have completed at least eighty hours with an average of C or better may apply through their junior adviser to the Educational Policies Committee for admission to the Upper Division of the College.

DEGREES GRANTED

The College grants four degrees. Two of these are associate degrees awarded on the completion of two years of work and two are bachelor degrees awarded on the completion of four years of work. The two associate degrees are Associate in Arts, A. A., and Associate in Education, A. E.; the two bachelor degrees are Bachelor of Arts, A. B., and Bachelor of Science, B. S.

GRADUATION REQUIREMENTS

Graduation from a four-year curriculum requires 192 quarter-hour credits. Graduation from a two-year curriculum requires 96 quarter-hour credits.

GRADUATION HONORS

Students with twice as many honor points as quarter-hour credits are graduated with honor; those with two and a half times as many honor points as quarter-hour credits are graduated with special honor. Honor points are not given on grades transferred from other institutions.

STUDENT PERSONNEL SERVICES

COUNSELLING PROGRAM

The Student Personnel Program is concerned with students before they enter the College, while they attend the College, and after they

leave the College. General responsibility for this program rests with the Council on Student Affairs, which sets the policies, and with the Director of Student Personnel, the Dean of Women, and the Registrar, who apply the policies. Information that bears on the character, the scholarship, and the personal characteristics of the entering student is secured from the students themselves, and from others who know them.

After the student is registered in the College, every opportunity is sought to aid him in securing approved housing, in selecting his program of study, in organizing his extra-curriculum and social program, and in obtaining every advantage to grow intellectually, morally, culturally, and professionally.

In order that the student may be correctly classified and advised and that advisers may aid the student in making necessary adjustments, examinations of psychological, physical, personal, and subject-matter types are administered. Detailed questionnaires supplement the objective tests.

The counselling of the student during his first two years in the College is under the direction of the Junior Advisory Committee. On personal matters the student is assigned an adviser or selects his adviser. He is encouraged to work closely with this adviser in order that his problems can be known and that satisfactory adjustments can be made.

During the junior and senior years the Council on Advisement and Specialization becomes the general counselling body. This Council is composed of the chairmen of the academic and professional divisions and departments of the College. Each chairman is the academic adviser of the students majoring in his division or department.

A wide variety of services, organizations, and extra-curriculum activities, described elsewhere in this catalogue, is provided in order that the student may have the services he needs and the academic, social, and professional contacts that promote his fullest development. Every effort is made to create cordial student-faculty relationships. A friendly, helpful, co-operative spirit is sought. Since the College is not large, this is accomplished to the advantage of both student and College.

HOUSING

Since pleasant surroundings have a direct bearing upon the quality of scholastic work, the College is concerned with adequate living conditions for students. 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.

Dormitories for women.—On the campus are two attractive, connected dormitories for women—Wheeler Hall and Comstock Hall. They accommodate one hundred ninety-six women. Each student room has all furnishings with the exception of towels, dresser covers, extra blanket, and decorative pieces. Bed linen is furnished and is laundered by the College. A laundry room is provided for student use. Students care for their own rooms. Prices vary slightly depending upon location of rooms.

Rooms for men.—Because of the housing shortage the College has provided living quarters for men in the basement of two buildings on the campus. Only a limited number can be accommodated in these improvised quarters. Housing for married veterans has been provided through the F. P. H. A. To make reservations write to the Dean of Men.

Reserving an on-campus room.—A request for an on-campus room should be accompanied by a \$5.00 down payment. This payment is applied on the first month's rent or is returned upon request ten days prior to the opening of the quarter.

Off-campus rooms.—The Deans have a limited list of off-campus rooms available for students. Students wishing to live off campus must select rooms from this approved list. Students who live off campus are under the same regulations as those who live in the dormitories. Changes of housing must be made through the office of the Deans. Except for urgent reasons changes are not to be made during the term.

Dining-room.—The College dining-room is located in Comstock Hall, and all dormitory residents are expected to board here. Off-campus students, both men and women, may board here, either on a weekly basis or by single meals.

Social rooms.—Attractive parlors in both Wheeler Hall and Comstock Hall furnish opportunity for entertaining callers and for sociability after dinner preceding the regular study hours each school night. Callers may be entertained on other occasions by arrangement with the Housemother. In MacLean Hall there are three social rooms—Ingleside, the Student Lounge, and the Student Center.

Ingleside, on the second floor of MacLean Hall, is reserved for formal gatherings, such as teas, receptions, and social occasions. The room 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 Student Lounge students may meet to visit or read. Open at all times during the day, this attractive room, with its comfortable

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chairs and couches, its magazines and tables, provides a pleasant place for relaxation.

The Student Center, on first floor, is open mornings and afternoons for light refreshments and for informal social occasions. Off-campus students may secure breakfast and lunch in the Center, and, if the demand warrants, dinner will be served.

HEALTH SERVICE

A physical examination is given to all in-coming students as a required part of their matriculation. The Mantoux Test is also given all students, and positive reactors are X-rayed. A registered nurse is on call at all times, and a physician comes to the campus regularly. Students may go to him for free consultation by arrangement with the nurse. Students are required to report early symptoms of illness to the nurse, and off-campus students as well as dormitory students who are ill may be cared for in the College infirmary in Comstock Hall. There is no charge for their care except for board.

PLACEMENT SERVICE

The Director of the Laboratory Schools is chairman of the Placement Committee. The aim of the placement 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 adapted and prepared for the work of the positions. The services are free. Since this is considered a professional service, the expense of operation is borne by the College.

EMPLOYMENT OF GRADUATES

In order that they may be notified of favorable openings, former graduates of the College are urged to register with the Placement Office.

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 approximately twenty-five thousand copies exclusive of duplicate copies determined by library standards, and a liberal budget provides for substantial annual increases.

SCHOLARSHIPS AND LOANS

STUDENT LOAN FUND

The Student Loan Fund has been built up from contributions made by classes, organizations, and accumulated interest. Loans are available

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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 not in excess of \$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.

STEPHEN H. SOMSEN SCHOLARSHIP

A scholarship, known as the Stephen H. Somsen Scholarship, was established in 1936 through a bequest by Mr. Somsen who was for many years a member of the State Teachers College Board. The purpose of the scholarship is "to aid worthy and needy students in and at the college in paying their expenses while in attendance thereat . . . upon consideration of character, school standing, need, and general ability."

LAMBDA PHI SIGMA

Lambda Phi Sigma supports a limited student loan fund named in honor 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. MEARS AWARD

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

KAPPA DELTA PI

Gamma Gamma Chapter of Kappa Delta Pi, an honor society in education, aims to promote interest in scholarship by presenting annual scholarship awards of twenty dollars to the highest-ranking sophomore and junior of the preceding year, provided these students enroll in the College within one year.

CHAPTER O, P. E. O. LOAN FUND

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

ALUMNI ASSOCIATION

The Alumni Association, Incorporated, has been active since 1930. Two outstanding gifts to the College from the Association are the Minnesota marble gates and the Hammond organ in the Auditorium.

THE BULLETIN

The Bulletin, issued quarterly, usually in February, May, August, and November, is the official publication of the College. Its purpose is twofold: to give information in regard to the state of the College and the organization and development of new administrative plans and instructional programs; and to summarize and interpret the educational thought and trends that concern the welfare of the schools of the State, particularly the schools within the area the College serves.

STUDENT EXCHANGE CORPORATION

For the convenience and advantage of students and staff the Moorhead State Teachers College Student Exchange Corporation has been organized. Incorporated under the laws of the State of Minnesota, it provides services which cannot be provided by the State or the College. Its chief activity is the operation of the Student Exchange which sells a variety of supplies, candy, and other items needed and desired by its members. The convenience of having such an organization is apparent. Papers, maps, pencils, and general supplies may be purchased on campus at low cost and of the particular quality needed. Moreover, the accumulated profits are controlled by the members and used to purchase services and equipment not otherwise provided for the particular advantage of the students, faculty, and other members. Dues are twenty-five cents a

quarter. Although dues are voluntary, students, faculty, and others join as a matter of course since the advantages are wholly theirs. The business of the Corporation is under the direction of a Board of Directors made up of two students elected by the student body, two faculty members elected by the faculty, and the adviser to the Student Commission.

STUDENT GOVERNMENT

Students actively direct their extra-curriculum activities through their Student Commission. They elect a president, a secretary-treasurer, and nine commissioners. As chairman of a committee composed of representatives of all campus organizations in his field, each commissioner represents a special field of college activity. Thus there are commissioners of athletics and sports, religion, social affairs, forensics and literary work, music, publicity, educational clubs, pep, and properties. The Student Commission as a whole sponsors all-college events, such as Freshman Orientation, the Annual Homecoming in the fall, and all-college productions in the winter, and occasional Student Commission convocation programs.

STUDENT PUBLICATIONS

THE DRAGON

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

THE WESTERN MISTIC

Students of the College, in accordance with policies determined by a student-faculty board of publications, publish a bi-monthly newspaper. As far as possible the editorial staff is self-perpetuating from year to year. Reporters are chosen through a system of "tryouts"; editors are selected each spring by the publications board from the ablest staff members. The staff is expected to enroll in journalism classes.

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

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

FEES AND EXPENSES

Tuition and fees are payable in advance quarterly on the date of registration set by the College calendar; registration is not complete until tuition and fees are paid.

TUITION

Tuition for students who are residents of Minnesota is \$20 a quarter; non-resident students pay an additional \$5.00 a quarter.

ACTIVITY FEE

The Activity Fee is \$8.00 a quarter. This fee entitles students to: (1) admission to entertainments, athletic games, intercollegiate and forensic contests, college plays, musical programs, and other events of this nature; (2) exhibits and films of a cultural nature; (3) college publications—the MiSTiC and the Dragon; (4) physical examinations, services of the resident nurse, infirmary service, consultation services of the visiting physician; and (5) a variety of all-college social activities.

LABORATORY AND SYLLABUS FEES

To cover cost of expendable materials, fees ranging from 50 cents to \$3.00 are charged in certain courses in Art, Science, and Industrial Arts. In any course, materials that become the usable property of the student are to be paid for by the student. If a syllabus is provided for a course, it shall be paid for by the student at the rate of one cent a page.

MUSIC FEES

A charge is made for private lessons in Music at the rate of \$12 a quarter. These include lessons in piano, organ, voice, and orchestral instruments. Students taking private lessons are entitled to a one-half hour lesson each week throughout the quarter. The charge for private lessons is in conformity with the procedure in all teachers colleges of the State. In addition, a fee of \$1.00 a quarter is charged for practice piano rental and a fee of \$1.50 for practice organ rental.

LATE REGISTRATION FEE

A fee of \$1.00 is charged for late registration. Registration includes arrangement of schedule of courses and payment of tuition and fees. To avoid payment of this fee, students must complete their registration on the day set for that purpose by the college calendar.

EXAMINATION FEES

A fee of \$2.00 is charged for special examinations and make-up final examinations.

TRANSCRIPT FEE

A transcript of a student's record is issued upon request without cost to the student. A charge of \$1.00 is made for each additional transcript.

DEPOSIT

A deposit of \$10 is required of all students. Deductions are made from this deposit for laboratory and syllabus fees, library fines, cost of lost library books, materials used, breakage, and a physical education locker and towel deposit of \$2.00. At the time of payment of fees for each quarter, the student must make an additional deposit to maintain a balance of \$10. At the close of the school year, the balance of this deposit is returned to the student.

DORMITORY RATES

Room and Board—Breakfast, lunch, and dinner—average. . \$11.00 a week
The rate varies slightly depending upon location of room and accommodations provided.

Students occupying Dormitory Rooms will take all meals at the Dormitory Dining-Room.

No refunds or allowances will be made on absences of less than one week.

Board only—Breakfast, lunch, and dinner \$ 8.50 a week

Meal Ticket or Cash rate:

Breakfast	30 cents
Lunch	45 cents
Dinner—week days	65 cents
Dinner—Sunday	85 cents

Men students occupying barracks on college grounds:

Room \$ 1.50 a week

If the cost of commodities and service continues to rise, it may be necessary to raise the price of room and board without further notice.

CAFETERIA

Breakfast and lunch will be served to accommodate off-campus students. Cafeteria will be open for morning and afternoon lunches. Rates — *a la carte*.

THE COLLEGE CURRICULUMS

The curriculum leading to the degree of Associate in Arts consists of courses in orientation, communications, physical sciences, life sciences, social studies, humanities, and health and physical education. The requirement in these areas is sixty-four quarter hours of credit. The courses are offered in the freshman and sophomore years. In addition to the required courses a student must complete thirty-two quarter hours of credit in electives for the degree. The required courses are listed and described in the Division of General Education. They are basic and required for the work in the four-year curriculums; for this reason students who plan to complete the requirements for a bachelor's degree may omit the formality of being awarded the A. A. degree.

The preprofessional curriculum is designed for students interested in professions other than teaching. It includes the prerequisite courses needed for admission to the professional school of the students' choice and in addition as many courses in general education as his schedule allows. The preprofessional curriculum does not lead to a degree unless all the requirements in general education are met and a sufficient number of additional credits are earned to total ninety-six quarter hours. A student who meets these requirements will be awarded upon application the A. A. degree.

The curriculum leading to the degree of Associate in Education is designed for students who wish to prepare in the briefest possible time for teaching in the elementary schools. The requirements are listed in another section of the catalogue. Graduates receive credit for courses in this curriculum when they transfer to the four-year curriculum leading to the Bachelor of Science degree. Ninety-six quarter hours are required. Graduates are entitled to an elementary-school standard certificate issued by the Minnesota State Department of Education.

The Four-Year Elementary Curriculum requires a sufficient number of credits in addition to those required in general and professional education to total 192 quarter hours of credit. Completion of the Four-Year Elementary Curriculum entitles the graduate to the degree of Bachelor of Science and to a Minnesota elementary-school advanced certificate.

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

The curriculum leading to the A. B. degree omits the professional requirements in Education. The degree, therefore, is awarded on the completion of the requirements in general education, the requirements for majors and minors in the secondary curriculum, and a sufficient number of electives to total 192 quarter hours of credit.

CURRICULUM IN GENERAL EDUCATION

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

The College meets the Board's requirements of academic constants through a program of general education. Sophomores of 1948 will complete the program in operation at the time of their entrance.

