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State Teachers College

St. Cloud, Minnesota



Seventy-first
Annual Catalog



Announcements
for
1939 - 1940



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

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COLLEGE CALENDAR

1939 - 1940

SUMMER SESSIONS

Registration, First Session.....	Monday, June 12, 1939
Class work begins.....	Tuesday, June 13, 1939
Session ends.....	Friday, July 21, 1939
Registration, Second Session.....	Saturday, July 22, 1939
Class work begins.....	Monday, July 24, 1939
Session ends.....	Saturday, August 26, 1939

FALL QUARTER

Registration.....	Tuesday, September 5, 1939
Class work begins.....	Wednesday, September 6, 1939
Quarter ends.....	Wednesday Noon, November 29, 1939

WINTER QUARTER

Registration.....	Monday, December 4, 1939
Class work begins.....	Tuesday, December 5, 1939
Christmas vacation begins.....	Friday Noon, December 22, 1939
Class work resumed.....	Tuesday, January 9, 1940
Quarter ends.....	Friday, March 8, 1940

SPRING QUARTER

Registration.....	Monday, March 11, 1940
Class work begins.....	Tuesday, March 12, 1940
Easter vacation begins.....	Wednesday, March 20, 1940
Class work resumed.....	Tuesday, March 26, 1940
Quarter ends.....	Thursday, June 6, 1940

SUMMER SESSION

1940

Registration, First Session.....	Monday, June 10, 1940
Class work begins.....	Tuesday, June 11, 1940
Session ends.....	Friday, July 26, 1940
Registration, Second Session.....	Saturday, July 27, 1940
Class work begins.....	Monday, July 29, 1940
Session ends.....	Saturday, August 24, 1940

STATE TEACHERS COLLEGE BOARD

DEWITT H. GARLOCK - - - - -		<i>President</i>
	Bemidji	
WARREN H. STEWART - - - - -		<i>Resident Director</i>
	St. Cloud	
ALFRED W. SAUER - - - - -		<i>Resident Director</i>
	Winona	
F. A. BAKER - - - - -		<i>Resident Director</i>
	Mankato	
G. L. GOSSLEE - - - - -		<i>Resident Director</i>
	Moorhead	
MRS. VIENA P. JOHNSON - - - - -		<i>Resident Director</i>
	Duluth	
HELEN CONWAY - - - - -		<i>Director</i>
	St. Paul	
ROY R. SORENSEN - - - - -		<i>Director</i>
	Tracy	
JOHN G. ROCKWELL, State Commissioner of Education - - - - -		<i>Member Ex-officio</i>
	St. Paul	

STATE TEACHERS COLLEGE PRESIDENTS

GEO. A. SELKE - - - - -		<i>St. Cloud</i>
A. T. FRENCH, Acting - - - - -		<i>Winona</i>
F. D. McELROY - - - - -		<i>Mankato</i>
R. B. MacLEAN - - - - -		<i>Moorhead</i>
H. F. SORENSON - - - - -		<i>Duluth</i>
C. R. SATTGAST - - - - -		<i>Bemidji</i>

FACULTY

1939 - 1940

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

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

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, Minn.; Instructor, Demonstration School, Summer Session, Columbia University; 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 College of Education; 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; A. M., Colorado State College of Education; Graduate Student, University of Chicago.

Rural Schools of Minnesota; Elementary Schools, Warren, Minn.; Teacher in High Schools, Sauk Centre, 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.....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—

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 and Elementary Schools, 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.
Elementary 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—

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, Elementary, 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; Graduate Student, University of Minnesota, Oxford University, England.
Elementary and High Schools 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; Graduate Student, 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 Elementary Schools, Principal of Elementary 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, N. Y.; 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; Graduate Student, Northwestern University, University of California.
 Teacher in Kindergarten and Elementary Schools, 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; A. M. Colorado State College of Education; Graduate Student, University of Wisconsin; American Institute of Normal Methods.
 Teacher in Elementary Schools; County Superintendent, Harrison County, Iowa; Instructor State Teachers College, Pittsburgh, Kan.; State Teachers College, St. Cloud, 1926—
- JOHN C. COCHRANE**.....History
 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, LaCrosse, Wis.; B. S., Iowa State University; A. M., Columbia University; Student, University of Wisconsin; Graduate Student, Iowa State University.
 Teacher in Rural and Elementary Schools, 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; A. M., Columbia University.
 Teacher in Elementary Schools, 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, Colo.; 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; Graduate Student, University of Minnesota.
 Teacher in Rural and Elementary Schools, 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; A. M., Colorado State College of Education.
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, Elementary, 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 Elementary Schools, Illinois; Supervisor of Art, South Bend and Bloomington, Ind., and Wilkensburg, Pa.; State Teachers College, St. Cloud, 1927—

JOHN J. WEISMANN.....Director of Personnel and Dean of Men

Graduate, State Teachers College, St. Cloud; B. A., St. Thomas College; M. S., University of Southern California; Graduate Student, University of Minnesota.
Instructor, Industrial Arts, Appleton, Minn.; Assistant in Drafting, 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 College of Education, Greeley, Colo.
Teacher, Rural and Elementary Schools, Wisconsin; Superintendent and Principal, High Schools, Wisconsin; Supervisor, Teachers 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, 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; A. M., Columbia University; Graduate Student, National University, Mexico City, Mexico.
Teacher in Rural, Elementary 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—

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.; Graduate Student, University of Minnesota.

Teacher in Rural and Consolidated Schools of LaGrange County, Ind.; 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, Iowa; Iowa Wesleyan College, Mt. Pleasant, Iowa.

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 Elementary Schools of Marshalltown, Iowa; Demonstration Work, University Elementary School, University of Iowa; State Teachers College, St. Cloud, 1930—

NELL BOYD TAYLOR.....Director, Department of Child Welfare

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., DePauw University; B. D., Garret Biblical Institute; A. M., University of Colorado; Graduate Student, University of Minnesota.

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 College of Education, 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 and Elementary Schools, 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; Student, McGill University, Montreal, Canada.

Teacher in Rural Schools of Minnesota; Junior High School, Bemidji, Minn.; Elementary School Principal, Iowa City, Iowa; Supervisor of Elementary Grades, State Teachers College, Bellingham, Wash.; Principal of Perkins School for Crippled Children, University Hospital, Iowa City, Iowa; State Teachers College, St. Cloud, 1931—

RICHARD M. SMITH.....Elementary Education

B. A., Simpson College, Indianola, Ia.; A. M., Colorado State College of Education, Greeley, Colo.; Graduate Student, University of Minnesota.

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—

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—

FELIX CONRAD SCHWARZ.....Supervisor of Art

B. A., A. M., George Washington University; Corcoran School of Art, Washington, D. C., Graduate Student, Columbia University.

Instructor in Art and English, Takoma Silver Spring High School, Silver Spring, Md.; Director of Adult Classes in Short-Story Writing, Community Center Department, Public Schools, District of Columbia; Head of Art Department, Summer Sessions, State Teachers College, Fredericksburg, Va.; State Teachers College, St. Cloud, 1934—

*WILLIAM J. GRIFFIN.....English

B. A., Park College, Mo.; A. M., University of Iowa; Graduate Student, University of Iowa and University of Wisconsin.

Instructor in Rhetoric, University of Iowa; Instructor in English and Speech, Junior College, Independence, Kan.; State Teachers College, St. Cloud, 1935—

WARREN E. KASCH.....Physical Education and Social Science

B. A., Cornell College, Mt. Vernon, Ia.; Student, University of Wisconsin; School of Coaching, Northwestern University; Graduate Student, University of Minnesota.

Instructor and Coach, Brainerd, St. Cloud, Minn.; State Teachers College, St. Cloud, 1935—

MASON A. HICKS.....English

B. S., A. M., Northwestern University, Evanston, Ill.

Instructor in Speech and Dramatic Production, Baker University, Baldwin, Kan.; State Teachers College, St. Cloud, 1936—

MARGARET I. LUDWIG.....Music

B. S., Kansas State Teachers College, Emporia, Kan.; M. S., Education, Northwestern University, Evanston, Ill.; University of North Carolina; Graduate Student, Teachers College, Columbia University; New York University.

Music Supervisor, Training School, Kansas State Teachers College, Emporia, Kan.; Supervisor of elementary school music, Emporia, Kan.; Music Supervisor, Greensboro, N. C.; Instructor Women's Division, University of North Carolina; Greensboro College for Women; State Teachers College, St. Cloud, 1936—

ROLAND M. TORGERSON.....Industrial Arts

Graduate, State Teachers College, Winona; B. S., University of Minnesota; Dunwoody Institute; A. M., University of Minnesota; Graduate Student, University of Minnesota, University of Chicago.

Teacher in High Schools, Tower City, N. Dak.; Nora Springs, Ia.; Worthington, Minn.; University High School, Minneapolis; State Teachers College, Winona, Minn.; State Teachers College, St. Cloud, 1936—

M. ELIZABETH BARKER.....Health Education

Graduate, State Teachers College, Stevens Point, Wis.; B. S., M. S., University of Chicago; Ph. D., Columbia University.

Teacher in Elementary and High Schools, Wisconsin, Iowa, and New York; Instructor in Sioux City Normal School; Supervisor, Tulsa Public Schools; State Teachers College, St. Cloud, 1937—

F. O. GILBERT.....Rural Education

B. A., A. M., University of Minnesota; Graduate Student, University of Minnesota.

Teacher, Principal, Superintendent Public Schools, South Dakota and Minnesota; State Teachers College, St. Cloud, 1937—

MABEL JOHNSON.....Health Education and College Nurse
 B. S., R. N., University of Minnesota; Graduate Nursing, University of Minnesota.
 Institutional Nursing, Minneapolis General Hospital; Public Health Nursing, Keewatin, Minn.;
 Kansas City Mo.; State Teachers College, St. Cloud, 1937—

A. E. SCHNEIDER.....Business Education
 Graduate, Junior College, Duluth, Minn.; B. S., Iowa State Teachers College; A. M., University
 of Iowa; Graduate Student, University of Iowa.
 Secretary to Superintendent of Dock System, Great Northern Railroad, Superior, Wis.; Assistant
 Cashier, E. A. Pierce & Co., Milwaukee, Wis.; Credit-rating-Accounting, Ford Motor
 Company, Milwaukee Branch, Milwaukee, Wis.
 Instructor, Training School, Eastern State Normal School, Madison, S. Dak.; Milwaukee Vo-
 cational School, Milwaukee, Wis., Evening School Division, Waterloo, Ia.; Critic Supervisor
 in Commerce, University High School, University of Iowa, Demonstration Work, University
 High School, University of Iowa; State Teachers College, St. Cloud, 1937—

DOROTHY A. VERRELL.....Supervisor in Nursery School
 B. S., Department of Child Welfare, University of Minnesota; Graduate Study, University of
 Minnesota.
 Assistant Director of the Nursery School, Stout Institute, Menomonie, Wis.; Elementary
 Schools, Minneapolis, Minn., State Teachers College, St. Cloud, 1937—

MARY FERRO.....Business Education
 B. E., Illinois State Normal University, Normal, Ill.; A. M., University of Iowa; Graduate
 Student, University of Michigan.
 Stenographer (Civil Service), World War Division, Washington, D. C.; Secretary and Account-
 ant, Midwest Claim and Adjustment Company, Bloomington, Ill.
 Instructor, Farmersville and East Moline, Ill. High Schools; College of Commerce, State Uni-
 versity of Iowa, State Teachers College, St. Cloud, 1938—

AMY G. ROOP.....Physical Education
 B. S., Central Missouri State Teachers College, Warrensburg, Mo.; A. M., New York Univer-
 sity; Graduate Student, University of Iowa.
 Instructor, Central Missouri State Teachers College, Warrensburg, Mo.; New York University;
 University of Chicago; State Teachers College, St. Cloud, 1939—

*Leave of absence.

ADDITIONAL INSTRUCTORS

SUMMER SESSION, 1938

S. H. Anonsen, Superintendent of Schools, Kerkhoven, Minn.

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

ADMINISTRATIVE OFFICERS

Warren H. Stewart.....	Resident Director
George A. Selke.....	President
Mary Lilleskov.....	Registrar
Lillian Lind Neils.....	Accountant
Odelia E. Kolb.....	Secretary to President
Dorothy Heywood.....	Secretary to Registrar
Violet Anderson.....	Text-book Librarian
Edna Vanselow.....	Assistant Accountant
Hazel Hansen.....	Cashier
Ruth Spicer.....	Secretary to Director of Placement
Louise Chambers-Watters.....	Secretary to Director of Training
Bertha Sharp.....	House Director, Shoemaker Hall
Irene Helgen.....	House Director, Lawrence Hall

STANDING COMMITTEES OF THE FACULTY

ADMINISTRATION—Mr. D. S. Brainard, Mr. Bemis, Mr. Gilbert, Mr. Jerde, Miss Lilleskov, Mrs. Neils, Miss Pribble, Miss Taylor.

CAMPUS PLANNING—Mr. Croxton, Miss Bottum, Miss Camp, Mr. Colletti, Miss Graves, Miss Martin, Mr. Thurman, Mr. Torgerson.

CURRICULUM—Mr. Smith, Miss Barker, Mr. Bemis, Mr. Clugston, Mr. Croxton, Mr. Gilbert, Miss Emma Larson, Miss Lilleskov, Miss Ludwig, Miss Nugent, Mr. Talbot.

DECORATIONS—Miss Budge, Miss Camp, Miss Dodd, Mr. Hicks, Miss Anna Larson, Mr. Lynch, Miss Penning, Mr. Torgerson.

