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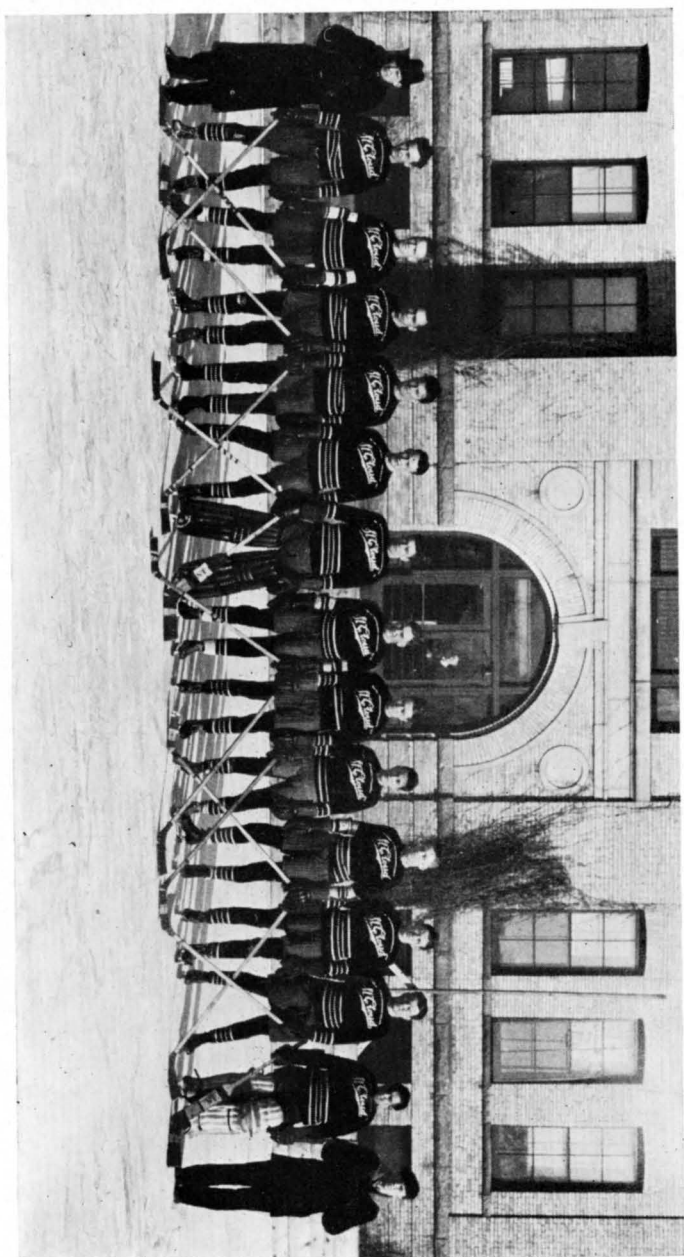
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STATE TEACHERS COLLEGE



1934

ST. CLOUD, MINNESOTA



S. T. C. HOCKEY TEAM

State Teachers College

St. Cloud, Minnesota

Sixty-sixth
Annual Catalog

Announcements
for
1934-1935



This College is a member of the American Association of Teachers Colleges and is designated by that organization as a Class "A" Teachers College.

TABLE OF CONTENTS

	Page
COLLEGE CALENDAR.....	6
MAP OF COLLEGE CAMPUS.....	7
STATE TEACHERS COLLEGE BOARD.....	8
FACULTY.....	9-14
ADMINISTRATIVE OFFICERS.....	15
STANDING COMMITTEES OF THE FACULTY.....	15
THE COLLEGE.....	16-18
History.....	16
Location.....	16
Purpose of the College.....	16
What the College Offers.....	16
Laboratory Schools.....	16
Department of Child Welfare.....	17
Reference Library.....	17
Children's Library.....	17
Museums.....	18
The Islands.....	18
Student Loan Funds.....	18
The Placement Bureau.....	18
ADMISSION.....	19-21
Time of Entrance.....	19
Entrance Requirements.....	19
Recommended High School Work.....	19
High School Teacher Training Department Graduates.....	19
Evaluation of Transferred Credits.....	20
Desirable Qualities and Aptitudes.....	20
Advanced Credits in University of Minnesota.....	20
Student Programs.....	20
Auditors.....	20
Daily Schedule and Study Hours.....	20
Withdrawal.....	21
Penalties.....	21
SCHOLARSHIP REQUIREMENTS.....	22
LIVING ARRANGEMENTS.....	23-25
The Dormitories.....	23
Board and Room in Private Homes.....	23
Cost of Attendance.....	24
Health.....	25
Lectures, Concerts, Entertainments.....	25
Social Activities.....	25
COLLEGE ORGANIZATIONS.....	26-30
COURSES OF STUDY.....	31-41
Four-Year Degree Course.....	31-37
Two-Year Diploma Course.....	38-41
DESCRIPTION OF COURSES.....	42-67
SUMMER SESSION.....	68-69
MINNESOTA COUNTIES REPRESENTED.....	70
SUMMARY OF ENROLLMENT.....	71
HIGH SCHOOL RECORD AND RECOMMENDATION.....	72
APPLICATION FOR ADMISSION.....	73

COLLEGE CALENDAR

1934-1935

SUMMER SESSION

Registration.....Monday, June 11, 1934
Class work begins.....Tuesday, June 12, 1934
Session ends.....Friday, July 20, 1934

FALL TERM

Registration.....Tuesday, September 4, 1934
Class work begins.....Wednesday, September 5, 1934
Term ends.....Wednesday, November 28, 1934

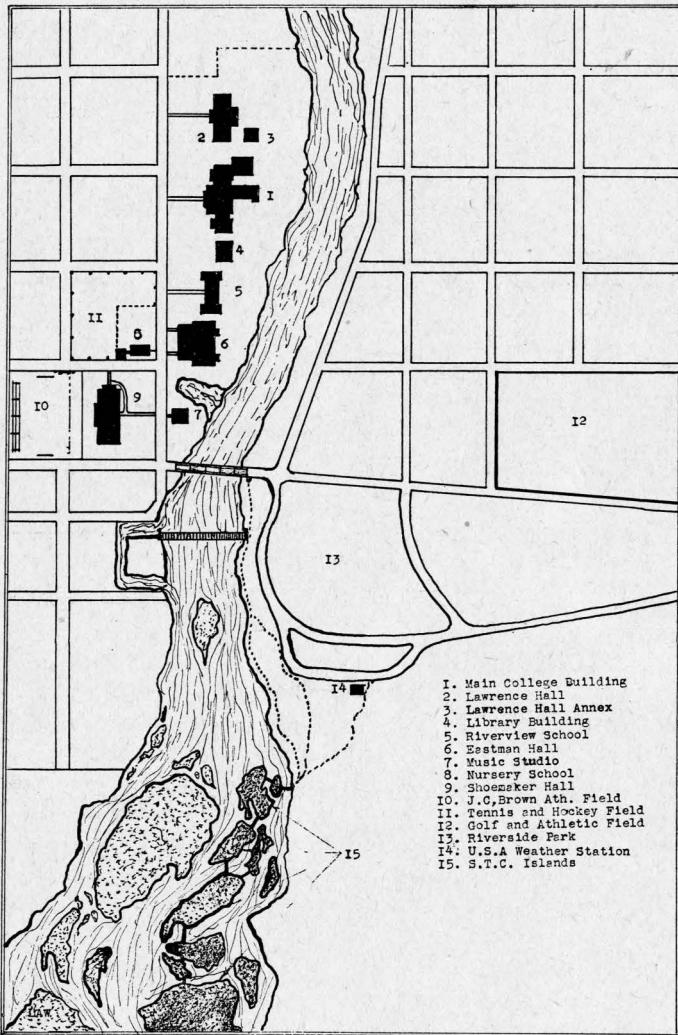
WINTER TERM

Registration.....Monday, December 3, 1934
Class work begins.....Tuesday, December 4, 1934
Christmas vacation begins.....Friday, December 21, 1934
Class work resumed.....Tuesday, January 8, 1935
Term ends.....Friday, March 8, 1935

SPRING TERM

Registration.....Saturday, March 9, 1935
Class work begins.....Monday, March 11, 1935
Easter vacation begins.....Wednesday, April 17, 1935
Class work resumed.....Tuesday, April 23, 1935
Term ends.....Wednesday, June 5, 1935

*All students will meet in the College Assembly Hall at 9:00 A. M., Tuesday, September 4. Conferences with faculty advisers will be held, credits will be adjusted, and students will be advised in regard to choice of curricula. Students should arrive in St. Cloud on Monday, September third, to make living arrangements for the quarter. Inquiries regarding admission, living conditions, courses, etc., will be promptly answered if addressed to the president of the college.



MAP OF COLLEGE CAMPUS

STATE TEACHERS COLLEGE BOARD

H. J. McCLEARN	-	-	-	-	-	<i>President</i>
			Duluth			
F. A. SHEEBON	-	-	-	-	-	<i>Resident Director</i>
			Winona			
C. C. BAKER	-	-	-	-	-	<i>Resident Director</i>
			Mankato			
J. J. QUIGLEY	-	-	-	-	-	<i>Resident Director</i>
			St. Cloud			
G. L. GOSSLEE	-	-	-	-	-	<i>Resident Director</i>
			Moorhead			
DeWITT H. GARLOCK	-	-	-	-	-	<i>Resident Director</i>
			Bemidji			
BENJAMIN DRAKE	-	-	-	-	-	<i>Director</i>
			Minneapolis			
L. J. SHIELDS	-	-	-	-	-	<i>Director</i>
			St. Paul			
E. M. PHILLIPS, State Commissioner of Education	-	-	-	-	-	<i>Member Ex-officio</i>
			St. Paul			

FACULTY

1934 - 1935

GEO. A. SELKE.....President

Graduate, State Teachers College, St. Cloud; B. A., College of Education, University of Minnesota; A. M., Teachers College, Columbia University; Graduate Student, University of Minnesota and Columbia University.

Teacher in Rural and Graded Schools; Principal of Graded Schools, North Dakota; County and City Superintendent of Schools, Minnesota; Assistant Director of Graded and High Schools, Director of Rural and Consolidated Schools, State Department of Education, Minnesota; Instructor, Assistant Professor and Professorial Lecturer, University of Minnesota; Professor of Education, Summer Session, University of Missouri; State Teachers College, St. Cloud, 1927—

JOHN E. TALBOT.....Director of Training

B. A., Nebraska Wesleyan University; A. M., Teachers College, Columbia University; Graduate Student, University of Nebraska, University of Chicago, and Columbia University.

Teacher in Rural Schools, Grades, and High Schools, and Superintendent of Schools, Nebraska; Assistant Superintendent of United States Government Schools, Canal Zone, Panama; Director of Training Department, State Normal College, Bowling Green, Ohio; Professor of Education, Summer Session, Ohio State University; State Teachers College, St. Cloud, 1921—

GEORGE H. LYNCH.....Physical Education

Graduate, State Teachers College, St. Cloud; B. S., M. S., University of Minnesota; Student, Harvard University; Notre Dame School for Coaches; Graduate Student, University of Minnesota; Student, School of Coaching, Northwestern University, Evanston, Ill.

State Teachers College, St. Cloud, 1903—

ALBERTINA C. ANDERSON.....Supervisor in Junior-High Grades

B. E., State Teachers College, St. Cloud; Student, University of Minnesota, and Teachers College, Columbia University.

Teacher and Grade Principal, St. Cloud, Minn.; State Teachers College, St. Cloud, 1905—

EVALIN PRIBBLE.....Mathematics and English

Graduate, Teachers College, Winona; B. S., Graduate Student, Teachers College, Columbia University and University of Minnesota.

Grade Schools of Sauk Center and Anoka, Minn.; State Teachers College, St. Cloud, 1906—

BLANCHE E. ATKINS.....Education

Graduate, State Teachers College, St. Cloud; Ph. B., Hamline University; A. M., University of Minnesota; Graduate student, Columbia University and University of Chicago.

Teacher in Grades and Vacation Schools, Minneapolis; Instructor, University of Minnesota; State Teachers College, St. Cloud, 1906—

LEONARD A. WILLIAMS.....Visual and Industrial Education

A. R. P. S., Royal Photographic Society of Great Britain; Student, New York University; Student, New York School of Fine and Applied Arts; Pictorial Photography Student, F. C. Tilney, London; Industrial Photography Student, Hillary G. Bailey, Indianapolis; Visual Education Student, Eastman Kodak Co., Rochester, N. Y.

Draftsman and Designer, Experimental Department Machinist and Shop Foreman, Dixon, Ill.; Director of Manual Arts, Dixon, Ill.; State Teachers College, St. Cloud, 1907—

CARRIE BARDEN.....English

B. A., Upper Iowa University; A. M., University of Michigan.

Principal, High School, Waukon, Iowa; English Department, Oshkosh Normal School; State Teachers College, St. Cloud, 1910—

CHARLOTTE M. KNUDSON.....Rural Education

Graduate, State Teachers College, St. Cloud; Student, University of Minnesota and University of Chicago.

Rural Schools of Minnesota; Grade Teacher, Pelican Rapids; Teacher and Grade Principal, St. Cloud, Minn.; County Superintendent, Otter Tail County, Minn.; Instructor, Summer Session, University of Minnesota; State Teachers College, St. Cloud, 1912—

STELLA R. ROOT.....Music

Ph. B., and Ph. M., Hillsdale College, Mich.; Diploma, American Institute of Normal Methods in Music, Evanston, Ill.; Student, New England Conservatory, Boston, Mass.; Walter Spry Music School, Chicago, Ill.

Supervisor of Music, Jackson, Mich.; Springfield, and Peoria, Ill.; Director of Music, School of Education, University of Chicago; State Teachers College, St. Cloud, 1913—

CLIFFORD O. BEMIS.....Mathematics

Graduate, State Teachers College, St. Cloud; B. A., University of Minnesota; A. M., Columbia University; Graduate Student, Columbia University.

Teacher and Principal, Public Schools, Minnesota; State Teachers College, St. Cloud, 1914, 1917, 1919—

- HELEN HILL**.....English
 Graduate, State Teachers College, St.Cloud; B. A., University of Minnesota; A. M., Colorado State Teachers College; Graduate Student, Teachers College, Columbia University; University of California; University of Minnesota.
 St.Cloud High School; State Teachers College, St.Cloud, 1915—
- EDITH E. H. GRANNIS**.....Librarian
 Student, Hamline University; B. A., University of Wisconsin; Certificate, New York State Library School; M. S., School of Library Service, Columbia University.
 Assistant Librarian, State Teachers College, Mankato; Librarian, School and Public Library, Buhl, Minn.; Librarian, State Teachers College, St.Cloud, 1917—
- ETHEL G. GRAVES**.....Geography
 Graduate, State Teachers College, St.Cloud; B. A., University of Minnesota; Graduate Student, University of Chicago; Colorado State Teachers College, Greeley, Colo.
 Rural Schools of Minnesota; Grade Schools, Warren, Minn.; Teacher in High School, Sauk Center, Minn.; Supervising Principal, Two Harbors, Minn.; State Teachers College, St.Cloud, 1918—
- GEORGE W. FRIEDRICH**.....Biological Science
 B. A., Ripon College; Graduate Student, University of Wisconsin; M. S., University of Chicago; Post-graduate Student, University of Chicago; Cornell University, Ithaca, N. Y.
 Science, High Schools of Illinois and Wisconsin; Central High School, Superior, Wis.; University of Chicago High School; State Teachers College, St.Cloud, 1921—
- MAMIE R. MARTIN**.....Associate Librarian
 B. A., Ohio Wesleyan University; Certificate, New York State Library School; M. S., School of Library Service, Columbia University.
 Teacher in High School, Alma, Wis.; Librarian, Emerson High School Branch, Gary, Ind.; Cataloger, Public Library, Aurora, Ind.; Librarian, Public Library, Clinton, Ind.; State Teachers College, St.Cloud, 1922—
- JOHN R. McCRORY**.....Psychology
 Graduate, State Normal School, Oshkosh, Wis.; B. A., A. M., University of Wisconsin; Graduate Student, University of Minnesota; Ph. D., University of Wisconsin.
 Principal and Superintendent, Public Schools, Wis.; Extension Division, University of Wisconsin; Assistant, School of Education, University of Wisconsin; State Teachers College, St.Cloud, 1922—
- MABEL A. PAULL**.....Assistant Director of Training
 Graduate, Iowa State Teachers College; Student, University of Colorado; B. A., A. M., University of Iowa.
 Teacher in Rural Schools and Grades, Principal of High School, and Superintendent of Schools, Iowa; Research Assistant, College of Education, University of Iowa; Supervisor of Grades, Denison, Iowa; State Teachers College, St.Cloud, 1922—
- NORA J. SWAN**.....Supervisor in Primary Grades
 Graduate, State Teachers College, Cedar Falls, Iowa; B. A., Washington University; A. M., University of Minnesota; Student, Chicago University.
 Grade Schools, Iowa; Everett and Seattle, Wash., and Minneapolis, Minn.; State Teachers College, St.Cloud, 1922—
- LESLIE D. ZELENY**.....Sociology
 B. S., University of Minnesota; A. M., Columbia University; Ph. D., University of Minnesota.
 Social work, Minneapolis and New York; Recreational Instructor and Principal of private vacation school, Minneapolis; Assistant Scout Executive, Minneapolis; Research Assistant, University of Minnesota; Instructor, Summer Session, University of Minnesota; State Teachers College, St.Cloud, 1923—
- FLORENCE KELLY ZELENY**.....Reading and Speech
 Graduate, State Teachers College, Ypsilanti, Mich.; B. A., University of Michigan; A. M., University of Minnesota.
 Instructor in English, Ferris Institute, Big Rapids, Mich.; County Normal Supervisor, Port Huron, Mich.; Grade Teacher, Ann Arbor, Mich.; Instructor, Summer Session, State Teachers College, Ypsilanti, Mich.; State Teachers College, St.Cloud 1923—
- L. RUTH CADWELL**.....Supervisor in Junior-High Grades
 B. A., Iowa State Teachers College and Supervisor's Diploma; A. M., University of Minnesota; Post-Graduate Student, Iowa State Teachers College; Graduate Student University of Chicago and University of Minnesota.
 Teacher in Rural Schools, Grades and High Schools of Iowa; Supervisor in Iowa State Teachers College; Miami University, Oxford, Ohio; State Teachers College, St.Cloud, 1924—
- LILLIAN M. BUDGE**.....Literature
 Graduate, State Normal School, Valley City, N. D., B. A., University of North Dakota; A. M., University of Chicago.
 Grades, High School and Americanization Work, Grand Forks, N. D., Minneapolis, and Panama Canal Zone; Assistant, North Dakota State Department of Education; State Teachers College, St.Cloud, 1924—