ORIENTATION

Orientation 110, Problems of Adjustment 4 hours

COMMUNICATIONS

English 110, Basic English 0 or 4 hours
 English 111, 112, Developmental Reading and Writing 6 hours
 Speech 114, Developmental Speech 2 hours
 English 208, Advanced Communications 0 or 4 hours

Total 12-16 hours

HUMANITIES

Humanities 111, The Italian Renaissance 4 hours
 Humanities 112, The Age of Reason in 18th Century England ... 4 hours
 Humanities 210, America Between the World Wars 4 hours

Total 12 hours

NATURAL SCIENCES

Physical Science 110, Chemistry or Physical Science 112, Physics 4 hours
 Physical Science 113, Earth Science 4 hours
 Life Science 210, Human Biology and Hygiene 4 hours
 Life Science 211, Study of Life forms 4 hours

Total 16 hours

SOCIAL SCIENCE

Social Science 110, 111, 112 12 hours

Total 12 hours

HEALTH AND PHYSICAL EDUCATION

Health 212, Personal and Community Health Problems 4 hours
 Physical Education 4 hours

Total 64-68 hours

PREPROFESSIONAL CURRICULUM

Preprofessional work is offered in a number of fields by this college. The following are the preprofessional programs which are in greatest demand. Others may be arranged to suit the needs of the student. The starred (*) courses meet the requirements in General Education.

PRE-BUSINESS

FRESHMAN YEAR

FALL	WINTER	SPRING
•Orientation 110	•English 111	•English 112
•English 110	•Phy. Sci. 110 or 112	•Speech 114
•Social Science 110	•Social Science 111	•Phy. Sci. 113
Elective	Elective	•Social Science 112

SOPHOMORE YEAR

Economics 210	Economics 212	•English 208
•Life Science 210	•Life Science 211	•Health 212
•Humanities 111	•Humanities 112	•Humanities 210
Elective	Elective	Elective

PRE-ENGINEERING

FRESHMAN YEAR

•Orientation 110	Industrial Arts 110	Industrial Arts 211
•English 110	•English 111	•English 112
Chemistry 210	Chemistry 211	•Speech 114
Math.121(College Algebra)	Math. 122 (Trigonometry)	Math. 220 (Anal. Geom.)

SOPHOMORE YEAR**

Chemistry 212	Physics 311	Physics 312
Physics 310	Math 223 (Calculus)	Math. 312 (Calculus)
Math. 222 (Calculus)	Elective	Elective

PRE-DENTAL

FRESHMAN YEAR

•Orientation 110	•English 111	•English 112
•English 110	Chemistry 211	•Speech 114
Chemistry 210	•Social Science 111	Chemistry 215
•Social Science 110	Elective	•Social Science 112

SOPHOMORE YEAR

Chemistry 212	Physics 311	Chemistry 321
Physics 310	•Life Science 211	Physics 312
•Life Science 210	Elective	•Health 212
Elective		Elective

**Students preparing for Chemical Engineering will take Chemistry every quarter for the entire two years.

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PRE-MEDICAL

FRESHMAN YEAR

FALL	WINTER	SPRING
•Orientation 110	•English 111	•English 112
•English 110	Math.121(College Algebra)	•Speech 114
German 110	German 111	German 112
Chemistry 210	Chemistry 211	Chemistry 215

SOPHOMORE YEAR

Physics 310	Physics 311	Physics 312
•Life Science 210	•Life Science 211	•Health 212
Chemistry 212	Chemistry 214	Chemistry 321
Elective	Elective	Elective

TWO-YEAR ELEMENTARY CURRICULUM

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

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

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

Graduation is based upon earning ninety-six quarter hours of credit and an equivalent number of honor points. Upon completion of the two-year curriculum, students are granted the degree of Associate in Education, which entitles them to a certificate to teach in the elementary schools of Minnesota.

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

REQUIREMENTS FOR THE TWO-YEAR CURRICULUM

ART

Art 110, Elements of Art	4 hours
Art 215, Applied Design	4 hours
Total	8 hours

EDUCATION

Education 110, Human Growth and Development	4 hours
Education 242, Reading and Language Arts in the Elementary School	4 hours
Education 245, Rural School Management	3 hours
Education 250, Student Teaching	5 hours
Education 251, Student Teaching	5 hours
Total	21 hours

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ENGLISH AND LITERATURE

*English 110, Basic English	0 or 4 hours
*English 111, 112, Developmental Reading and Writing	6 hours
*Speech 114, Developmental Speech	2 hours
*English 208, Advanced Communications	0 or 4 hours
English 250, Literature for Children	4 hours
Total	13-20 hours

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

MUSIC

Music 110, Elements of Music	4 hours
Music 243, Music in the Elementary School	2 hours
Total	6 hours

SCIENCE AND MATHEMATICS

General Science 110, General Physical Science	4 hours
Life Science 210, Human Biology and Hygiene	4 hours
Life Science 211, Study of Life Forms	4 hours
Geography 110, Elements of Geography	4 hours
Mathematics 240, Arithmetic in the Elementary School	4 hours
Total	20 hours

SOCIAL STUDIES

Social Science 110, 111, 112	12 hours
History 120, European History to 1500	4 hours
Social Studies 240, Social Studies in the Elementary School	4 hours
Total	20 hours

HEALTH AND PHYSICAL EDUCATION

Physical Education 141, Introduction to Rhythmic Materials ...	1 hour
Physical Education 142, Playground Games and Activities	1 hour
Physical Education 241, Materials and Methods in Physical Education Teaching in the Grades	1 hour
Health 240, Materials and Methods in Health Teaching	1 hour
Total	4 hours

ORIENTATION

Orientation 110, Problems of Adjustment	4 hours
Total	96 hours

FOUR-YEAR ELEMENTARY CURRICULUM

The Four-Year Elementary Curriculum is designed to prepare teachers for the elementary schools. Students who elect the Four-Year Elementary Curriculum are qualified to teach in grades 1-6 inclusive in the 6-6 or in the 6-3-3 organizations and in grades 1-8 inclusive in the 8-4 organization. It is possible for students who elect this curriculum to qualify for teaching in the junior high school—grades 7, 8, and 9.

COURSES IN GENERAL EDUCATION

Students who elect the Four-Year Elementary Curriculum must complete all courses in General Education.

COURSES IN PROFESSIONAL EDUCATION

Students who elect the Four-Year Elementary Curriculum must complete all courses in Professional Education.

In addition to the required courses in General Education and in Professional Education, the requirements of the Four-Year Elementary Curriculum consist of two types of courses: academic courses designed to supplement the educational background of students and materials and methods courses designed to supplement both the academic and the professional background. Requirements for this degree will be completed by the selection of courses from the following lists upon recommendation and approval of adviser.

COURSES IN SUBJECT-MATTER FIELDS

Art 210, Elements of Art	4 hours
Art 215, Applied Design	4 hours
Biology 214, Field Biology of Plants or Botany 312, Study of Seed Plants	4 hours
Biology 216, Field Biology of Animals or Zoology 313, Vertebrate Zoology	5 hours
Geography 210, World Geography	4 hours
Geography 310, North America	4 hours
Music 310, Elements of Music	4 hours
History 120, European History to 1500	4 hours
History 250, Minnesota History	3 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 240, Arithmetic in the Elementary School	4 hours
Music 340, Music in the Elementary and Secondary Schools	3 hours
General Science 340, Science in the Elementary School	4 hours
Social Studies 340, Social Studies in the Elementary School	4 hours
Health and Physical Education 340, Health and Physical Education in the Elementary School	4 hours

FOUR-YEAR SECONDARY CURRICULUM

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

Students who elect the Four-Year Secondary Curriculum choose the field or fields in which they are most interested and best qualified to prepare to teach. In conference with their major advisers, students select a sequence of courses which constitutes practical and reasonable areas of concentration and insures adequate preparation in the fields in which they will teach. They are required to complete either one major and two minors or two majors.

COURSES IN GENERAL EDUCATION

Students who elect the Four-Year Secondary Curriculum are required to complete all courses in General Education. When these courses appear in the requirements for majors and minors, they are starred. These courses are described in the Division of General Education.

COURSES IN PROFESSIONAL EDUCATION

Students who elect the Four-Year Secondary Curriculum are required to complete the courses in Professional Education. These courses are described in the Division of Professional Education.

DIVISION OF LANGUAGE AND LITERATURE

REQUIREMENTS FOR A MAJOR IN ENGLISH AND LITERATURE

*English 110, Basic English	0 or 4 hours
*English 111 and 112, Developmental Reading and Writing	6 hours
*Speech 114, Developmental Speech	2 hours
*English 208, Advanced Communications	0 or 4 hours
English 212, 213, 214, Survey of English Literature	6 hours
English 312, 313, 314, Survey of American Literature	6 hours
English 317, 318, World Literature	3 hours
English 320 or 322, Shakespeare or Chaucer	4 hours
English 351 or 352, High-School Literature or High-School English	3 hours
English 400, 402, 404, 406, Modern Essay and Short Story, Modern Drama, Modern Novel, Modern American and British Poetry	2-3 hours

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Electives in English	6-9 hours
Electives in Related Fields	3-6 hours
Total	48-49 hours

Related Fields include Speech 340; Speech 342; Journalism 230; Journalism 336; any of the third-year courses in foreign language and literature; History 311; History 315; and Political Science 330.

REQUIREMENTS FOR A MINOR IN ENGLISH AND LITERATURE

*English 110, Basic English	0 or 4 hours
*English 111, 112, Developmental Reading and Writing	6 hours
*Speech 114, Developmental Speech	2 hours
*English 208, Advanced Communications	0 or 4 hours
English 213, 214, 313, 314, Survey of English and American Literature	9 hours
English 317, 318, World Literature	3 hours
English 400, 402, 404, 406, Modern Essay and Short Story, Modern Drama, Modern Novel, Modern American and British Poetry	2-3 hours
English 351 or 352, High-School Literature or High-School English	3 hours
Total	29-30 hours

REQUIREMENTS FOR A MINOR IN SPEECH

*Speech 114, Developmental Speech	2 hours
To be elected from the following courses:	5 hours
Speech 200, Mechanics of Play Production	2 hours
Speech 232, Intercollegiate Forensics	2 hours
Speech 234, Interpretation	3 hours
Speech 236, Essentials of Public Speaking	3 hours
Speech 340, Direction of School Dramatics	3 hours
Speech 342, Direction of School Forensics	3 hours
Speech 344, Principles and Methods of Speech Correction	5 hours
To be elected from the following courses:	9 hours
Speech 345, Speech Correction Laboratory	2 hours
Art 472, Stagecraft	2 hours
English 402, Modern Drama	3 hours
Political Science 300, International Relations	4 hours
Political Science 320, American Diplomacy	4 hours
History 310, Contemporary History	3 hours
Education 362, Mental Hygiene and Personality Development	4 hours
Total	27 hours

REQUIREMENTS FOR A MINOR IN JOURNALISM

*English 110, Basic English	0 or 4 hours
*English 111, 112, Developmental Reading and Writing	6 hours
*Speech 114, Developmental Speech	2 hours

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*English 208, Advanced Communications	0 or 4 hours
Journalism 220, 221, Reporting	4 hours
Journalism 230, History and Principles of Journalism	3 hours
Journalism Elective	8 hours
Total	27 hours

REQUIREMENTS FOR A MINOR IN SPEECH AND JOURNALISM

*English 110, Basic English	0 or 4 hours
*English 111, 112, Developmental Reading and Writing	6 hours
*Speech 114, Developmental Speech	2 hours
*English 208, Advanced Communications	0 or 4 hours
Journalism 220, 221, Reporting	4 hours
Speech 340, Direction of School Dramatics	3 hours
Speech 342, Direction of School Forensics	3 hours
Journalism 336, Production of School Publications	2 hours
Electives in Speech or Journalism	4 hours
Total	28 hours

REQUIREMENTS FOR A MINOR IN FRENCH

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

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

REQUIREMENTS FOR A MINOR IN SPANISH

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

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

REQUIREMENTS FOR A TEACHER-LIBRARIAN CERTIFICATE

Library Science 405, Organization and Administration of the Small School Library	4 hours
Library Science 406, The School Library as an Information Laboratory	4 hours
Library Science 407, Observation and Practice Work for the Teacher-Librarian	1 hour
Total	9 hours

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

DIVISION OF SCIENCE AND MATHEMATICS

REQUIREMENTS FOR A MAJOR IN BIOLOGY

*Life Science 210, Human Biology and Hygiene	4 hours
*Life Science 211, Study of Life Forms	4 hours
*Biology 200, Heredity and Eugenics; or 317, Microbiology; or 318, Microtechnique	4 hours
Botany 312, General Botany 1	4 hours
Botany 313, General Botany 2	4 hours
Botany 315, Taxonomy or 203, Plant Physiology	4 hours
Zoology 312, Invertebrate Zoology	4 hours
Zoology 313, Vertebrate Zoology	4 hours
Zoology 320, Anatomy-Physiology or 402, Embryology	4 hours
Electives	12 hours
Total	48 hours

REQUIREMENTS FOR A MINOR IN BIOLOGY

*Life Science 210, Human Biology and Hygiene	4 hours
*Life Science 211, Study of Life Forms	4 hours
Botany 312, General Botany 1	4 hours
Botany 313, General Botany 2	4 hours
Zoology 312, Invertebrate Zoology	4 hours
Zoology 313, Vertebrate Zoology	4 hours
Elective	4 hours
Total	28 hours

REQUIREMENTS FOR A MAJOR IN GEOGRAPHY

*Physical Science 113, *Physical Science 110 or 112	8 hours
Geography 110 or Geography 220	4 hours
Geography 300, Geology or Geography 202, Weather and Climate	4 hours
Geography 220, Economic Geography	4 hours
Geography 312, Asia and Oceania	4 hours
Geography 310, North America	4 hours
Geography 315, Europe and Africa	4 hours
Geography 317, Latin America	4 hours
Geography Electives	4 hours
Biology 214, Field Biology of Plants	4 hours
Economics 210	4 hours
Total	48 hours

REQUIREMENTS FOR A MINOR IN GEOGRAPHY

*Physical Science 113	4 hours
Geography 110 or Geography 220 (Physical Science 111)	4 hours
Geography 310, North America	4 hours
Geography 300, Geology and Physiography	4 hours
Geography Electives	6-8 hours
Total	22-24 hours

REQUIREMENTS FOR A MAJOR IN PHYSICAL SCIENCE

*Physical Science 110, Chemistry or 112, Physics	4 hours
*Physical Science 113, Earth Science	4 hours
Chemistry 210 and 211, General Inorganic Chemistry	8 hours
Chemistry 215, General Organic Chemistry I; 321, General Organic Chemistry II; 212, Qualitative Analysis; 214, Quantitative Analysis: any two	8 hours
Geography 210, World Geography or 300, Geology and Physiography	4 hours
Physics 310, 311, 312, General Physics	12 hours
Physics 314, Modern Physics; or 315, Advanced Electricity; or Mathematics 121, College Algebra	4 hours
Elective	4 hours
Total	48 hours