LECTURES AND ENTERTAINMENTS—Mr. Waugh, Miss Bell, Miss Bottum, Mr. Friedrich, Mr. Hicks, Mr. Jerde, Miss Moscrip, Miss Pribble, Mr. Talbot, Mr. Zeleny.

LIBRARY—Miss Perry, Miss Carlsen, Mr. Croxton, Miss Grannis, Mr. Griffin, Miss Hebel, Miss Martin, Mr. Paulu, Mr. Torgerson.

ORGANIZATIONS—Mrs. Garvey, Mr. Weismann, faculty advisors of the organizations.

PERSONNEL—Mr. Weismann, Miss Barker, Mr. D. S. Brainard, Mrs. Garvey, Miss Helgen, Miss Johnson, Miss Lilleskov, Mrs. Sharp, Mr. Smith.

PUBLICATIONS—Miss Dale, Miss Budge, Miss Hill, Miss Penning, Mr. Schneider, Mr. Smith, Mr. Torgerson.

PUBLICITY—Miss Hill, Miss Bell, Mr. Clugston, Miss Dale, Mr. Jerde, Miss Moscrip, Miss Perry, Mr. Schneider.

RECREATION AND ATHLETICS—Mr. A. F. Brainard, Miss Case, Mr. Colletti, Miss Dale, Mr. Friedrich, Miss Roop, Mr. Kasch, Mr. Lynch, Miss Neale, Mrs. Swan.

SOCIAL AFFAIRS—Mrs. Garvey, Mr. A. F. Brainard, Miss Cadwell, Mr. Cochrane, Mr. Hicks, Miss Roop, Miss Neale, Mrs. Neils, Miss Penning, Mr. Schneider, Mrs. Swan, Mr. Weismann, Miss Williams.

STUDENT WELFARE—Miss Graves, Mr. Bemis, Mr. Cochrane, Mrs. Garvey, Miss Helgen, Miss Johnson, Miss Paull, Mrs. Sharp, Mr. Weismann.

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 9,000 young men and women have been graduated from the various courses during its seventy 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" without any conditions.

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 business education, fine arts, industrial arts, music and physical education.
2. The two-year diploma course which prepares for teaching in the elementary grades of village, city or rural schools. 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.

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 buses run at frequent intervals from St. Cloud to most of the larger cities and towns of Central Minnesota.

BUILDINGS AND EQUIPMENT

OLD MAIN.—This is the oldest building on the campus. In it are located the administrative and business offices, auditorium, classrooms, post-office, locker rooms, telephone exchange, museums, women's lounge, and Placement Bureau.

LIBRARY.—The Reference Library is on the second floor. It contains over thirty-four thousand books and three thousand catalogued pamphlets. The bound periodical file of over four thousand volumes is an exceedingly useful part of the library. There are also government documents; eight thousand uncatalogued pamphlets; over two hundred fifty leading educational and general periodicals; representative newspapers; a clipping file and more than twelve thousand mounted pictures, many unmounted pictures, and post cards.

ST.CLOUD, MINNESOTA

The main reading room is on the first floor of the library. 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.

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.

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 nine thousand carefully selected books, and magazines.

RIVERVIEW SCHOOL. This is the campus laboratory school for training teachers. 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 in St. Cloud and Sauk Rapids, and in affiliated rural schools within easy reach of the college.

EASTMAN HALL. The new Physical Education building is named in honor of Alvah Eastman, a former resident-director. It has one large gymnasium providing a standard basketball floor and seating space for fifteen hundred, two small gymnasiums, a tiled swimming pool, dressing rooms, classrooms and offices.

MUSIC STUDIO. This building accommodates instructors in voice, piano and violin. Practice rooms are provided for students enrolled in the special music classes.

NURSERY SCHOOL. A well-equipped nursery school is maintained under the Department of Child Welfare for observation, demonstration, and experience for students, especially those interested in nursery, kindergarten and primary education.

LAWRENCE HALL. Lawrence Hall is a modern dormitory for women. It is located near Old Main and they are connected by a tunnel. This dormitory accommodates one hundred thirty women.

SHOEMAKER HALL. This hall overlooks the main campus and is a commodious, up-to-date structure with facilities for one hundred ten women.

WOMEN'S LOUNGE. A lounge for college women has been equipped with attractive furnishings. Student hostesses are appointed to assist in the management and care of the room. A delightful atmosphere of friendliness and good fellowship prevails in the free use of this room.

COLLEGE CAFETERIA. The cafeteria is located in the Library building and is operated for the convenience of students.

STATE TEACHERS COLLEGE

DEPARTMENT OF CHILD WELFARE

The purpose of the department is: To provide a nursery school as an educational center for children from two to four years of age; to carry on a program in parent education; and to provide opportunity to students in the courses in child psychology and child training for observation and participation in the nursery school.

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 distinctly 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 has possession of an extensive group of islands which lie in the Mississippi river, within easy walking distance of the campus. Substantial bridges connect nine of the large 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 make it an ideal place for picnic grounds and a hundred beautiful spots lure the picnickers. Cabins and tents are available for those who wish to camp out overnight or during a week-end.

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.

THE COLLEGE POOLS

Recently the college acquired a tract of approximately a hundred thirty acres of land a mile east of the campus. On this area there are a dozen pools which offer excellent opportunities for out-door swimming, for aquatic gardens and for picnic grounds. These are being developed at the present to add to the enrichment and enjoyment of student life.

PLAYGROUND AND SPORTS FIELDS

The college has splendid facilities for outdoor play and recreation. The J. C. Brown Athletic Field is available for soccer, field hockey, archery, kitten ball and other sports in season. The campus boasts of numerous tennis courts which are kept in excellent condition. A playground for the pupils of Riverview is also maintained.

The Sports Field comprises an area of approximately eighteen acres of land. A baseball and football field, an eight lap track, a two hundred-twenty yard straight-away, and a practice golf course have already been constructed and facilities for other activities are under way. These fields with the islands and the college pools assure unlimited possibilities for development to meet future needs.

ST.CLOUD, MINNESOTA

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.

THE CARNEGIE GRANT

The Carnegie Corporation of New York has given the St.Cloud State Teachers College a grant of \$9,000 available over a three year period, for the purchase of books for the college library. This college was one of twenty-nine teachers colleges in the United States to receive such a grant; and one of the eight to receive the maximum amount of \$9,000. Students and faculty of the college are finding in these gift books, not only interesting materials to supplement the classroom study, but a larger and richer selection of books for cultural and recreational reading.

STUDENT LOAN AND SCHOLARSHIP FUNDS

CLARENCE L. ATWOOD SCHOLARSHIP FUND. 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.

KATHERINE KIMBALL EASTMAN MEMORIAL FUND. The college was the recipient of a 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 bonds is to be used annually to help two worthy students who have been selected on the basis of character, scholarship, and citizenship.

ALICE M. EASTMAN SCHOLARSHIP FUND. In 1935, Mr. Alvah Eastman presented the college with a thousand dollars to be known as the Alice M. Eastman Scholarship Fund. In 1936, Mr. Eastman added another thousand dollars to this fund. The income from the fund is used to aid students of merit selected by the college staff.

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

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.

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.

STATE TEACHERS COLLEGE

ADMISSION

TIME OF ENTRANCE

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

Graduates of accredited high schools are admitted to either the two-year or the four-year curriculum. 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. The application blank for admission will be sent upon request.

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.

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.

According to a rule of the State Department of Education, students who complete the High School Teacher Training Course after 1938 will receive certificates that are valid for two years but are not renewable.

EVALUATION OF TRANSFERRED CREDITS

Credits of 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.

COUNSELING FACILITIES

The college makes a definite effort to provide adequate counseling services for its students. The committee on Personnel and Counseling consists of the dean of women, the dean of men, director of personnel, director of health, director of placement, and the registrar. Department advisers and the registrar should be consulted by students who wish information pertaining to the selection of major and minor subjects as well as other curriculum problems. A counseling system consisting of faculty members and selected students is available for those who enroll for the first time at the college.

ST.CLOUD, MINNESOTA

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.

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 time announced each quarter.

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

TRANSCRIPTS

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. No transcript will be issued unless all obligations to the college have been paid; all credits cleared; and admission requirements met.

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 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.

ACTIVITY POINT SYSTEM

The Student Council has set up an activity point system for the purpose of recognition of membership and participation in the extra-curricular program of the college, also to regulate the number of activities for each student according to the scholastic record made by the student. (A minimum number of points (6) to be acquired before graduation from the two-year course insures participation by every student.) Twelve points are required before graduation from the degree course. This point system is placed on the Student Council bulletin board for reference. Each college student should check his own activity record each quarter. The limitations should be noted. A student committee records the points earned on the activity record card in the Student Organization Office.

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 \$6.00 per week. All bills for board and room must be paid in advance by the month. No discount is made for absence 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 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 \$5.00 to \$6.00 a week. The cost of rooms varies from \$7.00 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. Light housekeeping rooms are also available for students who may wish to board themselves. The cost of rooms varies from \$7.50 to \$9.00 per month per student. This charge includes the use of light, gas, heat and water as well as all furnishings.

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. The approval cards indicate the homes approved for college women and those approved for college men.

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 representatives of the college.

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.

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 are employed while attending college are required to adjust the college load to their time and ability.

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. The tuition must be paid by the first day of each quarter.

REGISTRATION AND STUDENT ACTIVITY FEE—A term fee of \$5.25 is charged each student. This covers (1) Registration; (2) the use of text books required in class-work, 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; (7) the college year book. The term fee must be paid by the first day of each quarter.

GYMNASIUM FEE—Students enrolled in physical education classes are required to make a deposit of \$.50 which covers the cost of lock, key and towels, and is refunded when all three are returned. In addition there is a charge of \$1.00 per quarter or \$3.00 for the school year for towel service. (Clean towels are furnished daily.) The student is required to pay the full amount the first quarter he enrolls in a Physical Education Class.

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 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.....	\$72.00 to \$75.00
Laundry, per quarter.....	1.20
Registration fee, per quarter.....	5.25
Gymnasium fees.....	1.00
Tuition per quarter.....	10.00
Total.....	\$89.45 to \$92.45

ST.CLOUD, MINNESOTA

SPECIAL FEES—

Lessons in Orchestral Instruments, per quarter.....	\$15.00
Lessons in Piano, per quarter.....	15.00
Lessons in Voice, per quarter	15.00
Certificate Fee.....	1.00
Degree Fee.....	1.00
Change of program after first week of the quarter.....	1.00
Late registration.....	1.00
Special examinations.....	1.00

HEALTH

The health program is organized for advisory purposes as well as to provide medical and nursing care in emergencies. The college has a registered nurse on its staff who devotes her time to the welfare of students and makes arrangements for medical care and advice. She may be consulted without charge. The Health Service program consists of:

1. Annual health and medical examinations for each student registered at the college during the regular sessions.
2. Consultation with the college physician, including recommendations for follow-up and correction of remediable defects.
3. Periodic check-ups of all students participating in football, basketball, track, swimming and physical education.
4. Immunization program, including Shick, Mantoux, and Wasserman tests and diphtheria and small-pox immunization.
5. First-aid treatment, dressings.
6. Readmission check by nurse following absence due to illness.
7. The initial home call by a physician when deemed necessary by the college nurse.
8. Emergency hospitalization until parent or guardian can be contacted to assume responsibility. The college does not assume any financial responsibility for hospitalization beyond three days or for any emergency operations or special hospital services.

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.

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 association, the objectives of which are 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 recently acquired river bank tract of thirty acres for winter sports opposite the islands, the gift of one thousand dollars, provided by the generosity of Miss Charlotte Knudson, and the income from the Isabel Lawrence Fund, make it possible to realize these objectives more fully than in the past. Life membership in the association is three dollars. Meetings are held twice annually, in the fall at the time of the Minnesota Education Association and in the spring during Commencement Week.

THE STUDENT COUNCIL

The student council is formed of representative men and women of the college. The officers are elected directly by the student body. The members of the council are elected by the department boards. The presidents of the organizations form the various departmental boards. The council 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 additional duties the council assumes responsibility for orientation week which includes the issuing of the Freshman Handbook, the annual homecoming, student assembly programs, direction of all-college functions, selection of students for standing faculty and student committees, the functioning of the activity point system. The student council is a member of the National Students Federation of America.

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 interest not falling under the jurisdiction of the Faculty.

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. Heading it are an editor-in-chief and a business manager, who are elected by the Board of Publications. The other staff members, selected from 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.

COLLEGE SOCIETIES

There are six societies for college women. Each society elects two faculty advisers and holds bi-weekly 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 society involves an extra curricular activity which presupposes certain scholastic ability. The societies of the college have as a minimum scholastic prerequisite the earning of an average of one honor point during the time the student has been in residence.

LEAGUE OF WOMEN VOTERS

The College League of Women Voters is an organization composed of young women in the college who desire to study problems of government and gain training in working in such organizations. The programs and activities are affiliated with other colleges in the state, including Macalester, St.Catherine's, Carlton, St.Olaf, St.Benedict's, Mankato Teachers College, and Winona Teachers College. Each year the organization sends delegates to the State League convention which is held at one of these colleges. The league is entirely independent of any political affiliation.

CHORAL ORGANIZATIONS

The college maintains several singing groups. The Girl's A Cappella Choir and the Choral Club are the smaller and special groups of selected voices. The Cecilians, a girls' glee club, and the College Choir of mixed voices are the larger groups. Each organization makes several appearances every year in concerts, operas or cantatas. Early in the year those who desire to become members of the clubs are given tests in voice, ear memory, sight-reading, and part singing. Required—3 consecutive quarters for credit. 2 credits.

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.

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.

STATE TEACHERS COLLEGE

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.

LIFE SAVING CORPS

The Women's Life Saving Corps is an organization open to all girls who have passed the Red Cross Senior Life Saving Test. The purpose is to keep in training; to assist people to swim; advocating and practicing sane regulations and methods for swimming; installing or recommending proper safeguards and to serve as a life guard whenever needed.