- BETH PORTER GARVEY**.....Dean of Women
 B. A., Carleton College; A. M., University of Minnesota.
 High School Instructor, LeRoy, Austin, Faribault, Minneapolis; Junior-Senior High School Principal, Ortonville; Dean of High-School Students, Albert Lea; Dean of Women, Rochester Junior College; State Teachers College, St.Cloud, 1925—
- AGNES C. BROHAUGH**.....Assistant Director of Training
 Graduate, State Teachers College, Moorhead, Minn.; B. S., University of Minnesota; A. M., Teachers College, Columbia University; Graduate Student, University of Chicago; University of Minnesota.
 Teacher in Grades, Principal of Grade School, South St.Paul; Instructor in High Schools, Minnesota; State Teachers College, St.Cloud, 1925—
- DUDLEY S. BRAINARD**.....History
 B. A., Carleton College; A. M., University of Wisconsin; Graduate Student, University of Minnesota and Columbia University.
 Superintendent of Schools at Slayton, Redwood Falls and Fairmont, Minn.; State Teachers College, St.Cloud, 1925—
- DORA C. PERRY**.....Supervisor in Junior-High Grades
 B. A., Cornell College, Mt. Vernon, Iowa; M. S., Cornell University, Ithaca, New York; Graduate Student, University of Minnesota.
 Teacher in Rural Schools and High Schools; Supervisor, State Teachers College, Moorhead, Minn.; State Teachers College, St.Cloud, 1925—
- MYRL CARLSEN**.....Supervisor of Music
 B. A., Carleton College; Music Supervisor's Diploma, Carleton College; Graduate, American Institute of Normal Methods, Lake Forest College, Ill., A. M., Columbia University.
 Music Supervisor in City Schools, Iowa; Private Piano Teaching and Professional Accompanying; Instructor of Music, Summer Session, Iowa State Teachers College; State Teachers College, St.Cloud, 1926—
- HELEN BOTTUM**.....Supervisor in Primary Grades
 Graduate, Miss Wood's Primary Training School; B. S., A. M., Teachers College, Columbia University.
 Teacher in Kindergarten and Grades, South Dakota and Idaho; Supervisor of First Grade, Michigan State Normal College, Ypsilanti, Mich.; State Teachers College, St.Cloud, 1926—
- MARIE E. CASE**.....Physical Education
 Graduate, Drake University, Des Moines, Iowa; B. A., Kansas State Teachers College; Graduate Student, University of Wisconsin; American Institute of Normal Methods; Colorado State Teachers College, Greeley, Colo.
 Teacher in Grades; County Superintendent, Harrison County, Iowa; Instructor in State Teachers College, Pittsburg, Kan.; State Teachers College, St.Cloud, 1926—
- JOHN C. COCHRANE**.....History and Dean of Men
 B. A., A. M., University of Indiana; Post-Graduate Student, University of Chicago.
 Teacher in High Schools of Indiana; Decatur, Ill.; Oak Park, Ill., and Davenport, Iowa; History Department, Lombard College, Galesburg, Ill., State Teachers College, St.Cloud, 1926—
- EMMA S. LARSON**.....Supervisor in Junior-High Grades
 Graduate, State Teachers College, La Crosse, Wis.; B. S., Iowa State University; A. M., Columbia University; Student, University of Wisconsin; Graduate Student, Iowa State University.
 Teacher in Rural Schools, Grades, Principal of High Schools, Wisconsin; Junior High School, Winona, Minn.; State Teachers College, St.Cloud, 1926—
- LELA STANLEY**.....Supervisor in Primary Grades
 B. A., Iowa State Teachers College; Graduate Student, Columbia University.
 Teacher in Grades, Iowa and South Dakota; Principal of Elementary School, Aberdeen; Supervisor of Primary Grades, Instructor of Primary Methods, Northern State Teachers College, Aberdeen, S. D.; State Teachers College, St.Cloud, 1926—
- HELEN STEEN HULS**.....Music
 Graduate, Northwestern University; Voice Student, Walter Allan Stults, Monica Graham Stults, Mrs. Estelle Mandeville, William Stickles; Piano Student, Carl Beecher; Post Graduate, Voice Student, Grand Lake, Col.; Student, University of New York.
 Teacher of Voice and Theory at Cottey Junior College, Nevada, Mo.; State Teachers College, St.Cloud, 1926—
- H. BEATRICE WILLIAMS**.....Supervisor in Intermediate Grades
 Student, Iowa State Teachers College; B. A., Penn College, Iowa; A. M., State University of Iowa.
 Teacher of Rural Schools and Grades, Iowa; Normal Training Supervisor and Principal of High School, Iowa; State Teachers College, St.Cloud, 1926—

- W. CLYDE CROXTON**.....Biological Science
 Graduate, State Teachers College, Macomb, Ill.; Student, University of Chicago; B. S., M. S., Ph. D., University of Illinois.
 Teacher in Elementary and High Schools, South Dakota and Illinois; Principal of Schools, Illinois and Colorado; Supervisor of Science, Rock Island; Supervisor and Instructor of Science, University High School and University of Illinois; State Teachers College, St.Cloud, 1927—
- CARRIE A. HUPP**.....Physical Education
 B. S., Northwestern University; Graduate, Chicago Normal School of Physical Education; Graduate Student, University of Wisconsin; Colorado State Teachers College, Greeley, Colo.
 Director of Physical Education, Tarkio College, Mo.; Instructor in Physical Education, State University of Iowa; Director of Physical Education, State Teachers College, Pittsburg, Kan.; State Teachers College, St.Cloud, 1927—
- ANNA C. LARSON**.....Geography
 B. A., Iowa State Teachers College; M. S., University of Chicago.
 Teacher in Rural, Grade, Junior and Senior High Schools, Iowa; Instructor of Geography, Summer School, Iowa State Teachers College; State Teachers College, St.Cloud, 1927—
- PAULINE PENNING**.....Art
 Student, Northern State Normal School, DeKalb, Ill.; Graduate, Academy of Fine Arts, Chicago; Ph. B., University of Chicago; A. M., Columbia University.
 Teacher in Rural and Graded Schools, Illinois; Supervisor of Art, South Bend and Bloomington, Ind., and Wilkingsburg, Pa.; State Teachers College, St.Cloud, 1927—
- *JOHN WEISMANN**.....Industrial Arts and Physical Education for Men
 Graduate, State Teachers College, St.Cloud; B. A., St.Thomas College; Graduate Student, University of Minnesota.
 Instructor, Industrial Arts, Appleton, Minn.; Assistant in Industrial Arts, St.Thomas College; Instructor Industrial Arts, High School, Iowa City; State Teachers College, St. Cloud, 1927—
- E. M. PAULU**.....Supervision, Research
 Graduate, Teachers College, Oshkosh, Wis.; Ph. B., University of Wisconsin; A. M., University of Minnesota; Graduate Student, University of Minnesota; Colorado State Teachers College, Greeley, Colo.
 Teacher, Rural and Village Schools, Wisconsin; Superintendent and Principal, High Schools, Wisconsin; Supervisor, Teacher Training, Teachers College, Aberdeen, S. D.; State Teachers College, St.Cloud, 1928—
- BERTHA CAMP**.....Supervisor in Intermediate Grades
 B. S., North Dakota Agricultural College; A. M., Columbia University.
 Superintendent, Felton, Minn., Estelline, S. D.; Supervisor, State Teachers College, Moorhead, Minn., California State Teachers College, Chico, Calif.; State Teachers College, St.Cloud, 1928—
- FLORENCE DODD**.....Children's and Reference Librarian
 Student, Milwaukee-Downer College; B. A., University of Wisconsin; Graduate of Library School, University of Wisconsin.
 Assistant Librarian, State Teachers College, Superior, Wis.; Librarian, Ironwood High School, Ironwood, Mich.; State Teachers College, St.Cloud, 1928—
- O. J. JERDE**.....Social Science
 B. A., Luther College, Decorah, Iowa; Graduate Student, University of Minnesota.
 Principal and Superintendent of Schools, Toronto and Brandt, S. D.; Alta, Ottumwa and Hedrick, Iowa; Jackson, Minn.; Instructor, Summer Extension Schools, Iowa State Teachers College; State Teachers College, St.Cloud, 1928—
- ELISE D. PREUS**.....Supervisor in Intermediate Grades
 Graduate, State Normal School, LaCrosse, Wis.; B. A., University of Wisconsin; Graduate Student, University of Minnesota; A. M., Columbia University.
 Teacher in Rural, Graded and High Schools of Wisconsin; Principal, Coon Valley, Wis.; Supervisor, River Falls, Wis.; State Teachers College, St.Cloud, 1928—
- HELEN A. GREIM**.....Music
 B. Mus., M. Mus., Northwestern University; Piano Study, Carl M. Beecher, Arne Oldberg, Frank LaForge, Gabriel Fenyves.
 Assistant in Piano Northwestern University; Piano and Theory, State Teachers College, Minot, N. D.; State Teachers College, St.Cloud, 1929—
- CHESTER B. LUND**.....Rural Administration
 Graduate, State Teachers College, St.Cloud; Student, University of Minnesota, University of Chicago.
 Superintendent of Schools, Brandon, Minn.; County Superintendent, Douglas County, Minn.; State Teachers College, St.Cloud, 1929—

- MYRTLE WALSH McKECHNIE**..... Director of Nursery School
 Graduate, State Teachers College, St.Cloud; B. S., University of Minnesota.
 Teacher in Rural Schools, Nursery School Teacher, University of Minnesota; State Teachers College, St.Cloud, 1929—
- ESTHER ANDREASEN**..... Health Education and College Nurse
 Graduate, Teachers College, Valley City, N. D., B. S., University of Minnesota; Graduate in Nursing, University of Minnesota; Graduate Student, Public Health Nursing, University of Minnesota; Graduate Student, Department of Nursing, Columbia University.
 Army Reserve Nurse, Camp Dodge, Ia.; County Public Health Nurse, Otter Tail County, Minn.; Assistant Superintendent of Nurses, Glen Lake Sanatorium, Minn.; Instructor, School of Nursing, University of Minnesota; University of Nebraska; Acting Superintendent of Nurses, University Hospital, University of Minnesota; State Teachers College, St. Cloud, 1930—
- WAUNITA M. BELL**..... Assistant Librarian
 B. A., University of Minnesota; B. S., Library School, University of Minnesota.
 Librarian, High School, Glenwood, Wis.; State Teachers College, St.Cloud, 1930—
- A. F. BRAINARD**..... Physical Education
 B. S., College of Education, University of Illinois; A. M., University of Illinois; Student, Indiana State Teachers College, Muncie, Ind.; Student, Michigan State Normal School, Ypsilanti, Mich.
 Teacher in Rural and Consolidated Schools of LaGrange County, Indiana; Supervisor of student teaching in Physical Education, University of Illinois; Instructor in Professional Courses in Physical Education and Athletic Coaching, summer courses, University of Illinois; State Teachers College, St.Cloud, 1930—
- ELIZABETH ELOISE HEBEL**..... Supervisor in Primary Grades
 B. A., A. M., University of Iowa; Student, Cornell College, Mt. Vernon Ia.; Iowa Wesleyan College, Mt. Pleasant, Ia.
 Teacher in Rural Schools, Iowa; Instructor in University Elementary School, University of Iowa; State Teachers College, St.Cloud, 1930—
- RUTH MOSCRIP**..... Supervisor in Intermediate Grades
 B. A., University of Iowa; A. M., University of Iowa; Student, University of Chicago.
 Instructor in Public Schools of Marshalltown, Iowa; Demonstration work, University Elementary School, University of Iowa; State Teachers College, St.Cloud, 1930—
- NELL BOYD TAYLOR**..... Director of Parent Education
 B. A., A. M., George Washington University, Washington, D. C.; Graduate Student, Teachers College, Columbia University.
 Kindergarten Teacher, Washington, D. C.; Critic Teacher, Wilson Normal School, Washington, D. C.; Assistant Educational Secretary, American Association of University Women, Washington, D. C.; State Teachers College, St.Cloud, 1931—
- HERBERT A. CLUGSTON**..... Psychology
 Student, Wabash College; B. A., De Pauw University; B. D., Garret Biblical Institute; A. M., University of Colorado.
 Assistant in Zoology, Wabash College; Assistant in Education, University of Colorado; Director of Wesley Foundation, University of Colorado; State Teachers College, St.Cloud, 1931—
- AMY H. DALE**..... English
 B. A., Macalester College, St.Paul; Minnesota School of Business, Minneapolis; Graduate Student, Colorado State Teachers College, Greeley, Colo.
 Teacher, Brewster High School; State Teachers College, St.Cloud, 1931—
- FRANCES NEALE**..... Supervisor in Kindergarten
 B. S., State Teachers College, Kirksville, Mo.; A. M., University of Missouri; Graduate Student, University of Chicago.
 Teacher in Rural School and Primary Grades, Missouri; Kindergarten Critic Teacher, State Teachers College, Kirksville, Mo.; Teacher, Hammond, Ind.; State Teachers College, St. Cloud, 1931—
- GRACE S. NUGENT**..... Supervisor in Intermediate Grades
 Graduate, Bemidji State Teachers College; B. S., A. M., University of Iowa.
 Teacher in Rural Schools of Minnesota; Junior High School, Bemidji, Minn.; Elementary School Principal, Iowa City, Ia.; Supervisor of Elementary Grades, State Teachers College, Bellingham, Wash.; Principal of Perkins School for Crippled Children, University Hospital, Iowa City, Ia.; State Teachers College, St.Cloud, 1931—
- RICHARD M. SMITH**..... Elementary Education
 B. A., Simpson College, Indianola, Ia.; A. M., Colorado State Teachers College, Greeley, Colo.
 Instructor in Senior and Junior High Schools, Indianola, Ia.; Superintendent of Consolidated School, Beech, Ia.; Teaching Fellowship, Education Department, Colorado State Teachers College; State Teachers College, St.Cloud, 1931—

- WESLEY B. THURMAN**.....Science
 Graduate, State Teachers College, St. Cloud, Minn.; B. S., University of Minnesota; Post Graduate Work, University of Minnesota; A. M., University of Southern California.
 Rural School Teacher; Grade School Principal, Minnesota; High School Teacher, Virginia, Minn.; Superintendent of Schools, Buhl, Minn.; State Teachers College, St. Cloud, 1931—
- DALMON V. BOARDMAN**.....Physician, Health Service
 B. S., B. M., University of Minnesota; M. D., Baylor Hospital, Dallas, Texas; Morningside Hospital, Tulsa, Okla.
 Physician, Students Health Service, University and Farm School of Minnesota; Instructor in Preventative Medicine and Public Health, University of Minnesota; State Teachers College, St. Cloud, 1932—
- HELEN B. STEPHENS**.....Dramatics
 B. S., University of Minnesota; A. M., Columbia University.
 Teacher, High School, Swanville; Junior High School, St. Cloud; State Teachers College St. Cloud, 1932—
- ALF HARBO**.....Music
 B. A., Augsburg College, Minneapolis, Minn.; Graduate Student, University of Minnesota; Student, Chicago Musical College, Chicago, Ill.
 Principal of High School, Pine River, Minn.; Superintendent, Tower City, N. Dak.; Supervisor of Music, Mora, Minn.; Instructor, Minneapolis, Minn.; State Teachers College, St. Cloud, 1933—
- E. E. LOWRY**.....Supervisor of Art
 Ph. B., A. M., University of Chicago.
 Instructor, Winston-Salem, N. C.; Arizona State Teachers College, Tempe, Ariz.; State Teachers College, St. Cloud, 1933—
- F. M. SMUDDE**.....Rural Education
 Graduate, State Teachers College, River Falls, Wis.; B. E., State Teachers College, St. Cloud; Student, University of Minnesota.
 Rural School Supervision, Wisconsin; Principal, Consolidated School, Jackson, Minn.; County Director 4-H Club Work, Jackson, Minn.; State Teachers College, St. Cloud, 1933—
- HARVEY R. WAUGH**.....Music
 B. A., Grinnell College, Ia.; A. M., University of Iowa; Studied violin under Leon Sametini, Chicago Musical College, and Leopold Auer.
 Violin Instructor, Grinnell College, Ia.; Instructor in Violin and Orchestra, Fisk University, Nashville, Tenn.; Head of Music Department, Fisk University, Nashville, Tenn.; Instructor in Violin and Theory, Dickenson Junior College, Williamsport, Pa.; Graduate Assistant in Theory of Music, University of Iowa; Violin Instructor, summer session, Grinnell College, Iowa; Assistant Professor of Violin and Ensemble, Iowa State Teachers College; State Teachers College, St. Cloud, 1933—

* Leave of Absence.

ADDITIONAL INSTRUCTORS

SUMMER SESSION, 1933

F. E. Perkins, Superintendent of Schools, Crosby, Minn.

H. L. Schoelkopf, Managing editor, St. Cloud Times-Journal Press, St. Cloud, Minn.

R. R. Sorenson, Superintendent of Schools, Tracy, Minn.

ADMINISTRATIVE OFFICERS

James J. Quigley.....	Resident Director
George A. Selke.....	President
Mary Lilleskov.....	Registrar
Odelia E. Kolb.....	Secretary to President
Lillian Lind.....	Accountant
Ruth Witmer.....	Secretary to Registrar
Elizabeth Eastman.....	Text-book Librarian
Irene Kallin.....	Assistant Accountant
Muriel Segelstrom.....	Office Assistant
Ruth Spicer.....	Office Assistant
Thelma Graven.....	Office Assistant
Mary Lammersen.....	Secretary to Director of Training
Ellen Ready.....	House Director, Lawrence Hall
Bertha Sharp.....	House Director, Shoemaker Hall

STANDING COMMITTEES OF THE FACULTY

ADMINISTRATION—Mr. D. S. Brainard, Miss Lilleskov, Miss Lind, Mr. Lund, Mr. McCrory, Miss Neale, Mr. Talbot, Miss Taylor.

ATHLETICS—Mr. A. F. Brainard, Mr. Boardman, Miss Case, Mr. Friedrich, Miss Hupp, Mr. Lynch, Mr. Talbot, Mr. Thurman, Mr. Weismann.

CAMPUS PLANNING—Mr. Croxton, Miss Brohaugh, Mr. Friedrich, Miss Knudson, Mr. Lynch, Mr. Smith, Mr. Williams.

CURRICULUM—Mr. McCrory, Mr. D. S. Brainard, Miss Brohaugh, Miss Dale, Mr. Jerde, Miss Knudson, Miss Lilleskov, Mr. Paulu, Mr. Talbot, Miss Taylor.

DECORATIONS—Miss Budge, Mr. Clugston, Mr. Thurman, Miss Anna Larson, Mr. Lynch, Miss Penning, Mr. Williams.