REQUIREMENTS FOR A MINOR IN PHYSICAL SCIENCE

*Physical Science 110, Chemistry or 112, Physics	4 hours
*Physical Science 113, Earth Science	4 hours
Chemistry 210, 211, General Inorganic Chemistry	8 hours
Geography 210, World Geography or 300, Geology and Physiography	4 hours
Physics 310, 311, General Physics	8 hours
Total	28 hours

REQUIREMENTS FOR A MINOR IN CHEMISTRY

*Physical Science 110, Chemistry or 112, Physics	4 hours
*Physical Science 113, Earth Science	4 hours
Chemistry 210 and 211, General Inorganic Chemistry	8 hours
Chemistry 215, General Organic Chemistry; 321, Organic II; 212, Qualitative Analysis; 214, Quantitative Analysis: any three	12 hours

REQUIREMENTS FOR A MINOR IN PHYSICS

*Physical Science 110, Chemistry or 112, Physics	4 hours
*Physical Science 113, Earth Science	4 hours
Physics 310, 311, 312, General Physics	12 hours
Physics 314, Modern Physics; 315, Advanced Electricity; or other elective, in Physics; or Mathematics 321, College Algebra: any two	8 hours
Total	28 hours

REQUIREMENTS FOR A MAJOR IN MATHEMATICS

Mathematics 121, College Algebra	4 hours
Mathematics 122, Trigonometry	4 hours
Mathematics 220, Analytics	4 hours
Mathematics 222, Calculus I	4 hours
Electives	20 hours
Total	36 hours

REQUIREMENTS FOR A MINOR IN MATHEMATICS

Mathematics 121, College Algebra	4 hours
Mathematics 122, Trigonometry	4 hours
Mathematics 220, Analytics	4 hours
Electives	10-12 hours
Total	22-24 hours

DIVISION OF SOCIAL STUDIES

REQUIREMENTS FOR A MAJOR IN SOCIAL STUDIES

*History 110, Twentieth Century United States	4 hours
History 120, 320, 321, European History	12 hours
History 312, American History to 1850	3 hours
History 313, American History Since 1850	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 I	4 hours
Economics 212, Principles of Economics II	4 hours
Economics Electives	3-4 hours
*Sociology 210, Introduction to Sociology	4 hours
Sociology Electives	3-4 hours
Social Studies 440, Social Studies in High School	3 hours
Total	55-57 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, Minnesota, Social and Economic History, or History of the West	3-4 hours
History 312, American History to 1850	3 hours
History 313, American History Since 1850	3 hours
History 414, Latin America or 418, History of the Far East	4 hours
Social Studies 440, Social Studies in High School	3 hours
History Electives	10-12 hours
Total	42-45 hours

REQUIREMENTS FOR A MINOR IN HISTORY

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

REQUIREMENTS FOR A MINOR IN ECONOMICS

*Economics 210, Principles of Economics I	4 hours
Economics 212, Principles of Economics II	4 hours
Economics 350, Public Finance	4 hours

History 311, Social and Economic History of the United States, or History 420, Economic History of Europe	4 hours
Economics Electives	6-9 hours
Total	22-25 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	4 hours
Political Science Electives	12 hours
Total	24 hours

REQUIREMENTS FOR A MINOR IN SOCIOLOGY

*Sociology 210, Introductory Sociology	4 hours
Sociology 311, Social Problems	3 hours
Sociology 315, Race Problems or Sociology 317, Population Problems	3-4 hours
Sociology Electives	12-15 hours
Total	22-25 hours

THE DIVISION OF SPECIAL FIELDS

DEPARTMENT OF ART

REQUIREMENTS FOR A MAJOR IN ART

Art 210, Elements of Art	4 hours
Art 215, Applied Design or Art 341, Craftwork	4 hours
Art 220, Art Structure I	4 hours
Art 221, Art Structure II	4 hours
Art 330, Art History I	4 hours
Art 331, Art History II	4 hours
Art 340, Art in the Elementary School	2 hours
Art 345, Art in the Secondary School	2 hours
Art 372, Art in the Home	4 hours
Art 410, Color	4 hours
Art 411, Pottery	4 hours
Art Elective	4 hours
Total	44 hours

REQUIREMENTS FOR A MINOR IN ART

Art 210, Elements of Art	4 hours
Art 215 or Art 341, Applied Design or Craftwork	4 hours
Art 220, Art Structure I	4 hours
Art 270, Art Appreciation	4 hours
Art 340, Art in the Elementary School	2 hours
or	
Art 345, Art in the Secondary School	2 hours
Art Elective	4 hours
Total	22 hours

DEPARTMENT OF INDUSTRIAL ARTS

REQUIREMENTS FOR A MAJOR IN INDUSTRIAL ARTS

Woodwork 120, Woodwork I	4 hours
Woodwork 220, Woodwork II	4 hours
Metal Work 230, Sheet Metal I	4 hours
Metal Work 335, Forging and Oxyacetylene Welding	4 hours
Drawing 110, Principles of Mechanical and Engineering Drawing I	4 hours
Drawing 215, Architectural Drafting I	4 hours
Printing 150, Elementary Composition	4 hours
Industrial Arts 440, History and Teaching of Industrial Arts	4 hours
Physical Science 312, General Physics	4 hours
Electives	12 hours
Total	48 hours

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

REQUIREMENTS FOR A MAJOR IN HEALTH AND PHYSICAL EDUCATION

Science Background	16 hours
Biology 320, Human Anatomy-Physiology	4 hours
Physical Education 322, Applied Anatomy and Kinesiology	4 hours
Plus a minimum of eight hours to be chosen from the following:	
Biology 200, Eugenics and Genetics	2-4 hours
Biology 315, Taxonomy of Plants	4 hours
Biology 317, Microbiology	4 hours
Biology 318, Microtechnique	2-4 hours
*Health 212, Personal and Community Health Problems	4 hours
Theory of Health and Physical Education	14 hours
Physical Education 324, Tests and Measurements in Physical Education	2 hours
Physical Education 365, Organization and Administration of Physical Education	2 hours
Physical Education 465, History and Philosophy of Physical Education	2 hours
Health 440, Methods for Health Teaching in the Secondary School	3 hours
Recreation 310, Introduction to Recreational Leadership	3 hours
	12 hours
Plus either	
Health 320, Prevention and Care of Athletic Injuries	2 hours
or	
Health 325, Instructors' Course in First Aid	2 hours
Methods and Materials Courses	19 hours
I. Required—9 hours	
Physical Education 342, Methods in Teaching Individual and Dual Activities	2 hours
Physical Education 344, Methods in Teaching Rhythms	2 hours

Physical Education 345, Introduction to Teaching of Physical Education	3 hours
Physical Education 441, Methods in Teaching Team Activities	2 hours
Total	9 hours

NOTE: These 9 quarter hours (I Required under Methods and Materials) will satisfy for the 9-quarter hour endorsement.

II. Electives in Methods and Materials—Minimum 10 hours

Physical Education in General Education	4 hours
Physical Education 360M, Coaching	2 hours
Physical Education 361M or W, Athletic Officiating	2 hours
Physical Education 362M, Administration of High School Athletics	3 hours
Physical Education 443, Methods in Teaching Swimming	2 hours
Physical Education 480, Supervision of Physical Education in the Grades	2-4 hours
Physical Education 342)	
Physical Education 344) Additional Courses to those required in I.	
Physical Education 441)	
Health 320, Prevention and Care of Athletic Injuries	2 hours
Health 325, Instructors Course in First Aid	2 hours

Total 49 hours

REQUIREMENTS FOR A MINOR IN PHYSICAL EDUCATION

Physical Education 322, Applied Anatomy and Kinesiology	4 hours
Physical Education 324, Tests and Measurements in Physical Education	2 hours
Physical Education 365, Organization and Administration of Physical Education	2 hours
Recreation 310, Introduction to Recreational Leadership	3 hours
	11 hours
Plus the Methods and Materials Courses required for the major	15 hours

Total 26 hours

REQUIREMENTS FOR A MINOR IN RECREATION

Recreation 310, Introduction to Recreational Leadership	3 hours
Recreation 450, Field Work in Recreation	3 hours
Journalism and Speech to be selected from the following	8 hours
Journalism 220, Reporting	2 hours
Journalism 332, Editorial Writing	2 hours
Journalism 334, Newspaper Editing	2 hours
Journalism 336, Production of School Publications	2 hours
Journalism 338, Feature Writing	3 hours
Speech 200, Play Production	2 hours
Speech 232, Forensics	2 hours
Speech 234, Interpretation	3 hours
Speech 340, School Dramatics	3 hours
Speech 342, School Forensics	3 hours
Fine Arts and Industrial Arts	4 hours

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Music Electives	4 hours
Physical Education Electives to be selected from the following:	4 hours
Physical Education 342, Methods in Teaching Individual and Dual Activities	2 hours
Physical Education 344, Methods in Teaching Rhythms	2 hours
Physical Education 441, Methods in Teaching Team Activities	2 hours
Physical Education 443, Methods in Teaching Swimming	2 hours
Total	26 hours

DEPARTMENT OF MUSIC
REQUIREMENTS FOR A MAJOR IN MUSIC

GENERAL REQUIREMENTS

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

VARIABLE I — INSTRUMENTAL MUSIC

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

VARIABLE II — CHORAL MUSIC

Music 250b, General Applied Music	3 hours
Music 340, Music in the Elementary and the Secondary School ..	3 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	19 hours

REQUIREMENTS FOR A MINOR IN MUSIC

GENERAL REQUIREMENTS

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

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VARIABLE I — INSTRUMENTAL MUSIC

Music 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, Music in the Elementary and the Secondary School ..	3 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

CURRICULUM IN PROFESSIONAL EDUCATION

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

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

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

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

REQUIREMENTS FOR FOUR-YEAR ELEMENTARY CURRICULUM

Education 310, Physical, Social, and Emotional Growth and Development	3 hours
Education 311, Mental Growth and Learning	3 hours
Education 312, Direct Study of Pupils	3 hours
Education 374, Educational Statistics and Principles of Evaluation	3 hours
Education 440, Curriculum and Instruction	3 hours
Education 441, General Methods of Teaching	3 hours
Education 450E and 451E or 455E, Student Teaching	10 hours
Education 490, Problems in Organization and Administration	3 hours
Total	31 hours

REQUIREMENTS FOR FOUR-YEAR SECONDARY CURRICULUM

Education 310, Physical, Social, and Emotional Growth and Development	3 hours
Education 311, Mental Growth and Learning	3 hours
Education 312, Direct Study of Pupils	3 hours
Education 374, Educational Statistics and Principles of Evaluation	3 hours
Education 440, Curriculum and Instruction	3 hours
Education 441, General Methods of Teaching	3 hours
Education 450S and 451S or 455S, Student Teaching	10 hours
Education 490, Problems in Organization and Administration	3 hours
Total	31 hours

THE DIVISIONS OF THE COLLEGE

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

I. General Education: The Division of General Education

II. Academic Education

1. Division of Language and Literature
2. Division of Science and Mathematics
3. Division of Social Studies
4. Division of Special Fields
 - a. Department of Art
 - b. Department of Health and Physical Education
 - c. Department of Industrial Arts
 - d. Department of Music

III. Professional Education

1. Division of Professional Courses
2. Division of Laboratory Schools
3. Division of Co-operating Schools

THE DIVISION OF GENERAL EDUCATION

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

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

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

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

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

ORIENTATION

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

DESCRIPTION OF COURSES

ORIENTATION 110. PROBLEMS OF ADJUSTMENT.—In this course the College provides systematic help to students in making the transition from home to college life. The purposes of the College, its regulations, the opportunities it provides, and its expectations concerning scholastic attainments, ideals of conduct, and participation in college activities constitute important aspects of the content of the course. Emphasis is placed upon individual growth that comes through experiences directed toward the cultivation of responsibility in such matters as health practices, intellectual integrity, good taste in personal behavior and social relationships. Lectures, small group discussions, demonstrations, and reports are the main procedures of the course. Students are assigned readings and projects. Four hours.

COMMUNICATIONS

Communications as a means of impression and expression is an important aspect of General Education. The College, therefore, has the responsibility of developing ability in communications 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 a schedule of study in the following fundamental phases of communication: usage, spelling, vocabulary, remedial reading, and organization of paragraphs. None or four hours.

ENGLISH 111, 112. 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 each.

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

ENGLISH 208. ADVANCED COMMUNICATIONS.—In this course an attempt is made to relate and integrate the fundamental aspects of all the areas, and direct attention is given to the development of a manner of introspection and a set of attitudes that will make possible the acquiring of a satisfactory philosophy of life. This will be done

in part through oral and written exercises dealing with subjects in the various fields, with autobiographical analyses, and assigned related readings. This work will be supplemented with lectures and class discussions dealing with the same material. It is expected that all areas in General Education will assist in the selection of materials for this course. Although students are not required to take this course unless they have been excused from Basic English, it is recommended that they do so. 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 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 contemporaneous civilization including economic, social, and political thought of that period.

The 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 111. THE ITALIAN RENAISSANCE.—The focal point of this study is the art expression of Italy. Fusion of thought between Italy and its contemporary world is emphasized. Four hours.

HUMANITIES 112. THE AGE OF REASON IN 18TH CENTURY ENGLAND.—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. Prerequisites: Humanities 111. 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 111. Four hours.

THE NATURAL SCIENCES

In this rapidly changing age of science greater demands are being made upon each individual in terms of scientific understanding. An educated individual should understand and become accustomed to using the scientific methods of acquiring, interpreting, and evaluating 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 funda-

mental 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.

THE PHYSICAL SCIENCES

The courses offered in Physical Science are planned to help the student to acquire a broader understanding of the laws of the physical world as they relate to his living in an age of science, and to acquaint the student with the more important achievements in the physical sciences from the time man learned to use fire to the development of nuclear fission; to train the student in the scientific method of approach to a problem, not only in the laboratory but in everyday living; and to relate advancement in the physical sciences to man's social and economic progress.

Students who have had chemistry in high school will register for Physical Science 112, while those who have had physics will register for Physical Science 110 (Chemistry). Students who have completed courses in both physics and chemistry in high school, and who show by results of the comprehensive tests given at the opening of college that they possess the basic understandings in these two sciences, may be excused from both Physical Science 110 and 112 and be allowed to register in advanced courses.

All freshman students are expected to enroll for the second course Physical Science 113.