SPLASH CLUB

The Splash Club is a swimming group composed of advanced swimmers. Any man at college holding a Senior Red Cross Life Saving card, in good standing, is eligible for membership. The purpose of the club is to further the Red Cross Life Saving program and to provide the college with a group capable of giving aquatic demonstrations.

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.

ENGLISH CLUB

All majors and minors in English are eligible for membership in the English Club. This is an organization of student origin formed to give opportunity to hear speakers and conduct discussions on phases of speech, literature, and composition that are not explored in classwork. Smaller groups within the English Club conduct projects in writing, literary criticism and reviewing.

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. The meetings are devotional in character and furnish an opportunity for the discussion of many topics related to Christian living. The association strives to increase good fellowship in the College and to broaden the outlook of its members. The organization is affiliated with the National Young Women's Christian Association.

INTERNATIONAL RELATIONS CLUB

The International Relations Club is one of a large group of clubs found in practically every college and university in America. All of them are sponsored by the Carnegie Foundation which furnishes many books and pamphlets dealing with current international problems. The club meets twice each month, the program in each case dealing with an important foreign problem of current interest. The club brings to the college each year two or more speakers who are qualified to outline the views of foreign peoples. Membership is open to all students and faculty members.

CALVIN FORUM

The Calvin Forum strives to serve as a link between the school life of Presbyterian students at the St. Cloud State Teachers College and the church. The Forum meets six times each month—once every two weeks on the campus and each Sunday night at the First Presbyterian Church. Through a pleasing combination of open discussion meetings, speeches by people of interest, and numerous social activities, the Calvin Forum tries to enrich, both spiritually and socially, the college life of its members.

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-weekly 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.

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

In 1928 the young women living outside the dormitories organized with the purpose of uniting for definite group activities. A social program is used as a means of developing a spirit of helpfulness and good will.

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.

KAPPA DELTA PI

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

The St. Cloud Teachers College offers the four-year degree course and the two-year diploma course.

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 Business Education, 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.

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REQUIREMENTS FOR GRADUATION

All candidates for a degree must earn at least forty-eight quarter credits in residence in the junior and senior years, including the last twelve quarter credits. Graduation from the four-year course is based on the earning of one hundred ninety-two quarter credits. These credits are to be distributed as follows:

I. **CONSTANTS**—Subjects required of all candidates for the degree.

The constants are designed to give a broad view of the socially valuable aspects and cultural implications in the major fields of knowledge as a basis to a professional and adequate understanding of teaching.

A. CONSTANTS FOR FIRST AND SECOND YEARS:	Qr. Hrs.
Art 131—Appreciation	4
English	12
English 131—Survey of World Literature	
English 132—Survey of World Literature	
English 133—Survey of World Literature	
Geography 171—Elements.....	4
Health Education 111—Hygiene and Sanitation.....	4
Mathematics 121—Cultural.....	4
Music 121—Appreciation.....	4
Physical Education (4 quarters).....	4
Psychology.....	8
Psychology 121—General	
Psychology 261—Educational	
Science.....	12
Biology 141—General	
Biology 142—General	
Physical Science 121	
Social Studies.....	16
Economics 273—Principles	
History 131—European Background, Elementary	
History 241—American, Secondary	
Political Science 281—American Government	
Sociology 261—Introductory	
 B. CONSTANTS FOR THIRD AND FOURTH YEARS:	
Education.....	16
Education 252—Elementary Technic	
Education 344—Tests and Measurements	
Education 354—Secondary Technic	
Education 362—Elementary Curriculum	
Education 364—Secondary Curriculum	
Education 459—Philosophy	
Psychology.....	4
Psychology 341—Elementary	
Psychology 343—Secondary	
Teaching (in fields of concentration).....	12

II. FIELDS OF CONCENTRATION

A. ELEMENTARY

The Elementary field emphasizes the professional training for teaching in the elementary schools (rural, graded, kindergarten, nursery). Qualification in this field requires completion of the following work in addition to the constants:

	Qr. Hrs.
Art.....	8
Education.....	4
English.....	6
Geography.....	10
Mathematics.....	4
Music.....	4
Science.....	6
Social Studies.....	10
Electives.....	36

Upon consultation with advisers and with the approval of the administration students may earn minors and majors in special fields.

B. SECONDARY

The Secondary field emphasizes the professional training for teaching in secondary schools (Junior-Senior and six-year High Schools). Qualification in this field requires the completion of at least one major, other than education, and two minors or the completion of two majors. The number of quarter credits for a major varies with the different subjects. A minor consists of at least twenty quarter credits, including the constants.

The particular subjects to be selected in each field are determined in consultation with an adviser.

REQUIREMENTS FOR MAJORS AND MINORS IN GENERAL FIELDS:
(Starred subjects indicate constants.)

1. ENGLISH

Major—40 Quarter Hours		Qr. Hrs.
*131	Survey of World Literature.....	4
*132	Survey of World Literature.....	4
*133	Survey of World Literature.....	4
223	Fundamentals of Speech.....	4
331	Advanced Composition.....	4
349	Romantic Period.....	4
353	High School Literature.....	4
*	Student Teaching.....	4
	Additional courses in English including special methods.....	8

English majors are to be prepared to coach or advise in at least two of the following extra-curricular fields: dramatics, publications, speech.

Minor—24 Quarter Hours		
*131	Survey of World Literature.....	4
*132	Survey of World Literature.....	4
*133	Survey of World Literature.....	4
223	Fundamentals of Speech.....	4
351	Teaching High School Composition.....	2
353	High School Literature.....	4
*	Student Teaching.....	2

English minors are to be prepared to coach or advise in at least one of the following extra-curricular fields: dramatics, publications, speech.

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SPEECH

Minor—24 Quarter Hours	Qr. Hrs.
221 The Speaking Voice.....	4
223 Fundamentals of Speech.....	4
224 Oral Interpretation.....	4
227 Debate.....	2
321 Play Production.....	4
*Student Teaching.....	2
Electives to be selected from the following courses to meet the requirements of the minor:	
228 Debate.....	4
323 Dramatics.....	4
325 Advanced Play Production.....	4
327 Persuasion and Forms of Public Address.....	4
447 History of Drama.....	4

2. FOREIGN LANGUAGES—FRENCH

Major—32 Quarter Hours	
231 Advanced.....	4
232 Advanced.....	4
233 Advanced.....	4
*Student Teaching.....	4
Additional courses in French including special methods.....	16
Minor—22 Quarter Hours	
231 Advanced.....	4
232 Advanced.....	4
233 Advanced.....	4
*Student Teaching.....	2
Electives.....	8

3. GEOGRAPHY

Major—32 Quarter Hours	
*171 Elements.....	4
271 Economic.....	4
275 North America.....	4
371 Asia.....	4
*Student Teaching.....	4
Additional courses in Geography including special methods.....	12
Minor—24 Quarter Hours	
*171 Elements.....	4
271 Economic.....	4
275 North America.....	4
353 Teaching of Geography.....	2
*Student Teaching.....	2
Electives.....	8

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4. MATHEMATICS

	Qr. Hrs.
Major—36 Quarter Hours	
221 College Algebra	4
222 Trigonometry.....	4
321 Analytics.....	4
451 Professional Subject Matter.....	4
*Student Teaching.....	4
Additional courses in Mathematics including special methods.....	16
Minor—22 Quarter Hours	
221 College Algebra	4
222 Trigonometry.....	4
321 Analytics.....	4
451 Professional Subject Matter	4
*Student Teaching.....	2
Elective.....	4

5. SCIENCE

Major—52 Quarter Hours	
*171 Geography.....	4
*141 General College Biology.....	4
*142 General College Biology.....	4
*Student Teaching.....	4
Biology } Any one subject.....	12
Chemistry }	
Physics }	
Additional courses in Science including special methods.....	24

Minor—24 Quarter Hours in one of the following fields:

BIOLOGY

*141 General College	4
*142 General College.....	4
453 Teaching of Science.....	4
*Student Teaching.....	2
Electives.....	10

PHYSICAL SCIENCE

221 Inorganic Chemistry.....	4
222 Inorganic Chemistry.....	4
331 Mechanics.....	4
332 Magnetism and Electricity.....	4
453 Teaching of Science.....	4
*Student Teaching.....	2
Elective.....	2

6. SOCIAL STUDIES

HISTORY

Major—40 Quarter Hours	
*241 American.....	4
332 Early Modern History	4
333 Recent World History	4
335 Ancient World.....	4
342 Recent American History.....	4
*Student Teaching.....	4
Additional courses in History including special methods.....	16

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Minor—24 Quarter Hours	Qr. Hrs.
*241 American.....	4
332 Early Modern History.....	4
353 Teaching of Social Studies.....	2
*Student Teaching.....	2
Electives.....	12

SOCIAL SCIENCES

Major—40 Quarter Hours	Qr. Hrs.
*261 Introduction to Sociology.....	4
*273 Principles of Economics.....	4
*281 Political Science.....	4
361 Sociology.....	4
381 Political Science or 383.....	4
471 Economics.....	4
*Student Teaching.....	4
Additional courses in Social Science including special methods.....	12

Minor—24 Quarter Hours	Qr. Hrs.
*261 Introduction to Sociology.....	4
*273 Principles of Economics.....	4
*281 Political Science.....	4
353 Teaching of Social Studies.....	2
*Student Teaching.....	2
Electives.....	8

REQUIREMENTS FOR MAJORS AND MINORS IN SPECIAL FIELDS:
(Starred subjects indicate constants)

1. BUSINESS EDUCATION

Background courses required of all business education majors and minors:

*Economics 273.....	4
Geography 271.....	4
History 345.....	4

Major—58 Quarter Hours

101 Survey of Business.....	2
102 Business Organization.....	2
105 Cooperative Marketing and Marketing Problems.....	2
301 Business Law.....	4
311 Beginning Accounting.....	4
312 Intermediate Accounting.....	4
420 Retail Selling.....	4
451 Methods in Business Education.....	2
452 Methods in Business Education.....	2
*Student Teaching.....	8

Plan A (The following is arranged for those who have had no work in shorthand or typewriting)

201 Typewriting.....	2
202 Typewriting.....	2
203 Typewriting.....	2
211 Shorthand.....	2
213 Shorthand.....	2
212 Shorthand.....	2

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Plan B (The following is for those who have had one or more years of shorthand and typewriting in high school)

	Qr. Hrs.
221 Secretarial Science.....	4
222 Secretarial Science.....	4
223 Secretarial Science.....	4

FIELDS OF SPECIALIZATION: (one field of specialization required of all majors)

ACCOUNTING AND BUSINESS RELATIONS

302 Business Law.....	4
313 Advanced Accounting.....	4
401 Office Practice and Office Machines.....	4

RETAIL SELLING AND CLERICAL PRACTICE

401 Office Practice and Office Machines.....	4
421 Advanced Retail Selling.....	4
431 Advertising.....	4

SECRETARIAL TRAINING

401 Office Practice and Office Machines.....	4
414 Business Letter Writing.....	4

Plan A

321 Secretarial Training.....	2
322 Secretarial Training.....	2

Plan B

325 Secretarial Science.....	4
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Minor—30—Quarter Hours

ACCOUNTING, TYPEWRITING AND BUSINESS RELATIONS

101 Survey of Business.....	2
102 Business Organization.....	2
205 Personal Typewriting.....	0
202 Typewriting.....	2
203 Typewriting.....	2
301 Business Law.....	4
311 Beginning Accounting.....	4
312 Intermediate Accounting.....	4
401 Office Practice and Office Machines.....	4
451 Methods in Business Education.....	2
*Student Teaching.....	4

BUSINESS SKILLS

311 Beginning Accounting.....	4
312 Intermediate Accounting.....	4
401 Office Practice and Office Machines.....	4
451 Methods in Business Education.....	2
*Student Teaching.....	4
Shorthand and Typewriting (Plan A) or (Plan B)....	12

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	Qr. Hrs.
RETAIL SELLING AND CLERICAL PRACTICE	
102 Business Organization.....	2
105 Cooperative Marketing and Marketing Problems....	2
311 Beginning Accounting.....	4
401 Office Practice and Office Machines.....	4
420 Retail Selling.....	4
421 Advanced Retail Selling.....	4
431 Advertising.....	4
451 Methods in Business Education.....	2
*Student Teaching.....	4
SECRETARIAL TRAINING	
401 Office Practice and Office Machines.....	4
414 Business Letter Writing.....	4
452 Methods in Business Education.....	2
*Student Teaching.....	4
Shorthand and Typewriting (Plan A) or (Plan B)	16
2. EDUCATION—(For Principals and Superintendents)	
Major—32 Quarter Hours	
*344 Tests and Measurements.....	4
*362 or *364 Curriculum.....	4
481 Psychology.....	4
Supervision and Administration.....	8
Additional Courses in Education.....	12
3. FINE ARTS	
Major—48 Quarter Hours	
*131 Appreciation of Art.....	4
151 Principles of Art.....	4
233 Crafts.....	4
251 Advanced Principles of Art.....	4
331 Design and Composition.....	4
431 History of Art.....	4
*Student Teaching.....	6
Additional courses to meet certificate requirements including special methods.....	18
Minor—22 Quarter Hours	
*131 Appreciation of Art.....	4
151 Principles of Art.....	4
233 Crafts.....	4
431 History of Art.....	4
*Student Teaching.....	2
Elective.....	4
4. HEALTH AND PHYSICAL EDUCATION	
Major—48 Quarter Hours	
Prescribed Courses for Men:	
151 Gymnastic Stunts.....	2
251 Coaching Basketball.....	2
253 Coaching Baseball and Track.....	2
255 Coaching Football.....	2
257 Recreational Activities.....	2
259 Swimming.....	2
261 Rhythm and Dancing.....	2