LECTURES AND ENTERTAINMENTS—Mr. D. S. Brainard, Miss Bottum, Mr. Friedrich, Mr. Jerde, Miss Emma Larson, Miss Pribble, Miss Root, Mr. Talbot.

LIBRARY—Miss Knudson, Miss Atkins, Miss Barden, Mr. Croxton, Miss Granis, Miss Martin, Mrs. Swan.

ORGANIZATIONS—Mrs. Garvey, Mr. Cochrane, and faculty advisers of the organizations.

PUBLICATIONS—Mr. Clugston, Miss Budge, Mr. Smith, Miss Hill, Miss Lilleskov, Miss Moscrip, Mr. Paulu, Mr. Williams, Mr. Zeleny.

PUBLICITY—Miss Hill, Miss Anderson, Mr. Croxton, Miss Moscrip, Miss Perry, Mr. Williams, Mr. Zeleny.

SOCIAL AFFAIRS—Mrs. Garvey, Mr. A. F. Brainard, Miss Cadwell, Mr. Cochrane, Miss Hill, Miss Hupp, Miss Lind, Miss Penning, Mr. Smith.

STUDENT WELFARE—Miss Graves, Miss Andreasen, Mr. Cochrane, Mr. Croxton, Mrs. Garvey, Miss Knudson, Miss Lilleskov, Mr. McCrory, Miss Paull, Miss Ready, Mrs. Sharp.

STATE TEACHERS COLLEGE

THE COLLEGE

HISTORY

The institution was opened in St. Cloud in 1869 as the St. Cloud State Normal School. The name was changed by the state legislature in 1921 to the St. Cloud State Teachers College. Over 8,000 young men and women have been graduated from the various courses during its sixty years of service. It is the largest of the Minnesota Teachers Colleges and one of the largest in the central states. The college is a member of the American Association of Teachers Colleges and is designated by that organization as a "Class A Teachers College."

LOCATION

The college is located in the city of St. Cloud which has a population of about 25,000. St. Cloud is on the transcontinental lines of the Great Northern and the Northern Pacific Railways. Branch lines also pass through the city. Bus lines furnish hourly transportation to Minneapolis and St. Paul over the paved Jefferson Highway and busses run at frequent intervals from St. Cloud to most of the larger cities and towns of Central Minnesota.

PURPOSE OF THE COLLEGE

The college is maintained for the purpose of preparing teachers for the public schools of Minnesota. The college is, therefore, definitely a professional institution.

The success of our public schools depends essentially on the quality of the instruction. For that reason friends of education are requested to recommend for admission to the college only young men and women who from their physical and mental endowments and from their attitude and conduct give promise of developing into successful teachers.

WHAT THE COLLEGE OFFERS

The college admits graduates of high schools and students of equivalent or more advanced preparation to the following courses:

1. The four-year degree course which offers curricula preparing for teaching in junior and senior high schools, for teaching and supervision in the elementary schools, for principalships of elementary schools and superintendencies of high school departments, and for elementary and high school teaching of fine arts, industrial arts, music and physical education.
2. The two-year diploma course which prepares for teaching in the primary, the intermediate, and the upper elementary grades, and in rural schools, depending on the particular curriculum chosen. Students with special interests in art, music, physical education, and the kindergarten may have the field of specialization indicated on the diploma or certificate when elective and additional subjects recommended by advisers are completed.

LABORATORY SCHOOLS

An efficient teachers college must have adequate teacher training facilities. Those who are to become teachers need ample opportunity to participate in teaching under typical school conditions.

ST.CLOUD, MINNESOTA

The St.Cloud Teachers College is fortunate to have an unusually acceptable teacher training situation. In both observation and in teaching, students have access to the city schools of St.Cloud and Sauk Rapids, to the twelve affiliated rural schools within easy reach of the college, as well as direct contact with the campus training school, known as Riverview School. Students observe well-trained teachers at work and participate in teaching under the direction of skillful supervisors. They are further tested and trained by teaching in typical classrooms of the public schools.

DEPARTMENT OF CHILD WELFARE AND PARENT EDUCATION

The Department of Child Welfare and Parent Education of the St.Cloud State Teachers College is financed by a generous grant from the Spelman Fund of New York. Special courses in child development and child training are offered by members of the staff.

A well-equipped nursery school is maintained for observation, demonstration and experience for students, especially those interested in nursery, kindergarten, and primary education. In addition to the college classes in connection with this department community study groups for parents, teachers and other adults interested in child training are conducted under its direction.

REFERENCE LIBRARY

The library contains over twenty-seven thousand volumes. The collection includes the standard books of the teaching profession and a balanced selection of the best books in other fields. The bound periodical file of over three thousand volumes is an exceeding useful part of the library. There are also government documents; eight thousand pamphlets; two hundred leading educational and general periodicals; representative newspapers; a clipping file and more than ten thousand mounted pictures, many unmounted pictures, and post cards.

The main reading room is on the first floor of the library. Open book shelves and free access to periodicals make possible training in library usage and book and magazine acquaintanceship. On the north side of the library, adjacent to the main reading room, is the periodical room. On this same side is a small elementary school library of about one hundred-fifty first choice books of all kinds, which illustrates correct school library organization. A sample textbook library of approved texts in all subjects for the elementary and the junior high school is shelved just off from the main reading room. The reserve-book reading room is on the second floor.

In the Library office on the basement floor is the Historical Collection which shows the changes which have taken place in textbooks and educational methods.

CHILDREN'S LIBRARY

The children's room adjoins the main library. It is attractively furnished with small chairs, tables, seats, low shelving, and display racks. Here may be found over six thousand carefully selected books. These provide material in elementary form for the students, especially for those doing practice teaching, and offer an opportunity to students to become acquainted with the best literature for children. The children of the training school also use these books extensively.

Children's magazines, picture books for young readers, and illustrated editions of children's classics are interesting features of this room.

Children's booklists, bibliographies of interest to teachers and printed information about library procedure are issued by the library.

STATE TEACHERS COLLEGE

MUSEUMS

One of the museums contains an attractive collection of mammals, butterflies, and insects. The college has a splendid collection of mounted birds of the well known orders. This collection adds distinctively to the biological museum. The herbarium contains hundreds of classified specimens.

The geological museum contains a large collection of minerals and valuable fossils.

THE ISLANDS

The college recently came into possession of a large group of islands which lie in the Mississippi River within easy walking distance of the college. Foot bridges connect the larger of the islands and make them readily accessible for many types of activity. Trails have been laid out for those who wish to hike, the grassy areas are ideal playgrounds, and a hundred beautiful spots lure the picnickers. Cabins and tents are available for those who wish to camp.

The islands are also used as an outdoor laboratory for the biology classes. There the student can observe the birds in their habitat. Instead of a twig and a leaf as a means of tree and shrub identification, the student sees hundreds of the many varieties that are common to central Minnesota. Although the wild flowers grow in profusion a special wild flower garden is being developed which will contain all the kinds that grow in this latitude. A tree nursery in which ten thousand trees are growing has been developed and will be further extended. The Islands are a most valuable acquisition educationally and recreationally.

STUDENT LOAN FUNDS

A group of public spirited citizens of St. Cloud contributed seventy dollars in 1890 to begin the first Student Loan Fund at the college. This has been added to in various ways by many people since that time until the several funds at present total approximately ten thousand dollars. Students and alumni are largely to be credited with the establishment of the W. A. Shoemaker, the Isabel Lawrence, the Elspa Dopp, and the Carrie E. Minich Memorial Funds.

In 1930 Mrs. Mary E. Atwood, through a generous provision in her will, bequeathed the sum of five thousand dollars to the college. This fund is known as the Clarence L. Atwood Scholarship Fund, so named in memory of her husband who for many years served efficiently as resident director of the college. This bequest is used to aid deserving students depending in whole or in part upon their earnings for support while attending the college.

The college was the recipient of another generous gift in 1933. Mr. and Mrs. Alvah Eastman presented, through the Minerva Literary Society, a United States Bond of one thousand dollars. This is designated in memory of their daughter, a former Minerva, as the Katherine Kimball Eastman Memorial Fund. The income from the bond is to be used annually to help two worthy students who have been selected on the basis of character, scholarship, and citizenship.

For a long period of time the Twentieth Century Club of St. Cloud has contributed fifty dollars yearly to the college. This amount is added to the Student Loan Fund in the name of the student selected annually as the best college citizen.

THE PLACEMENT BUREAU

The Placement Bureau aids superintendents and school boards to obtain accurate information concerning the character, personality, training and experience of graduates of the St. Cloud State Teachers College. The information on file about each graduate is kept permanently and is submitted in confidence to those who employ teachers and to other placement agencies. This service is given without charge.

ADMISSION

TIME OF ENTRANCE

Qualified students may enter at the beginning of any quarter or at the beginning of the summer session and pursue their work until graduation.

ENTRANCE REQUIREMENTS

Admission to any two-year curricula or to the four-year curriculum is by certificate or by examination.

1. By Certificate—Graduates of the following classes of schools may be admitted on the presentation of certificates of graduation, provided that at least eleven unit credits shall be in the usual academic subjects of English, natural sciences, social sciences, foreign languages, and mathematics.
 - a. Minnesota state high schools.
 - b. Minnesota high-school departments maintaining full four-year courses approved by the State Department of Education.
 - c. Private schools accredited for admission by the University of Minnesota.
 - d. Schools, public or private, of another state which are accredited for admission by the State University of that state.

Applicants for admission must submit a statement of their credits, certified by the superintendent or principal of the high school from which they were graduated. A perforated blank for this purpose will be found at the back of this catalog.

2. By Examination—A person whose preparation is not included under the above may be admitted only by examination. Such examination, to be determined by the faculty, shall cover the subjects ordinarily included in a well balanced four-year high-school course, and shall be so standardized as to be uniform in the several colleges for the same subjects, provided that a passing mark in a State Board examination may be accepted in lieu of examination in any subject.

RECOMMENDED HIGH-SCHOOL WORK

The following named high-school subjects are urged as desired prerequisites: English, 4 years; biology (botany or zoology, and physiology), 1 year; physical science (physics or chemistry), 1 year; history (modern or ancient), 1 year. In addition, certain other preliminary subjects are strongly recommended, in the order of preference, as follows: United States history and American government, 1 year; algebra, 1 year; geometry, 1 year; language (modern or ancient), 2 years; social science, 1/2 year; drawing, 1/2 year; music, 1 year; industrial subjects, 1 year; satisfactory ability in spelling and penmanship.

HIGH SCHOOL TEACHER TRAINING DEPARTMENT GRADUATES

The St. Cloud State Teachers College will grant twelve subject units, 48 quarter hours of credit, to graduates of the Minnesota high school teacher training departments with at least one year of successful teaching experience when credits are applied on the two-year standard rural school curriculum.

Ten subject units, 40 quarter hours of credit, will be allowed under the same conditions if the credits are applied on any curriculum other than the two-year standard rural.

STATE TEACHERS COLLEGE

For graduation such students shall successfully complete at least two consecutive quarters in the St. Cloud State Teachers College.

Graduates of High School Teacher Training Departments must submit the record of their training and of their teaching experience.

EVALUATION OF TRANSFERRED CREDITS

Credits for courses completed in recognized colleges and universities are accepted if applicable to the curriculum chosen. Only credits averaging at least C will be accepted from other colleges. No standings are accredited from teachers' certificates or for under-graduate work in high schools.

DESIRABLE QUALITIES AND APTITUDES

General fitness for teaching presupposes good health, good character, and good scholastic ability. A student with marked physical deficiencies should not enter a teachers college. Students who lisp or have other speech defects and those with decidedly nervous temperaments should not enter. Students who were in the lowest fourth of their high-school classes rarely succeed as students in a teachers college and such students are strongly urged not to enroll.

ADVANCED CREDIT IN UNIVERSITY OF MINNESOTA

Graduates of high schools who complete a two-year curriculum at St. Cloud are given two years of credit in the College of Education of the University of Minnesota and may graduate from that college in two years. The College of Science, Literature and the Arts awards at least one year of advanced credit as do the other liberal arts colleges of the state. Additional credits are sometimes allowed when work has been chosen with reference to such transfer.

Credits earned after graduation from the two-year diploma course are accepted at the University of Minnesota toward a degree in so far as the contents of the courses are the equivalent of that offered in the courses of the particular curriculum which the student selects.

STUDENT PROGRAMS

A student program is a sixteen credit hour program, exclusive of physical training. No change in program may be made without the approval of the administration. No credit can be allowed for work taken which does not appear on the program on file in the registrar's office. Program changes are not permitted after the first week of a quarter.

AUDITORS

Auditors may enroll for courses by securing the permission of the Administration and by paying the regular fee. Auditors are not permitted to take examinations for credit.

DAILY SCHEDULE AND STUDY HOURS

School is in session five days each week. The college maintains high scholastic standards and special attention is given to the development of proper study habits. Evening study hours are observed, except at week-ends.

WITHDRAWAL

A student who finds it necessary to leave the school before the close of a quarter should make arrangements with the Dean of Women or the Dean of Men for honorable dismissal. If it is impossible to do this before leaving, the student should write to the dean as soon as possible, explaining fully the reasons for leaving.

PENALTIES

A penalty of one dollar is charged students who complete their registration later than the second day of each quarter. An additional fee of one dollar is charged students who do not pay the registration fee within the time announced by the administration at the beginning of each quarter.

Credits for each quarter are withheld until the student has cleared his record at the library and the business office.

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

SCHOLARSHIP REQUIREMENTS

GRADING

The work of students is graded according to the following divisions: grade A meaning excellent; B, very good; C, average; D, passing; E, failing. In transcribing marks, the following per cent equivalents of these letters have been agreed upon: 93 per cent for A, 87 per cent for B, 82 per cent for C, 76 per cent for D. Courses not completed at their conclusion for reasons approved by the administration will be recorded as "Incomplete." Such "Incompletes" must be removed by students within the next quarter of attendance. If not completed within a year the incomplete is recorded as a failure. Subjects may be dropped only with the approval of the administration. Students who drop a course without permission will automatically be dropped from a second course and will receive a grade of E in each course.

HONOR POINTS

The following system of honor points is used in all courses and curricula: A grade of A, three points per quarter-hour credit; B, two points; C, one point; D, no points; E, minus one honor point for each quarter hour.

Students will be permitted to repeat subjects totaling not to exceed 16 quarter hours on either the two-year or the four-year course.

A student must have at least as many honor points as credits in the prerequisites for student teaching as well as in all the subjects taken before he is assigned to teaching, and as many honor points as credits before he is graduated from any curriculum. For graduation from the two-year course eight honor points and from the four-year course, twelve honor points must be earned in student teaching. Each student who completes a diploma or degree curriculum with an average of at least two honor points per quarter-hour credit (but less than two and one-half) is graduated with scholastic honors. Each student with an average of at least two and one-half honor points per quarter-hour credit is graduated with "high scholastic honors." The honor roll announced quarterly thus includes only those students with an average of B or above.

LIVING ARRANGEMENTS

THE DORMITORIES

The college has two modern dormitories for women, Lawrence Hall and Shoemaker Hall. These dormitories are located on the campus overlooking the Mississippi River. In these dormitories the students may enjoy the influences of a cultured home. Every effort is made to care for their health, comfort, and general welfare.

The social life of young women receives special attention. There is opportunity for social service and helpfulness, which is of the greatest value to the young teacher.

Large living rooms are available for various gatherings. The dormitory atmosphere is one of good fellowship and refinement.

Each room in the dormitories contains two closets. Each is supplied with study table, reading lamp, chairs, two single bedsteads, springs, mattresses, pillows, pillow cases, sheets, blankets and dresser. Each student is expected to bring towels and a dresser scarf.

The cost of board and room will be \$5.00 per week. All bills for board and room must be paid in advance by the month. No discount is made for absences of less than a week, except in case of the regular vacations as indicated in the college calendar. *Although it has not been necessary to do so in the past, the college reserves the right to alter the charge for board and room to meet unusual changes in the general cost of living.*

Laundry facilities are provided so that students may do their own washing and ironing. Each student who rooms at a dormitory is required to pay a fee of ten cents per week for the use of the laundry. This fee is payable in advance by the month on the first of each month.

Dormitory rooms are not rented for less time than a college year except to those who graduate during the year.

Preference in choice of rooms is given in the order of application. Students who wish to reserve a room at either of the dormitories are urged to make reservations at as early a date as possible.

Application for rooms should be addressed to the State Teachers College. A deposit of five dollars must accompany the application. Postal money orders and St. Paul or Minneapolis drafts are accepted without discount. Ten cents for exchange should be added to personal checks. This deposit is later applied on a monthly payment for board and room.

BOARD AND ROOM IN PRIVATE HOMES

A committee assists students to obtain desirable boarding and rooming places. *Students are advised to personally inspect rooms before engaging them.* The cost of board in private homes is from \$4.50 to \$5.50 a week. The cost of rooms varies from \$5.00 to \$9.00 a month, per student. The college favors the larger private homes which provide standard approved living quarters for eight or more students. These homes promote an organization and an environment for the making of social adjustments and community standards.

Students who do not board and room at home or at the dormitories may board and room only at places approved by the Deans. Private homes with approved rooms have on display an approval card from the college.

STATE TEACHERS COLLEGE

Students who wish to live with friends or relatives must secure permission from the Deans.

It is understood that rooms in private homes are rented for the full quarter, unless other arrangements are specially made in advance with the householder. All rooms are inspected by one of the college Deans.

Rooms should not be occupied by more than two students unless special permission has been granted. Rooms should allow from 700 to 1,000 cubic feet of air space for each student.

The college authorities do not approve of young women taking their meals regularly at down-town restaurants or hotels.

Students are not permitted to change their boarding or rooming places without permission from the college authorities.

Young men and women are not permitted to room in the same house. This applies also where the house is occupied by more than one family.

Students who work for board and room in private homes are permitted to carry only three subjects. (Twelve quarter hours.)

COST OF ATTENDANCE

TUITION—Tuition for resident students is \$10.00 per quarter, and for non-resident students the charge is \$15.00 per quarter.

REGISTRATION AND STUDENT ACTIVITY FEE—A term fee of \$4.50 is charged each student. This covers (1) Registration; (2) the use of text books required in classwork, the use of the library, laboratories, and general equipment; (3) tickets of admission to lectures, concerts and plays given as numbers on the regular entertainment course; (4) athletic contests; (5) college health service; (6) the college paper.

GYMNASIUM FEE—Students enrolled in physical education classes are required to make a deposit of \$1.25 which covers the cost of lock, key and towels, and is refunded when all three are returned. In addition there is a charge of 75 cents per quarter or \$2.25 for the school year for towel service. (Clean towels are furnished daily).