DESCRIPTION OF COURSES

PHYSICAL SCIENCE 110. CHEMISTRY.—A course designed to integrate the more important scientific principles and advances in the field of chemistry and to relate their application to man's social and economic progress. Four hours.

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

PHYSICAL SCIENCE 113. EARTH SCIENCE.—A course designed to help the student build for himself a unified picture of the physical universe as conceived by modern science. In order to do this there will be an integration of major ideas taken from the fields of astronomy, geology, mineralogy, and meteorology, and these ideas will be analyzed critically as to the method of development throughout historical times. Four hours.

THE LIFE SCIENCE SEQUENCE

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

DESCRIPTION OF COURSES

LIFE SCIENCE 210. HUMAN BIOLOGY AND HYGIENE.—A study of the structure, history, function and hygiene of the human body systems; the way in which the functioning of these systems influence physical and mental health; the effect of narcotics and alcohol. This course complies with Session Laws of 1943, requiring the instruction of the harmful effects of narcotics and alcohol.

LIFE SCIENCE 211. STUDY OF LIFE FORMS.—A study of the characteristics and distribution of plant and animal life as related to the past and present environmental conditions and as affected by heredity.

SOCIAL STUDIES

These courses in social studies have as their goal the kinds of learning and experience that will enable the student to attain the following basic outcomes: to become an informed citizen who actively participates in solving social, economic, and political problems at all levels—local, state, national, and international; to acquire sufficient background to understand these problems; to understand the nature of culture and the character of human nature; to develop better civic behaviors and learn to cooperate with others in a democratic way; to obtain an adequate understanding and appreciation of and a wholehearted allegiance to the democratic way of life; to develop ability to observe, analyze, and form well-considered judgments about government and public affairs; to learn sound methods of investigation, to acquire ability to evaluate information, and to think critically and constructively about the social, economic, and political issues of the day; to see clearly the role that individuals and organized groups can play in the social, economic, and political processes of society.

DESCRIPTION OF COURSES

SOCIAL STUDIES 110, 111, AND 112.—These courses are designed to integrate some of the materials usually offered in the elementary study of Sociology, Political Science, and Economics. The study of problems and controversial issues, however, will be stressed and less attention will be paid to the technical aspects of the usual courses. Major topics taken up will include social groups and organizations; race problems; life in local communities; crime and its prevention; individual and group economic problems; the relation between government and business; problems of finance and taxation; wages and unions; relation of labor to government; pressure groups and propaganda; making, enforcing, and interpreting laws; liberties, privileges, and duties of citizens; problems of war and peace; the world-minded American; and world government. This course complies with Session Laws of 1943, requiring the instruction of harmful effects of the use of narcotics and alcoholic liquors. Twelve quarter hours.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

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

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

All students in general education are required to take eight hours in health and physical education. At least two of the courses in Physical Education must be taken in the freshman year. The program is adjusted to meet the physical needs of students, and no student is wholly excused from physical education even though physical conditions, as revealed by the medical examination, may necessitate a relatively inactive program.

A maximum of four additional hours chosen from these courses may be taken as general electives.

DESCRIPTION OF COURSES

PHYSICAL EDUCATION 110. INTRODUCTION TO PHYSICAL EDUCATION.—The main function of this course is to orient the freshmen to various activities during their first quarter requirement in physical education, and to guide them, by test results, into activities for the remainder of their general education requirement in physical education. One hour.

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

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

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

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

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

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

PHYSICAL EDUCATION 125. SPECIAL ACTIVITIES FOR FRESHMEN.—This course varies with the needs of the individual whose physical rating does not permit strenuous activity.

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

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

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

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

HEALTH EDUCATION 225. FIRST AID.—Standard and Advanced course.

HEALTH 212. PERSONAL AND COMMUNITY HEALTH PROBLEMS.—The course is intended to orient the student to the modern concept of health which stresses the successful functioning of the "whole" man. Since modern living is dependent upon satisfactory adjustment to many inter-relationships, it is increasingly important that each person shall have a clear picture of the relationship of his own needs to the health problems of the community in which he finds himself. Lecture, discussion, and laboratory. Four hours.

DIVISIONS OF ACADEMIC EDUCATION

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

DIVISION OF LANGUAGE AND LITERATURE

Mr. Murray, Chairman; Miss FitzMaurice; Mr. Glasrud; Miss Holmquist; Miss Hougham; Mrs. Jackson; Miss Lumley; Mr. A. Erickson; Miss Tainter.

The Division of Language and Literature has as its fourfold aim: (1) the continued development of the individual toward mastery of languages as a tool in spoken and written communications; (2) the gaining of new insight into scientific and philosophic abstractions through the personalization that constitutes literature; (3) the transmission of racial and community ideals of culture through the simultaneous appeal of literature to mind and emotion; and (4) the stimulation of general awareness which accompanies the development of sound literary appreciations.

DESCRIPTION OF COURSES

ENGLISH

*110. BASIC ENGLISH.

*111, 112. DEVELOPMENTAL READING AND WRITING.

*208. ADVANCED COMMUNICATIONS.

212, 213, 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. Three hours each. Fall, Winter, Spring.

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

308. THE ENGLISH LANGUAGE.—A study of the development of the English language from the 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, 1948.

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. Winter.

312. EARLY AMERICAN LITERATURE.—The background and development of our literature during the Colonial and Revolutionary periods. Three hours. Fall.

313. POE AND THE NEW ENGLAND CIRCLE.—Major writers of the period from 1830-1870. Three hours. Winter.

314. **WHITMAN AND THE RISE OF REALISM.**—Extends down to the Twentieth Century. Together, English 312, 313, and 314 constitute a survey of American literature. Three hours. Spring.

317, 318. **SURVEY OF WORLD LITERATURE.**—A study of world masterpieces in translation with the purpose of revealing the continuity of culture from early classical times to the present. Three hours each. Fall, Winter.

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 brief survey of several others. Four hours. 1949-1950.

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 briefer study of Chaucer's contemporaries. Four hours. Fall, 1948.

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

341. **LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.**—A course which surveys the objectives, content, methods, and materials to be used in teaching oral and written language, spelling and handwriting from kindergarten through sixth grade. Required of elementary majors. Three hours. Fall, Spring.

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, Spring.

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 levels. Two hours. Winter.

400. **MODERN ESSAY AND SHORT STORY.**—This and the other modern courses with the exception of 406 are critical studies of Twentieth Century literature in the modern world, with somewhat greater attention to English and American writing. Two hours. 1949-1950.

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. Fall, 1948.

404. **MODERN NOVEL.**—Two hours. Winter, 1948-1949.

406. **MODERN BRITISH AND AMERICAN POETRY.**—Two hours. Spring, 1949.

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, scenic designing, etc. Students registered for this course will work as members of the production staff of one or more plays. Two hours.

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

234. **INTERPRETATION.**—A study in the fundamentals of interpretation, with the development of student skill in interpretative performance and the acquisition of interpretative materials as the chief objectives. Three hours. Fall, 1948.

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. 1949-1950.

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. Spring.

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. Winter.

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. Spring, 1949.

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. On request.

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, Winter.

230. **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. On request.

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. On request.

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

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. On request.

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. On request.

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. 1949-50.

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. 1948-49.

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. 1949-50.

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. 1948-49.

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. 1949-50.

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. 1948-49.

GERMAN

110, 111, 112. ELEMENTARY GERMAN.—Careful study and drill in pronunciation and fundamentals of grammar. Practice in reading, writing, and easy conversation in German. Credit is not given unless the year is completed. Four hours each. Continuous throughout the year.

210, 211, 212. INTERMEDIATE GERMAN.—Work in grammar and reading of representative authors with continued conversation in German. Prerequisite: German 110, 111, 112 or two years of high-school German. Four hours each. Continuous throughout the year. On request.

SCHOOL LIBRARY SCIENCE

The library, in co-operation with the Division of Language and Literature, offers nine quarter hours in School Library Science, which prepares the student to meet the requirements of the Minnesota State Department of Education for the endorsement of teacher-librarian. The courses are open to all juniors and seniors, though most frequently it is the teacher of English who is expected to act as school librarian. Prerequisite to all school library science courses: English 351 (High-School Literature) and the English constants.

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

program to make the library a center of co-operative study. Discussion and laboratory periods. Four hours. Offered on request.

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 on request.

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. Four hours. Offered on request.

DIVISION OF SCIENCE AND MATHEMATICS

Miss King, Chairman; Mr. Addicott; Mr. Genet; Miss Knecht; Mr. Meinecke; Mr. Schultz; Miss Smith.

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

DESCRIPTION OF COURSES

GENERAL SCIENCE

110. GENERAL PHYSICAL SCIENCE.—The first of a series of three courses designed to give a non-technical review of science, required on the two-year curriculum, and organized to enrich the students everyday experiences and to provide the basic knowledge necessary for teaching in the elementary grades. This, the first course, provides an introduction to the fields of chemistry, physics, and astronomy, emphasizing broad relationships and application to everyday life. Considerable emphasis is placed on adapting science to the elementary curriculum. Transfers as Physical Science 112 on the four-year curriculum. Four hours.

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

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

BIOLOGY

*LIFE SCIENCE 210. HUMAN BIOLOGY AND HYGIENE.

*LIFE SCIENCE 211. STUDY OF LIFE FORMS.

200. HEREDITY AND EUGENICS.—A study of the principles underlying plant and animal inheritance and their application to human betterment. Prerequisite: Life Science 210 or permission of the instructor. Two hours.

317. MICROBIOLOGY.—A study of the fundamental principles of microbiology, based on laboratory study of bacteria and allied micro-organisms, as applied to the microbiology of food, milk, water, sewage, etc. Four hours.

318. MICROTÉCHNIQUE.—A study dealing with the principles of slide preparation of plant and animal tissues and other methods used in the study of cellular structure. Recommended for future teachers and majors in biology. Two hours.

BOTANY

203. GENERAL PLANT PHYSIOLOGY.—A study of the basic physiological processes involved in growth, development, and reproduction of plants, emphasizing methods of plant propagation. Four hours.

312. GENERAL BOTANY I.—A study of seed plants, in relation to structure and function of plant parts, distribution and identification of common plants with special emphasis on economic importance. Four hours.

313. GENERAL BOTANY II.—A study of lower plant forms involving classification, fundamental processes, distribution, and economic importance. Four hours.

214. FIELD BIOLOGY OF PLANTS.—A course dealing with the recognition of common plants, the environmental relations of plants, and the economic aspects of plant diseases, control measures, and the development of valuable plant varieties. To be given only during the summer sessions. Four hours.

315. PLANT TAXONOMY.—A course dealing with the study and identification of seed plants of Minnesota. Living plants, preserved material, and herbarium specimens are used as a means of acquiring familiarity with the distinguishing features of the more important plant groups. Prerequisite: Botany 312. Four hours.

ZOOLOGY

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. To be given only during the summer session. Four hours.

312. INVERTEBRATE ZOOLOGY.—A study of lower animal forms involving classification, structure, and fundamental life processes. Four hours.

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

320. ANATOMY-PHYSIOLOGY.—Intensive review of the structure and activity of the systems of the human body, designed for biology majors and for students specializing in Physical Education. Laboratory work includes dissection of a cat, with comparisons to man, and experiments to test the activity of the systems dissected. Four hours.

402. EMBRYOLOGY.—The morphology and principles of animal development from germ cells to adult, emphasizing comparisons among back-boned animals. Prerequisite: Zoology 313. Four hours.

GEOGRAPHY

110. ELEMENTS OF GEOGRAPHY.—The basic elements of geography with methods to aid in understanding and teaching the subject. For the two-year student. Four hours.

202. WEATHER AND CLIMATE.—A laboratory study of the local weather is followed by a survey of the climates of the world. Daily Weather Bureau maps and reports and United States Weather Bureau instruments are used in observation and forecast. Prerequisite: Geography 110, Geography 210, or Physical Science 113. Four hours.

210. WORLD GEOGRAPHY.—The study of the countries by the regional approach with emphasis on global relations and geo-politics. For four-year students. Cannot be taken for credit if student has Geography 110 or Physical Science 113. Can be substituted for Geography 110 in two-year curriculum. Four hours.

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

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

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

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

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

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

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

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

PHYSICAL SCIENCE

*110. CHEMISTRY.

*112. PHYSICS.

*113. EARTH SCIENCE.

CHEMISTRY

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

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

212. QUALITATIVE ANALYSIS.—A study of the theory and laboratory practices used in qualitative determination of anions and cations, with particular emphasis on the identification of metal groups. Prerequisite: Physical Science 210 and 211. Four hours.

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

215. GENERAL ORGANIC CHEMISTRY.—A survey of the field of organic chemistry, showing applications and relations to the other sciences and industry; detailed study of aliphatic compounds and derivatives with an introduction to aromatic compounds. Prerequisite: Physical Science 210 and 212. Four hours.

321. ORGANIC CHEMISTRY II.—A detailed study of aromatic hydrocarbons and their derivatives, including nitro compounds, dyes, and phenols; includes an introduction to vitamins, enzymes, hormones, digestion, and nutrition. Prerequisite: Physical Science 215. Four hours.

MATHEMATICS

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

121. COLLEGE ALGEBRA.—The course begins with a review of high school algebra. Topics covered include factoring, fractions, linear equations, graphs, linear systems, exponents and radicals, quadratic equations, logarithms, progressions, and probability. Four hours.

122. TRIGONOMETRY.—The solution of right and oblique triangles with applications; logarithms and slide rule; introduction to spherical trigonometry. Four hours.

220. ANALYTICS.—The application of algebraic methods to geometry. Introduction to the locus concept; study of the straight line, circle, parabola, ellipse, hyperbola; polar co-ordinates. Prerequisite: Mathematics 112 and 122. Four hours.

222. CALCULUS I.—A course which aims to give the student an understanding of the processes of differentiation and integration, together with their application to geometry, physics, and mechanics. General methods of differentiation. Prerequisite: Mathematics 220. Four hours.

223. CALCULUS II.—Further work in differentiation; general methods of integration and applications. Prerequisite: Mathematics 222. Four hours.

240. ARITHMETIC IN THE ELEMENTARY SCHOOL.—A course designed to familiarize students with newer trends in the psychology and teaching of arithmetic. Major consideration is given to the role of arithmetic in the school curriculum, the organization of a valid arithmetic program, the psychology of learning as applied to arithmetic instruction, the interpretation of this psychology into actual classroom procedures, and a study of the materials of instruction. Required on Two-Year Curriculum and Four-Year Elementary Majors. Fall and Winter quarters. Four hours.