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	Qr. Hrs.
263 Sports Education.....	2
345 Physiology.....	4
346 Anatomy.....	4
347 Kinesiology.....	4
351 School Programs and History.....	4
403 Training and First Aid.....	2
451 Health Education and Corrective.....	4
453 Administration and Playground Management.....	4
*Student Teaching.....	6
Minor—22 Quarter Hours	
351 School Programs and History.....	4
or	
453 Administration and Playground.....	4
123 Curriculum.....	1
Three one-hour courses.....	3
*Student Teaching.....	2
Electives.....	12
PRESCRIBED COURSES FOR WOMEN	
232 Gymnastic Technic.....	1
233 Clog and Tap Dance.....	1
234 Rhythm and Dance.....	1
252 Technics of Physical Education.....	4
254a Elementary School Activities.....	2
254b Secondary School Activities.....	2
256 Playground Management.....	4
258a Coaching.....	2
258b Coaching.....	2
345 Physiology.....	4
346 Anatomy.....	4
347 Kinesiology.....	4
351 School Programs and History.....	4
432 Advanced Folk Dancing.....	1
435 Advanced Gymnastics.....	1
438 Tumbling and Pyramid Building.....	1
451 Health Education and Corrective.....	4
*Student Teaching.....	6
Minor—22 Quarter Hours	
132 Physical Education.....	1
134 Folk Dancing.....	1
252 Technics of Physical Education.....	4
254a Elementary School Activities.....	2
254b Secondary School Activities.....	2
256 Playground Management.....	4
258a Coaching.....	2
351 School Programs and History.....	4
*Student Teaching.....	2
5. INDUSTRIAL ARTS	
Major—48 Quarter Hours	
123 Principles of Woodworking.....	4
125 Principles of Drafting.....	4
221 Elementary General Metal.....	4
223 Printing.....	4
225 Sheet Metal and Pattern Drafting.....	4
331 Electricity.....	2

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		Qr. Hrs.
332	General Mechanics	2
333	Ceramics.....	4
450	Methods in Industrial Arts	4
	*Student Teaching.....	6
	Additional courses to meet certificate requirements	10
6.	MUSIC	
	Major—48 Quarter Hours	
131	Harmony.....	4
132	Ear Training	2
231	Harmony.....	4
251	Teaching of Music in Primary Grades.....	4
253	Teaching of Music in Intermediate Grades.....	4
341	Choral Conducting and Repertoire.....	4
351	Music Administration and Teaching Secondary.....	4
	*Student Teaching.....	6
	Ensemble Experience	
	Band or Orchestra (3 quarters).....	4
	Choral (6 quarters).....	4
	Additional courses to meet certificate requirements..	8
	Applied Music (required)	
	Orchestral Instruments (3 quarters).....	4
	Piano (3 quarters).....	4
	Voice (3 quarters).....	4
	Minor—22 Quarter Hours	
251	Teaching of Music in Primary Grades.....	4
253	Teaching of Music in Intermediate Grades.....	4
351	Music Administration and Teaching Secondary.....	4
	*Student Teaching.....	2
	Electives.....	8
	Ensemble Experience (required)	
	Band or Orchestra (3 quarters).....	4
	Choral (3 quarters).....	2

THE TWO YEAR DIPLOMA COURSE

The two-year diploma course provides training for teaching in the elementary schools. The completion of ninety-six quarter credits is required for graduation, of which not less than forty-eight must be earned in Minnesota State Teachers Colleges and at least thirty-two in the local college, including the last twelve quarter credits.

Students may prepare for teaching in the elementary grades of village, city or rural schools, meeting the requirements for the Minnesota Elementary Standard Certificate.

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.

SUBJECTS PRESCRIBED FOR THE TWO-YEAR COURSE:

	Qr. Hrs.
Art 153—Principles.....	4
Biology 141—General College.....	4
Education.....	26
151 Reading.....	4
252 Introduction to Teaching.....	4
254 Directing Learning.....	4
256 Methods of Education.....	4
Student Teaching.....	10
English.....	12
131 Survey of World Literature.....	4
132 Survey of World Literature.....	4
151 Children's Literature.....	4
Geography 171—Elements.....	4
Health Education 113—Hygiene and Sanitation.....	2
History.....	8
131 European Background.....	4
241 American.....	4
Mathematics 151.....	4
Music 250.....	4
Physical and Health Education (4 quarters).....	4
Physical Education 352—First Aid.....	2
Physical Science 121.....	4
Political Science 281.....	4
Psychology.....	8
121 General.....	4
261 Educational.....	4
Sociology 261.....	4
Sociology 263a.....	2
Total.....	96

Students who have had no prior training for or experience in teaching in ungraded or rural schools are required to teach six weeks in a rural school. Thus they will be prepared for teaching in ungraded or rural schools as well as for teaching in elementary grades of villages and city schools.

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Students preparing for the Kindergarten field are required to complete the following courses in addition to the required courses:

Education 351.....	4 quarter hours
Education 352.....	4 quarter hours
Kindergarten Teaching.....	4 quarter hours

Provision is made for each graduate to have not less than three types of experience in student teaching: (1) That in the training school where demonstration of expert teaching, contact with small groups of children, and individual instruction based on individual differences is available; (2) in the ungraded or rural schools where an overview of all the grades and the different subjects is possible; (3) that in the city or village schools where the student is confronted with the actual graded school conditions with large classes, general classroom management, and pupil problems. It is believed that such a program will give the maximum assurance of success for beginning teachers.

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, *ie.*, 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

131 APPRECIATION OF ART—An introduction course whose chief aim is to create an interest in art by giving contacts with its various phases such as architecture, painting, sculpture, commercial advertising, etc. Primarily a lecture course. It should help to develop an ability to appreciate and discriminate.

151 PRINCIPLES OF ART—This course in art includes a study of the theory and use of color, simple perspective, practical lettering, understanding of the fundamental principles of design and technics, acquaintance with the various mediums used in public school art, and some work in illustration and picture study. The purpose of this course is acquiring of fundamental skills, acquaintance with public school methods and problems, and an understanding and appreciation of the basic art principles. Fall

153 PRINCIPLES OF ART—Condenses the material in 151 to permit of problems in industrial arts with the special view of correlating the art with social studies. This is for students on two-year curriculum.

231 ART APPRECIATION—This course is designed for students desiring more of the type of work covered in elementary Art Appreciation. Periods and phases begun there will be amplified and those omitted taken up. This course is intended to be cultural, not technical. Prerequisite: Art 131.

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

251 ADVANCED PRINCIPLES OF ART—A further study of problems begun in Art 151. An opportunity is given to choose types of problems desired. Spring

331 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.

333 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 brief history of period furniture will be given. Spring.

335 ART IN CLOTHING—This course will include some costume design but its chief purpose is to make a study of color and line in clothing and the other factors which enter into the art of being well dressed. Winter

337 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. Winter

351 TEACHING OF ART IN THE ELEMENTARY SCHOOLS—The following is an outline of work to be covered: Selection and organization of subject matter and building of courses of studies, Methods of presenting units of work, Lesson planning, Art exhibits, Ordering of appropriate materials and consideration of various art materials on the market, Reports on books, magazines and other available reference material, Observation of classes in all grades and presenting many different phases of art. Spring

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431 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 craftsmen of every age and the influences which have caused the evolution of Art.

433 COMMERCIAL DESIGN AND LETTERING—This is an intensive study of the various phases and problems of art in advertising. Fall

435 FIGURE WORK AND ITS APPLICATION—Figure work from models will be stressed. Many mediums will be used including pencil, pen and ink, paint, and clay. Spring

437 ARTS EXPRESSION—This is a laboratory course designed to provide opportunities for individual, creative expression in a variety of art media: water color, oil, charcoal, etc. Fall

BUSINESS EDUCATION

101 SURVEY OF BUSINESS—This course is a study of fundamental business activities. The various fields of business activity such as transportation, communication, agriculture, manufacturing, marketing and finance are integrated to show the total effect of business life on the community. The economic and social implications of business are discussed. An approach is made to the business viewpoints of the consumer, the producer and of society at large. The course serves as an orientation basis for the freshmen majoring in business education. Specific topics touched upon are: purpose and meaning of business, profit motive, land, labor, capital, management, consumer, producer, and the facilitating agencies. 2 credits. Fall

102 BUSINESS ORGANIZATION—A study of business structures. Individual proprietorships, partnerships, corporations, joint stock companies, holding companies and other forms of business organization will be analyzed. The historical growth of the various forms of business structures and their social implications will be reviewed. Other topics of study are: personnel, operating fundamentals, types of organization, principles of scientific management, and business promotion. 2 credits. Fall

105 COOPERATIVE MARKETING AND MARKETING PROBLEMS—Marketing channels, distribution costs and distribution functions are dealt with in this course. Selected marketing problems in industrial goods, farm products and dairy products will receive major attention. A special unit on the growing cooperative marketing movement will be presented. Some of the major specific topics are: marketing functions, middlemen, trade channels, brokers, auctions, exchanges, speculation, wholesalers, retailing, independent stores, department stores, mail-order houses, chain stores, stock turnover, and business ethics in marketing. 2 credits. Spring

201 TYPEWRITING—A course designed to give to the student the basic skill in operating the typewriter. The introduction of simple letter writing and tabulation takes place in this course. The student should be able to operate the typewriter with reasonable efficiency at the end of the twelve-week period. The class meets four hours weekly, and there is no outside preparation. Students who have had one semester or more of high school typewriting may be excused from this course with the consent of the instructor. 2 credits. Fall

202 TYPEWRITING—A continuation of Business Education 201. All forms and styles of letters are studied and typed. The student becomes familiar with the working parts of the machine and the operating efficiency of the student is brought to a much higher level. Transcription in a simplified form is started in this course. Students who have had one year or more of high school typewriting may be excused from this course with the consent of the instructor. 2 credits. Winter

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203 **TYPEWRITING**—This course is correlated with Business Education 213 and transcription on a higher level is developed. In addition, much attention is given to typewriting from the office practice viewpoint. Business letters, stencils, rough drafts, legal documents, contracts, and other widely used business forms will be typed. Speed and accuracy drills will be stressed. This is a required course for those in Business Education 213. 2 credits. Spring

205 **PERSONAL TYPEWRITING**—A course designed particularly for those who wish to learn how to operate the typewriter. The completion of the course should give the student basic skill in operating the typewriter. The students, at the end of the course, should be able to use the typewriter as an effective tool for personal and school work. Rental Fee for machines: \$3.00 per term. No credit

211 **SHORTHAND**—Fundamental principles of Gregg Shorthand are studied. Reading and writing ability is stressed. Basic characters and their execution are studied. Students who have had one year or more of high school shorthand may be excused from this course with the consent of the instructor and enroll in Business Education 211. 2 credits. Fall

212 **SHORTHAND**—Continuation of Business Education 211. The basic principles of Gregg Shorthand are completed. The ability to read shorthand notes fluently and to take dictation of a simple nature is developed. The students are very well acquainted with the fundamentals necessary for the writing of shorthand. 2 credits. Winter

213 **SHORTHAND**—The aim of this course is to develop speed and accuracy in taking dictation and transcription of new matter of average difficulty. The foundation is laid in this course for the courses in secretarial training. Students registered for this course are to take Business Education 203 at the same time. 2 credits. Spring

221 **SECRETARIAL SCIENCE**—This course is especially designed to take care of those students who have had one or more years of high school shorthand and typewriting. A thorough review of the basic principles of shorthand are studied at this time. Typewriting is also reviewed from the standpoint of machine technique, letter writing, tabulation, speed and accuracy drills. Prerequisite: Consent of the instructor.

222 **SECRETARIAL SCIENCE**—This is a continuation of Business Education 221. Dictation and transcription are introduced. The work in shorthand and typewriting is integrated. Some of the more common business forms are also introduced. Prerequisite: Business Education 221.

223 **SECRETARIAL SCIENCE**—The purpose of this course is to increase the student's dictation and transcription power. Prerequisites: Business Education 221, 222.

301 **BUSINESS LAW**—A substantial introduction to the field of business law with particular attention to basic legal principles in contracts, agency and negotiable instruments. Course materials represent the usual legal problems arising in business activities. Methods of teaching business law will be introduced when practicable.

302 **BUSINESS LAW**—Problems in business law are continued with special emphasis given to the fields of bailments, personal property, real property, mortgages and wills. Partnership and corporation law will also be studied. Methods of teaching business law will be introduced when practicable.