Gymnasium suits and shoes should not be purchased until after conference with the instructor.

LOCKER SERVICE—Each registered student is entitled to the free use of a steel locker. A lock and key may be secured by the deposit of \$1.00 which is refunded upon the return of the lock.

Fees are payable in advance at the beginning of each quarter. Refunds of fees cannot be made after the first week of any quarter.

Summary of Expenses—

Board and room per quarter of 12 weeks.....	\$60.00 to \$70.00
Registration fee, per quarter.....	4.50
Gymnasium fees, approximately per quarter.....	.75
Tuition per quarter.....	10.00
Total.....	<u>\$75.25 to \$85.25</u>

HEALTH

Parents may send their sons and daughters to the college with the assurance that their health will be carefully safeguarded.

The college has on its staff a physician and a registered nurse who devote their time to the welfare of the students. They may be consulted without charge. The medical supplies used by them are also free.

Physical examinations are made by competent physicians and nurses of all students at the time of entrance and at such other times as seems advisable. Corrective exercises and drills are provided when needed.

The physician, college nurse and the directors of physical education give personal advice and suggestions regarding health habits, exercises, and recreation best suited to individual development. Systematic and reasonable emphasis is placed upon wholesome recreational activities. The new physical education building permits a wide and varied program in this field.

LECTURES, CONCERTS, ENTERTAINMENTS

The college maintains a lecture and entertainment course which brings speakers and artists of outstanding note and ability to the campus. Students who have paid their registration fees are admitted to all numbers without additional charge.

A special cultural opportunity for students is procured through the reciprocal arrangement between the St.Cloud Civic Music Association and the State Teachers College. Students are admitted, without any charge, to the attractive numbers presented annually by the Association.

SOCIAL ACTIVITIES

Wholesome social and recreational activities are encouraged. The faculty and student social committee provide many interesting social events during the college year. College parties are looked forward to with eagerness by the students. The various societies and clubs also provide interesting and varied activities. An attractive social room has recently been equipped to serve as a social center.

Selected groups of advanced students act as advisers and friends to new students during the annual orientation period and the opening weeks of each quarter.

The Dean of Women and the Dean of Men cooperate with the students and act as official advisers.

COLLEGE ORGANIZATIONS

Students are encouraged to take an intelligent and an active part in a reasonable number of extra-curricular activities. Such participation affords invaluable training for prospective teachers.

ALUMNI ASSOCIATION

The college has an active and loyal Alumni Association, the object of which is to continue the friendships of student days, to promote an intimate relationship between the alumni and the students of the college and to advance the cause of education. The Association meets twice a year. The fall meeting is held at the time of the Minnesota Education Association and the spring meeting during commencement week.

THE STUDENT COUNCIL

The student council is formed of representative men and women of the college. The organization has a four-fold purpose:—to coordinate all extra-curricular activities; to serve as a medium between the student body and the administration; to promote the welfare of the college students; and to help raise the standards of student life. With its many additional duties the council assumes responsibility for the annual homecoming, the student assembly programs, representation at the National Student Federation of America (held the past year at Washington, D. C.), the selection of students for standing Faculty and Student Committees, and the direction of all-college functions.

WOMEN'S SELF-GOVERNMENT ASSOCIATION

The Women's Self-Government Association is an organization open to all the women of the college, the purpose of which is to create a sense of unity and fellowship among the women, to promote and maintain the highest standards of college life, and to regulate all matters of women's interests not falling under the jurisdiction of the Faculty. A student representative of this organization attends an annual conference of Associations for Women's Self-Government.

INTER-RELIGIOUS COUNCIL

The Inter-Religious Council of the St. Cloud State Teachers College was organized in September, 1931. The membership is composed of representatives from the religious organizations on the campus. The purpose of this organization is to further an interest in the spiritual life and to coordinate the religious-activities-program on the campus. During the past year, helpful programs have been offered to the students of the college, as a result of the united action of these religious groups.

COLLEGE CHRONICLE

The College Chronicle is published bi-weekly by the students of the College under the immediate direction of a staff of twenty. The staff members, who may be from any of the four classes, gain places on the paper by competitive tryouts. In their work on The Chronicle the students receive training in the conduct of a school publication, which is of value to them in the teaching field. The Chronicle has received First Class and All-American honor ratings in the four-year College division from the National Scholastic Press Association.

THE TALAH

The Talahi is the college year book published by the students. It features the graduating classes. Its purpose is to record the activities and reflected sentiments of each college year and to give training to students interested in the production of year books.

WRITERS CLUB

The Writers Club was organized by students who wished more practice in writing than the curriculum offers. Every two weeks meetings are held at which members read contributions for criticism. Membership is determined by merits of original compositions submitted.

LITERARY SOCIETIES

There are seven large literary societies. Each society elects two faculty advisers and holds bi-monthly meetings. The programs for the year are planned during the summer and a study is made each year of some worthy topic.

Membership in a literary society involves an extra curricular activity which presupposes certain scholastic ability. The literary societies of the college have as a minimum scholastic prerequisite the earning of an average of one and one-fourth honor points during the time the student has been in residence.

DEBATING SOCIETY

The Debating Society is of student origin and functions in cooperation with a faculty critic. The purpose of the society is to gain experience and ability in the arts of debate and platform speaking. The college debate teams are chosen from the society and meet other colleges in debate.

YOUNG VOTERS LEAGUE

The Young Voters League is an organization composed of young women in the college who desire to gain an education in politics. The programs and activities during the year are somewhat associated with the St.Cloud League of Women Voters. These organizations are entirely independent of any political affiliation.

CHORAL ORGANIZATIONS

A Choral Club for mixed voices and Glee Clubs for women's and men's voices make several appearances each during the year in cantatas, operettas or in concert.

These clubs are limited in membership. Early in the college year those who desire to become members of the clubs are given tests in voice, ear memory, sight reading and part singing.

Special opportunities are offered for those who have had no choral experience.

COLLEGE BAND

The College Band contributes much to the enthusiasm and spirit of the College. A number of public performances are held annually. It is under the direction of a competent director who belongs to the College faculty.

COLLEGE ORCHESTRA

The College Orchestra is an organization of forty members with symphonic instrumentation. Membership is open to students of ability whether specializing in music or not. All students who desire to become members of the band or orchestra are urged to bring their instruments with them.

STATE TEACHERS COLLEGE

ATHLETICS

Eastman Hall with its gymnasium and swimming pool offers a special variety of exercises. The newly completed tennis courts, the recreational field with its golf course, the hiking, picnicking, and camping facilities at the Islands, the college ice rink and the large public rink at Lake George, offer unusual recreational opportunities for the different seasons of the year. Competent directors are in charge of these activities.

WOMEN'S ATHLETIC ASSOCIATION

The organization is open to all women students. Sports classes in soccer, hockey, basketball, volleyball, baseball and track are organized.

While one of the aims of the association is to develop athletic ability this is by no means the sole purpose. It is based upon a point system. To win the awards one must not only show such ability but must also observe the rules of health and hygiene, must take part in school activities and must obtain a high grade of scholarship.

THE PLAYERS

The Players is an organization open to all students in the college who are interested in dramatics. The Club has two purposes: to promote dramatics in the college; to give college students training in play production that will help them to coach, costume, and stage artistically dramatic performances in the elementary and high schools.

BLACKFRIARS CLUB

The Blackfriars Club is an honorary dramatic organization. Membership in this society is earned through active participation in any or all phases of dramatic work in the Teachers College.

ART CLUB

The Art Club provides special activities and experiences for students interested in Art through study courses and art exhibits. At its bi-monthly meetings illustrated lectures from the American Federation of Arts and the Minnesota Art Institute are given. The Art Club annually presents the College with some work of art.

YOUNG MEN'S CHRISTIAN ASSOCIATION

The Young Men's Christian Association membership is open to all the men of the College. Its purpose is to promote the best interests of the College in every way, through the study of the problems of the individual in his religious, social, and intellectual life. It also strives to foster good fellowship, and to make contacts with the men of other college Y. M. C. A. groups.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association membership is open to all women of the College. Social and devotional meetings are held. Campus, American and world problems are discussed. The association strives to increase good fellowship in the College and to broaden the outlook to world fellowship and understanding.

LUTHERAN STUDENT ASSOCIATION

The college Lutheran Student Association is a member of the Lutheran Student Association of America. This is one of the new campus organizations. The association endeavors to care for the welfare of the Lutheran students at the college by fostering Christian fellowship, and by affording a means whereby Lutheran students may consider and act upon common problems.

NEWMAN CLUB

The Newman Club is a member of the national Newman Club Society, which has branches in many of the colleges and universities of the country. The club is open to all Catholic students of the college.

The club emphasizes both the social and spiritual sides of college life. Parties and social evenings combined with addresses by noted speakers make the club work interesting and valuable.

WESLEY FOUNDATION

The Wesley Foundation seeks to provide a religious home for the Methodist students at the St.Cloud State Teachers College. Special speakers and programs make the bi-monthly meetings a source of Christian fellowship and inspiration. Sunday school classes and Epworth League programs at the First Methodist Church are correlated with the Foundation in order that the religious habits and values of the home church may be continued and that religion may be a vital part of the well rounded life.

RURAL LIFE CLUB

The Rural Life Club was organized for students interested in the problems of rural life. Its purposes are to study and to promote the cause of rural education; to foster good fellowship among its members, and to support desirable college activities.

CAMERA KRAFT CLUB

The Camera Kraft Club was organized for the purpose of acquainting the students of the college with the many possibilities which photography offers in helping to place proper emphasis on visual education in the public schools. A study of fine arts furnishes a background to guide the student in studying many of the problems which arise in modern industrial and social conditions. Prospective members are asked to confer with Mr. L. A. Williams, of the faculty, for further information about the Club as the membership is limited.

RANGERS CLUB

The Rangers Club is made up of those students who come from the Mesabi, Vermillion, and Cuyuna Ranges. The purpose of the club is to bring together those who come from the Ranges. The club meets twice each month. The meetings consist of business sessions followed by programs, and of special social gatherings.

YO-HI CLUB

The young women not living in the dormitories organized in 1928 with the purpose of uniting this large group of young women for definite group activity. This organization emphasizes the social program in order that good fellowship and friendliness may be developed.

AL SIRAT

Al Sirat is a men's fraternity organized for the purpose of stimulating better leadership in extra-curricular activities. Men of the college are invited to become pledges by the fraternity. Satisfactory scholarship is a prerequisite and must be maintained to continue membership.

THE KAPPA DELTA PI

The Kappa Delta Pi is an international honor society in education. The purpose of Kappa Delta Pi is to encourage in its members a higher degree of devotion to social service by fostering high intellectual and personal standards during the period of preparation for teaching and by recognizing outstanding service in the field of education.

COURSES OF STUDY

FOUR-YEAR DEGREE COURSE

The degree of Bachelor of Education is conferred on students who complete the four-year course. The certificate for which the graduate is recommended to the State Department of Education will indicate the educational field for which the student has prepared.

The four-year course is organized to train students for the following fields of educational service, depending upon the particular curriculum selected:

1. Teaching of general high school subjects, such as English, languages, physical sciences and social sciences. Opportunity for differentiation in training for either the Junior or the Senior high school is provided for those who wish the special preparation.

Students who complete this curriculum are recommended to receive the High School Standard General Certificate. (*1)

2. Teaching of special subjects such as Industrial Arts, Fine Arts, Music, and Physical Education in the high and elementary schools. Students who complete the curriculum for a special field are recommended to receive the High School Standard Special Certificate. (*2)

3. Teaching in the elementary field, such as the kindergarten, the primary, intermediate or upper grades, Junior high schools, and rural schools. Students who complete this curriculum are recommended to receive an Elementary School Advanced Certificate. (*3)

4. Administration and Supervision in the elementary field as principal, or supervisor. Students who complete this curriculum are recommended to receive an Elementary School Advanced Certificate but must in addition meet the special requirements in training and experience fixed by the State Department of Education. (*4)

5. Administration and Supervision in the high school field as principal or superintendent. Students who complete this curriculum are recommended to receive the High School Standard General Certificate but must in addition meet the special requirements of training and experience fixed by the State Department of Education.

*1. Under the Minnesota law, Chapter 388, S. L. 1929, the holder of a High School standard general certificate shall be qualified to teach in the seventh and eighth grades of an elementary school.

*2. Under the Minnesota law, the holder of a High School Standard Special certificate is qualified to teach the special subjects of his field in any elementary school as well as in any high school.

*3. Under the Minnesota law, this certificate when so designated qualifies the holder to teach in any Junior High School.

*4. Under the Minnesota law, any person who is qualified to be principal of any high school is thereby qualified to be principal of any elementary school.

STATE TEACHERS COLLEGE

REQUIREMENTS FOR GRADUATION

All candidates for a degree must earn at least 48 quarter credits in residence in the junior and senior years.

Graduation from the four-year course is based on the earning of one hundred ninety-two quarter credits. These are to be distributed as follows:

1. Constants—Subjects required of all candidates for the degree regardless of other requirements. The constants total ninety-six quarter hours.
2. Majors and Minors—One major and a minor are required. A major shall consist of not less than twenty quarter hours, exclusive of constants, to be earned in one of the designated fields. A minor shall consist of sixteen quarter hours, exclusive of constants, to be earned in one of the designated fields.

A. General Fields:

	Qr. Hrs.
a. Education.....	20
b. English.....	24
c. Foreign Languages.....	24
d. Geography.....	28
e. History.....	24
f. Mathematics.....	20
g. Science.....	28
h. Social Science.....	24

B. Special Fields:

	Qr. Hrs.
a. Fine Arts.....	32
b. Industrial Arts.....	36
c. Music.....	44
d. Physical Education.....	32

3. Electives—which together with constants, majors, and minors shall constitute one hundred ninety-two quarter hours of work.

CONSTANTS RECOMMENDED BY YEARS

All students on the degree course must complete the constants listed below, a total of ninety-six quarter hours. The subjects are grouped in accordance with the distribution recommended for each of the four years.

First Year	Qr. Hrs.	Second Year	Qr. Hrs.
101 Biology.....	4	103 Technic of Teaching.....	4
101 English.....	4	104 English or 105.....	4
102 English.....	4	201 American Government.....	4
103 English.....	4	201 American History.....	4
101 Geography.....	4	201 English.....	4
101 Mathematics or 102.....	4	201 Psychology.....	4
102 Psychology.....	4	Biology (To be elected).....	4
101 Library Technic.....	4	Physical Education (2 Quarters).....	2
201 Hygiene and Sanitation.....	1	Major, Minor or Electives.....	18
Physical Education (2 quarters).....	2		48
Major, Minor or Electives.....	13		
	48		
Third Year		Fourth Year	
201 Sociology.....	4	401 Economics.....	4
208 Teaching.....	4	or	
209 Teaching.....	4	401 Educational Sociology.....	4
206 Technic of Teaching.....	4	402 Principles of Education.....	4
306 History of Education.....	4	409 Teaching.....	4
309 Secondary School Technic (Required for High School Teaching).....	4	Major, Minor or Electives.....	36
Major, Minor or Electives.....	24		48
	48		

ST.CLOUD, MINNESOTA

SELECTION OF MAJORS AND MINORS

In choosing a major and minors, the student should select in accordance with his interests and the demand for service after graduation.

Following is a list of suggested minors for each major department. Minors are listed in order of frequency of demand:

MAJOR	MINOR
1. Art	Music, English, French
2. Biology	Physical Science, Mathematics
3. Education	Two academic teaching minors
4. English	History, Geography, Mathematics, French
5. Geography	History, Biology, Physical Science, Social Science
6. History	English, Physical Education, Geography, Social Science
7. Industrial Education	Physical Education, Physical Science, Mathematics
8. Mathematics	Physical Science, Physical Education
9. Music	Art, English, History
10. Physical Education (Men)	Physical Science, Mathematics
11. Physical Education (Women)	Biology, Physical Science
12. Physical Science	Mathematics, Biology
13. Social Science	History, English, Geography

DETAIL OF MAJOR AND MINOR REQUIREMENTS

In the case of a major all the prescribed subjects must be taken and enough electives chosen to meet the credit hour requirements. In the case of a minor, one-half of the required credits must be chosen from the prescribed subjects. Students should consult the registrar or the advisers regarding the electives and additional subjects.

The prescribed subjects and the number of quarter hour credits required for each field are as follows:

I. PROFESSIONAL

1. EDUCATION—Major, 20 Quarter Hours

	Qr. Hrs.
Prescribed subjects	
302 Tests and Measurements.....	4
307 Elementary School Curriculum, or	
308 Secondary School Curriculum.....	4
Electives	
309 Secondary School Technic (Required for High School Teaching).....	4
403 Administration.....	4
404 Administration.....	4
406 Supervision.....	4
407 Supervision.....	4
Education—Electives.....	12

STATE TEACHERS COLLEGE

II. ACADEMIC

Qr. Hrs.