310. COLLEGE GEOMETRY.—An extension of plane geometry. Prerequisite: High school plane geometry. Four hours.

312. CALCULUS III.—Differential equations, infinite series, indeterminate forms, partial differentiation with applications to the geometry of space, double and triple integrals and their applications. Prerequisite: Mathematics 223. Four hours.

314. THEORY OF EQUATIONS.—Complex numbers, ruler and compass construction, the solution of cubic and quartic equations by algebraic and graphical methods, the

solution of linear equations by determinants. Prerequisite: Mathematics 222. Four hours.

320. SOLID ANALYTIC GEOMETRY.—Coordinate geometry in three dimensions with emphasis on planes, straight lines, and quadric surfaces. Prerequisite: Mathematics 220. Three hours.

321. MATHEMATICS OF INVESTMENT.—Simple and compound interest, annuities, amortization and sinking funds, bonds, life insurance. Prerequisite: Mathematics 121. Three hours.

405. APPLIED MATHEMATICS.—Applications of mathematics of all courses to problems from many fields. Prerequisite: Mathematics 222. Four hours.

PHYSICS

300. INDUSTRIAL ARTS ELECTRICITY.—This course is designed to be of special value to those students who are enrolled in the industrial arts curriculum. Emphasis is placed on wiring systems, the installation, care and use of instruments, motors, generators, and other electrical appliances. Four hours.

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

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

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

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

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

DIVISION OF SOCIAL STUDIES

Mr. Bridges, Chairman; Miss Hawkinson; Mr. Heaton; Mr. Jenkins; Miss Johnson; Mr. Kise.

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

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

DESCRIPTION OF COURSES

ECONOMICS

210. **PRINCIPLES OF ECONOMICS.**—A study of the problems connected with value and price, business combinations, wages, interest, rent, business profits, money, financial institutions, free trade, and protection, and the relationship of government to the economic organization. Recommended prerequisite: Political Science 210. Four hours.

212. **PRINCIPLES OF ECONOMICS II.**—This second quarter of work in the principles of economics is required of majors in the division and of minors in the field. It is a continuation of the work of the first quarter and deals with the distribution of national income and wealth and related problems, with the marketing system and the consumer, and with the principles of economic progress and the economics of reform. Prerequisite: Economics 210. Four 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. Biennially. Not offered in 1947-48.

325. **INTERNATIONAL ECONOMIC RELATIONS.**—An investigation of fundamental economic principles as applied to international problems. Prerequisite: Economics 210. Three hours. Biennially. Spring, 1948.

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. Four hours. Biennially. Fall, 1949.

415. **GOVERNMENT AND BUSINESS.**—The control exercised by government over business is the main concern of this course. The power of government to regulate business under the police power, the commerce power, the taxing power, war powers, and the due process of law clause of the Constitution are considered. A study of the anti-trust laws and their interpretation by the courts, unfair trade practices, regulation of public utilities, and highway and airway control as well as control of security issue and security exchanges will also be included. Three hours. Biennially. Not offered in 1947-48.

416. **LABOR PROBLEMS.**—This course is intended to give the student a brief survey of the whole field of labor problems. The status of the worker in an industrial society is considered with reference to such conditions as industrial hazards and unemployment. Employer practices such as profitsharing and welfare work are studied as well as unionism, the labor movement, and state intervention. Three hours. Biennially. Winter, 1947-48.

HISTORY

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

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. Four hours. Each quarter.

250. **MINNESOTA HISTORY.**—A course in which the interplay of world and United States history is viewed in the area about us. The course aims to give meaning to history by relating exploration, exploitation, colonization, struggle for control, westward movement, immigration, industrial and economic expansion, and growth of political and social institutions to a region in which the student lives. The course

aims also to show teachers how local and regional history can be used to build understanding, interests, and abilities. Winter. Recommended for elementary and junior high school teachers. Three hours.

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

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. Fall.

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.

315. **ENGLISH HISTORY.**—The racial make-up of the English people, the development of the principle 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. Not offered in 1947-48.

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, 1947-48.

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. Not given in 1947-48.

414. **LATIN AMERICA.**—The early history of the Latin American nations with special attention to the growing relationships between them and the United States. Prerequisite: Twelve quarter hours of history. Four hours. Spring, 1948.

418. **HISTORY OF THE FAR EAST.**—A study of the historical development of China and Japan with special attention to the development of cultural, commercial, and political relations with countries of Europe and America. Prerequisite: Twelve quarter hours of history. Four hours. Not given in 1947-48.

420.—**ECONOMIC HISTORY OF EUROPE.**—This is a survey of the economic life and development of Europe, from the emergence of the earliest civilizations to the present. Agricultural, commercial, and industrial changes are considered in relation to trends in state policy. Four hours. Prerequisite: Twenty hours of Economics and History. Not offered in 1947-48.

POLITICAL SCIENCE

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

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, each year. Prerequisite: Political Science 210.

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 governments; nominations and elections; initiative, referendum and recall; taxation and finance; social and regulatory legislation. Four hours. Winter, each year. Prerequisite: Political Science 210.

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. Prerequisite: Political Science 210 and 300. Offered biennially—not in 1947-48.

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. Not offered in 1947-48.

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. Spring, 1948. Prerequisite: Political Science—12 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. Upon demand. Prerequisite: Political Science—20 hours.

SOCIOLOGY

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

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 in the harmful effects of the use of narcotics and alcoholic liquor. Four hours. Fall and 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. Fall.

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

315. RACE PROBLEMS.—A study of the racial problems in the United States and of the sociological foundations for such problems. Prerequisite: Sociology 210. Three hours. Not given in 1947-48.

317. POPULATION PROBLEMS.—A study of the problems arising from population changes through changing economic conditions, varying birth-rates, and internal migration. Prerequisite: Sociology 210 and 311. Four hours. Spring, 1947-48.

450. CRIMINOLOGY AND PENOLOGY.—An investigation of the causes of crime, of the factors producing the criminal, of the history and theories of punishment, and of the evolution of the modern penal institutions and machinery of justice. Prerequisite: Sociology 210. Three hours. Not given in 1947-48.

460. POVERTY AND DEPENDENCY.—A scientific study of the causes of poverty and of its remedies, together with the purpose and proper administration of charity. Prerequisite: Sociology 210. Three hours. Not given in 1947-48.

SOCIAL STUDIES

240. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.—Required of all two-year students. A study of the objectives, trends, organization of instructional materials, teaching procedures, textbooks, and supplementary teaching aids. Transfers to the four-year elementary curriculum as Social Studies 340. Prerequisite: Education 110. Offered every quarter. Four hours.

340. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.—Required of elementary majors. A course designed to acquaint students with the aims, curriculums, and methods of teaching social studies in the elementary school. Consideration is given to the selection and organization of content, learning activities, and methods of instruction. Special emphasis is placed on devising methods of teaching unified and correlated programs. Spring quarter. Four hours.

440. SOCIAL STUDIES IN THE SECONDARY SCHOOL.—The purpose of this course is to build with social-studies teachers a functional background in materials and methods. It aims to develop clear objectives; to teach how to use most effectively the tools of learning as maps, graphs, audio-visual materials, textbooks, supplementary books, excursions, community resources, etc.; to develop understanding and to train in critical thinking. The course considers trends in curricular reconstruction, new areas of learning, new materials, and improved methods and means of evaluation, also organizations which will aid in-service growth of social studies teachers. Prerequisite to or parallel with secondary-school student teaching in social studies by majors and minors. Spring quarter. Three hours.

THE DIVISION OF SPECIAL FIELDS

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

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

DEPARTMENT OF ART

Miss Williams, Chairman; Mr. Johnson.

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

DESCRIPTION OF COURSES

110. **ART ELEMENTS.**—This course aims to give a working basis for the interpretation and expression of art through the study of line, form, dark-light, color, proportion, harmony, rhythm, and balance. The acquisition of a certain skill and the development of creative expression through the use of various mediums are expected. Notebooks are kept and each unit of work is developed through lectures, illustrated materials, and practice work. This course is adapted to students taking the two-year course. Four hours.

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

215. **APPLIED DESIGN.**—This course is divided into two parts: (1) Practical work suited to the grades; and (2) methods of teaching art in the elementary schools. This course is adapted for the students taking the two-year course. Materials used are clay, wood, cardboard, metals, paper, and various waste materials. Four hours.

220. **ART STRUCTURE I (DESIGN AND COMPOSITION).**—The course offers a study in the principles underlying good design. Problems are given involving original studies in spacing, line composition, form, dark-light pattern, and color harmony as applied to various materials and mediums. Prerequisite: Art 210. Four hours.

221. **ART STRUCTURE II.**—The purpose of this course is to give broader and more definite knowledge of the principles of design and their application and to develop further power of creation, greater skill, keener appreciation, and a finer standard of execution and selection. The application of principles is made through various mediums. Prerequisite: Art 220. Four hours.

270. **ART APPRECIATION.**—An introduction to the study and enjoyment of art in its various expressions. Through abundant illustrative materials the course aims to establish a few fundamental principles for critical judgment. The topics discussed in the lectures cover architecture, sculpture, painting, and the minor arts. Four hours.

330. **ART HISTORY I.**—This course deals with the study and appreciation of architecture, painting, sculpture, and the minor arts. The purpose of the course is to give a background of knowledge of the world's art and its development from the beginning through the Renaissance. Four hours.

331. **ART HISTORY II.**—This course is a continuation of 330 and deals with the history and development of Art from the Renaissance through the Modern period. Four hours.

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

341. **CRAFT WORK.**—This course is a study of problems and methods of developing units of work suitable for use in intermediate grades and high school. Creative work is done with leather, plaster, clay, book-binding, textiles, and other mediums. Four hours.

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

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

374. **WORKSHOP IN ARTS AND CRAFTS.**—An explorative studio-laboratory where students may pursue special interests in the creative arts and crafts under guidance. Practical work is offered in basic techniques depending on the individual student's needs or the type of program selected. Prerequisite: The consent of the instructor. Four hours. Summer.

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

411. **POTTERY.**—This course consists in building forms, using the coil method, making plaster paris moulds and casts, sketching small figures in clay, moulding medallions in high and low relief, biscuit firing and glazing. Four hours.

470. **COMMERCIAL ART.**—A study of the principles of design as applied to poster making, commercial advertising, and lettering. Special stress is put on high-school and college annuals, and problems of the art instructor in relation to the annuals are discussed. Four hours.

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

DEPARTMENT OF INDUSTRIAL ARTS

Mr. Wegner and Mr. Ursin.

Industrial Arts aims to help the student find his place in the complex present-day industrial society. Emphasis in the various courses is placed on a knowledge and appreciation of industry, consumer education, and basic manipulative skills depending upon individual needs. Major students are prepared to teach in the field of Industrial Arts.

DESCRIPTION OF COURSES

WOODWORK

120. WOODWORK I.—Learning operations and vocabulary in hand woodworking; identification, care and use of hand tools; study project design and hand woodwork projects; identification of woods and their uses; wood fasteners, abrasives and wood finishes and wood finishing. Four hours.

125. WOOD TURNING I.—Care and operation of wood lathe; proper use of wood-turning tools. Spindle turning and face plate exercises; beginning wood turning projects, abrasives and finishings of turned projects. Two hours.

220. WOODWORK II.—Machine woodwork; instruction in shop safety; proper operation and care of all woodworking machines; construction and use of jigs; design of machine woodworking projects. Specifications and types of machine woodworking equipment. Prerequisite: Woodwork 120. Four hours.

221. UPHOLSTERY.—Upholstery materials and procedure designed for hobby students. Two hours.

225. WOOD TURNING II.—Advanced wood turning projects. Prerequisite: Wood Turning 125. Two hours.

320. WOODWORK III.—Furniture design and furniture making. Wood finishes and upholstery. Upholstered furniture projects. Prerequisite: Woodwork 120, Wood Turning 125, Woodwork 220, and Wood Turning 225. Four hours.

METAL WORK

230. SHEET METAL I.—Proper care and use of all hand tools and sheet metal machines; projects requiring development of patterns with parallel and radial lines; knowledge and skill in soldering; specifications of equipment and supplies for sheet metal shop. Prerequisite: Drawing 110. Four hours.

235. ART METAL.—Cold metal bending and hammered metal; projects involving bending, twisting, raising, peening, and riveting. Working with copper, brass, pewter, tin, black sheet iron, mild steel, aluminum. Four hours.

330. SHEET METAL II.—Advanced sheet metal projects involving development of irregular patterns by triangulation and irregular parallel and radial lines. Prerequisite: Drawing 110 and Sheet Metal 230. Four hours.

335. FORGING AND OXACETYLENE WELDING.—Exercises and projects giving experience in use and care of all forging and welding equipment; shop vocabulary; information and specifications of equipment and supplies. Working knowledge of forging and welding processes. Four hours.

336. MACHINE LATHE I.—Proper care and operation of metal lathe; basic machine skills and heat treating. Prerequisite: Drawing 110. Arranged. Two hours.

337. MACHINE LATHE II.—Advanced projects and operation of metal lathe. Prerequisite: Metal Work 336. Arranged. Two hours.

DRAWING

110. PRINCIPLES OF MECHANICAL AND ENGINEERING DRAWING I.—A study of the fundamentals of the graphic language of drawing; free-hand sketching, picture drawing, orthographic projection, lettering, use of instruments, and the reproduction of drawings. Four hours.

210. MECHANICAL DRAWING II.—Advanced pictorial drawings, isometric, oblique projections on mechanical perspective. Prerequisite: Drawing 110. Four hours.

211. ENGINEERING DRAWING II.—Technical drawing problems in working, auxiliary, and sectional drawings, isometric and oblique projections, theory of dimensioning and reproduction of engineering drawings. Prerequisite: Drawing 110. Three hours.

215. ARCHITECTURAL DRAFTING I.—Basic elements in planning and construction of residential buildings, frame and masonry, lettering symbols, foundations, sills, windows, stairs, fireplaces and accessories. A preliminary study of drawing plans involving elevations, floor plans, details and perspective drawings. Illustrated lectures on kitchen layouts, living rooms, dining rooms, bath rooms, sleeping rooms, etc. Prerequisite: Drawing 110. Four hours.

315. ARCHITECTURAL DRAFTING II.—Preparation of preliminary sketches for the problem. A set of working drawings for a 5-6 room residence of frame or mason construction, involving floor plans, details, elevations, estimates and specifications. Class discussion on phases of building, including several field trips. Prerequisite: Drawing 110 and 215. Four hours.

316. BLUEPRINT READING.—Interpretation of symbols and lines found on blueprints. The reading of architectural, structural heating, machine, plumbing, and aircraft blueprints. Two hours.