311 **BEGINNING ACCOUNTING**—The bookkeeping aspects of accounting are dealt with in this elementary course. Record keeping is discussed as a device to guide business and as an aid to management. The single entry system is developed through the fundamental bookkeeping equation to the double entry system. Specific accounting procedures studied are: journalizing, posting, the trial balance, the working sheet, the profit and loss statement, the balance sheet, and entries closing the books for the fiscal period. The various business papers which serve as a basis for the bookkeeping entries are dealt with. Much attention is given to accounting concepts and accounting aspects of business transactions. Fall

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312 INTERMEDIATE ACCOUNTING—A continuation of Business Education 311. The breakdown of accounting records into special accounts is taken up. Other topics of major importance in this course are: subsidiary records and ledgers, controlling accounts, depreciation and methods of computing depreciation, valuation, accrued and deferred charges, and bad debts. Partnership and corporation accounting are introduced and records peculiar to these types of business organizations are studied. Winter

313 ADVANCED ACCOUNTING—A continuation of Business Education 312. Further study of corporation accounting. Subjects taken up are: cost accounting, analysis of financial statements, consolidated accounting statements, accounting for manufacturing firms, the voucher system, accounting for department and branches, and miscellaneous accounting problems. This course is a recommended elective for majors in business who elect accounting-junior business training as a field of specialization. Spring

321 SECRETARIAL TRAINING—Dictation and transcription with emphasis on the methods used to train vocational secretarial workers will feature the work in this course. A definite office situation will exist and actual office practice will be started during the term. Required of all students specializing in Secretarial Training, Plan A. The class meets 2 hours a week for lectures and 2 hours a week for laboratory work. Prerequisites: Business Education 201, 202, 203, 211, 212, 213. 2 credits

322 SECRETARIAL TRAINING—A continuation of Business Education 321. This course will include dictation and transcription, and a definite program of study will be followed featuring the demands of the business world. The class meets 2 hours a week for lectures and 2 hours a week for laboratory work. Prerequisite: Business Education 321. 2 credits

325 SECRETARIAL SCIENCE—This is especially designed to take care of students in Plan B who are majoring in Secretarial Training. The course includes training in an office situation. The students will meet some of the more common office problems and prepare solutions for them. Essentials of good stenographers and secretaries will be studied. Required of all students majoring in Secretarial Training and not taking Business Education 414. Prerequisites: Business Education 221, 222, 223.

401 OFFICE PRACTICE AND OFFICE MACHINES—Various office machines are introduced and the student, through a job sheet method, is given an opportunity not only to familiarize himself with the latest office equipment, but to attain a good degree of proficiency in the operation of these machines. The work of these machines in the office organization is discussed. Other office details including filing, extending invoices, issuing credit memorandas, posting and checking are taught. This course is a recommended elective for majors in business who elect accounting-secretarial training or clerical practice as their major field of specialization.

414 BUSINESS LETTER WRITING—Fundamental psychological aspects of business letter writing will be discussed. Correct English usage and English forms to be used in the business letter writing will be reviewed. Planning the letter, words, ideas, and sentences in the letter will be thoroughly treated. Special phases of business letters will be taken up as separate units. Recommended elective for all students specializing in secretarial science.

420 BEGINNING RETAIL SELLING—A study of the basic psychological rules applicable to retail selling. The various factors that constitute effective merchandising are considered. Different classes of materials are cataloged and analyzed for their potential selling possibilities. Some of the specific topics dealt with are: store organization, merchandising, stock turn-over, advertising, window displays, interior displays, lighting, special sales, credits and collection, and store records and systems. Required for all students who select retail selling as field of specialization.

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421 **ADVANCED RETAIL SELLING**—A continuation of Business Education 420, with emphasis on merchandising. Wherever feasible, practical experience will be correlated with the classroom work. Specific topics dealt with in this course are: location, layout, equipment, market, contacts, buying, receiving and market merchandise, invoice procedures, inventory methods, stock control, merchandise plans, fashion, sales promotion, insurance and retail accounting. Required for retail selling field of specialization.

431 **ADVERTISING**—Fundamentals of advertising aim to give the student an understanding of the purpose, the theories, and the actual mechanics of preparing and administering an advertising program. The psychological appeals of advertising will be treated as a basic consideration. Specific topics dealt with are: the place and the function of advertising, selling through advertising, the mechanics of advertising, advertising mediums and advertising procedures. Required of all who select retailing as field of specialization.

451 **METHODS IN BUSINESS EDUCATION**—This course will deal with the subject matter, materials, and methods for teaching junior business training, bookkeeping and business law. The various approaches to junior business training will be evaluated. The methods commonly employed to present bookkeeping theories to high school classes will be reviewed. The case and lecture method for business law will be examined. Tests and measurements and devices for all three fields will be discussed in detail. 2 credits

452 **METHODS OF BUSINESS EDUCATION**—This course will deal with the subject matter, materials, and methods for teaching shorthand, typewriting, secretarial training, and office practice. The various means employed to teach Gregg Shorthand will be evaluated. Personal and skill typewriting will be considered as separate units. Units on the building or typewriting skill will be developed. Effective secretarial practice and the need for actual experience will be discussed. Means for obtaining office practice on the secondary level will be presented. Tests and measurements and devices for all four fields will be discussed in detail. 2 credits

455 **METHODS IN BUSINESS RELATION AND OCCUPATIONS**—This course is especially designed for teachers who are : 1. teaching junior business training at the present time; 2. contemplating teaching this subject in the near future; 3. interested in the field of business education. The topics covered in this methods course are: The history, philosophy and background of junior business training, objectives of the course, determination of subject matter to include in junior business training, devices to be used for carrying out specific work, equipment and classroom arrangement, evaluation of texts on the market for the subject, evaluation of tests and measurements on the market, supplementary teaching materials available, development of traits and lastly an evaluation of the future trends for junior business training, i.e., whether it shall be in the direction of: 1. preparation for life, 2. consumer training, 3. vocational guidance, 4. exploratory or tryout course, 5. personal use, 6. socio-business or economic citizenship.

457 **METHODS IN TEACHING TYPEWRITING**—Two fields of typewriting will be analyzed and evaluated, skill typewriting and personal typewriting. The topics that will be covered are: historical background of typewriting instruction, justification for typewriting, objectives of typewriting, organization of typewriting courses, equipment and supplies, first lessons, teaching the keyboard, psychology applied to typewriting instruction, motivation, teaching students how to practice, development of accuracy, providing for individual differences, tests and measurements, development of speed, devices for motivating typewriting classes, trait development, error analysis, and remedial instruction.

EDUCATION, PSYCHOLOGY AND TEACHING

EDUCATION

151 THE TEACHING OF READING IN THE ELEMENTARY SCHOOL—The purpose of this course is to discuss the problems involved in the teaching of reading from grade one through grade eight. The following topics will be considered: psychology of reading; measuring achievement; materials for reading instruction; typical activities; reading readiness; pre-primer work; diagnostic and remedial teaching; and work-type and recreatory reading both oral and silent with the skills, knowledges, attitudes, and abilities specific to each. All of these topics will be discussed in their relationship to the Minnesota Elementary School Curriculum. Observation of teaching in which the above are exemplified is an essential part of the course.

153 INTRODUCTION TO EDUCATION—An orientation course which seeks to acquaint students with society's problem of education, to show how teachers and laymen may participate in solving this problem, to give an overview of and develop a questioning attitude toward the contemporary American public school system, and to provide guidance in the choice of particular field or fields for professional preparation. Some topics are the aim of education, the method of educational thinking, the school system of the United States, materials of instruction, the pupil population, the educative process, education as a profession and library technic. To be carried the first quarter of the freshman year.

252 THE TEACHING IN ELEMENTARY SCHOOLS—The chief topics considered are: aims of modern schools; routinization and its relation to initiative; the scientific selection of subject-matter and its relation to organization; assignments; reviews; questioning; and unit planning based upon fixed, adaptive, and generalized controls. The principles developed are applied to the work of the elementary school. Lessons exemplifying these applications are observed.

254 DIRECTING LEARNING IN THE ELEMENTARY SCHOOL—This course is required on the two-year elementary curriculum, and must be taken the same quarter as the first student teaching except by special arrangement with the Director of Training. It will help the teacher direct work in the following elementary school subjects: composition, elementary science, health and safety, phonics, spelling, and social studies. The topics to be considered will include objectives, curriculum content, ways of organizing subject matter for learning, methods of teaching, equipment and materials of instruction. Directed observation of teaching in the campus laboratory school will be an important part of the course. Prerequisite: Education 252.

256 METHODS OF EDUCATION—This course deals with the rural teacher's work. Emphasis is placed upon the program of studies; teaching through activity units; organization of the school library; activities of teachers; school building and equipment; school law; records; and reports. Provision is made for the observation of teaching in rural schools.

258 NURSERY SCHOOL EDUCATION—This course acquaints the student with the aims and methods of nursery school education, showing in detail how the nursery school program meets the interests and needs of the young child by providing for growth and development of the fundamental habits and attitudes. By means of observation and participation in the nursery school the course also provides the student the opportunity for discussing technics used in solving guidance problems.

336 HISTORY OF EDUCATION—This course is designed for students enrolled on 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. Summer

338 THE TEACHING OF HEALTH—A course designed to prepare teachers for a progressive type of health work in the elementary schools. There are four major objectives: (1) To stimulate interest in better health teaching, (2) To enrich scientific backgrounds basic to an appreciation of personal and community health, (3) To apply scientific knowledge to the solution of school health problems, and (4) To develop standards and technics for selecting suitable source material to be used in health teaching.

344 TESTS AND MEASUREMENTS—The purpose of this course is to train students in the ability to apply educational tests in the elementary and secondary school subjects and to cooperate in school testing programs. Special emphasis is given to: historical development of tests; the giving, scoring, summarizing, and interpreting of standardized tests; selection and evaluation of standardized tests; relationship between intelligence and achievement tests; detection of specific weaknesses of pupils and application of remedial devices in the improvement of instruction; practice in the construction of various types of objective examinations; use of standard tests to determine school progress and achievement. Opportunity is given for the development through practice of skill in administering standard tests. Each student becomes acquainted with the various tests available in the fields of his major and minor.

346 DIRECTED OBSERVATION—This course is intended primarily for teachers of experience who seek a concrete approach to the problems of teaching. The work will consist of (1) reading and discussions to formulate principles and standards of successful teaching and (2) observations in the campus laboratory school followed by interpretative discussions of the teacher and pupil activities observed. Student needs will help to determine the major topics to be considered in the course. This course is not a substitute for one of the required courses in education, but may be taken as an elective. 2 credits. Summer

351 NURSERY SCHOOL—KINDERGARTEN—PRIMARY EDUCATION—This course acquaints the student with the aims and methods of nursery school, kindergarten and first-grade education, and shows how the program meets the needs and interests of the child at each age level and provides for the development of the fundamental habits, skills and attitudes. It includes observation in the nursery school, kindergarten and first grade. The course stresses the unification of nursery school, kindergarten and first-grade education from the point of view of continuity of various phases of growth, and the problems presented by the child at each growth level.

The course is planned especially for students specializing in kindergarten-primary education. Winter

352 KINDERGARTEN EDUCATION—This course deals with the general organization and methods of instruction in the kindergarten; characteristics and needs of the five-year-old child; problems of individual children; equipment and records; the curriculum; and supervised observations in the kindergarten. Students registering for this course are required to teach in the kindergarten throughout the same quarter. Fall, Spring

354 THE TEACHING IN SECONDARY SCHOOLS—This course concerns itself with the principles of secondary school instruction as they are revealed in topics like: place of the secondary school in society, the junior-senior high school student, the problem method, unit, appreciation, activity, measuring and marking, adjustment of instruction to individual needs, assignments, work books, visual instruction, measuring attention, discipline, problem pupil, routine management, planning work. Special application is made, when possible, to the student's major and minor interests. The students observe applications of these principles. This is a prerequisite course for teaching in the secondary field.

356 ACTIVITY UNITS FOR ELEMENTARY SCHOOLS—The purposes of this course are: To give the student an understanding of the so-called "activity curriculum," its present status, its objectives and methods and how it meets the needs and interests of the child at each grade level and provides for the developing of the

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fundamental habits, skills and attitudes; to show how activity units can enrich subject matter fields; to stress activity units according to the purposes dominating them; to stress, also, the principles of the continuity of the development of the growing child and the active learning through work and play. Demonstrations and planning activities will be a practical part of the course. Observations in the College Laboratory School.

358 TRENDS IN READING IN ELEMENTARY SCHOOLS—This course offers mature students and experienced teachers opportunity to study and evaluate some of the newer trends in reading and their practical applications in the classroom. Some of the topics selected are: reading readiness; beginning reading; pre-primer reading activities; incidental reading; the teacher's responsibility in planning early reading activities; library correlation; levels of ability and individual difficulties, their diagnostic and remedial treatment; the objectives, methods, materials of work-type and recreatory reading both oral and silent. The place of drills, phonics, tests, and seatwork will be considered. Observation in the College Laboratory School.

362 THE ELEMENTARY SCHOOL CURRICULUM—The purposes of this course are: To understand the history and growth of the elementary school curriculum; to comprehend the problem of organization of subjects for economy of time and related content; to understand the contribution of each school subject to the education of children; to understand the relation of the school subjects to modern social needs; to be able to set up objectives for a given period of teaching in terms of the school subjects; to be able to organize large units of teaching in the various school subjects; and to recognize changing social needs and changing concepts of education as bases of curriculum organization. The State Curriculum for the Elementary Schools of Minnesota and the textbooks used in the State will be used in this course. Spring

364 THE SECONDARY SCHOOL CURRICULUM—This course deals with the principles of secondary school curricula construction; the secondary school pupils—their characteristics, differences among them, elimination from school, guidance of; aims and objectives of secondary education; selection, validation of materials; fundamentals; education for citizenship, home membership, moral behavior, use of leisure, health, vocations; program of studies—constants, variables, electives, extra curricular activities; the Minnesota Junior-Senior High School Course of Study. Winter

368 VISUAL EDUCATION—This course deals with teaching aids which will stimulate student participation and enrich instruction. It is recommended for all classroom teachers, superintendents, and supervisors. The course covers commercial and home-made lantern slides, silent and sound motion pictures, film slides, graphs, stereographs, exhibits, excursions, photographs, bulletin boards, maps, blackboards, moving picture and copy cameras, opaque projectors, the care and use of equipment, literature of the field, and methods of application of each aid to the teaching situation. All equipment will be available and practice will be given in its use. Summer

420 GUIDANCE IN SECONDARY SCHOOLS—A course designed to prepare administrators, counselors, and homeroom teachers to deal with guidance problems on the secondary school level. Special consideration is given to the following: the use of tests in guidance, records and record keeping, ability grouping, problem cases, and problems of the counselor. 2 credits or 4 credits

459 PHILOSOPHY OF EDUCATION—This course seeks (1) to acquaint the student with the nature of philosophical inquiry in education, (2) to establish the criteria for validating educational philosophy, (3) to determine the sources of the fundamental assumptions in education, and (4) to evaluate current educational theory as set forth in the published materials of those writers who appear to be most influential in shaping educational thought. The ultimate goal is an understanding of the basic philosophy underlying existing theories which may enable the student to formulate a more adequate theory of education. Winter, Summer

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470 **ELEMENTARY SCHOOL ORGANIZATION AND ADMINISTRATION**—The following problems will be discussed: types of organization for elementary schools; classification and promotion of pupils; organization of the program for instruction; the improvement of instruction; the administration of service agencies (attendance, psychological tests, health, and welfare); library service; public relations; effective office administration; the elementary school plant; teacher-pupil relationship; the professional elementary school principal.