2. ENGLISH—Major, 24 Quarter Hours	
Prescribed subjects	
301 Advanced Composition.....	4
305 Contemporary Literature.....	4
401 The English Drama.....	4
402 The Romantic Period.....	4
Electives.....	8
3. FOREIGN LANGUAGES—Major, 24 Quarter Hours	
French	
Prescribed subjects	
301-302-303 Elementary French.....	12
304-305-306 Advanced French.....	12
307-308-309 Survey of French Literature.....	12
4. MATHEMATICS—Major, 20 Quarter Hours	
Prescribed subjects	
201 College Algebra.....	4
301 Trigonometry.....	4
302 Analytics.....	4
Electives.....	8
5. SCIENCE—Major, 28 Quarter Hours	
Prescribed subjects	
Biology	
301 Ecology.....	4
302 Genetics.....	4
303 Physiology.....	4
Chemistry	
201 General Inorganic.....	4
202 General Inorganic.....	4
203 Qualitative Analysis.....	4
Physics	
301 Mechanics.....	4
302 Magnetism and Electricity.....	4
303 Heat, Light and Sound.....	4
Electives.....	16
Geography—Major, 28 Quarter Hours	
Prescribed subjects	
201 Economic Geography.....	4
303 Geography of Europe.....	4
304 Geography of North America.....	4
403 Technic of Teaching Geography.....	4
Electives.....	12

ST. CLOUD, MINNESOTA

	Qr. Hrs.
6. HISTORY AND SOCIAL SCIENCES	
HISTORY—Major, 24 Quarter Hours	
Prescribed subjects	
301 or 302 American History.....	4
303 European History, 1500-1815.....	4
304 European History, 1815-Present.....	4
Electives.....	12
SOCIAL SCIENCES—Major, 24 Quarter Hours	
Prescribed subjects	
202 Rural Sociology.....	4
301 Comparative European Government.....	4
401 Economics or	
401 Educational Sociology.....	4
402 Social Problems.....	4
Electives.....	8
III. SPECIAL	
7. FINE ARTS—Major, 32 Quarter Hours	
Prescribed subjects	
101 Principles of Art.....	4
201 Advanced Principles of Art.....	4
202 Crafts.....	4
301 Appreciation of Art.....	4
401 History of Art.....	4
Electives.....	12
8. INDUSTRIAL ARTS—Major, 36 Quarter Hours	
Prescribed subjects	
101 Vocational Guidance Activities.....	4
102 Principles of Woodworking.....	4
103 Principles of Drafting.....	4
201 Principles of Drawing.....	4
202 Principles of Industrial Education.....	4
301 General Art Crafts.....	4
302 Architecture.....	4
303 Printing and Bookbinding.....	4
403 Photography.....	4
Electives	
404 Principles in Guidance.....	4
405 Case Studies in Guidance.....	4
9. MUSIC—Major, 44 Quarter Hours	
Prescribed subjects	
102 Music for Lower Grades.....	4
104 Ear Training (2 quarters).....	4
105 Harmony.....	4
201 Appreciation of Music.....	4
202 Music for Advanced Grades.....	4
203 Harmony.....	4
204 Orchestration.....	4
301 Appreciation of Music.....	4
402 Music Administration.....	4

STATE TEACHERS COLLEGE

	Qr. Hrs.
Private Lessons (required)	
Orchestral Instruments (3 quarters).....	4
Piano (3 quarters).....	4
Voice (3 quarters).....	4
Ensemble Experience (required)	
Band or Orchestra (3 quarters).....	4
Choral Ensemble (6 quarters).....	4
Electives	
106 Technic of Brass Instruments.....	2
205 Technic of String Instruments.....	2
302 Technic of Wood Instruments.....	2
303 Counterpoint.....	4
401 History of Music.....	4
403 Choral Conducting and Repertoire.....	4
404 Instrumental Conducting and Repertoire.....	2
MUSIC—Minor	
Prescribed subjects	
102 Music for Lower Grades or 202.....	4
201 Appreciation of Music.....	4
Electives	
105 Harmony.....	4
202 Music for Upper Grades or 102.....	4
204 Orchestration.....	4
301 Appreciation of Music.....	4
Ensemble Experience	
Choral Ensemble (3 quarters).....	2
Band or Orchestra (3 quarters).....	4

PRIVATE LESSONS IN VOICE, PIANO AND ORCHESTRAL INSTRUMENTS

One year of private lessons in voice, one year in piano and one year in orchestral instruments are required of all students who major in music. The fee for lessons in voice, piano or an orchestral instrument is \$18.00 per quarter of twelve weeks. Class instruction in voice, piano, and orchestral instruments is also offered for a small fee.

Students, not majoring in music and who wish the advantages of private or class work, may register for the work at any time.

One-half hour to one hour of practice per day is required of all voice students and one to two hours of practice per day is required of all piano and instrumental students.

The lessons in voice, piano and orchestral instruments are given in the studios of the new Music Hall.

10.	PHYSICAL EDUCATION—Major, 32 Quarter Hours	Qr. Hrs.
	Prescribed subjects (required of all majors)	
	301 School Programs and History of Physical Education....	4
	302 Anatomy.....	4
	304 Physiology.....	4
	307 Kinesiology.....	4
	401 Administration and Supervision.....	4
	402 Health Education and Corrective Gymnastics.....	4

ST.CLOUD, MINNESOTA

	Qr. Hrs.
Prescribed subjects (men)	
117 Calisthenics.....	4
119 Gymnastic Stunts.....	4
121 Swimming.....	4
203 Coaching Football.....	4
205 Coaching Basketball.....	4
207 Coaching Track and Baseball.....	4
209 Recreational Activities.....	4
305 Boxing and Wrestling.....	4
403 Training and First Aid.....	4
Prescribed subjects (women)	
116 School Room Activities.....	4
118 Technics of Physical Education.....	4
120 Gymnastic Technics.....	1
201 Play Theory.....	4
202 Clog and Tap Dancing.....	1
204 Coaching.....	2
206 Coaching.....	2
208 First Aid.....	2
212 Scouting.....	2
306 Folk Games, Advanced.....	1
308 Interpretative Dancing.....	1
310 Interpretative Dancing.....	1
312 Life Saving.....	1
314 Tumbling and Pyramid Building.....	1
404 Apparatus.....	2
406 Gymnastics, Advanced.....	1
408 Technics of Physical Education.....	4

THE TWO-YEAR DIPLOMA COURSE

The two-year diploma course provides for specialization through differentiated curricula. All candidates for graduation from the two-year diploma course must complete 48 quarter credits in residence in Minnesota State Teachers Colleges, thirty-two of the credits must be earned at this college.

Students in accordance with their interests may prepare for teaching in one of the four following general fields: Primary, Intermediate, Upper Grades, and Rural.

When not less than sixteen quarter hours of credit are earned in the special fields of Fine Arts, Industrial Arts, Kindergarten, Music and Physical Education the student may be recommended for special aptitude in the subject and this may be indicated on the diploma. Such indication on the diploma will be in addition to the general field of the curriculum selected. Additional credit in the special field may be required at the discretion of the adviser for such designation.

CERTIFICATES—The diploma of the State Teachers College, which requires at least two years of study, is by law the basis for a certificate to teach for two years in the public schools in the state. This certificate is issued by the State Commissioner of Education upon the recommendation of the Teachers College to each person who completes a diploma course, and is known as an elementary school standard certificate.

LIFE ENDORSEMENT—After twelve months of successful teaching in Minnesota, the holder may have this original certificate endorsed by the Commissioner of Education for five years. Upon the completion of at least five years of successful teaching within the state, following graduation from the Teachers College, the holder of the five-year certificate may apply for and receive a life certificate to teach in the state.

First year students should choose their courses to be ready for teaching at the beginning of the second year. Thus a prospective June graduate should be eligible for teaching at the opening of the preceding fall quarter. This will be advantageous in that reports to prospective superintendents and boards of education may then indicate, early in the spring before graduation, the degree of efficiency attained in student teaching.

Ninety-six quarter hour credits are required for the completion of any of the two-year curricula. The following subjects, designated as constants, must be included in each two-year curriculum:

Subjects	Qr. Hrs.	Subjects	Qr. Hrs.
101 English.....	4	101 Mathematics or 102.....	4
102 English.....	4	102 Psychology.....	4
103 English.....	4	103 Technic of Teaching.....	4
104 English or 105.....	4	201 Psychology.....	4
101 Geography.....	4	201 Sociology.....	4
201 American Government.....	4	208 Teaching.....	4
201 American History.....	4	209 Teaching.....	4
201 Hygiene and Sanitation.....	4	Physical Education.....	4
	32		32
		Total.....	64

ST.CLOUD, MINNESOTA

PRIMARY GRADE CURRICULUM

First Year		Second Year	
Subjects	Qr. Hrs.	Subjects	Qr. Hrs.
101 Biology.....	4	101 Mathematics.....	4
101 English.....	4	201 American Government.....	4
102 English.....	4	201 American History.....	4
103 English.....	4	201 Hygiene and Sanitation.....	4
104 English.....	4	201 Psychology or Lower Pri- mary Education 203.....	4
101 Fine Arts.....	4	201 Sociology.....	4
101 Geography.....	4	206 Technic of Teaching.....	4
101 Handwriting Technic.....	1	208 Teaching.....	4
102 Industrial Arts.....	4	209 Teaching.....	4
101 Library Technic.....	1	Physical Education (1 quarter).....	1
101 Music or 102.....	4	Electives selected with the ap- proval of adviser.....	9
101 Psychology (Child Train- ing).....	4	Total	96
101 Social Usages.....	1		
103 Technic of Teaching.....	4		
Physical Education (3 quarters)	3		

The above curriculum prepares students to teach in the first, second, and third grades.

All first-year subjects are prerequisites for student teaching in the second year. To qualify for the Special Kindergarten certificate it is necessary to complete the following courses in addition to those required in the Primary Grade Curriculum:

Kindergarten Technic.....	4	quarter hour credits
Kindergarten Teaching.....	4	quarter hour credits

INTERMEDIATE GRADE CURRICULUM

First Year		Second Year	
Subjects	Qr. Hrs.	Subjects	Qr. Hrs.
101 Biology.....	4	201 American Government.....	4
101 English.....	4	201 English.....	4
102 English.....	4	201 Hygiene and Sanitation.....	4
103 English.....	4	201 Psychology.....	4
104 English.....	4	201 Social Science.....	4
101 Geography.....	4	201 Sociology.....	4
101 Handwriting Technic.....	1	206 Technic of Teaching.....	4
102 History, Eur. Bckgd.....	4	208 Teaching.....	4
101 Library Technic.....	1	209 Teaching.....	4
101 Mathematics.....	4	Physical Education (1 quarter).....	1
103 Music or Fine Arts 101.....	4	Electives selected with the ap- proval of adviser.....	9
102 Psychology.....	4	Total.....	96
101 Social Usages.....	1		
103 Technic of Teaching.....	4		
Physical Education (3 quarters)	3		

The above curriculum prepares students to teach in the third, fourth, fifth and sixth grades.

All first-year subjects are prerequisites for student teaching in the second year.

STATE TEACHERS COLLEGE

UPPER GRADE CURRICULUM

First Year		Second Year	
Subjects	Qr. Hrs.	Subjects	Qr. Hrs.
101 English.....	4	201 Hygiene and Sanitation...	4
102 English.....	4	201 Psychology.....	4
103 English.....	4	201 Sociology.....	4
105 English.....	4	206 Technic of Teaching.....	4
101 Geography.....	4	208 Teaching.....	4
101 Handwriting Technic.....	1	209 Teaching.....	4
101 Library Technic.....	1	Physical Education (1 quarter)...	1
102 Mathematics, Jr. H. S....	4	Electives chosen from the fields of: English, Geography, His- tory, Mathematics, Science 12	
102 Psychology.....	4	Additional electives selected with approval of adviser.....	9
101 Science (Jr. High School)...	4	Total.....	96
101 Social Usages.....	1		
103 Technic of Teaching.....	4		
201 American Government.....	4		
201 American History.....	4		
Physical Education (3 quarters)	3		

The above curriculum prepares students to teach in the sixth, seventh and eighth grades.

All first-year subjects are prerequisites for student teaching in the second year.

RURAL SCHOOL CURRICULUM

First Year		Second Year	
Subjects	Qr. Hrs.	Subjects	Qr. Hrs.
101 English.....	4	101 Biology.....	4
102 English.....	4	201 American Government.....	4
103 English.....	4	201 American History.....	4
105 English.....	4	201 Hygiene and Sanitation....	4
102 European Bckgd. History.	4	201 Psychology.....	4
101 Fine Arts.....	4	204 Rural School Management..	4
101 Geography.....	4	202 Sociology.....	4
101 Industrial Arts.....	2	206 Technic of Teaching or 207..	4
102 Introduction to Science....	4	208 Teaching.....	4
101 Library Technic.....	1	211 Teaching.....	4
101 Mathematics.....	4	Physical Education.....	2
102 Music.....	2	Electives.....	2
102 Psychology.....	4	Total.....	96
104 Technic of Teaching.....	4		
101 Social Usages.....	1		
Physical Education.....	2		

ST.CLOUD, MINNESOTA

Students who are preparing to teach in the rural field are required to do not less than six weeks of student teaching in affiliated rural schools. There is some extra expense for these students due to living in the country during the rural school teaching. Deductions are not made in room rent for the time the student is engaged in teaching in the affiliated rural schools.

DESCRIPTION OF COURSES

Courses numbered 100 are for first year students, those numbered 200 for second year students, 300 for third year, and 400 for fourth year. Students may not elect subjects numbered more than 100 above or below their classification, i. e., second year students may not elect courses numbered 400 and third year students may not elect those numbered 100.

(Each course is a four-quarter credit course unless otherwise indicated.)

ART

101 PRINCIPLES OF ART—This course in Art includes a study of the theory and use of color, simple perspective, practical lettering, interior decoration, understanding of the fundamental principles of design and its application to above problems, acquaintance with the various mediums used in public school art, and some work in illustration and picture study. The purpose of this course is the acquiring of fundamental skills; acquaintance with public school methods and problems and a better understanding and appreciation of the basic art principles.

201 ADVANCED PRINCIPLES OF ART—A further study of problems studied in Art 101. An opportunity is given to choose types of problems desired.

202 CRAFTS—A course in which it is intended that every phase or kind of craft used in elementary and secondary schools will be touched upon. Development of original problems will be stressed.

301 APPRECIATION OF ART—A course intended to give students contact with all phases of art and help them to develop an ability to appreciate and discriminate.

302 DESIGN AND COMPOSITION—In this course special study will be made of the Art Elements of color, line, and dark and light and their application in design.

303 INTERIOR DECORATION—This course is intended primarily to give help in furnishing homes in a comfortable and artistic manner. Besides the study of color and line in walls, floors and furnishings, a history of period furniture will be given.

304 CLAY MODELING—The first part of the course will be given over to the uses of clay in the elementary schools. For the rest of the course the making of pottery will be the major interest.

401 HISTORY OF ART—This course is a survey of the Arts through the ages. It is designed for the purpose of giving students an understanding of the problems of the artists or craftsman of every age and the influences which have caused the evolution of Art.

402 COMMERCIAL DESIGN AND LETTERING—This is an intensive study of the various phases and problems of Art in advertising.

403 FIGURE WORK AND ITS APPLICATION—Figure work from pose and memory will be stressed. Work in costume design will be included. Many mediums will be used including pencil, pen and ink, paint, and clay.

EDUCATION

101 CHILD TRAINING—This course presents the fundamentals of psychology with special emphasis on their applications to the training of the child so as best to promote physical, mental, emotional and social development. Reading, lecture, observation in the nursery school.

102 PSYCHOLOGY—This course endeavors to lay the foundation for future study of the individual by showing the physiological and psychological relationship of actions, that is, the relation between the "bodily functions" and "mental functions." The course is open to all first year students.

103 TECHNIC OF TEACHING—This is an introductory course. Topics considered are: aims of modern schools; routinization and its relation to initiative; characteristics and interests of children; individual differences; selection and organization of subject matter and activities; the nature and laws of learning; types of lesson plans. After consideration of each topic students are assisted in the applications of the principles developed. Lessons with children are observed to note exemplification of these principles.

104 TECHNIC OF TEACHING—This course deals with the following phases of work: organization and management of a rural school in relation to its community; emphasizing problems in program building, library technic, and school law; a study of the state curriculum and lesson planning; observation and discussion of demonstration lessons given by supervisors of the Training School; and a reading course, which presents phases of rural life, teaching experiences, and children's literature.

105 RURAL TEACHING—Six weeks of observation and teaching in a semi-graded or a one-teacher rural school is a requirement of the first year of the rural curriculum. The student teacher spends the entire period in the rural field participating in all school and community activities required of the regular teacher. This course may be elected by sophomores, juniors or seniors if preceded or paralleled by Rural School Management and Rural Sociology.

201 EDUCATIONAL PSYCHOLOGY—Psychology of learning with application to classroom practices. Individual differences, their nature, amount and distribution; statistics; marking systems; heredity; environment; maturity.

202 NURSERY SCHOOL TECHNIC—This course requires one hour each day in the nursery school and one period for conference each week. It emphasizes the problems that appear during the pre-school age in the nursery school and in the home. It includes a study of the nursery school movement up to the present time in Europe and in the United States.

203 LOWER PRIMARY EDUCATION—This course includes, (1) a study of the characteristics of children from two to seven years of age, (2) a brief survey of the experiments in pre-school education, (3) a study of the fundamental Froebelian principles and their application to present kindergarten practice, (4) a study of the methods that coordinate the activities of pupils of the kindergarten and first grade, (5) a study of the principles of selection and use of materials in the education of young children, (6) experimentation with materials in play-projects.

204 RURAL SCHOOL MANAGEMENT—This course deals with three phases of work; Plans and preparation for residence in a rural community, a study of problems of organization and management, and rural lesson planning.

STATE TEACHERS COLLEGE

205 **KINDERGARTEN TECHNIC**—(1) Experimentation with educational play materials to show their possibilities as a medium of expression. (2) A study of materials suitable for young children such as clay, cloth, card-board, paint, paper, roving and wood. (3) A study of the songs, games and rhythms used in the kindergarten with practice in playing and directing games. Spring

206 **TECHNIC OF TEACHING**—This course must be taken the same quarter as the first student teaching except by special arrangement with the Director of Training. Unit organization of subject matter and specific activities are worked out, class technics are developed and skillful teaching in the Training School is observed and discussed. Special emphasis is placed upon the attitudes, habits and skills a child may attain through an activity curriculum and conscious training in social adjustments.

207 **TECHNIC FOR RURAL SCHOOLS**—This course must be taken during the second quarter of student teaching. The work includes the selection and organization of subject matter, recognition of profitable activities for the different grades, correlation of subjects, observation and discussion of demonstration lessons, more technical study of program building, and methods of diagnostic and remedial teaching.

208-209 **TEACHING**—Required in the last year of two-year curricula and in the third year of four-year curricula. The prerequisites are the courses designated for the preceding year or years of the respective curricula, with an average standing of at least C, particularly in academic and professional subjects, as well as in all courses taken (i. e. including special subjects as art, music and industrial arts). Technic 206 is carried during the first quarter of teaching. Eight honor points in teaching are required.

Students teach in the grades for which their curriculum is designed to prepare them. Their preference as to grades and subjects are considered in assigning them to classes. Supervisors assist them with problems of selection and organization of materials, teaching and management. Besides teaching, the work includes group and individual conferences, assigned readings and reports, directed observation, and the planning of daily and longer units of teaching. While skill in teaching is one of the objectives of these courses, they seek to develop teachers who strive for a growing mastery of principles of education rather than to train pattern teachers who closely imitate the supervisor's demonstrations.

Unlike other courses, Teaching 208 and 209 require daily attendance. The usual assignment is for two quarters for one college period daily. In addition, except during summer session, student teachers keep the first college period free for conferences. During summer session, these conferences are held during the afternoon.

Students not in residence expecting student-teaching assignments after one or more quarters away from the college should write to the Director of Training at least two months before the time when they wish to be assigned to student teaching. Teaching 208 is not offered during the summer session.

210 **ELECTIVE TEACHING**—This is a continuation of Teaching 208 and 209. Permission to enroll in this course must be obtained in advance from the administration.

211 **RURAL TEACHING**—Required in the second year of the two-year rural curriculum.