PRINTING

150. ELEMENTARY COMPOSITION.—Elements of composition, stone work, and platen press work. Grades projects in straight composition, involving basic operations in job printing and proof reading. Lectures and class discussion on papers, inks, and composition. Four hours.

250. ADVANCED COMPOSITION.—Problems in display composition, stonework and platen press work. An introduction to commercial problems and jobs, through use of typical projects. Typographical design and its application. Prerequisite: Printing 150. Four hours.

350. LINOTYPE COMPOSITION.—Study of care and operation of the Linotype machine. Time is divided between mechanism of the machine and keyboard operating. Keyboard practice composition involves straight matter, tabular, intricate and job work. Use of auxiliary and accessory equipment is taught. Students are provided the opportunity to compose for the college newspaper. Prerequisite: Printing 150, 250. Four hours.

355. GENERAL GRAPHIC ARTS.—Basic graphic arts reproduction processes. A correlation between fine and practical arts. Lectures, demonstrations and production units are offered in letter press, stereotype, wood and resilient block cutting, lithography, etching, silk screen, stencil, offset, ditto, engraving, aquatints, embossing, paper making, book binding, photo-engraving, and steps in production of a book. Four hours.

INDUSTRIAL ARTS

440. HISTORY AND TEACHING OF INDUSTRIAL ARTS.—A survey of development and growth of this phase of education. Study of objectives, courses of study, related materials and technical information for various subjects. Four hours.

445. SHOP MANAGEMENT.—A study of problems in equipping, organizing and maintaining a school shop. Prerequisite: Twelve quarter hours in Industrial Education. Four hours.

PLASTICS

360. PLASTICS I.—Types, color, design and sources. Processes and tools used in fabrication of plastics.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Miss Frick Chairman; Miss Lindquist; Mr. Domek; Mr. D. Anderson; Miss McKellar; Mr. Wohlwend.

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

DESCRIPTION OF COURSES

PHYSICAL EDUCATION

- *110. INTRODUCTION TO PHYSICAL EDUCATION.
 - *111. BODY BUILDING.
 - *112. CORRECTIVE GYMNASTICS.
 - *121. TEAM ACTIVITIES FOR FRESHMEN.
 - *122. INDIVIDUAL AND DUAL ACTIVITIES FOR FRESHMEN.
 - *123. SWIMMING FOR FRESHMEN.
 - *124. RHYTHMICS FOR FRESHMEN.
 - *125. SPECIAL ACTIVITIES FOR FRESHMEN.
 - *221. TEAM ACTIVITIES FOR FRESHMEN.
 - *222. INDIVIDUAL AND DUAL ACTIVITIES FOR SOPHOMORES.
 - *223. SWIMMING FOR SOPHOMORES.
 - *224. RHYTHMICS FOR SOPHOMORES.
141. INTRODUCTION TO RHYTHMIC MATERIAL.—This will include a brief survey of all forms of rhythmic activity used in the grades. Since the National Course of Study recommends that 25 per cent of the time in the first three grades and 20 per cent of the time in grades 4-6 in the physical education program be given over to rhythmic, it is essential that teachers have a good ground-work. One hour.
142. PLAYGROUND GAMES AND ACTIVITIES.—This course includes traditional games: team games of low organization; tumbling; self-testing stunts; and relays. One hour.
241. MATERIALS AND METHODS IN PHYSICAL EDUCATION TEACHING IN THE GRADES.—The original objective is the building of a course of study for grades in which the student expects to work with some practice in presenting material to class members and some observation. This course is taken during the term of teaching in the Laboratory School on the campus. One hour.
322. APPLIED ANATOMY AND KINESIOLOGY.—In order to deal intelligently with problems involved in teaching skills in sports and recreational activities, the teacher needs to have an understanding of the mechanical laws involved in the movements of the body. This course is designed to meet this need. In addition to textbook work the class uses the gymnasium, swimming pool and playfields as a laboratory for studying the human body in action. Four hours.

324. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.—A study of standard tests of physical and sports skills with practice in administering and evaluating them. Two hours. Prerequisite Education 374.

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

342. METHODS IN TEACHING INDIVIDUAL AND DUAL ACTIVITIES.—Concentration on skills, techniques and methods of presenting individual and dual activities with practice in teaching. Selection, adaptation and progression of material is discussed. Two hours.

344. METHODS IN TEACHING RHYTHMS.—Fundamental principles, analysis of material, methods, planning and progression of material are discussed. Opportunity for practice in teaching folk, tap, social and American group dancing is given. Two hours.

345. INTRODUCTION TO THE TEACHING OF PHYSICAL EDUCATION.—Intended as a first method course for majors and minors, the course serves to orient the prospective teacher to the special problems of his field and to assist him in charting his own needs in so far as sports are involved. Three hours.

360M. COACHING.—This course covers the techniques of coaching football, basket ball, baseball, and track. Two hours.

361M. ATHLETIC OFFICIATING.—This course takes in an extensive study of the rules in the major sports, techniques in officiating and practical experience. Two hours.

361W. ATHLETIC OFFICIATING.—Summary of changes in methods and rules in women's athletics. Opportunity for practice in improving personal proficiency in officiating, according to standards set up by the National Section on Women's Athletics. Two hours.

362M. ADMINISTRATION OF HIGH-SCHOOL ATHLETICS.—This course aims to help the high school coach in organizing an athletic program. It includes schedule making, selecting and buying equipment, financing, care of equipment and similar material. Three hours.

365. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION.—This course covers selection and adaptation of activities, grouping of pupils, provision of facilities and equipment, department organization and policies. It is based on an intensive study of the state course of study. Two hours.

441. METHODS IN TEACHING TEAM ACTIVITIES.—Concentration on skills, techniques and methods of presenting team activities, with practice in teaching. Selection, adaptation and progression of material are discussed. Two hours.

443. METHODS IN TEACHING SWIMMING.—This course follows instruction in swimming, diving, and life saving as set up according to American Red Cross Standards. During the Spring Quarter opportunity is given for the student to take the Red Cross Water Safety Instructor's course given by a representative from the Area office. Two hours.

465. HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION.—The development of Physical Education in our American schools during the past half century has been shaped by diverse concepts of its purposes and goals. This course aims to help the student know and evaluate these philosophies and prepare to take his place in shaping a growing program. Two hours.

480. SUPERVISION OF PHYSICAL EDUCATION IN THE GRADES.—Because there is a growing demand for teachers who can also supervise the program of Physical Education taught in the grades, this practical course is now offered. The students have actual experience in grade teaching at all levels and frequent conferences with regard to this work. Two-four hours.

HEALTH

212. PERSONAL AND COMMUNITY HEALTH PROBLEMS.—The course is intended to orient the student to the modern concept of health which stresses the successful functioning of the "whole" man. Since modern living is dependent upon satisfactory adjustment to many inter-relationships, it is increasingly important that each person shall have a clear picture of the relationship of his own needs to the health problems of the community in which he finds himself. Lecture, discussion, and laboratory. Four hours.

*225. FIRST AID.—Standard and Advanced Course.

240. METHODS IN HEALTH TEACHING.—Prospective teachers are given the opportunity to become acquainted with the Minnesota Course of Study in Health, Physical Education and Safety for Elementary Schools. Emphasis is placed upon the role of the classroom teachers in health and safety education. Students are encouraged to begin assembling free and inexpensive materials for future use. One hour.

320. PREVENTION AND CARE OF ATHLETIC INJURIES.—The course deals with the principles governing the conditioning of men for various sports—diet, sleep, exercise, bathing, massage; overtraining, etc., cause, diagnosis, prevention and treatment of common athletic injuries. Two hours.

325. INSTRUCTOR'S COURSE IN FIRST AID.—By a special arrangement with the Red Cross, the College is now permitted to give this course which was formerly taught only by a representative from the Area office. In order to take the course the student must hold a valid certificate for both the Standard and Advanced First Aid. Those who complete the course are qualified to teach certified Junior, Standard, and Advanced First aid and to have their classes receive the Red Cross certificate. Two hours.

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

440. METHODS FOR HEALTH TEACHING IN THE SECONDARY SCHOOL.—A course intended for teachers of health and safety education in the junior and senior high school. Special attention is given to the Minnesota course of study in health and safety education and standards for organization and administration of the health education program. Three hours.

RECREATION

253. CLUB LEADERSHIP.—Teachers are frequently called upon to assist with the activities of various youth organizations. The course is intended to give an understanding of the program of a number of these, including 4-H, Boy Scouts, Camp Fire Girls, and their junior groups and to assist students in program planning for club groups. Two hours.

370. SCHOOL FESTIVALS.—The course is intended to give practical training in planning, organization and production of school and community festivals, play days, programs for patrons and larger community celebrations. Two hours.

310. INTRODUCTION TO RECREATIONAL LEADERSHIP.—This course is planned primarily for Physical Education majors and minors. It aims to give practical introduction to many types of community recreation, by reading, lecture, observation and participation in actual events. Three hours.

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

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

THE DEPARTMENT OF MUSIC

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

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

DESCRIPTION OF COURSES

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

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

150. PIANO (PRIVATE).—Materials adapted to the student's needs. One lesson a week. One hour.

155. ORGAN (PRIVATE).—Materials adapted to the student's needs. One lesson a week. One hour.

160. VOICE (PRIVATE).—Materials adapted to the student's needs. One lesson a week. One hour.

165. INSTRUMENT (PRIVATE).—Materials adapted to the student's needs. One lesson a week. One hour.

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

STATE TEACHERS COLLEGE

212. COUNTERPOINT.—The species in two, three, and four parts. Motive development and limitation. Original work with early polyphonic forms. Prerequisite: Music 110. Two hours. Fall and Winter.

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

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

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

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

340. MUSIC IN THE ELEMENTARY AND SECONDARY SCHOOL.—A study of problems and teaching techniques related to the various levels of music education in the public schools. Selection and presentation of rote songs; the child's voice; treatment of the unmusical child development of rhythmic and melodic expression; music notation; the tonal and rhythmic problems common to music at the different levels of the elementary and the secondary school. Three hours.

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

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

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

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

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

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

365. INSTRUMENT (PRIVATE).—Three terms are required of music majors. A study designed to provide some technical competence on one instrument, together with selected literature for the instrument. One lesson a week. One hour.

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

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

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. Biennially.

MOORHEAD, MINNESOTA

APPLIED MUSIC CREDITS

One hour of credit may be earned each quarter in choir and band.

A maximum of eight quarter hours of credit may be earned in voice, choir, band, orchestra, piano, organ, or symphonic instrument. Thirty-two quarter hours of credit shall be the maximum allowed in applied music for a major; sixteen for a minor; twelve for those who neither major nor minor in music.

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

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 present-musical and marching performances. As a concert organization, the band presents several other concerts each year, both on campus and elsewhere.

The band offers a twofold 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. Two rehearsals a week. One hour. Maximum hours of credit eight.

DIVISIONS OF PROFESSIONAL EDUCATION

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

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

THE DIVISION OF PROFESSIONAL COURSES

Mr. Christensen, Chairman; Miss Corneliussen; Mrs. Durboraw; Miss Hawkinson; Miss Sorknes; Mr. Spencer; Mr. Steele; Mr. Waite.

The professional courses are organized and sequentially arranged to provide for the student education which will effectively contribute toward his specific preparation for the profession of teaching. The professional courses emphasize not only the scientific aspects of sound subject matter and educational procedures but also the philosophy of human betterment. The professional courses are designed to be functional and to furnish the student with technical ability, human understanding, and enthusiasm which will make for effective educational work in the public schools. The Division of Professional Courses supports the work of the other divisions of the College, both academic and professional, in a program of living and learning in which fully as much attention is paid to human improvement through understanding of human growth and development as to mastery of subject matter and techniques of instruction.

DESCRIPTION OF COURSES

110. HUMAN GROWTH AND DEVELOPMENT.—The purpose of this course is to gain an understanding of physical, mental, emotional, and social growth and development, motivation, learning, and behavior of the human individual. With emphasis on the total personality, factors that promote normal growth and development as well as those that hinder are studied, case histories examined, and observation of children provided. Required of all two-year students. Transfers as Education 310 in the four-year curriculum. Offered each quarter. Four hours.

242. READING AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.—A study of methods and materials in the teaching of reading, language, handwriting, and spelling. Emphasis in reading is on readiness, vocabulary development, basic and supplementary reading activities, word study, diagnostic and remedial work. Socially useful language activities are stressed. Required of all two-year students. Transfers to four-year curriculum as Education 342. Offered every quarter. Prerequisite: Education 110. Four hours.

245. RURAL SCHOOL MANAGEMENT.—This course concerns itself with the entire stage setting of the teaching-learning process in rural schools. It includes units in

MOORHEAD, MINNESOTA

the study of the school plant, school equipment, housekeeping, the daily program, records and reports, school laws, the library, and organizing the school for effective control. Required of all two-year students. Offered every quarter. Prerequisite: Education 110. Three hours.

250, 251. STUDENT TEACHING.—All students preparing to qualify for the standard elementary certificate in Minnesota are required to take one term of intensive teaching for a six-weeks period in an ungraded (rural) school and one term of twelve weeks teaching in the Laboratory School on the campus. Offered every term. Prerequisite: Education 110, Education 242. Ten hours.

310. PHYSICAL, SOCIAL, AND EMOTIONAL GROWTH AND DEVELOPMENT.—This course aims to gain an understanding particularly of physical, emotional, and social growth and development of the human individual. With emphasis on the total personality, normal growth and development are stressed and case histories examined. Required of all students pursuing the four-year curriculums. Since the content for this course is essentially the same as the contents for Education 110, credit is not given for both courses. Three hours.

311. MENTAL GROWTH AND LEARNING.—This course is a continuation of Education 310. It emphasizes mental growth and development and learning. The subject deals with such matters as the modifiability and educability of the human organism at different levels of maturity, the nature and different kinds of learning, readiness, motivation, transfer, economy of learning, individual differences, and psychological climate. Required of all students pursuing the four-year teaching curriculums. Prerequisite: Education 110 or 310. Three hours.

312. DIRECT STUDY OF PUPILS.—This course is a continuation of Education 310 and 311. Its purpose is to assist prospective teachers to understand pre-school, elementary, and secondary school children by studying them directly. Skill is developed in the use of anecdotes, sociometrics, home visiting, interviewing, projective techniques, and cumulative records. Prerequisite: Education 311. Three hours.

342. READING IN THE ELEMENTARY SCHOOL.—A course designed to familiarize the student with the curriculum in reading from kindergarten through sixth grade, the selection and use of effective methods and materials of teaching, and the use of tests in evaluating instruction. Required of Elementary Majors. Prerequisite: Education 311. Four hours.