472 **SECONDARY SCHOOL ORGANIZATION AND ADMINISTRATION**—The following problems will be discussed: types of organization for secondary schools; classification and promotion of pupils; organization of the program for instruction; the improvement of instruction; the administration of service agencies (attendance, psychological tests, health, and welfare); library service; public relations; effective office administration; the secondary school plant; the professional secondary school principal; student guidance; types of school districts; sources of revenue; budgeting; school law; extra curricular activities.

474 **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

476 **SUPERVISION**—This course is presented from the standpoint of (1) the superior teacher who therefore is largely a self-supervised instructor, (2) the prospective supervisor and superintendent. Some topics treated are: the functions and duties of supervision as related to the improvement of instruction, specific supervisory technics, analysis of classroom activities, present day supervisory problems studied through numerous case studies. Winter, Summer-odd years

477 **SUPERVISION**—This course concerns itself with supervision through the use of objective instruments and technics as standardized tests, check lists, activity analysis, teacher rating scales, pupil rating surveys, supervisory programs based on objective tools and technics. Spring, Summer-even years

478 **SUPERVISION OF ELEMENTARY SCHOOL SUBJECTS**—A practical application of the principles of supervision to the problems met in the teaching of the elementary school subjects. The purpose of the course is to prepare prospective superintendents and principals for the supervision of the teaching of the language arts and content subjects of the elementary school curriculum. Prerequisite: Educ 362 and Educ 476

479 **FIELD WORK IN SUPERVISION**—One or both of 476 and 477 Supervision will be applied in helping teachers in the laboratory or affiliated schools. Each student will be required to complete a successful project in actual supervision.

482 **STATISTICS**—This course consists of a study of frequency distribution tabulation, measures of central tendency, variability, comparison of groups, percentiles; graphic methods and the normal curve with some practical application of the curve; reliability of measures of central tendency, of variability, of difference between measures; correlation—meaning of, calculation by product moment method, probable error of, application of statistical method and technic to tests and test results. Winter, even years; Summer, even years

491 **INDIVIDUAL DIFFERENCES**—This course treats of individual differences from the pedagogical standpoint under units like: maladjustment of schools to individual differences, typical plans to adjust schools to individual differences as Winnetka, Dalton, Pueblo, Detroit, Batavia, etc.; individualization of instruction, plans for; ability grouping—basis of, workability, etc.; characteristics of bright, average, dull children—significance of, methods and types of classroom organization; levels of assignment to accommodate differences; application of these principles to subjects in which the class members are especially interested.

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493 VOCATIONAL GUIDANCE—This course deals with the meaning, purpose, and aim of vocational guidance. Methods of investigation in guidance including objective and subjective study of the individual as well as a study of occupational data are discussed. The fundamental place of guidance in modern education is stressed and typical problems are considered.

PSYCHOLOGY

121 PSYCHOLOGY—This course seeks to provide an orientation to and understanding of the basic principles underlying thought, feeling, and action. To this end it discusses such problems as will and personality, feelings and emotions, the nature of the learning process, the origin, development, and differentiation of behavior patterns, the structure and functioning of the nervous system, and those fundamental processes by which we come to "know," such as sensation, association, perception, attention, and imagination. The psychology of retention is briefly discussed under memory and forgetting.

131 MENTAL HYGIENE—This course is designed with four purposes in mind: To discover fundamental principles of mental hygiene; to emphasize respect for personality, its growth and development; to apply principles of mental hygiene in constructive solution of personality adjustment problems and to develop guidance attitudes regarding adjustment problems in school situations. The subject includes: Meaning of personality adjustment, mental health and individual psychology, origins of behavior; modifications of behavior (objective point of view); personality trait measurement, brief evaluation of various schools of psychological thinking; mental hygiene study of individuals; guidance of adjustment and application of positive mental hygiene to everyday life, school, family and vocation.

2 credits

261 EDUCATIONAL PSYCHOLOGY—An introductory course in the psychology of learning. The following topics are studied: Concept of general intelligence, individual differences, nature of the learning process, laws of learning, types of learning, economy in learning, retention, transference, problem solving, motivation, guidance, influences detrimental to learning, technics of study and measurement of achievement.

341 PSYCHOLOGY OF CHILDHOOD—This course traces development in its various phases from birth through adolescence with special emphasis on the years of childhood. Development is studied from its physical, mental, emotional, and social aspects in the light of recent research findings and from the point of view of integration and the contribution of each aspect to personality development. The course includes a study of guidance with directed observations in the home, nursery school, kindergarten and primary grades. Planned especially for students specializing in the elementary field. Prerequisite—Psychology 121 Winter, Summer

343 PSYCHOLOGY OF ADOLESCENCE—This course traces development in its various phases from birth through adolescence with special emphasis on the years 12 to 20. Physical, mental, and emotional life during adolescence is studied and the bearing of each on the personality adjustments of the adolescent in his home, school, and community relationships. Special attention is given to the impulses, interests, and special needs of the adolescent with a view to developing in the student a better understanding of and a more sympathetic attitude toward adolescence. Consideration is given to educational and vocational guidance. Planned especially for students specializing in the secondary field. Prerequisite—Psychology 121. Fall, Summer

371 PSYCHOLOGY OF EXCEPTIONAL CHILDREN—This course endeavors (1) to acquaint teachers with the physical and mental characteristics of 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. The types of exceptional children studied are: crippled, blind and partially seeing, deaf and hard of hearing, defect in speech, lowered vitality; mentally retarded; behavior problem; gifted. Spring, Summer

481 PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS—A study of the laws of learning as applied to the various elementary school subjects with special attention to the most recent experiments and the latest findings. School practices and procedures are examined for conformity with accepted or established principles. Discovery of where and why pupils have difficulty in the leaning of the elementary school subjects receive a major emphasis. Winter, even years

TEACHING

TEACHING—Required in the second year of the two-year curriculum and in the third and fourth years of the four-year curriculum. The prerequisites are the required courses designated for the preceding year or years of these curricula. Scholastic average of at least C is required in the prerequisites in subject-matter and professional courses taken, and in the total number of courses taken.

Students teach in the grades for which their curriculum is designed to prepare them. Their preferences 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.

These courses require daily attendance. The usual assignment, except for Rural Teaching, is for one college period daily to earn two quarter credits in a half-quarter. In addition, except during summer session, student teachers keep the first college period free for conference. During summer session, these conferences are held in 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. Beginning Teaching, i.e., Education 231, 331 and 341, are not offered during the summer session.

231 ELEMENTARY SCHOOL TEACHING—Supervised teaching is done in two different grades of the campus laboratory school and affiliated public schools. Education 254, Directing Learning in the Elementary School, is carried parallel to this teaching.

232 RURAL SCHOOL TEACHING—Supervised teaching for six weeks is done in an affiliated rural school. The student ordinarily lives in the rural community and spends full time at the school. This course may be taken first but the preferred plan is for rural teaching to be preceded by Education 231.

233 ELEMENTARY SCHOOL TEACHING—This course of supervised teaching will be done in the St. Cloud Public Schools unless the student has already completed six weeks of teaching in the city schools as a part of Education 231. 2 credits

234 ELEMENTARY SCHOOL TEACHING—This course will be taken by normal-training graduates who are candidates for the two-year diploma. Teaching will be done in the campus laboratory school or in affiliated public schools. This course will take the place of Education 232.

331 ELEMENTARY SCHOOL TEACHING—This is the first quarter of supervised teaching done by juniors on the four-year degree elementary curriculum. The teaching is done in elementary grades of the campus laboratory school and affiliated public schools.

332 ELEMENTARY SCHOOL TEACHING—This is the second quarter of teaching by juniors or seniors on the four-year degree elementary curriculum.

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333 ELECTIVE ELEMENTARY SCHOOL TEACHING—This course is sometimes requested by juniors or seniors on the degree elementary curriculum, particularly when they have a combination of a major and a minor that makes more than three quarters of teaching a necessity. Students may elect either two or four credits of teaching.

335 KINDERGARTEN TEACHING—Supervised teaching is done in the kindergarten for twelve weeks. This course may be taken as an elective by the candidates for the two-year diploma or as a part of the student teaching required of candidates for the four-year degree elementary curriculum. The course must be paralleled by Education 352, Kindergarten Methods.

341 SECONDARY SCHOOL TEACHING—This is the first quarter of supervised teaching done by juniors on the degree secondary curriculum. The teaching is done in the junior-high division of the campus laboratory school.

342 SECONDARY SCHOOL TEACHING—This is later teaching by students on degree secondary curriculum but not the last teaching in the two principal fields of such students. This teaching is done in the junior-high division of the campus laboratory school and the public junior-senior high school of St. Cloud.

343 ELECTIVE SECONDARY SCHOOL TEACHING—This course is requested at times by candidates for degree who have combinations of majors and minors which make additional teaching advisable. Students may elect either two or four credits.

441 SENIOR YEAR ELEMENTARY SCHOOL TEACHING—Teaching required in the last year of the four-year degree elementary curriculum. Additional prerequisites: 144 quarter credits. Teaching will be done in elementary grades. Compared with preceding courses in teaching, this course requires a higher standard of daily preparation and achievement. The student is expected to apply preceding and parallel courses in progressive interpretation and constructive criticism of his own teaching.

442 SENIOR YEAR SECONDARY SCHOOL TEACHING—Teaching required in the last year of the four-year degree secondary curriculum. Additional prerequisites: 144 quarter credits. Teaching will be done in secondary grades and in subjects according to student's curriculum and choice of major(s) and minor(s). Compared with preceding courses in teaching, this course requires a higher standard of daily preparation and achievement. The student is expected to apply preceding and parallel courses in progressive interpretation and constructive criticism of his own teaching. A student ordinarily teaches in two fields, each for a half-quarter.

ENGLISH AND LITERATURE

10 ENGLISH—A course offering opportunity to supplement inadequate preparation in English and grammar. Registration dependent upon work done in English 131. Open to others who feel need of extra training. No credit

131 SURVEY OF WORLD LITERATURE—Literature, composition, and grammar are studied. Literature, the hero tale: The Odyssey of Homer and parts or the whole of other epics. Composition: paragraphs and topic sentences, precis writing. Grammar: thorough review of certain fundamentals of grammar.

132 SURVEY OF WORLD LITERATURE—Literature, the drama in brief survey from its origin to the present. Composition: longer themes, manuscript form, footnotes, bibliography, outlining. Grammar: additional review of fundamentals of grammar.

133 SURVEY OF WORLD LITERATURE—Literature, six weeks of work on lyric poetry and six weeks on the novel and personal literature (biography, autobiography, diary, and letter). Special attention is given the application letter. Composition: at least six long themes are written during the quarter. Grammar: review is undertaken as needed.

151 CHILDREN'S LITERATURE—A course to acquaint the student with materials of literature and methods of presentation suited to the needs and tastes of grades one to eight.

221 THE SPEAKING VOICE—Designed to develop in the student an effective and pleasing voice. Special attention to be given to the mechanism of the human voice and to the individual's method of tone production. Emphasis to be placed on resonance, articulation, and quality, together with an effort to develop an effective use of melody, time and force.

223 FUNDAMENTALS OF SPEECH—A study of the basic principles applicable to all phases of work in speech. A consideration of speech as an instrument of social adaptation with special emphasis on the development of effective extemporaneous speech.

224 ORAL INTERPRETATION—A study of the technic of the analysis of literature and of its oral presentation, together with a consideration of certain audience factors of importance to the oral interpreter.

227 DEBATE—A course in fundamentals of oral argumentation with classroom practice. 2 credits

228 DEBATE—Work on one or more debate propositions with experience in inter-collegiate contests. Prerequisite: English 227.

253 PUPPETRY—History of puppetry, uses in public schools, instruction and manipulation of the various types of marionettes. 2 credits.

321 PLAY PRODUCTION—A study of scene building, design, lighting, make-up, and the technical organization necessary in the production of plays.

323 DRAMATICS—A study of the theories and principles of acting and directing in the school theatre.

325 ADVANCED PLAY PRODUCTION—This course is intended primarily as a laboratory to supplement the prerequisite courses. Focus of attention is on the use of the stage as a working mechanism and the application of the theories, directing and stage technic. Required—3 consecutive quarters for credit. Prerequisite: English 321 or English 323.

327 PERSUASION AND FORMS OF PUBLIC ADDRESS—The course to give added emphasis to the uses of effective extemporaneous speech. A study of the psychological elements in the audience-speaker situation. A study of ways and means of securing and holding attention for the purpose of winning a response. A consideration of types of audiences and audience analysis and of appeals to audience emotions. An application of these principles to specific speech forms, such as: The Speech of Introduction, The After Dinner Speech, The Political Speech, The Eulogy, The Commencement Address, The Open Forum, The College Oration, and others.