ST.CLOUD, MINNESOTA

301 CHILD DEVELOPMENT—A survey of the development of the child from the prenatal period through adolescence dealing with the physical, mental, emotional and social aspects of growth. Special emphasis on the fundamental principles of child training in the home and school. Lectures, assigned reading, class discussions and reports with directed observations in the nursery school, kindergarten, primary grades and junior high school conducted in connection with the college. Planned primarily for teachers, prospective teachers, and parents. Fall, Summer-even years
Prerequisite: Education 101 or 102.

302 TESTS AND MEASUREMENTS—Their administration; diagnosis through tests in the elementary and junior high school fields in each of the school subjects; providing for remedial instruction based on test diagnosis; nature and construction of informal objective tests; study of various remedial and drill materials in the different subjects. Each student receives special training in the giving, scoring, and interpreting of standard tests.

303 PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS—This course is concerned with making an analysis of the elementary school subjects for the purpose of determining the processes and conditions of learning necessary for mastering them. Significant investigations are reviewed. Teaching procedures are examined for conformity with accepted or established principles. Fall

304 PSYCHOLOGY OF EXCEPTIONAL CHILDREN—This course endeavors (1) to acquaint teachers with the physical and mental characteristics of exceptional children so that they may be able to recognize such cases, and (2) to indicate how best to remove or minimize defects and provide proper care for the gifted and the delinquent. Some consideration is also given to mental hygiene. Spring

305 PSYCHOLOGY OF ADOLESCENCE—This course is intended primarily for those expecting to teach in high schools, particularly in junior high schools. The course aims to develop an understanding of and a sympathetic attitude toward the child experiencing the changes of pre-adolescence and adolescence. Such problems as: nature of adolescence; adolescent health; mental, physical, social, and moral development; educational and vocational guidance receive major emphasis. Winter, Summer-odd years

306 HISTORY OF EDUCATION—This course is designed for students enrolled in the four-year curriculum. It includes a general survey of the evolution of education beginning with the Greeks. A brief survey of educational development among chief western nations during the 19th century is followed by a detailed study of the growth of the American public school system. Fall, Summer.

307 ELEMENTARY SCHOOL CURRICULUM—This course is designed for those interested in the theories and technic of curriculum construction, the application of theories to curriculum organization, and the use of scientific investigations in the selection and organization of materials. Spring, Summer-odd years.

308 SECONDARY SCHOOL CURRICULUM—This course deals with principles of secondary school curricula construction; types of programs of study, curricula, subjects of study, constants, variables, electives. Winter, Summer-even years.

309 SECONDARY SCHOOL TECHNIC—Technic of secondary school instruction. Principles of secondary school instruction as they apply to problems, case studies, contracts. Application of these technics to curricular subjects. Diagnostic and remedial teaching, testing and measuring in the high school. Fall

STATE TEACHERS COLLEGE

310 INDIVIDUAL DIFFERENCES—This course treats of individual differences from the psychological and the pedagogical aspects. Units considered under the psychological aspect are: Statistics of measurement and expression of differences and relationships; nature, amount and distribution of individual differences; sex; race; mental inheritance; influences of maturity and of environment; correlation of mental traits; mental types; exceptional children. The pedagogical aspect considers the units of: Maladjustments of schools to individual differences, typical plans to adjust schools to individual differences, individualization of instruction, ability grouping, characteristics of bright and dull pupils. Fall, Summer-even years

401 MENTAL TESTS—A laboratory study of group mental tests used in the kindergarten, elementary school, high school, and college. The giving, scoring, and interpreting of intelligence tests are a major consideration. Special emphasis is placed upon the reliability and validity of these instruments as a means of educational guidance. Tests of personality traits, special aptitude tests, and vocational guidance tests receive some study. 3 credits.

402 PRINCIPLES OF EDUCATION—This course seeks to guide each student in integrating his own insight into and theories concerning education, particularly its aim and function in a democracy. Biology, Psychology, Sociology, and the points of view of contemporary leaders furnish foundational principles. Winter, Summer

403 EDUCATIONAL ADMINISTRATION—This course is intended to acquaint students with the administration of education in the United States. It deals with the problems relating to the participating of the Federal Government in education; the organization and duties of state departments of education; the major activities of boards and superintendents in local school units. Summer

404 SCHOOL ADMINISTRATION—The application of educational science to the administration of the school is the keynote of this course. Emphasis is put on scientific organization and school discipline. Under the first heading appear the topics: the age-progress table, the administrator's use of standard tests, flexible school organization, the daily program, school marks, attendance, records, and reports. Under the heading of school discipline appear the following topics: rules and punishments, habit formation, student participation in school control, school morale, and extra-curricular activities. Other topics studied are: the State School Laws, special problems of the teacher, and the principles underlying modern public school administration.

405 EDUCATIONAL TRENDS AND PRACTICES—In this course the outstanding modern trends and practices in public education are emphasized. Summer

406 SUPERVISION—This course deals with the functions and duties of a supervisor as related to the improvement of instruction; specific supervisory technics; objective analysis of classroom activity; present day supervisory problems studied through numerous case studies. Winter, Summer-odd years

407 SUPERVISION—This course includes uses of standardized tests in improving instruction; objective evaluation of the results of teaching; diagnosis of classroom work and remedial measures; tests as aids to teaching; following up a testing program. Spring, Summer-even years

408 STATISTICS—This course consists of a study of measures of central tendency, measures of variability, correlation, reliability of measures, frequency curve, and graphs.

ST.CLOUD, MINNESOTA

409 TEACHING—Required in the last year of four-year curricula. The pre-requisites are 144 quarter credits including Teaching 208 and 209 with at least a C average in all courses taken. Four honor points are required for credit.

The general character of the course is much as indicated above for Teaching 208 and 209. It requires, however, a higher standard of daily preparation and achievement. Students are expected to apply preceding and parallel courses in progressive interpretation and constructive criticism of their own teaching. Students ordinarily teach in two fields, each for a half-quarter. Students majoring in a special field must teach eighteen weeks in that major field. For a minor in a special field six weeks of teaching are required.

410 IMPROVEMENT OF INSTRUCTION IN READING, SPELLING, COMPOSITION, AND HANDWRITING—This is a course in the improvement of instruction in reading, spelling, composition and handwriting in the elementary school. It is intended to serve teachers, principals and supervisors. In the light of research and approved practice the following items will be considered for each subject: (1) selection of the content of the course of study; (2) determination of grade placement; (3) selection of efficient methods and materials of teaching; and (4) selection of procedures in measuring pupil accomplishment. Fall

411 IMPROVEMENT OF INSTRUCTION IN THE SOCIAL SCIENCES IN THE ELEMENTARY SCHOOL—This is a course in the improvement of instruction in the social sciences in the elementary school. It is intended to serve teachers, principals and supervisors. In the light of research and approved practice the following items will be considered for each subject: (1) selection of the content of the course of study; (2) determination of grade placement; (3) selection of efficient methods and materials of teaching; and, (4) selection of procedures in measuring pupil accomplishment. Special attention will be given to such commonly used procedures in the social sciences as the problem method and the socialized recitation. Winter

412 IMPROVEMENT OF INSTRUCTION IN ARITHMETIC—This is a course in the improvement of instruction in arithmetic in the elementary school. It is intended to serve teachers, principals and supervisors. In the light of research and approved practice the following items will be considered for this subject: (1) selection of the content of study; (2) determination of grade placement; (3) selection of efficient methods and materials of teaching; and, (4) selection of procedures in measuring pupil accomplishment. 2 credits Spring

413 FIELD WORK IN SUPERVISION—Supervisory problems will be studied in elementary schools in and near St.Cloud. Each student will be required to complete a successful project in supervision.

ENGLISH AND LITERATURE

101 GRAMMAR—The purposes of the course are to gain an understanding of such parts of English Grammar as function in oral and written language, to study methods of teaching grammar and to consider other phases of language work in the elementary school.

102 COMPOSITION—The purpose of this course is to enable the student to use habitually clear and effective oral and written English. To this end, exposition and such pieces of narrative as are constantly required in class-room explanations are emphasized.

STATE TEACHERS COLLEGE

103 **READING AND SPEECH**—The purpose of this course is to acquaint students with the principles and methods involved in the teaching of reading in the elementary grades and junior-high school, and emphasizes the aims to be attained in each grade. Special attention is given to such problems as prerequisites to learning to read; pre-primer reading; incidental reading; seat-work; phonics; tests; individual differences and remedial work; recreational reading, both silent and oral; work type reading. Some time is spent in the observation of teaching.

104 **CHILDREN'S LITERATURE**—The purpose is to familiarize students with the best literature for children, to teach them discrimination in the selection of material, and to acquaint them with the best methods of presentation. A study is made of fairy and folk tales, myths, fables, legends, Bible stories, national hero tales, poetry, and fiction. Practice is given in the introduction of books to children, in story-telling, in story-writing, in dramatization, in verse writing, and in the teaching of appropriate poems.

105 **JUNIOR HIGH SCHOOL LITERATURE**—This course is designed to familiarize students with the wealth of literature for boys and girls of the junior high school age and to acquaint them with effective means of presentation. The course involves extensive reading, particularly in the fields of biography, poetry, the short story, and fiction. Such units of study are included as principles of selection, a study of children's interests, illustrators and their work, reading guidance, story telling, dramatization, and other activities which grow out of literature. Some opportunity is provided for observation of skillful teaching.

201 **TYPES OF LITERATURE**—The purpose of the course is to give as much as possible of the enjoyment of literature and to serve as a background for advanced courses in literature. The types studied are short story, novel, essay, poetry and drama. In addition to the selections read by the class as a whole, an attempt is made to direct individual students into the paths and by-paths of the great field of literature.

202 **SCHOOL PUBLICATIONS**—A study of the school newspaper, magazine and yearbook for the staff member or prospective faculty adviser. Student-faculty control problems, management, finance; the mechanics of publications.
2 credits Fall

203 **SCHOOL PUBLICATIONS**—Make-up problems of the school newspaper, magazine and yearbook; structural content, head-writing, copy editing, page layouts, press, binding procedure.
2 credits Winter

204 **SCHOOL PUBLICATIONS**—A study of the contents of the school newspaper, magazine, and yearbook; the newspaper story, special article, editorial; magazine contents; assembling of the yearbook.
2 credits Spring

205 **DEBATE**—This course is for the purpose: firstly, of acquainting the students with the generally accepted rules and principles of debate; secondly, of training students in the work of organizing debate material. Much time will be spent in the development and actual presentation of the material which will be used in inter-collegiate debate.

301 **ADVANCED COMPOSITION**—The course is designed to give as broad a composition experience as possible, both oral and written. Hence three or four of the following types, one after another, are selected by the registrants—narrative, informal essay, character sketch, controversial composition, local-color sketch, occasional article, reflective essay, descriptive articles; then models from creditable writers are studied to learn how authors produce their effects; these types are then attempted in oral and written compositions. Systematic vocabulary building is carried on throughout the course.

Spring, Summer-odd years

ST.CLOUD, MINNESOTA

302 THE ELIZABETHAN PERIOD: 1558-1614—A study of the Renaissance in its relation to English literature. Rise of prose: novel, travel narrative, literary criticism, essay. Poetry: pastoral, sonnet cycles and other lyrics, narrative poems, allegory and Spenser's Faerie Queene. Drama: several of the plays of Shakespeare together with a study of the Elizabethan stage. Fall

303 ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY—The development of prose in the essay, pamphlet, treatise, letter, biography, and autobiography, diary. Poetry: Spenserian pastoral, metaphysical, religious. Caroline, Milton and Dryden as summarizing the tendencies of the century.

304 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY—Pope and the age of classicism. The development of the informal essay by Addison and Steele. The contribution of Defoe and Swift to the novel as a recognized literary form. The growth of romanticism as found in Thomson, Gray, Collins, MacPherson, Chatterton. Samuel Johnson and the survival of classicism. Classical and romantic tendencies in Goldsmith. Spring

305 CONTEMPORARY LITERATURE—Significant tendencies as reflected in drama, poetry, essay, novel, biography. Winter, Summer-even years

306 ORAL INTERPRETATION—Voice productions. Selections chosen according to individual needs, from one or more of the following fields: drama, poetry, speeches, story-telling for the grades. Winter, Spring

307 TECHNIC OF LITERATURE—A study of the choice, interpretation, arrangement and presentation of the materials of literature throughout the grades and junior high school. Modern methods in teaching literature and current problems in English are discussed. Each student is required to work out somewhat in detail a selected individual project. Prerequisite: Literature 104 or 105.

308 PUBLIC SPEAKING—A course designed to give the student experience in extempore speaking including a study of voice, action, style, and organization of material. Fall

309 DRAMATICS I—A study of children's dramatics in the grades and junior high school with practical experience in the production of children's plays. Fall

310. PLAY PRODUCTION—A study of acting, stage settings, costumes, stage lighting, makeup, rehearsals, and the organization necessary in the production of plays. Spring

401 HISTORY OF DRAMA—The development of the Drama from the beginning to the present time. Reading of representative plays.

Spring, Summer-odd years

402 THE ROMANTIC PERIOD: 1798-1832—Pre-romantic poetry: Burns, Blake. Various aspects of romanticism as found in the poetry of Wordsworth, Coleridge, Scott, Byron, Shelley, Keats and others. Novel: Scott. Literary criticism and the informal essay: Lamb, Hunt, Hazlitt, DeQuincey.

Fall, Summer-even years

403 VICTORIAN PERIOD: 1832-1875—The age as an attempt to fuse the real and the ideal. Poetry: Tennyson, the Brownings, Fitzgerald, Arnold, Rossetti, Morris, Swinburne. Essay: Macaulay, Carlyle, Newman, Ruskin, Arnold, Huxley. Novel: Dickens, Thackeray, Eliot, Meredith. Transition writers: Hardy, Stevenson, Kipling, Pater.

404 SURVEY OF WORLD LITERATURE—A study of the dominant ideas of ancient, mediaeval, and modern civilization as they are found reflected in the great literary products of each period and echoed in English literature.

Fall, Summer-odd years

405 SURVEY OF AMERICAN LITERATURE—Significant aspects of the colonial, revolutionary, national periods and the spread of literary activity since the Civil War.

Spring

STATE TEACHERS COLLEGE

FOREIGN LANGUAGES

FRENCH

301, 302, 303 **ELEMENTARY FRENCH**—These courses aim to provide the fundamentals of French grammar, correct pronunciation and a vocabulary adequate to read French literature of moderate difficulty. Drills in composition and conversation aim to give practice in narrative and conversational French. Not open to first year students. (Continuous throughout the year.)

304, 305, 306 **ADVANCED FRENCH**—A study of French literature with the reading of representative texts which relate French life and history. (Prerequisite: French 301, 302, 303 or two years of high school French.)

307, 308, 309 **SURVEY OF FRENCH LITERATURE**—An outline of the history of French literature from 1600 to the twentieth century. (Required of students for a minor in French.)

HANDWRITING

101 **HANDWRITING TECHNIC**—The purpose of this course is to provide a fundamental knowledge of the mechanics, instruction and supervision of handwriting throughout the elementary grades.

INDUSTRIAL ARTS

101 **VOCATIONAL GUIDANCE ACTIVITIES**—The purpose of this course is to meet the needs of those teachers in training, who wish to gain a knowledge of how drawing, arithmetic, geography, history, and color are applied to the fine and industrial arts for school room use. Only projects which offer an interesting key for creative thinking and inventing an individual balanced expression are used. Visual and material aids set up a study of lettering, bookbinding, home building, landscape gardening, textiles, transportation, manufacturing, trades, and professions, a means by which teachers may inform pupils in an interesting manner how our present type of civilization was formed. Students pay for supplies furnished. Fall

102 **PRINCIPLES OF WOODWORKING**—The general plan of this course is to inform the teacher in training how a well planned shop and equipment should be used to strengthen and test the work done in other subjects. A detailed study of raw stocks, tools, machinery and general supplies take up the greater part of the course. Forestry and its relation to other industries is given considerable attention. Projects fitted around a study of period furniture styles and modern architecture offer a means to view the workman's safety, health and employment interests as well as his leisure time. Students pay for supplies furnished. Winter

103 **PRINCIPLES OF DRAFTING**—The main plan of the course is to show how modern drafting room practice in the trades may be applied to junior and senior high-school use. A detailed study is made of drafting room tools and equipment and their use. The theory of orthographic projection, cutting-planes, intersections of solids, development of surfaces, machine details, isometric drawing, freehand working sketches. Students are required to furnish their own drawing equipment and supplies for the course. Spring

ST.CLOUD, MINNESOTA

201 PRINCIPLES OF DRAWING—Drawing is studied as a means of expression much as our present written language is, its history and development to fit into the arts and trades is carefully placed before the student so that he may use it in the greatest possible manner in his teaching. All the rules or methods used by illustrators through the use of perspective as applied to outline, shadows, atmosphere, reflection, time, mass, tone, color and movement, are used in showing how school subjects may be made more interesting. Students pay for their own drawing equipment and supplies. Fall

202 PRINCIPLES OF INDUSTRIAL EDUCATION—The course deals with a brief history of foreign and American industrial educational systems and how business and manufacturing conditions guide our school work. A study is made of teacher types and requirements. Department organization. Lesson content analysis and procedure plans. Character development and community building form the general spirit of the course. Winter

301 GENERAL ART CRAFTS—The work covered in the course has been designed to meet the needs of those teachers who are called upon to give practical information about pattern making and casting in metal, cement and plaster. Wrought iron, sheet metal in copper, brass and tin offer inexpensive materials to do fine art craft work. Design in relation to materials and methods of construction forms the major aim of the course. Students furnish materials and a few tools used in the course. Fall

302 ARCHITECTURE—Architecture includes home planning and building. Designing the home to meet individual needs, how to assist the architect, builder, plumber and electrician are given much attention. The course deals with interior decoration and landscape gardening, types of families and individuals, color harmony for decorations and furnishings. Landscape gardening, location of buildings, walks, trees, shrubs, flower beds, pools, benches and backgrounds are studied and worked out in miniature. Students furnish all materials for the course. Winter

303 PRINTING AND BOOKBINDING—A brief study of the printing industries is taken up in connection with the management and printing of school publications. Linoleum block cutting and printing, three color printing, bookbinding and general job work are planned and worked out in practical projects offered by the college. Students pay for all materials used in personal projects. Spring

403 PHOTOGRAPHY—Photography like drawing furnishes a means of expression which is of much value in class work. This course consists of a general working knowledge in the use of still and motion cameras, lens, shutters, developers, print papers, films and plates. Instruction in pictorial composition as it applies to photography, retouching, enlarging, tinting, film and glass slide making and the mounting and care of prints. Plans for studios and finishing laboratories for home or school use are worked out to fit the different kinds of work, such as school publications, illustrated lectures, illustrations for posters or publicity, portraits for record forms, illustrations for written articles to go to publishers, microscopic photography and health department work. Teachers are given a brief training in the use of still and motion projectors so they may be able to use much of the visual aids material now on the market for classroom use. Students will be required to own a camera and furnish all materials. Spring

404 PRINCIPLES OF GUIDANCE—The meaning, purpose and aim of guidance in its various aspects: Methods of investigation in guidance, including objective and subjective study of the individual, personnel methods, collection of occupational and educational data. Detailed plans and methods of guiding students in educational, vocational and social life. The fundamental place of guidance in modern education is stressed, and specific attention is given to the study and consideration of typical problems representative of those commonly arising in the school for solution.