360. THE EXCEPTIONAL CHILD.—The purpose of this course is to gain understanding of the learning and personality difficulties experienced by children who deviate so far in either direction from the normal as to require special attention for adequate guidance. Among such children are the crippled; those with defective hearing, vision, or speech; the mentally deficient and mentally superior; the delicate or nervous; and the socially maladjusted. Offered on demand. Prerequisite: Education 110 or 310. Three hours.

362. MENTAL HEALTH AND PERSONALITY DEVELOPMENT.—The purpose of this course is to point the way to good mental health. It examines into the causes and methods of prevention of poor mental health resulting from the individual's failure to make proper adjustments at home, at school, or elsewhere. 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 elementary or secondary field. Offered on demand. Prerequisite: Education 110 or 310. Four hours.

367. SOCIAL PSYCHOLOGY.—The course aims to understand group behavior. It deals with 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 agents of social control. Emphasis is placed on the various aspects of human make-up utilized by society in the shaping of conduct and belief. Prerequisite: Education 311. Four hours.

374. EDUCATIONAL STATISTICS AND PRINCIPLES OF EVALUATION.—The object of this course is to equip the student with the fundamentals of educational statistical techniques needed by the modern teacher. Both skill in the calculation and interpretation of results are emphasized. Attention is given to collecting and organizing data, measures of central tendency, measures of variability, statistical differences, and correlation; attention is also given to the measurement of intelligence and personality, to marking systems, and to the construction and uses of teacher-made tests. Required of all students pursuing the four-year teaching curriculums. Offered once or twice during the regular year and summer. Prerequisite: Education 311. Three hours.

386. PERCEPTUAL AIDS TO LEARNING.—The purpose of this course is to develop understanding and skill in the use of perceptual aids to learning. It deals with the psychological principles involved in audio-visual and other aids to learning and gives practice in preparing, evaluating, and using perceptual aids materials. Equally applicable to elementary and secondary teachers. Offered on demand. Prerequisite: Education 311. Four hours.

425. SECONDARY SCHOOL GUIDANCE AND COUNSELLING.—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 counselling programs in the secondary school are studied. Especially valuable for high-school teachers who are interested in the growing trend in guidance and counselling in our secondary schools. Offered on demand. Prerequisite: Education 374. Four hours.

430. SUPERVISION IN THE ELEMENTARY SCHOOL.—A laboratory course for experienced teachers, dealing with a study of specific supervisory procedures and of the instructional problems met by pre-service and in-service teachers. Includes opportunities for practical experience in supervision. Senior elective. Offered on demand. Prerequisite: Education 450 and 451. Four hours.

440. CURRICULUM AND INSTRUCTION.—A study of the basic principles of curriculum development and instructional practice. The influence of such factors as child development, theories of learning, democratic ideals and processes, and the function of the school in a democratic society are studied. Sources, functions and use of objectives; issues, trends and problems of curriculum organization, and the evaluation of learning outcomes are included. Prerequisite: Education 310, 311, and 312 and preferably 374.

441. GENERAL METHODS OF TEACHING.—This course follows Education 440 and continues with implications of the content of that course for instructional practice. It involves problems, such as factors in establishing a desirable social climate in the school environment; types of units and their resulting differences in practice; and the application of teaching and learning principles in the various subject areas. Prerequisite: Education 440.

450E AND 451E. STUDENT TEACHING.—Courses providing opportunities, on the senior level, for participation in actual teaching in the elementary school. Content includes planning of teaching units, directed observation, classroom teaching under supervision, conferences with supervisors on teaching procedures, and participation in school activities. Required of Elementary Majors. Fall, Winter, and Spring quarters. Prerequisites: At least twelve hours of professional education. Ten hours.

450S AND 451S. STUDENT TEACHING.—These courses give students ample opportunity to observe expert teaching in the major or minor areas or both as well as participation in actual teaching in the secondary school. Under careful supervision and co-operative work, the student is inducted into the complete job of teaching in the secondary field or fields in which he is preparing. College students interested in extra-curriculum activities may also work with high school groups in their special interest. Prerequisite: At least twelve hours of professional education. Ten hours.

452E. ADVANCED STUDENT TEACHING.—An advanced course in observation and student teaching. It includes carefully directed observation, analysis, and evaluation of teaching methods and materials of instruction. A senior elective for students desiring further experience in teaching in the elementary school. Fall, Winter, and Spring quarters. Prerequisites: Education 450E and 451E. Credit arranged.

452S. STUDENT TEACHING.—An elective in student teaching for the individual who may desire further experience in teaching in an academic field or teaching in another academic area in which he has a minor. Five hours.

455E OR 455S. STUDENT TEACHING.—A course for students who major in a special field and desire to meet the requirements of an advanced elementary certificate or a high-school standard special certificate.

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

METHODS AND MATERIALS IN THE FOUR-YEAR CURRICULUMS

ART

Art 340. Art in the Elementary School. Two hours. P. 65.

Art 345. Art in the Secondary School. Two hours. P. 65.

EDUCATION

Education 342. Reading in the Elementary School. Four hours. P. 75.

GEOGRAPHY

Geography 340. Geography in the Elementary and Secondary Schools. Four hours. P. 57.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education 340. Materials and Methods for Health and Physical Education in the Elementary School. Four hours. P. 69.

Health and Physical Education 342. Methods in Teaching Individual and Dual Activities. Two hours. P. 69.

Health and Physical Education 344. Methods in Teaching Rhythmic Activities. Two hours. P. 69.

Health and Physical Education 440. Methods and Materials for Health Teaching in Secondary Schools. Three hours. P. 69.

Health and Physical Education 441. Methods in Teaching Team Activities. Two hours. P. 69.

Health and Physical Education 443. Methods in Teaching Swimming. Two hours. P. 69.

INDUSTRIAL ARTS

Industrial Arts 440. History and Teaching of Industrial Arts. Four hours. P. 67.

LANGUAGE AND LITERATURE

- English 340. Literature in the Elementary School. Four hours. P. 52.
 English 341. The Language Arts in the Elementary School. Three hours. P. 52.
 English 351. High-School Literature. Three hours. P. 52.
 English 352. High-School English. Two hours. P. 52.
 Speech 342. Direction of School Forensics. Three hours. P. 53.
 Speech 344. Principles and Methods of Speech Correction. Five hours. P. 53.
 Speech 345. Speech Correction Laboratory. Two hours. P. 53.

MUSIC

- Music 340. Music in Elementary and Secondary Schools. Three hours. P. 72.
 Music 341. Band Organization. Two hours. P. 72.
 Music 342. Band Conducting. Two hours. P. 72.
 Music 346. Choral Conducting. Two hours. P. 72.

SCIENCE AND MATHEMATICS

- Mathematics 240. Arithmetic in the Elementary School. Four hours. P. 58.
 General Science 340. Science in the Elementary School. Four hours. P. 55.
 General Science 440. Materials for Teaching Science in Secondary Schools. Two to four hours. P. 55.

SOCIAL STUDIES

- Social Studies 340. Social Studies in Elementary School. Four hours. P. 63.
 Social Studies 440. Social Studies in Secondary School. Three hours. P. 63.

DIVISION OF THE LABORATORY SCHOOLS

E. M. Spencer, Director.

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

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

Because good teaching procedures are of significant importance in the education of teachers, a major share of the actual teaching is done by the supervisors. The opportunity to observe sound teaching procedures is provided to college students and to faculty in connection with their

course work and to the public in general. Experimentation in new methodology and subject materials is carried on in so far as time of the supervisors and the welfare of the children permit.

COLLEGE ELEMENTARY SCHOOL

Mrs. Durboraw, Kindergarten; Miss Davis, First Grade; Miss Williamson, Second Grade; Mrs. Carlson, Third Grade; Miss Peterson, Fourth Grade; Miss Blakely, Fifth Grade; Miss Newberry, Sixth Grade; Miss McKellar, Health and Physical Education; Miss Wenck, Vocal Music; Miss Lindquist, Nurse.

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

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

COLLEGE HIGH SCHOOL

Miss Hawkinson, Principal and Social Studies; Mr. Brand, Mathematics; Miss Solem, English; Mr. Schneider, Social Studies; Miss Holen, Home Arts and Science; Miss Johnston, Science and Mathematics; Miss Petrie, English and Typing; Mr. Wegner and Mr. Ursin, Industrial Arts; Mr. Domek and Mr. Don Anderson, Health and Athletics and Physical Education; Miss FitzMaurice, Modern Languages; Mr. Johnson, Art; Miss Lindquist, Nurse and Health Education; Miss McKellar, Health and Physical Education; Miss Wenck, Vocal Music.

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. It is accredited by the North Central Association of Secondary Schools. The curriculum emphasizes general education and personal growth and development. The high school aims to functionalize its program to meet the needs of pupils. The program of general education is also organized to integrate with the general education in the first two years of college. Beyond academic areas, work is provided in typing, home arts, industrial arts, vocal and instrumental

music, art, forensics, journalism, and physical education including swimming and athletics. A strong co-curriculum and extra-curriculum program is arranged. A student commission co-operates in planning and administration. Admission is by application.

DIVISION OF CO-OPERATING SCHOOLS

Miss Corneliussen; Miss Sorknes; Mr. Steele.

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

DIVISION REQUIREMENTS

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

CO-OPERATING SCHOOLS

The College maintains co-operation with two ungraded schools in Clay County. These schools are of the two-teacher type.

The supervising teachers in the Co-operating Schools are: Miss Anne Slette and Miss Delores Kunz, Averill School, Clay County, District 111; Mrs. Beatrice Wolters Kahl and Miss Katherine Haukebo, Oak Mound School, Clay County, District 78.

FACULTY ORGANIZATION

The faculty is organized into a series of councils, committees of the councils, and special committees. The councils serve in the main as policy forming and advisory agencies for the faculty and the administration; the committees serve primarily as implementing agencies for the councils.

The faculty organization serves to facilitate the administration of the internal affairs of the Collège. It is through discussions in council and committee meetings that the educational program of the College is continuously under scrutiny for the purpose of improving its quality in both content and procedures. Even though these meetings are time consuming for the faculty, no other means seem to be quite adequate for the purpose.

The faculty organization serves to unify the purposes of the College. Co-operative work on administrative and instructional problems tends to direct activities toward a common end. As problems and their proposed solutions are channeled through the committees and the councils to the faculty, the purposes of the College become defined and unified.

The faculty organization serves to keep the program of the College dynamic in character. Group discussions provide excellent means for breaking down resistance to new ideas. Frequent reference to new concepts cause them to become familiar and to take on meanings which have real significance. Group discussions also often prevent new undertakings which might prove a premature venture for the College.

The faculty organization serves to provide in-service education. Through group discussions growth is stimulated. In the give-and-take of the exchange of opinions, members of councils and committees learn to maintain their positions through the presentation of valid evidence in support of their points of view or to surrender their positions gracefully in the light of superior evidence. The result is growth through broadened intellectual points of view and increased tolerance for new concepts.

The faculty organization serves to promote the democratic process. Working together as peers is the American way of dealing with issues. Since education is designed primarily to promote and preserve the ideals of democracy, the democratic process should be given an opportunity to operate in the solution of educational problems and in the administration of the educational program.

The two controlling factors in the selection of personnel for councils and committees are: The ability of the individual to contribute to council and committee work and the value of the experience of working on councils and committees to the individual. The personnel of councils and committees is, therefore, kept as flexible as possible commensurate with maintaining stability of purpose and continuous progress in the development and management of the internal program of the College.

THE COUNCIL OF THE FACULTY

Mr. Snarr, Chairman; Mr. Brand, Secretary; Mr. Christensen; Mr. Selden; Miss Hawkinson; Miss Holmquist; Mr. Johnson; Mr. Kise; Mr. Meinecke; Miss Sorknes; Mr. Spencer; Mr. Waite.

The Council of the Faculty serves in the capacity of a deliberative body for the faculty. Problems which call for faculty action are channeled through this Council. The faculty retains the right to accept or reject the recommendations of the Council of the Faculty.

THE ADMINISTRATIVE ADVISORY COUNCIL

Mr. Snarr, Chairman; Mr. Thurber, Secretary; Mrs. Askegaard; Miss Holmquist; Mr. Selden; Mr. Waite; Mr. Spencer; Miss Owens.

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

THE LIBRARY COMMITTEE

Mr. Heaton, Chairman; Miss Kivi, Secretary; Mr. Wegner; Miss Lumley; Miss Hougham; Miss King; Miss Sorknes; Mrs. Steele.

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

THE COMMITTEE ON PUBLIC RELATIONS

Mr. Waite, Chairman; Mr. Thurber, Secretary; Mr. Christensen; Mr. Kise; Mr. Murray; Mr. Spencer; Mr. Domek; Mr. Wegner.

The Committee on Public Relations functions to keep the public informed concerning the educational program and the activities of the College. The agencies and means used for this purpose are the press, the radio, and visitations by faculty members and College organizations. Through these media the College keeps in contact with its alumni, with its clientele in its profession, and with the public in general.

SCHOLARSHIP COMMITTEE

Mr. Waite, Chairman; Miss Holmquist; Miss King.

The function of the Scholarship Committee is to examine applications for re-admission to the College of students who have not met the scholarship requirements and have, therefore, been placed on academic probation. Applications must be made in writing in order to be considered.

EDUCATIONAL POLICIES COMMITTEE

Mr. Snarr, Chairman; Miss Holmquist, Secretary; Mr. Waite.

The main function of the Educational Policies Committee is to co-ordinate the policies and regulations of the Lower and Upper Divisions of the College. Some of the problems are: satisfactory completion of requirements in general education; satisfactory standards of scholarship; general requirements and standards of scholarship for the Associate Degree in Art and the Associate Degree in Education; evaluation of majors and minors offered in other colleges; and substitution of courses to meet requirements.

THE COUNCIL ON GENERAL EDUCATION

Miss Holmquist, Chairman; Miss McKellar, Secretary; Mr. Addicott; Mr. Heaton; Mrs. Jackson; Miss King; Mr. Kise.

The Council interprets for the College the function of General Education and maintains general supervision of the curriculum and of the procedures for achieving the aims of the program. The Council functions through its various committees in selecting and organizing instructional content for the courses in the curriculum. The Chairman is an ex officio member of each committee.

THE COMMITTEE ON COMMUNICATIONS

Mr. Murray, Chairman; Miss Lumley, Secretary; Mr. Erickson; Mr. Glasrud; Miss Holmquist; Mrs. Jackson; Miss Tainter.

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 contents and outcomes of the courses so that the materials and procedures may be adjusted to achieve the desired objectives in the program of General Education.