331 ADVANCED COMPOSITION—A course designed to give a broad composition experience in three or four of the following types: narrative, informal essay, character sketch, controversial composition, local-color sketch, occasional article, reflective essay, descriptive article, and verse. Fall

341 THE AGE OF CHAUCER—A study of Chaucer and his works, with emphasis on the "Canterbury Tales." A consideration of medieval life and some characteristics of medieval literature will serve as background. Fall, Odd years

343 SHAKESPEARE—The reading of groups of comedies, tragedies, historical plays and sonnets by William Shakespeare, with introductory study in the Elizabethian age. Winter, odd years

345 THE SEVENTEENTH CENTURY—Study in the development of prose in the essay, pamphlet, treatise, letter, biography, autobiography, and diary. Poetry: Spenserian, pastoral, metaphysical, religious, Caroline, Milton and Dryden as summarizing the tendencies of the century. Winter, odd years

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347 THE EIGHTEENTH CENTURY—Study in Pope and the age of classicism. The development of the informal essay by Addison and Steele; the contributions to the novel as a recognized literary form. The growth of romanticism, Samuel Johnson and the survival of classicism. Classical and romantic tendencies in Goldsmith and his successors. Winter, even years

349 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

351 TEACHING OF HIGH SCHOOL COMPOSITION—A course in the teaching of composition in high school with attention directed to the Minnesota course of study and other outstanding courses. 2 credits Spring

353 HIGH SCHOOL LITERATURE—A practical study of the high school course in English as outlined in the state syllabus. Extensive reading of the recommended types of literature and a study of principles and technics of teaching literature and work-type reading. Winter

355 SCHOOL PUBLICATIONS—A course involving the study of the school newspaper, the magazine, and the yearbook, with consideration of student-faculty control, staff organization, mechanics of publication, newspaper stories and editorials, heads, page layouts, etc. 2 credits Fall

357 THE TEACHING OF THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL—Study of the teaching of English, spelling, and handwriting. In the light of research and approved practice, the consideration of the following items for each subject: (1) selection of content of 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. 2 credits Winter

359 SURVEY OF ENGLISH LITERATURE—A review of English literature for English majors and minors to bring together by a series of lectures the different periods and types many of which have been intensively studied in elective courses. 2 credits Spring, even years

431 HISTORY OF THE ENGLISH LANGUAGE AND ADVANCED ENGLISH GRAMMAR—A survey of the origin and the development of the English language that acquaints the student with some of the tendencies that have changed and are changing the language, giving a basis for deciding questions of grammar and usage. Spring, even years

441 VICTORIAN PERIOD—1832-1875—Study of the writings of the Victorian era with some attention to background. Fall, even years

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

445 CONTEMPORARY LITERATURE—Significant tendencies as reflected in drama, poetry, essay, novel, biography. Winter, Summer

447 HISTORY OF DRAMA—A brief review of Greek and Roman drama. A survey of the dramatic literature of England, Spain, France, Italy, Germany, Russia, and the United States from about 1625 to the present.

FOREIGN LANGUAGES

FRENCH

131, 132, 133 **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. Open to first year students in the degree curriculum, and as an elective to second or third year students who have not had French in high school. A continuous year of work is required for credit. No credit in a major or minor.

231, 232, 233 **ADVANCED FRENCH**—A study of French literature with the reading of representative texts which relate French life and history. A continuation of Elementary French. Open to those who have had two years of French in high school or one year in college. A full year of work is required for credit. Required for a major or minor.

331, 332, 333 **SURVEY OF FRENCH LITERATURE**—A study of the principal writers and representative work of each from 1600 to the Twentieth century. Open to third year students. Prerequisite: French 233. Required for a major.

431, 432, 433 **ADVANCED COMPOSITION**—These courses include written exercises in French aimed to give practice in literary construction and to aid in using colloquial French. Contemporary French usage will be emphasized in the selections for translation.

GEOGRAPHY

171 **GEOGRAPHY**—The aim of this course is to give a general knowledge of natural environmental conditions, such as, location, apparent sun behavior, climate, and surface features, not as isolated facts, but as they are related to man's work in obtaining food, clothing, and shelter. The core of this course, as of other geography courses, is the relationships between human activities and natural environment.

271 **ECONOMIC GEOGRAPHY**—This course deals in detail with the relationships between types of human activities (industries) and the natural environment. The leading products and the important areas of their production together with the commerce of these commodities with special emphases on methods and practices are presented in terms of the environmental complex of the various regions.
Fall, Spring

273 **GENERAL GEOLOGY**—A study of the origin, history, and rock structure of the earth. The processes and agents at work changing the earth are given special study. An economic treatment of building stones, iron, coal, and oil, is included. The laboratory work gives an opportunity to become familiar with the common rocks and minerals.
Winter

275 **GEOGRAPHY OF NORTH AMERICA**—The continent is studied according to geographic regions. The dominant economic activity forms the core of organization for the study of each region. However, all significant activities are treated in an attempt to give a complete imagery and "feel" of each region included within the continent.
Fall, Spring

277 **GEOGRAPHY OF SOUTH AMERICA**—In this course the major geographic regions are studied. The core of organization for each region is the leading activity or activities, and one objective is a better understanding of the point of view of Latin Americans.
Fall

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351 TEACHING OF ELEMENTARY GEOGRAPHY—This course presents the objectives of the teaching of elementary geography, and acquaints students with geography materials and their sources. Gradation of the subject matter and technic in the use of such visual aids as pictures, maps, and graphs are emphasized. Opportunity is provided for the organization of units for teaching in the respective grades. 2 hours Disc. 1 hr. Lab. 2 credits. Spring

353 TEACHING OF HIGH SCHOOL GEOGRAPHY—This course familiarizes the student with the content material of high school geography and distinguishes between the nature of materials, tools, and methods used in high school and those used in elementary grades. Each student is given experience in the organization and presentation of units at high school level. Emphasis is placed on the preparation and use of visual aids, such as maps, and graphs. 2 hrs. Disc. 1 hr. Lab. 2 credits. Spring

371 GEOGRAPHY OF ASIA—As in all studies of modern geography, emphasis is placed upon relationships between human activities and the natural environment in the major geographic regions. The course aims to help the student interpret the problems of the United States in its dealings with the East. Winter

373 CONSERVATION OF WORLD RESOURCES—A study of our natural resources and the part they play in regional and national development. The wise use of resources is stressed rather than restriction of all use. Class discussions deal with such topics as soils, forests, waters, minerals, wild life, recreational resources, and the conservation of man. The course is made as helpful as possible through contacts with leaders in conservation work and by collecting teaching materials for children. Spring

375 GEOGRAPHY OF EUROPE—This regional treatment of Europe includes a geographic interpretation of the political and economic conditions of the more important nations of the continent. In so far as possible reasons are given for the present conditions within each geographic region. Winter

379 GEOGRAPHY OF MINNESOTA—A study of Minnesota's industries from the standpoint of land utilization. The principal industries will be studied both in relation to the environment and the characteristics of the people.

471 HISTORICAL GEOGRAPHY—A study of relationships between natural environment and the history of the United States previous to 1850. The following units are mentioned to give an idea of the content of the course: The influence of the Appalachian barrier upon colonial history; the westward movement in relation to the physiographic features of the Appalachian system; geographical environment of the early Trans-Allegheny settlements; the Louisiana purchase in the light of geographic conditions. Winter

473 METEOROLOGY—CLIMATOLOGY—This course deals with the study of the atmosphere, weather, instruments used in gathering climatic data, weather maps, and weather forecasting. Daily observations of weather are made and recorded. Visits to observation stations are provided. Utility value of work of the United States Weather Bureau is presented. Fall

475 GEOGRAPHY OF AFRICA—In this course emphasis is placed on the influence of Middle Latitude direction in the development of various regions of the continent of Africa. The value of the possessions to the Mother Countries is studied. In so far as possible the continent is treated regionally. As in all modern geography stress is placed upon relationships between man's activities and environmental conditions. Winter

477 GEOGRAPHY OF AUSTRALASIA—The subject matter of this course deals with Australia, New Zealand, and other islands of the Pacific generally included under the old name Oceania. A study of these areas will include not only their present development but also the future economic possibilities. Spring, even years

HEALTH AND PHYSICAL 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.

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 twenty quarter hours of credit have been earned in this field.

Students electing to minor in physical education must elect at least twenty-two hours work including one theory course and two hours of student teaching. No minors (men) are eligible to take the coaching courses 251, 253, 255, until they have received eight hours credit in other physical education courses. It is suggested that minors elect as many more courses in physical education as possible in order that they will be able to do effective teaching 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.

111 **HYGIENE AND SANITATION**—This course is designed to supply scientific background not previously acquired, basic to understanding, conserving and improving personal and community health. This scientific knowledge is applied to the solution of school health problems. Standards for the selection of suitable source materials and the development of an effective health teaching program are also considered. Topics covered are: A study of the healthful environment and the healthy individual, with direct application to school health problems and health teaching. A constant on the degree course.

113 **HYGIENE AND SANITATION**—This course covers the following points: What constitutes health education? What constitutes a healthful school environment? Health service in rural schools; School home and community relationships; Health instruction; Integrations; Basic health activities and Units on health. Required of students on the diploma course. 2 credits

MAJOR COURSES

MEN AND WOMEN

345 **HUMAN PHYSIOLOGY**—Lectures, quizzes, and demonstrations, giving a general knowledge of the structure and functions of the human body. Especially adapted to teachers in Physical Education. Winter

346 **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. Prerequisite: Physical Education 345. Spring

347 **KINESIOLOGY**—A study of the action of joints and muscle groups during gymnastics, games and sports and the various occupations of life. Prerequisite: Physical Education 346. Fall

351 **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 of physical education to general education is given special attention. Fall

451 **HEALTH EDUCATION AND CORRECTIVE GYMNASTICS**—This course deals with the health phase of the physical educational program and the corrective or remedial measures to be used in providing proper exercises and procedures in handling individuals with handicapping conditions. Prerequisite: Physical Education 347, or consent of instructor. Winter

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REQUIRED COURSES

MEN

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

121 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

123 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

124 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

125 GYMNASMIC 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

126 GYMNASMIC 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

127 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. Fall, Spring

128 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

129 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

130 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. Winter

201 TEAM GAMES—This course has for its purpose the teaching of such games as volleyball, speedball, soccer, etc. The skills involved in each sport will receive due consideration in learning the game. 1 credit

203 LIFE SAVING—This course is designed to teach the detailed knowledge and skills involved in life saving work. The Senior Red Cross test is given as part of the course. Only advanced swimmers should register for this course. 1 credit

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

330 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. Spring

MAJOR COURSES

MEN

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

151 GYMNASIAC 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.

2 credits. Fall

251 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.

2 credits. Winter

253 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 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.

2 credits. Spring

255 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.

2 credits. Fall

257 RECREATIONAL ACTIVITIES—This course consists of teaching the skills and methods involved in handball, badminton, ping pong, shuffle board, skating, hockey, and similar games. Training in directing calisthenic exercises and semi-organized games will also be given.

2 credits. Winter, odd years

259 SWIMMING—Arranged to prepare the teacher to give instruction in several of the most common strokes, life saving, resuscitation, and fancy diving. Methods of conducting classwork in water activities and competitive water events will receive considerable attention.

2 credits. Winter, even years

261 DANCING AND RHYTHMS—Includes a study and practice of simple rhythms, gymnastic dancing, clogging. Some attention is given to the teaching of social dancing.

2 credits.

263 SPORTS EDUCATION—This course deals with instruction in the skills and methods involved in some of the so-called minor sports such as: soccer, archery, volleyball, speedball, and games of like nature. Training in directing marching will also be given.

2 credits.

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 345, 346, 347, or consent of instructor.

2 credits. Spring

453 ADMINISTRATION AND PLAYGROUND MANAGEMENT—This course includes a study of the problems incident to the administration of physical activities common to the playground and gymnasium. The organization of intramural activities both on the playground and in the gymnasium and the problems dealing with supervised play occupy one-third of the time in the course.

Spring

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REQUIRED COURSES

WOMEN

131 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

132 Individual and dual sports as badminton, shuffle board, deck tennis, etc., and mass games such as volleyball, soccer, and captain ball. Prerequisite: Physical Education 131. 1 credit

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

134 FOLK DANCING—Advanced work in rhythm including character and national folk dances. Prerequisite: Folk Dancing 133. 1 credit.

135 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

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

138 SWIMMING—A continuation of Physical Education 136. 1 credit

230 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 her own equipment. 1 credit

233 CLOG AND TAP DANCING—Prerequisite: Folk Dancing 133. 1 credit

234 RHYTHM AND DANCE—Study of self-expression through the medium of bodily movement. 1 credit

238 ARCHERY—This course is a presentation of the fundamental principles underlying this sport. The use and care of equipment, terms, rules and etiquette are taught. 1 credit

236 SWIMMING—A continuation of Swimming 138 for advanced swimmers. This course includes diving, figure swimming, and water games. 1 credit

330 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 her 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

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MAJOR COURSES

WOMEN

232 GYMNASTIC TECHNIC—This course correlates with Technic of Physical Education 252 and must be taken the same quarter. 1 credit

252 PRINCIPLES AND ORGANIZATION OF PHYSICAL EDUCATION—A study of: 1. Principles underlying the selection, classification and progression of material in teaching physical education. 2. Organization and administration of physical education. Prerequisite: Physical Education 131.

254a ELEMENTARY SCHOOL ACTIVITIES—This course deals with the activities for and the methods of teaching in the elementary school. Lesson plans and method of presentation for each grade are given. Prerequisite: Physical Education 131. 2 credits

254b SECONDARY SCHOOL ACTIVITIES—This course deals with activities for and the methods of teaching activities in Junior and Senior High School. Prerequisite: Physical Education 131. 2 credits

256 PLAYGROUND MANAGEMENT—This course is designated to assist the student in the organization of a playground. It includes the technic of handling groups of different ages, the method of classifying children, the selection and organization of suitable activities and the arrangement of apparatus and play spaces.