405 CASE STUDIES IN GUIDANCE—A brief review of guidance principles. Study of fundamental methods used in study of individual cases. Presentation, analysis, and criticism of typical cases, with special attention to setting, lines of approach, and solution. During the course each student is required to prepare and present a case history with a proposed plan of treatment, based upon actual data. Cases are received and acted upon according to regular staff conference procedure.

LIBRARY

101 LIBRARY TECHNIC—The purpose of the course is to make efficient users of books and libraries. The work covers the rules and plan of the library; its classification; the card catalog; the Reader's Guide; other special indexes; parts of the book; reference books; and the making of a bibliography as a summary of library research methods. (1 credit)

201 SCHOOL LIBRARY METHODS—A course planned to train teachers to organize and conduct school libraries. It covers the types and choice of books for the school library; the organization of the library; and its use by the children, teachers and the community. Summer, odd years

MATHEMATICS

101 ARITHMETIC—The course includes a study of the reading and writing of numbers, the four fundamental operations with integers, denominate numbers, common and decimal fractions, measurements and estimates, and simple mensuration. An intensive study is made of the best professional books and references on the topics of the course. A study is made of the educational aims of arithmetic and of present day demands and tendencies. Several of the best state and city courses in arithmetic and standard textbooks in the subject are studied.

102 JUNIOR HIGH SCHOOL MATHEMATICS—This course is required for those who plan to teach in upper grades and in Junior High Schools. It provides for the teaching of Arithmetic, Intuitional Geometry and Algebra.

201 COLLEGE ALGEBRA—The topics included are quadratics, progressions, binomial theorem, permutations, and combinations, determinants, and theory of equations. Fall-Winter

301 TRIGONOMETRY—The topics included are trigonometric functions; solution of right triangles; trigonometric properties of angles; formulas; oblique triangles; inverse notation; area of triangles; radian measure; trigonometric equations. Prerequisite: Mathematics 201. Winter

302 ANALYTICS—This course includes graphical representation of a function; systems of coordinates; trigonometric and exponential equations; parametric equations; empirical equations; maxima and minima; conic sections.
Prerequisite: Mathematics 201 and 301. Fall-Spring

303 FIELD WORK IN MATHEMATICS—This course aims to give interesting application of mathematics suitable for use in the junior high school in numerical trigonometry and indirect measurement and in regular high school classes in geometry and trigonometry. The work includes the practical use of transit, level, plane, table, sextant, angle mirror, clinometer, hypsometer in connection with simple exercises in surveying, in leveling, in map making, and in finding the heights of buildings. The construction and use of home-made instruments for doing this work will also be considered.
Prerequisites: Mathematics 201 and 301. Fall

401 THEORY OF EQUATIONS—This course is a general study of algebraic theory, including the theory of determinants and theory of equations. It also includes transformation of equations and solution of numerical equations.
Prerequisites: Mathematics 201, 301 and 302. Spring

402 DIFFERENTIAL AND INTEGRAL CALCULUS—This course includes limits; the derivative; maxima and minima; curves; evolutes and involutes; integration; partial and total derivatives; multiple integrals; integration of rational fractions.
Prerequisites: Mathematics 201, 301 and 302. Winter

403 TEACHING OF ALGEBRA AND GEOMETRY—The course will include a discussion of such topics as the position of algebra and geometry in the curriculum, the reorganization of their subject matter, current tendencies in the selection of materials, recent experiments in the teaching of both, diagnosis of difficulties and remedial assignments, tests for measuring progress, modern instructional practices, and the fusion in the various fields of mathematics.
Prerequisites: Mathematics 201 and 301. Spring

MUSIC

101 SIGHT READING—This course includes sight reading; ear training; training in enunciation, tone placing, and rhythm in connection with the teaching of rote songs.

102 MUSIC FOR LOWER GRADES—This course includes methods in the teaching of rote songs; sight reading; theory and appreciation through the third grade; ear training. Training in the care of the child voice; preparation of lesson plans; teaching of illustrative lessons.

104 EAR TRAINING—A course in the transcribing of melodies, two-part, three-part and four-part work from piano dictation. The aim of the course is to enable the student to have a quicker aural perception of both chords and melodies in their proper rhythmic relations.
Prerequisite: Harmony 105. Winter and spring quarters.

105 HARMONY—Major and minor modes, intervals, triads and their inversions. Principles of chord progression. Writing of simple melodies.

106 TECHNIC OF BRASS INSTRUMENTS AND PERCUSSION—A study of the brass-wind and percussion instruments and how to teach these instruments in small groups. Opportunity will be given for teaching within the class. 2 credits-Winter

STATE TEACHERS COLLEGE

201 APPRECIATION—This course includes a study of the principles of form in its development from the folk song to the symphony; drill in the discrimination of the tone quality of instruments and of the tone color produced by combinations of instruments. Fall

202 MUSIC FOR ADVANCED GRADES—This course includes ear training in tone combinations; enunciation and tone placing; song interpretation; methods of sight reading and appreciation through the intermediate and upper grades, including junior high school; preparation of lesson plans; teaching illustrative lessons.

203 HARMONY—Simple modulation, sept chords and their inversions, dominant ninth. Elementary composition. Practical application at the keyboard.

204 ORCHESTRATION—Orchestration includes a study of the instruments of the orchestra as to register and tone quality; a study of orchestral scores and the orchestration of simple selections. Winter

205 TECHNIC OF STRING INSTRUMENTS—Emphasis is placed, in this course, on learning correct teaching technique for the violin, viola, cello, and double-bass. Class instruction methods and materials are examined. Opportunities to observe class teaching are also given. 2 credits.

301 APPRECIATION—This course emphasizes content in music as influenced by the personal characteristics and environment of a composer, by his nationality, and by the period in which he lived. Special study is made of the lives and works of Haydn, Mozart, Beethoven, Schubert, Mendelssohn, Chopin, Tschai-kowski, Debussy, and Strauss. Winter
Prerequisite: Appreciation 201.

302 TECHNIC OF WOOD INSTRUMENTS—A study of the wood-wind instruments and how to teach these instruments in small groups. Opportunity will be given for teaching within the class. 2 credits-Fall

303 COUNTERPOINT—Counterpoint is the art of supporting a given melody by counter melodies instead of by chords.
Prerequisite: Harmony 105 and 203.

304 PIANO ACCOMPANYING AND ENSEMBLE—Principles of accompaniment for chorus, small instrumental groups and soloists. Also practice in sight reading. 2 credits

305 PIANO—Private lesson study is directed toward a comprehension of the principles of piano playing including tone, technic, pedaling, etc., and also toward an appreciation of piano literature.
Required—3 consecutive quarters for credit.

306 CLASS PIANO LESSONS—This course is offered to those not majoring in music. This work is advisable for all those taking the Primary grade curriculum.

401 HISTORY OF MUSIC—This course includes a study of the music of primitive nations; the rise and development of church music and opera and seventh oratoria; of the development of instruments; of classicism and romanticism in music; and of the development of modern musical forms. Winter

402 MUSIC ADMINISTRATION—This course includes conducting; outlining of work; preparation and conducting of school entertainments; choice and organization of materials; organization of glee clubs, orchestras, and choruses; training in voice testing and the care of the adolescent voice through mutation. Prerequisite: Music 102 and 103. Spring

403 CHORAL CONDUCTING AND REPERTOIRE—An intimate study of some of the typical compositions of the great masters thru the contrapuntal, classic, romantic, and modern schools. This course includes interpretation, conducting and participation in presentation of a choral program. May be taken as an elective on other courses. Prerequisite: Choral Experience.

404 INSTRUMENTAL CONDUCTING AND REPERTOIRE—This course includes a study of the qualities of a conductor, the use of the baton, rehearsal routine, a study of the problems of organizing and developing orchestras and bands in schools, and the examination and discussion of orchestral and band literature. 2 credits-Winter

COLLEGE SYMPHONIC BAND—The College Band requires permanent membership and regular attendance. The band is composed of forty-eight members and has symphonic instrumentation. During the year the band plays standard overtures and the best classical music, giving many performances besides its annual spring concert. Required—3 consecutive quarters for credit.

COLLEGE SYMPHONY ORCHESTRA—The College Orchestra requires permanent membership and regular attendance. This Orchestra maintains a correct and well-balanced symphonic instrumentation. Standard overtures and symphonies are studied and publicly performed. Less advanced students are afforded opportunity to practice ensemble playing in the Junior Orchestra or Band. Required—3 consecutive quarters for credit.

VOICE—The chief objectives of work in the Voice Department are: (1) To train and develop the voices of prospective public school music teachers so that they may not only be able to use their own voices wisely but also to handle children's voices successfully; (2) to diagnose and correct vocal defects and problems in both singing and speaking voices; (3) to train and develop vocal soloists where native talent warrants such training. Work done toward the first objective consists of natural development of each voice according to fundamental laws of tone-production. Methods must of necessity be adapted to each student's needs. In each of the other objectives the work is done along special lines for each individual. Required—3 consecutive quarters for credit.

PHYSICAL AND HEALTH EDUCATION

The work in Health and Physical Education is classified under two headings, namely: (1) Courses for majors, and (2) Courses from which the required work for the general student body is selected.

Students electing to minor in Physical Education must elect at least twelve hours work as follows: One of the following theory courses; Administration and Supervision, School Programs and History, or Health Education and Corrective Gymnastics. Two of the remaining courses listed under Major Work.

No minors (men) are eligible to take the coaching courses 203, 205, 207, until they have received credit in eight hours of the above work.

It is suggested that minors elect as many more of such courses as possible in order that they will be able to do effective teaching in this field.

A major or minor in Physical Education may be earned only by degree course students (Four-year course). Diploma course students may be recommended for special aptitude in Physical Education provided at least sixteen quarter hours of credit have been earned in this field.

Students are asked not to purchase gymnasium suits or shoes until after the first meeting of the class or at the direction of the instructor. Uniforms range from \$1.00 to \$2.00, depending upon the course taken.

MAJOR COURSES

MEN AND WOMEN

301 SCHOOL PROGRAMS AND HISTORY OF PHYSICAL EDUCATION—Deals with principles underlying the formation of programs in physical education for elementary and high school work and shows how our present day work is an outgrowth of some of the theories and methods of leaders of various movements in this field. The relationship which physical education has borne to general education is given special attention.

302 ANATOMY—A detailed study of the gross structures of the body including a study of provisions for movements, muscles, joints, bones and the organ systems of the human body. Winter

304 PHYSIOLOGY—A study of human physiology developed from cell action, absorption, colloids, to respiration, digestion and circulation and growth of the human body.
3 hrs. Disc. 2 hrs. lab. Prerequisite: Physical Education 202 and 302 Spring

307 KINESIOLOGY—A study of the action of joints and muscle groups during gymnastics, games and sports and the various occupations of life. Fall
Prerequisites: Physical Education 202, 302 and 304.

401 ADMINISTRATION AND SUPERVISION—This course deals with organization, equipment, and supervision of Physical Education. It includes also consideration of the administrative problems. The organization of intramural athletics is also given considerable attention. Spring

402 HEALTH EDUCATION AND CORRECTIVE GYMNASTICS—This course deals with the health phase of the physical education program and the corrective or remedial measures to be used in providing proper exercises and procedures in handling individuals with handicapping conditions. Prerequisites: Physical Education 302, 304 and 307, or consent of instructor. Winter

403 PREVENTIVE MEDICINE AND HYGIENE—This course deals with special problems met with in health education and gymnastics. It is an aid to course 402 Health Education and Corrective Gymnastics. 2 credits-Spring

REQUIRED COURSES

MEN

Men students who are not majoring or minoring in Physical Education are to select courses to meet their requirements from the following group.

100 PHYSICAL EDUCATION—An overview of the curriculum in health and physical education required to be taught in the schools of the state is presented. Students are familiarized with the objectives and activities recommended. The purpose of the course is to provide an acquaintance with the work in the various grades, not to prepare teachers of physical education. Required of all students. 1 credit

101 BOXING—Offensive and defensive tactics of an amateur nature are observed and practiced. Various methods of attack and defenses are developed for different styles used in the sport. 1 credit-Winter

103 GYMNASTIC DANCING—This course stresses fundamental rhythm work which involves big muscle activity and also trains the neuro-muscular mechanism in doing simple gymnastic dances and clogs. 1 credit-Spring

105 GYMNASTIC STUNTS—Skills in balancing in both single and double stunts are given special attention bearing in mind the progression which leads to more difficult stunts. 1 credit-Fall

107 INDIVIDUAL ATHLETICS—Self testing activities which train the student in fundamental skills in throwing, running, jumping, climbing, vaulting, etc., forms the basis of the work offered in this course. 1 credit

109 INDIVIDUAL GYMNASTICS—Students who are handicapped physically to the extent that they are unable to pursue the regular courses safely will be advised to take this course. Special exercises will be given for the correction of remedial defects. The student is also given instruction in many phases of health work. 1 credit

111 SKATING—This course deals with the various skills involved in doing some of the simple strokes. Attention is given to some stunt and speed work during the latter part of the course. 1 credit

113 SWIMMING—A beginner's course which deals with the fundamental skills involved in learning to swim one or two of the most common strokes. Students become better acquainted with water activities in practicing such stunts as bobbing, handstands, forward rolls, floating, etc., which are taught in this course. 1 credit

STATE TEACHERS COLLEGE

115 WRESTLING—Special attention is given to skills involved in working on the feet and on the mat both defensively and offensively. Methods of going behind an opponent, taking him to the mat, riding, etc., are stressed. 1 credit

200 TENNIS—This course deals with the fundamental skills used in playing the game. The different types of strokes, court position, net play, footwork, etc., are taught. Each student must furnish his own equipment. 1 credit

300 GOLF—Fundamental strokes are taught during the beginning part of the course. Golf rules, terms, etiquette, etc., are given attention. Individual attention is given each student during the latter part of the course in so far as time will permit. Each student must furnish his own equipment. 1 credit

MAJOR COURSES

MEN

Majors must elect to take all of the courses listed as Major Courses, but are not to select those courses listed as Required Work.

117 CALISTHENICS, MARCHING AND GYMNAS TIC DANCING—One fourth of the time is spent on modern methods of free exercising giving special attention to totality and proper selection of calisthenic exercises. One-fourth of the time is spent on single line marching maneuvers and tactics most commonly used. Some emphasis is placed on fancy drills for exhibition purposes. One-half of the time is devoted to fundamental rhythm work in gymnastic dances and simple clogs.

119 GYMNAS TIC STUNTS—This course deals with the theory and practice of fundamental skills involved in doing exercises on and with apparatus. Progression in difficulty of exercises offered is given due consideration.

121 SWIMMING—Arranged to prepare the teacher to give instruction in four or five of the most common strokes in use and to teach diving and life saving. Attention is also given to the proper methods of conducting competitive events and water meets.

203 COACHING: FOOTBALL—The theory and art of coaching football are studied to show the weak and strong points of various styles of offense and defense. Special stress is put on generalship, signal systems and rules. The fundamentals of football are studied from the point of view of the coach. A study is made of the systems taught by various coaches. Special study is made of the forward pass, trick plays, and the defense to meet these plays. Open only to majors and minors in physical education.

205 COACHING: BASKETBALL—The game is taken up from the point of view of the coach. The theory of coaching, handling of men, and different styles of offense and defense used by the leading coaches are studied. Fundamentals of the game, such as passing, goal throwing, dribbling, turns, stops, and team plays are studied. Open only to majors and minors in physical education.

207 COACHING: TRACK AND BASEBALL—One-half of the time will be spent on the theory and practice of the fundamental skills involved in each sport. Form and not athletic achievements will be stressed in considering the abilities to be acquired. All events and positions are to be given adequate consideration. Open only to majors and minors in physical education.

ST.CLOUD, MINNESOTA

209 RECREATIONAL ACTIVITIES—This course deals with instruction in some of the so called minor sports. Soccer, archery, volleyball, handball, and the directing of activities of limited organization receive due attention.

305 BOXING AND WRESTLING—One half of the time will be spent on the theory and practice of the fundamental skills involved in each sport. Only the amateur aspects of each sport are fostered. Due consideration is given the offensive and defensive tactics to be used.

403 TRAINING AND FIRST AID—Deals with the theory and practice of methods employed in proper training and in caring for athletic injuries. Attention is centered on first aid work and preparing individuals for strenuous physical exercise. Prerequisites: Physical Education 302, 304, 307, or consent of instructor.

REQUIRED COURSES

WOMEN

102 PHYSICAL EDUCATION—Hygienic recreational activities including self testing activities, stunts, posture training, and games as required in the state curriculum in health and physical education. Required of all first year students. 1 credit

104 PHYSICAL EDUCATION—A continuation of course One. Prerequisite: Physical Education 102. 1 credit

106 FOLK DANCING—Simple rhythmic work and dances expressive of the folk lore of different nations adaptable for teaching in the grades. The activities are selected from the state curriculum in health and physical education. Required of all first year students. 1 credit

108 FOLK DANCING—Advanced work in rhythm including character and national folk dances. Prerequisite: Folk Dancing 106. 1 credit

110 GYMNASTICS, INDIVIDUAL—This course may be substituted for the required work upon recommendation of the school nurse, or the department of physical education. Special work for the correction of remedial defects and for special development is given. 1 credit

112 SWIMMING—This course is designed for students who cannot swim. The technic and elementary diving are taught. 1 credit

114 SWIMMING—A continuation of Swimming 112 for intermediate swimmers who wish to learn additional strokes and more advanced diving. 1 credit

200 TENNIS—This course deals with the fundamental skills used in playing the game. The different types of strokes, court position, net play, footwork, etc., are taught. Each student must furnish his own equipment. 1 credit

210 SWIMMING—A continuation of Swimming 114 for advanced swimmers. This course includes diving, figure swimming, and water games. 1 credit

STATE TEACHERS COLLEGE

300 GOLF—Fundamental strokes are taught during the beginning part of the course. Golf rules, terms, etiquette, etc., are given attention. Individual attention is given each student during the latter part of the course in so far as time will permit. Each student must furnish his own equipment. 1 credit

SPORTS FOR WOMEN—Instruction is given in a variety of sports and games which are adapted to girls and their needs. The activities offered are soccer, hockey, basketball, volleyball, playground ball, archery, tennis and track. At the end of each season the Women's Athletic Association conducts an intramural tournament in each sport. no credit

MAJOR COURSES

WOMEN

116 SCHOOL ROOM ACTIVITIES—The purpose of this course is to give general exercises, posture work, rhythm and games suitable for school room use. Lesson plans for each grade and methods of presentation are given. Prerequisite: Physical Education 102.