THE COMMITTEE ON BIOLOGICAL SCIENCES

Miss King, Chairman; Miss Frick; Mr. Selden.

The Committee is responsible for the organization, administration, integration, and adaptive revision of the courses included in the biological science in General Education.

THE COMMITTEE ON SOCIAL STUDIES

Mr. Kise, Chairman; Mr. Heaton; Mr. Jenkins.

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

THE COMMITTEE ON PHYSICAL SCIENCES

Mr. Addicott, Chairman; Miss King; Mr. Meinecke; Mr. Schultz.

The Committee is responsible for the organization and the administration of the courses in the physical sciences in General Education.

THE COMMITTEE ON HUMANITIES

Mr. Heaton, Chairman; Miss Holmquist; 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 rest largely with the Committee.

THE COUNCIL ON PROFESSIONAL EDUCATION

Mr. Christensen, Chairman; Mrs. Steele, Secretary; Mrs. Durboraw; Miss Hawkinson; Mr. Spencer; Mr. Steele; Mr. Selden; Miss Sorknes; Mr. Waite.

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

THE COMMITTEE ON THE COLLEGE LABORATORY SCHOOLS

Mr. Spencer, Chairman; Miss Hawkinson; Mrs. Steele.

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

THE COMMITTEE ON CO-OPERATING RURAL SCHOOLS

Mr. Steele, Chairman; Mr. Christensen; Mr. Spencer.

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

THE COUNCIL ON ADVISEMENT AND SPECIALIZATION

Mr. Spencer, Chairman; Mr. Waite, Secretary; Mr. Bridges; Miss Frick; Miss King; Mr. Murray; Mr. McGarrity; Mr. Ursin; Miss Williams.

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

THE COUNCIL ON STUDENT AFFAIRS

Mr. Selden, Chairman; Mrs. Askegaard, Secretary; Miss FitzMaurice; Mr. Glasrud; Miss Holmquist; Miss Lindquist; Miss Owens.

The Council on Student Affairs serves as a liaison agency for the faculty and the students in all activities of an extra-curriculum nature. The Council makes points of contacts with students in the local student publications of the College; in social functions designed primarily for students; in the matter of health, recreation, and sports; and in the various student organizations. The Council also shares with the Student Commission the responsibility for approving the budgets for student activities. Moreover, the Council on Student Affairs is responsible for citizenship activities of students.

THE JUNIOR ADVISORY COMMITTEE

Miss Holmquist, Chairman; Mr. Selden, Secretary; Miss FitzMaurice; Mr. Heaton; Mrs. Jackson; Miss McKellar.

It is the function of the Junior Advisory Committee to work with the Senior Advisory Committee under the general direction of the Council on Student Affairs:

- (1) to arrange satisfactory schedules of classes for the freshmen and sophomores;
- (2) to assist these students in arranging their programs to fulfill requirements of their respective curriculums and to enable them whenever possible to follow their special interests in elective courses, special fields, and extra-curriculum activities;
- (3) to help students to adjust themselves emotionally and socially to their new environments.

THE COMMITTEE ON HEALTH, RECREATION, AND ATHLETICS

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

The purpose of the Committee on Health, Recreation, and Athletics is to provide for the students a health and recreation program adequate for protection and for the satisfaction of recreational interests. Two phases of the health program have been introduced recently: Local physicians visit the Campus regularly for free consultation with students; and each year a mobile X-Ray Unit from the State Department of Health provides students the opportunity to secure chest X-Rays free of charge. The Committee constantly endeavors to promote health through a planned recreational and athletic program.

THE ARTS ACTIVITIES COMMITTEE

Miss Williams, Chairman; Miss Dahl; Miss Holen; Mr. Johnson; Miss Tainter; Mr. Wegner; Miss Wenck.

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

THE SOCIAL COMMITTEE

Mrs. Askegaard, Chairman; Mrs. Durboraw; Miss Holen; Miss Lumley; Miss Wenck; Mr. Waite.

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

DEPARTMENTAL ORGANIZATIONS

STUDENT ORGANIZATIONS

The purpose of student organizations is to give opportunity for participation in college activities, to develop leadership, self expression, service, and co-operative endeavor. Recognizing the important place that student organizations fill on the campus, the College provides suitable times and attractive places for organization meetings. Although each group has a faculty adviser, plans and programs are carried out by the students.

Four types of student organizations are maintained on the campus — departmental, honorary, religious, and social. Departmental organizations supplement the offerings of the curriculum, provide opportunity for individual projects, and encourage group activities that are both professional and social. Honorary organizations give to their members the distinction of being affiliated with national groups of similar interests and attainments. Membership is by invitation and is based upon character, scholarship, and special ability. Religious organizations provide a means by which students may become better acquainted, may consider common problems, and may encourage one another in Christian living. Membership in the social organizations is by invitation. The groups develop good fellowship and training in social usage.

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

Dragon Masquers.—The Dragon Masquers have 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 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.

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, Spanish, and German. Its activities center around foreign correspondence, travel talks, games, and songs.

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

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

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 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.

HONORARY ORGANIZATIONS

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

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

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

Gamma Gamma Chapter of Kappa Delta Pi.—Kappa Delta Pi is an international honor society in Education for both men and women. It was organized in 1911 at the University of Illinois and now has more than 150 chapters throughout the United States. The local chapter, Gamma Gamma, was installed May 1, 1931. Juniors and seniors are admitted by recommendation of a membership committee. Recommendations are based upon a scholarship of at least 2.0 and twelve hours in Education with an average of 2.0 if a junior and nineteen with an average of 2.0 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.

RELIGIOUS ORGANIZATIONS

Young Women's Christian Association.—The Young Women's Christian Association is an interdenominational religious organization which strives to create a spirit of friendliness on the campus and to help the student body lead Christian lives. All young women are welcomed to membership, and meetings to promote culture and refinement are held twice a month. The Y. W. C. A. fosters a Campus Sister movement through which the members assist new girls in getting acquainted on the campus.

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

Lutheran Student Association.—The Lutheran Student Association, nation-wide in scope, fosters the spiritual welfare of the student, keeps strong the ties between him and his church, and makes possible enriched Christian fellowship. The chapter on the campus holds meetings twice each month. 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.

SOCIAL ORGANIZATIONS

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

These organizations stress personal development, good fellowship, training in social usage, and service to the College. The scholastic standards for membership are 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.

FACULTY-STUDENT ACTIVITIES

Faculty and students participate jointly in certain activities consisting in the main of convocation, fine arts program, and activities of a social and recreational nature. By providing opportunity for sharing experiences, these activities supplement the instructional program of the College and promote college unity.

CONVOCATION

Through its weekly convocation programs the College offers a wide variety of experiences for faculty and students. These range from lectures by speakers of national and international reputation to programs of local interest. Convocation provides the occasion for making announcements, holding "pep" meetings, recognizing special events, awarding honors of various kinds, installing officers and members of the student commission and other organizations, and considering problems of vital concern to the administration, faculty, and students. Students provide many of the programs. These consist of music by such organized groups as the band and choir and solos by members of the music department, dramatic presentations and round-table discussions by students of the speech department, and programs by departmental, honorary, and religious organizations. Students are encouraged to assume responsibility for convocation programs. Convocation is the only regularly scheduled assembly of all students and faculty; it provides, therefore, the best opportunity for the promotion of college solidarity.

FINE ARTS PROGRAM

To supplement class work the College offers a rich and varied fine arts program. Interest in music is heightened by several concerts given throughout the year by noted artists. Student participation in music is encouraged by the music organizations on the campus. During the year the band, choir, and Euterpe Singers present concerts that are an important part of the music life of the campus and the community. Interest in drama and speech is centered on college plays, debate, and other speech activities. In these, students are given the opportunity to perform and to assist in producing and coaching. Frequent exhibits of the work of well-known painters and designers and annual exhibits of the art works of the college students serve to maintain and create an interest in the creative arts and crafts.

SOCIAL ACTIVITIES

Recognizing the value of social activities, the College provides appropriate opportunities for faculty and student participation in all-college social functions. Some of the occasions are the faculty reception for all students, the Valentine Tea, and the Lilac Tea honoring all June graduates. The teas are given by the Dean of Women and the Dean of Men. The students arrange parties, teas, and dances to which all members of the faculty and student body are invited. These social experiences furnish enjoyable relaxation and are means of stressing accepted social customs and conventions. All students are encouraged to participate in and to receive the benefits of these carefully planned functions.

RECREATION

Recreational activities constitute an essential part of college life. Some of these call for active participation. They include a wide variety of intra-mural sports consisting of touch football, soccer, basket ball, swimming, badminton, table tennis, boxing, wrestling, archery, softball, tennis, baseball, and horseshoe pitching. Some of the recreational activities call for participation as spectators only. These consist of competitive games for football, basket ball, and track. The home games provide diversions for faculty and students and help to create college spirit.

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CERTIFICATE OF SCHOLARSHIP AND CHARACTER

Application for Admission to

MOORHEAD STATE TEACHERS COLLEGE

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

SUBJECTS	Weeks Taken	No. of Rec. Per Week	Final Standing	Credit	SUBJECTS	Weeks Taken	No. of Rec. Per Week	Final Standing	Credit
English, 1st Year					Elem. Algebra				
English, 2nd Year					Higher Algebra				
English, 3rd Year					Plane Geometry				
English, 4th Year					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.									
Spanish, Gram.					Com. Arithmetic				
Spanish, Lit.					Com. Geography				
					Bookkeeping I				
History, Ancient					Bookkeeping II				
History, Modern					Stenography				
History, American					Typewriting				
Social Problems					Bus. Training				
Music					Home Ec., Cooking				
					Home Ec., Sewing				
Drawing					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.....

STATE TEACHERS COLLEGE

MOORHEAD, MINNESOTA

Application For Admission

I hereby apply for admission to the Moorhead State Teachers College and expect to enter (date).....

NAME..... Sex—M..... F.....
(Last) (First) (Middle)

Home Address

Date of Birth
(Year) (Month) (Day)

Married..... No. of Children..... Ages of Children.....

Have you arranged for housing?..... Depending on us to arrange?.....

Are you a veteran of World War II? Yes..... No.....

Will you attend college under the G. I. Bill?..... Rehabilitation?.....

* Graduate of what High School..... Date.....

* Did you take Normal Training in High School?.....

Have you attended this college before?..... When?.....

* Other colleges attended

Do you expect to enter as a Freshman..... Soph..... Jr..... Sr.....

Check the curriculum you plan to follow:

1. Two-Year (for rural and grade teachers)
2. Four-Year Elementary (specializing in grades and kindergarten)
3. Four-Year Secondary (preparation for high-school teaching)
4. Four-Year Liberal Arts (without professional education)
5. Pre-professional (law, medicine, engineering, etc.)

Which Field?

* Transcripts of credits earned in high school, normal training, and in other colleges must be filed with the Registrar before final acceptance of student.

If you are accepted for admission you will be notified in writing.

MOORHEAD STATE TEACHERS COLLEGE

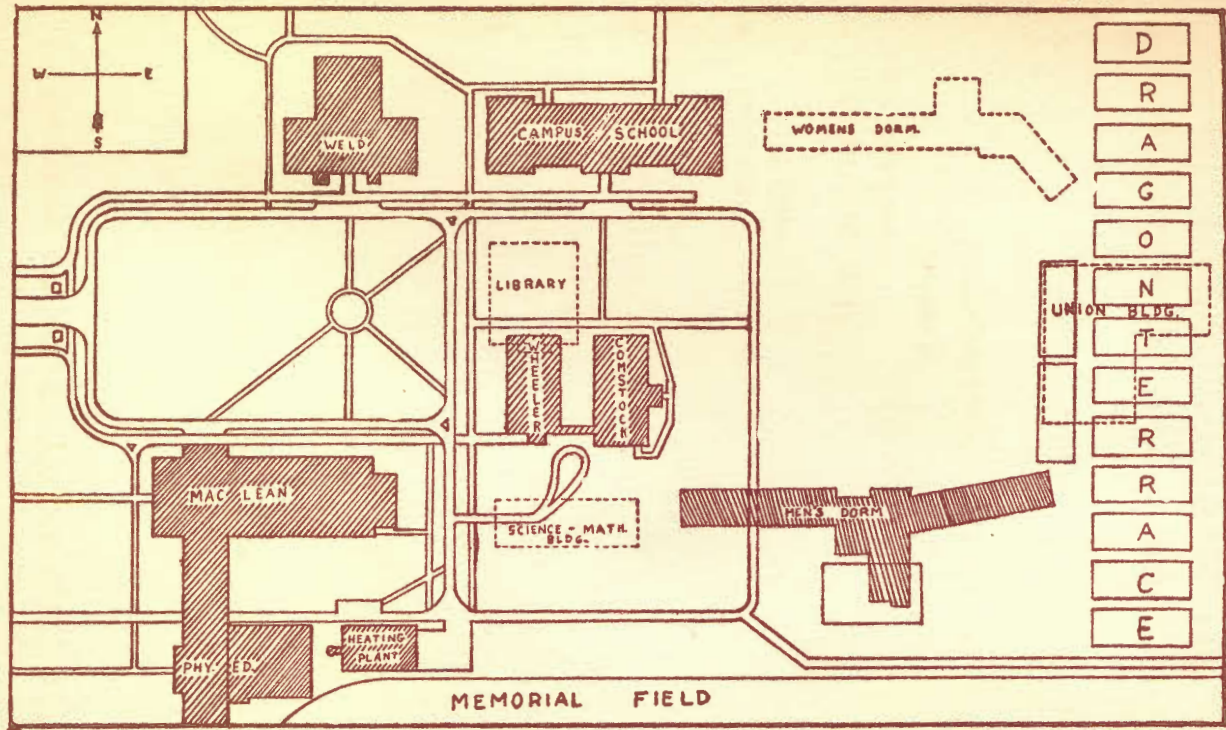
offers

An Educational Program to Meet Your Needs

- **Teacher Education**
4 Year Course (Elementary or Secondary) B. S. Degree
2 Year Course (Elementary) A. E. Degree
- **Liberal Arts**
4 Year Course A. B. Degree
- **General Education**
2 Year Course A. A. Degree
- **Preprofessional**
2 Year Courses
 Business Dentistry
 Engineering Medicine

ALSO

ART, BAND, ATHLETICS, CHOIR, FORENSICS, DRAMATICS,
JOURNALISM, INDUSTRIAL ARTS



A PLAN OF THE COLLEGE CAMPUS

The shaded areas represent buildings in existence or approved for construction. The dotted areas represent college building needs in the future.