118 TECHNICS OF PHYSICAL EDUCATION—A study of the principles underlying the selection, classification, and progression of material in teaching physical education. Prerequisite: Physical Education 102.

120 GYMNASTIC TECHNICS—This course correlates with Technic of Physical Education 118 and must be taken the same quarter. 1 credit

201 PLAY THEORY AND PRACTICE—A study of the meaning of play in the life of the growing child, the play periods of childhood and the social and educational values of play. A graded course of games to meet the requirements of children of all ages is taught.

202 CLOG AND TAP DANCING—Prerequisite: Folk Dancing 106 and 108.

204 COACHING—The purpose of this course is to give instruction in coaching such organized games as volleyball, soccer, hockey, baseball and basketball and to afford opportunity to students to gain skill in such games. 2 credits

206 COACHING—A continuation of Coaching 204. 2 credits

208 FIRST AID—Instruction in the handling of emergencies such as dislocation, sprains, broken bones, fainting and various conditions of unconsciousness. 2 credits

212 GIRL SCOUT LEADERSHIP—The training course for Girl Scout Leaders prepares a student to become a leader or director of a Scout Troop. The class is organized and practical work is given along the line of Troop Management which is the basis of Girl Scout work. A certificate is granted to those completing the course by the National Headquarters of the Girl Scouts of America. 2 credits. Winter

306 FOLK GAMES, ADVANCED—Open only to those majoring in Physical Education. 1 credit

ST.CLOUD, MINNESOTA

308 INTERPRETATIVE DANCING—Study of self-expression through the medium of bodily movement. 1 credit

310 INTERPRETATIVE DANCING—A continuation of Beginning Interpretative Dancing. Prerequisite: Interpretative Dancing 308. 1 credit

312 LIFE SAVING—This is a course for more advanced swimmers. The theory and practice of methods used in rescuing drowning persons and instruction in water safety are included in the course. The Red Cross Senior Life Saving Test is given as a part of the course and those who pass the test are awarded the Red Cross Life Saving emblems. 1 credit

314 TUMBLING AND PYRAMID BUILDING—Instruction will be given in tumbling and simple pyramid building which may be used in grades and high schools. The course is designed particularly for those majoring in physical education, but is open to others who are interested and who have had three quarters of physical education. 1 credit

404 APPARATUS—The purpose of this course is to give the student the knowledge of the nomenclature, the uses, the values, and the technic of various types of apparatus. 2 credits

406 GYMNASTICS, ADVANCED—Open only to those majoring in Physical Education. This course is designed to give those specializing in physical education a comprehensive knowledge of available material in the field of gymnastics. 1 credit

408 TECHNIQS OF PHYSICAL EDUCATION—Technic of teaching Physical Education. Study of the use of signals, presentation of new material, observation and management of classes. Members of the class practice the teaching of various phases. This course is open to only majors in physical education. Prerequisite: Technics of Physical Education 118.

The young women use regulation gymnasium suits and gymnasium shoes or slippers. These should be purchased after arrival at the college in order that there may be uniformity.

SCIENCES

BIOLOGY

101 BIOLOGY—A general course in the study of plant and animal life including (1) a study of many of the broader biological principles which have greatly influenced our thought and control of our environment, (2) a more intimate study of those plants and animals most frequently used in elementary science.

201 HYGIENE AND SANITATION—The course deals with the problems of maintaining health through care of eyes, teeth, respiratory system, heart, and other organs; maintaining a high state of resistance and immunity; and preventing communication of disease. Some time is spent on the general plan of the body and its functioning as a basis for intelligent health procedures.

301 ECOLOGY—The inter-relations of plants and animals with their environment. The units of the courses are (1) the inter-relations of individual plants and animals with the factors of the environment, (2) plant and animal communities of the St.Cloud Region, (3) plant and animal succession, (4) life regions of the United States.

2 hrs. Disc. 4 hrs. Field and Lab. Prerequisite: Biology 101. Fall-even years

STATE TEACHERS COLLEGE

302 GENETICS—This course is arranged to acquaint the student with the laws governing likenesses and differences among individuals. It includes reproduction, development, heredity, environment, and evolution together with their relationships to plant and animal breeding. Laboratory work is done at hours to be arranged.

Prerequisite: Biology 101.

Winter

303 GENERAL PHYSIOLOGY—A study of how life is maintained; including physiology of the cell, life processes in plants and animals, and the integration and coordination of life processes in the human body.

2 hrs. Disc. 4 hrs. Lab. Prerequisite: Biology 101.

Winter

401 ENTOMOLOGY—Insects are collected, reared, and classified. Their relations to human welfare are stressed. Students prepare individual school reference collections of the commonest families of insects.

2 hrs. Disc. 4. hrs. Field and Lab. Prerequisite: Biology 101. Fall-odd years

402 FIELD VERTEBRATE ZOOLOGY—This course consists of a survey of the fishes, amphibia, reptiles and mammals of Minnesota in which the species, their habits, habitats and economic values are determined in the field and laboratory. Students will assist in caring for live animals and building a museum.

2 hrs. Disc. 4 hrs. Field and Lab. Prerequisite: Biology 101. Fall

403 LOCAL FLORA—The classification and relationships of the common families of plants. The St. Cloud Floral Greenhouse is used as a laboratory during the first four weeks of the course. During the remainder of the course the native plants are studied in their natural habitats.

2 hrs. Disc. 4 hrs. Field and Lab. Prerequisite: Biology 101. Spring-even years

404 ORNITHOLOGY—This course deals with the classification habits, and economic status of the resident and migratory birds of the St. Cloud Region. Emphasis is placed on birds as teaching materials.

2 hrs. Disc. 4 hrs. Field and Lab. Prerequisite: Biology 101. Spring

405 PLANT MORPHOLOGY—This course consists of a study of the development of the plant kingdom. Plants of each group are studied from point of view of taxonomy, reproduction, and group relationship. This development is traced from the simpler fungi and algae to the seed plants.

2 hrs. Disc. 4 hrs. Field and Lab. Prerequisite: Biology 101. Spring

406 TEACHING OF SCIENCE—A limited number of science activities for primary and intermediate grades, junior high school and senior high school are tested out and evaluated in the light of the aims of science teaching. Activities are selected and organized into a science curriculum. Equipment, books and other supplementary materials are examined. Each student confines his efforts to the grades he is preparing to teach but gains an integrated idea of the science curriculum by following the work of other groups and participating in the discussions.

Spring-odd years

CHEMISTRY

201 GENERAL INORGANIC CHEMISTRY—An introductory course designed to acquaint the student with fundamental concepts of the subject. Major topics to be studied include the following: Gases, Liquids, Solids—solutions—molecular, atomic, electronic and ionization theories—valence—types of chemical reactions—reaction velocity and chemical equilibrium—Chemical formulas and equations.

2 hrs. Disc. 4 hrs. Lab.

Fall

202 GENERAL INORGANIC CHEMISTRY—A course dealing with the study of metals and non-metals with emphasis upon the industrial methods of production and uses of these elements and their compounds. Prerequisite: Chemistry 201.

2 hrs. Disc. 4 hrs. Lab.

Winter

203 QUALITATIVE ANALYSIS—A course designed to acquaint the student with methods for the isolation and identification of metallic and negative ions. Emphasis will be laid upon a study of solutions, precipitation, chemical equilibrium and types of chemical reactions. Prerequisites: Chemistry 201 and 202.

1 hr. Disc. 5 hrs. Lab.

Spring

204 INDUSTRIAL CHEMISTRY—A lecture course covering plant construction and chemical processes in several of the key industries. The course includes field trips to nearby plants employing chemical processes, reports of the same and assigned collateral reading.

Prerequisites: Chemistry 201, 202, and 203.

GEOGRAPHY

101 GEOGRAPHY—The course consists of a study of relationships between human activities and types of natural environment. It is the object of this course to give the student a general knowledge of natural environmental conditions throughout the world.

201 ECONOMIC GEOGRAPHY— A course in economic geography which deals with relationships between types of human activities and natural environment. Prerequisite: Geography 101.

Fall

202 PHYSIOGRAPHY—The origin of land forms, the agencies and processes at work producing them. Interpretation of Topographic maps, a study of the common rocks and minerals and field trips in this region are included in this course.

Fall, Spring

301 GEOGRAPHY OF ASIA—A regional study of the continent. As in all studies in modern geography, emphasis is placed upon relationships between human activities and the natural environment of the region.

Prerequisites: Geography 101 and 201.

Winter

302 GEOGRAPHY OF AFRICA AND AUSTRALIA—Emphasis is placed on the influence of Middle Latitude (European) direction in the development in various regions and the value of the possessions to the Mother Countries.

Prerequisites: Geography 101 and at least one continental study.

303 GEOGRAPHY OF EUROPE—A regional treatment of the continent. A geographic interpretation of political and economic conditions of the more important nations.

Prerequisites: Geography 101 and 201.

Winter

STATE TEACHERS COLLEGE

304 GEOGRAPHY OF NORTH AMERICA—A first course in Regional Geography including a study of the whole continent on the basis of natural regions. Emphasis is placed on the United States. In each region the leading activities and their relation to the natural environment are worked out.

Prerequisite: Geography 101.

Fall

305 GEOGRAPHY OF SOUTH AMERICA—A study of the major geographic regions of South America. The core of organization for each region is the leading activity.

Prerequisites: Geography 101 and 201.

Fall

306 GENERAL GEOLOGY—A study of the origin, history and rock structure of the earth. Great processes and changes at work. An economic treatment of building stones, iron, coal, and oil is included. Laboratory and field work.

Prerequisite: Geography 202.

Winter

307 CONSERVATION OF NATURAL RESOURCES—A study of the natural resources of the United States including the history of their exploitation and the movement to conserve them by scientific forestry, reclamation of waste lands, checking of erosion.

Spring

401 HISTORICAL GEOGRAPHY—A study of relationships between natural environment and the history of the United States previous to 1850.

402 METEOROLOGY—A study of the atmosphere, factors underlying weather forecasting and the making of the weather maps, and the instruments used in gathering climatic data.

Prerequisite: Geography 101.

403 TECHNIC OF TEACHING GEOGRAPHY IN THE GRADES—This course purports to acquaint students with geographic materials and their sources. Gradation of such materials and technic of presentation through pictures, maps, and graphs are emphasized. Opportunity will be provided for the organization of units for teaching in the respective grades.

Prerequisites: Geography 101, 201 and 304.

Spring

PHYSICS

301 MECHANICS—A study of the mechanics of solids, liquids, and gases subdivided as follows: Matter and force—principle of moments and equilibrium—vectors—pressure in liquids—acceleration—molecular motions and forces—Newton's Laws of Motion—work and energy—motion of fluids—rotary and harmonic motion.

2 hrs. Disc. 4 hrs. Lab.

Fall

302 MAGNETISM AND ELECTRICITY—A study of magnetism and electricity subdivided as follows: Magnetism—static electricity—electricity in motion—chemical effects—magnetic effects—conduction thru gases—electrical radiations—electrical machines and devices.

2 hrs. Disc. 4 hrs. Lab.

Winter

303 HEAT, LIGHT AND SOUND—(A) Heat: Thermometry—expansion coefficients—work and energy—change of state—transference of heat—industrial applications of change of state. (B) Light: Nature and propagation of light—image formation—color phenomena—inference—the invisible spectrum—polarization. (C) Sound: Nature and transmission of sound—properties of musical sounds.

2 hrs. Disc. 4 hrs. Lab.

Spring

STATE TEACHERS COLLEGE

302 ECONOMIC AND SOCIAL HISTORY OF THE UNITED STATES—The purpose of this course is to trace the economic and industrial development of the United States from the colonial period to the present time. Special attention is given to such factors as the evolution of modern agriculture, the land policy of the federal government, immigration, the development of manufacturing, history of tariff legislation, the growth of the capital-labor controversy, and government regulation of industry. Fall

303 EUROPEAN HISTORY, 1500-1815—This course purposes, first, to give a summary account of the Reformation and the Renaissance of the 16th century; second, to acquaint the student with the political, social and economic changes of the 17th and 18th centuries which made the French Revolution inevitable; and third, to trace the history of the Revolution, and its influence in bringing about a changed Europe in the 19th century. Winter

304 EUROPEAN HISTORY, 1815-Present Time—This course deals with the growth of democracy, nationalism, and imperialism during the 19th century, and attempts to discover the relationship between these movements and the World War. Attention is given to the efforts before and since the World War to secure world peace. Current periodicals are extensively used. Spring

305 FOREIGN RELATIONS OF THE UNITED STATES, 1776-Present Time—This course is designed for students enrolled in the four-year curriculum. It is organized as a chronological and topical survey of the evolution of American foreign policy, special emphasis being placed on fundamental principles. The period since 1900 receives special attention. Current magazine material is used for the study of the foreign problems confronting the nation today. Winter

306 WORLD HISTORY SINCE 1914—This course presents the causes, conduct and consequences of the World War; the economic, political and social revolutions now in progress; the new nations and new political systems in America and the Far East as well as in Europe.

401 ANCIENT WORLD—This course discusses the social, cultural, economic and political development of the most ancient nations, Babylonians, Egyptians, Persians, Assyrians, Hittites, Phoenicians, and Hebrews. About half the course is given to the classical civilization of Greece and Rome.

402 ENGLISH HISTORY, 1689-Present Time—In this course such topics as, the evolution of parliamentary government; the progress of democracy; colonial expansion and foreign policies; economic development are emphasized. The general purpose is to acquaint the student with the English origins of many aspects of our own civilization and culture.

404 LATIN AMERICAN HISTORY—This course deals both with the colonial and national history of the peoples of Central and South America. Special emphasis is given to Mexico and to Pan-American relationships. Winter

405 MEDIEVAL CIVILIZATION—This course discusses the political, social and economic development of Europe during the period from the migrations of the Goths to the discovery of America.

406 MINNESOTA HISTORY—This course is a survey of the entire field of Minnesota history based largely on the publications of the Minnesota Historical Society. Spring

SUMMER SESSION

JUNE 11 TO JULY 20, 1934

In ever increasing numbers those who are engaged in teaching are spending a part of their summers in the extension of scholarship and in the acquisition of greater professional skill. Teachers attend the summer session at a teachers college to get renewed inspiration and new viewpoints in theory and practice and to acquire additional skill in classroom technic.

The large enrollment during the college year and the summer session at the St. Cloud State Teachers College is evidence of the value which teachers in service and prospective teachers place upon the training received in this institution. St. Cloud, a city of about 25,000, is well located to serve teachers. Two transcontinental lines, the Great Northern and the Northern Pacific, pass through the city. A line from Duluth to the south-western part of the state makes St. Cloud easily and quickly accessible to scores of cities and towns. Busses operating over splendid state highways also furnish convenient transportation facilities. Located within a radius of a few miles are several of the beautiful lakes of central Minnesota.

WHAT DOES THE ST. CLOUD STATE TEACHERS COLLEGE OFFER?

The courses offered during the summer session are planned to meet the needs of four groups:

1. The undergraduate students who desire to reduce the time necessary for graduation by attending summer sessions. Credits earned during the summer session may be applied toward the diploma and the degree.
2. Those who wish to earn professional and academic credits for certificates or for renewal of certificates. During the summer session special emphasis is placed upon certificate courses.
3. Graduates of the two-year curricula who wish to obtain additional credits to be applied toward a degree. A number of courses planned for this group will be offered during the summer session of 1934.
4. Those who wish to improve their general scholarship and skill, teachers and those who are preparing for supervisory positions will be especially interested.

REGISTRATION AND CLASS SESSIONS

Students may register between 8:30 A. M. and 5:00 P. M. Monday, June 11. Students cannot enroll for credits after Tuesday morning, June 12, unless admitted by special prearrangement with the President. Class work will begin Tuesday morning, June 12. Sessions will be held five days each week. *Credits will not be given for less than the full session of six weeks.*

EXPENSES

There is a tuition charge of ten dollars for students who are residents of Minnesota. Non-resident students pay a tuition charge of fifteen dollars for the summer session.

A fee of seventy-five cents is paid by students who enroll in a physical education course. An additional charge of one dollar and twenty-five cents is made for the use of the locker, which is refunded at the close of the summer session.

The term fee for the summer session is one dollar and fifty cents.

The term fee must be paid before one is enrolled in any class.

No refund of tuition or of term fee is made to a student who cancels registration after Wednesday, June 13.

Payments of all college accounts should be made in cash during the summer session. Checks will be accepted at the business office of the college for collection only.

BOARD AND ROOM

About two hundred fifty young women are accommodated at Lawrence Hall and at Shoemaker Hall at the rate of \$5.00 a week for board and room. These dormitories are well equipped and beautifully located and provide excellent accommodations. *Bills for board and room are payable for the entire summer session before Wednesday noon of the first week.*

A money order for \$5 should be sent with each application for a dormitory reservation. Make money orders payable to State Teachers College. This amount is refunded to the depositor if she is in attendance during the entire summer session. No refund is made to those who leave before the close of the session.

Room rent in private homes varies from \$8 to \$18 a month, two in a room, each paying half of this amount. Board costs from \$4.50 to \$5.50 a week in private homes.

A list of approved boarding and rooming places will be found at the offices of the Deans of the college. Students should not engage board and room at places not on the approved list. A faculty committee assists students to secure desirable boarding and rooming accommodations. Students should plan to arrive in St.Cloud during the day and should report immediately at the college.

A special bulletin outlining courses offered during the summer session will be sent upon request. For further information address,

THE REGISTRAR,

State Teachers College,

St.Cloud, Minn.

ST.CLOUD, MINNESOTA

SUMMARY OF ENROLLMENT

(Including the Summer Session 1933)

COLLEGE DEPARTMENT

Graduated with High Scholastic Honors.....	9	
Graduated with Scholastic Honors.....	45	54
Post Graduates.....	18	
Seniors.....	136	
Juniors.....	288	
Sophomores.....	604	
Freshmen.....	496	1,542
Five-Year Course—		
First Year.....	4	
Second Year.....	1	
Third Year.....	7	
Fourth Year.....	1	
Fifth Year.....	4	17
Total number of men enrolled.....	403	
Total number of women enrolled.....	1156	
Total enrollment.....	—	1,559
Diplomas awarded, (two-year) estimated.....	334	
Degrees conferred.....	74	
Total.....	—	408

SWIMMING POOL, EASTMAN HALL