258a 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 gain skill in such games. 2 credits

258b COACHING—A continuation of Coaching 258a. 2 credits

336 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

352 FIRST AID—This course covers instruction and laboratory practice in first aid procedures. The work includes: dressings and bandages; care of wounds, injuries to bones, joints, and muscles; injuries due to heat and cold; treatment for shock, unconsciousness, common emergencies; artificial respiration, and transportation of the injured. 2 credits

354 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. A certificate is granted to those completing the course by the National Council of the Girl Scouts of America. 2 credits

432 ADVANCED FOLK DANCING—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 folk dancing. 1 credit

435 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

438 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 in physical education. 1 credit

INDUSTRIAL ARTS

121 **ELEMENTARY SCHOOL INDUSTRIAL ARTS**—This course is designed to train the elementary school teacher to become familiar with the materials and manipulative experiences which present themselves in industrial arts teaching. Organization of equipment and supplies, course content, and methods of teaching are studied. Spring

123 **PRINCIPLES OF WOODWORKING**—This course is designed to familiarize the student with the fundamental tools and processes used in woodwork. Students make projects which are suited to the ability of the junior high school student, such as game boards, taborets, footstools, and picture frames. Simple exercises in wood turning are required. Winter

125 **PRINCIPLES OF DRAFTING**—The proper use and care of instruments, orthographic projection, perspective, isometric drawing, freehand sketching, lettering, tracing and blueprinting are taught in the course. Instruments are furnished by the department. Fall

221 **ELEMENTARY GENERAL METAL**—This course deals with pattern making, foundry, forging, welding, machine shop, and art metal. In each of the activities or trades named, typical problems are worked out giving the student principles and unit operation in the manipulative work. Fall

223 **PRINTING**—This course covers the fundamental operations of composition, stonework, proof-reading, presswork, and distribution as practiced in school shops. Practical job work consists of programs, tickets, letterheads, linoleum block cutting, posters, and a study of the school newspaper. Winter.

225 **SHEET METAL AND PATTERN DRAFTING**—The course covers the use of hand tools and machines, soldering, spinning, art metal, pattern development and related material. Some of the projects made in this course are funnels, water pails, scoops, boxes, pans, trays, and elbow and pipe intersections. Prerequisite: Industrial Arts 121. Spring

331 **ELECTRICITY**—The fundamentals of electric wiring, splicing, soldering, bell wiring, conduit wiring and switches are studied. Small motors, transformers, telegraph sets, storage batteries, and radios are worked out. Prerequisite: Industrial Arts 221. Fall

332 **GENERAL MECHANICS**—The course is planned to give the material recommended by the state course of study for general mechanics in the junior high school. In addition, projects will be worked out in leather, metal, cement, rope, and wood. Prerequisite: Industrial Arts 221. 2 credits. Fall

333 **CERAMICS**—The course in ceramics covers pottery, ornamental cement work, glass work, plaster casting, glazing, use of the potter's wheel, and firing. Winter

334 **ADVANCED WOODWORKING**—The course includes advanced work in wood turning, joinery, cabinet making, wood finishing, design, carving, and the use of machines and special hand tools. Prerequisite: Industrial Arts 123. Spring

335 **ADVANCED DRAFTING**—The course stresses machine drawing, architectural drawing, electrical drawing, standards and conventions, graphs, developments, intersections, and advanced pictorial drawing. Prerequisite: Industrial Arts 125. 2 or 4 credits. Spring

336 **ADVANCED GENERAL METAL**—Advanced problems in foundry, forging, welding, heat treating, and machine shop are studied. Study will be made of modern machinery with special emphasis on the gas engine. Prerequisite: Industrial Arts 221. 2 or 4 credits. Winter

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337 **ADVANCED PRINTING**—Problems in design and color printing are studied. Special emphasis is given to the study of paper, ink, linoleum block cutting, book-binding, and more advanced work in general printing. Prerequisite: Industrial Arts 223. 2 or 4 credits. Fall

450 **METHODS IN INDUSTRIAL ARTS**—This course involves the preparation of lesson plans and a study of types of teaching, types of lessons, shop management, testing, observation, and methods of presenting shopwork. Special study is made of the Minnesota state course of study and of typical Minnesota industrial arts departments. Spring

LIBRARY

151 **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

MATHEMATICS

20 **SOLID GEOMETRY**—Offered annually on request. All students who major or minor in mathematics are required to take this course unless they have had Solid Geometry in high school. No credit

121 **CULTURAL MATHEMATICS**—The topics of this course include both computational and informational mathematics. Topics such as the following will be considered: brief history of mathematics; our number system; use and interpretation of graphs; use of formulas; functional relations; mathematics of the finite and the infinite; series; measurement; statistics.

151 **THE TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL**—The purpose of this course is to discuss the problems involved in the teaching of arithmetic from grade one through grade eight. The following topics will be discussed: the reading and writing of numbers; the four fundamental operations with integers, denominate numbers, common and decimal fractions; measurement and intuitive geometry; business arithmetic; the formula, equations, graphs, and signed numbers. All of these topics will be discussed in their relationship to the Minnesota Elementary School Curriculum. Observation of teaching in which the above topics are exemplified is an essential part of the course.

220 **COLLEGE ALGEBRA**—The topics included are: introduction; the quadratic equation, ratio and proportion; the progressions; logarithms; mathematical induction; binomial theorem; linear functions; quadratic functions; graphical representation of numbers; variation. Spring

221 **COLLEGE ALGEBRA**—The topics included are: complex numbers; simultaneous quadratic equations; permutations and combinations; probability; determinants; partial fractions; inequalities; theory of equations. Fall

222 **TRIGONOMETRY**—The topics included are: trigonometric functions; solution of right triangles; logarithms; radian measure; properties of trigonometric functions; the fundamental relations; functions of two angles; the oblique triangle; inverse trigonometric functions. Prerequisite: Mathematics 221. Winter, Spring

321 **ANALYTICS**—This course includes: the point; the straight line; the equation and locus; the circle; the parabola; the ellipse; the hyperbola; conics; algebraic curves; transcendental curves; parametric equations; polar equations; transformations. Prerequisite: Mathematics 222. Fall, Spring

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323 **FIELD WORK IN MATHEMATICS**—This course aims to provide interesting applications of mathematics through the use of the transit; the level; the plane table; the sextant; the angle mirror; the clinometer; the hysometer; the alidade; and the slide rule in actual field experience. The content of this course offers valuable supplementary work for numerical trigonometry and indirect measurement in the junior high schools and in regular high school classes in geometry and trigonometry. For majors in Mathematics only. Fall, Spring

325 **COLLEGE GEOMETRY**—This course offers a body of geometric doctrine which is a direct extension of plane geometry—built of the same material, closely interwoven with it, and yet interesting, new and fascinating. It offers the student a mature review, it teaches him to apply methods of proof and solution of problems which will later prove most effective; it encourages him to do real creative work. Prerequisite: Mathematics 221. Fall, Winter

423 **THEORY OF EQUATIONS**—This course is a general study of algebraic theory. It includes: complex numbers; elementary theorems on roots of equations; constructions with ruler and compass; cubic equations; quartic equations; isolation of real roots; solution of numerical equations. Prerequisite: Mathematics 321. Winter, Spring

425 **DIFFERENTIAL AND INTEGRAL CALCULUS**—This course includes: maximum and minimum values; variables; the derivative; limits; infinitesimals; tangents and normals; derivatives in relation to maxima and minima; differentials; integration. Prerequisite: Mathematics 321. Spring

451 **PROFESSIONAL SUBJECT MATTER FOR JUNIOR AND SENIOR HIGH SCHOOL MATHEMATICS**—This course is required of those who major or minor in mathematics. It is both a subject matter and a teaching course. These topics are considered: business arithmetic; intuitive geometry; the formula; the equation; signed numbers; graphs; the reorganization of the subject matter in Algebra and Geometry together with modern instructional practices in these subjects. Fall, Spring

MUSIC

121 **APPRECIATION**—This course is designed to give the student a cultural background in music through the study of musical form, musical terms, the great periods of composition, and of great artists. Listening to music presented by recordings and actual recitals will be featured. This is the general survey course required of all degree students.

131 **HARMONY**—This course is directed toward an understanding of the fundamental materials and their use in simple composition. It includes: study of major and minor scale structures, intervals, triads in root position and in inversion, relationship of primary and secondary triads, fundamental principles of chord progression cadences, four part harmonization of soprano melodies and simple figured bass, modulation to closely related keys. Also, principles of melodic writing and voice leading as directed by the tendencies of active toward rest tones. Winter

132 **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. 2 credits. Winter

211 **INTRODUCTION TO MUSIC TEACHING**—This course includes: sight-reading; ear training; training in enunciation, tone placing, and rhythm in connection with the teaching of rote songs. At the discretion of the music faculty this course or The Teaching of Music in the Elementary School 250 will be the required course for the two year students and for the degree students during the third or fourth year.

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231 HARMONY—Includes a study of the dominant sept chord, secondary sept chords, the diminished sept chord and their inversions; dominant ninth; common altered chords; distant modulations; non-harmonic ornamental tones. Writing of melodies in two and three part primary forms. Harmonic analysis of well known folk songs and short piano compositions. Fall

250 THE TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL—This course includes methods in the teaching of school music through the first six grades, which includes training in the care of the child voice; enunciation and tone placing; song interpretation, ear training in tone combinations; teaching of illustrative lessons and demonstration teaching.

251 THE TEACHING OF MUSIC IN PRIMARY GRADES—This course includes methods in the teaching of rote songs; sight reading; theory and appreciation through the fourth grade; ear training. Training in the care of the child voice; preparation of lesson plans; teaching of illustrative lessons and demonstration teaching. Fall

253 THE TEACHING OF MUSIC IN INTERMEDIATE 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; preparation of lesson plans; teaching of illustrative lessons and demonstration teaching. Winter

321 HISTORY AND ADVANCED APPRECIATION OF MUSIC—This course is a continuation of Music 121, but with emphasis placed on historical background. It includes a study of primitive music and early church music as well as the masterpieces of the famous composers. Spring

323 THE TEACHING OF RUDIMENTS OF MUSIC—This course is designed to prepare teachers of the course in Rudiments of Music which is required by the state of all junior and senior high schools offering credit in applied music. Emphasis will be placed on teaching technic, syllabus, and the study of reference materials.

331 COUNTERPOINT—The aim of this course is to develop an understanding of the fundamental principles of contrapuntal writing. It includes the study of the five species of combining two or more melodies. Practical application in the composition of two and three part songs. Analysis of well known compositions the contrapuntal style including characteristic pieces by Bach and his predecessors. Spring

341 CHORAL CONDUCTING AND REPERTOIRE—An intimate study of some of the typical compositions of the great masters through the contrapuntal, classic, romantic, and modern schools. This course includes interpretation and conducting of suitable high school materials. May be taken as an elective on other courses. Prerequisite: Choral experience. Fall

351 MUSIC ADMINISTRATION AND THE TEACHING OF MUSIC IN JUNIOR AND SENIOR HIGH SCHOOLS—This course includes the organization of a complete course of study with the survey of the several outstanding series of music; preparation and conducting of school entertainments; choice and organization of materials; organization of glee clubs and choruses; training and voice testing and the care of the adolescent voice through mutation. Spring

353 THE TEACHING OF BRASS AND PERCUSSION INSTRUMENTS—This group of instruments includes the trumpet, French horn, alto, baritone, trombone, bass, tympani, bass drum, snare drum, and the smaller instruments of the percussion. The theoretical study includes: acoustical properties, function in the family of instruments and selection and care of the instruments. The practical study includes: problems of embouchure and fingering, correct teaching technic and methods and materials for class instruction. Prerequisite: Instrumental ensemble experience. 2 credits. Fall

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355 THE TEACHING OF WOOD-WIND INSTRUMENTS—This group includes flute, oboe, clarinet, bassoon, and saxophone. The theoretical study includes: acoustical properties, function in the family of instruments, and selection and care of instruments. The practical study includes: problems of embouchure and fingering, correct teaching technic and methods and materials for class instruction. Prerequisite: Instrumental ensemble experience. 2 credits. Winter

431 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. Prerequisite: Harmony 231. Winter

441 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. Spring

453 THE TEACHING OF STRING INSTRUMENTS—Emphasis is placed in this course on learning correct teaching technic for the violin, viola, cello and double bass. Class instruction methods and materials are examined. Opportunities to observe class teaching are also given. Prerequisite: Instrumental ensemble experience. 2 credits. Spring

CHORAL ORGANIZATIONS—The college maintains several singing groups. The Girls' A Cappella Choir and the Choral Club are the smaller and special groups of selected voices. The Cecilians, a girls' glee club, and the College Choir of mixed voices are the larger groups. Each organization makes several appearances every year in concerts, operas or cantatas. Early in the year those who desire to become members of the clubs are given tests in voice, ear memory, sight-reading, and part singing. Required—3 consecutive quarters for credit. 2 credits.

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

COLLEGE CONCERT BAND—The college band requires permanent membership and regular attendance. The band is composed of about sixty members and has symphonic instrumentation. During the year the band plays the 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. Students are made acquainted with orchestral literature. In addition to concerts, the orchestra assists the choral club in the presentation of the larger choral works. Required—3 consecutive quarters for credit.

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.

STRING INSTRUMENTS—The practical study of violin, viola, and cello includes close attention to the correct position of playing, thoroughness in learning fundamental bow and finger technic, good intonation and the study of standard works. Required—3 consecutive quarters for credit.

VOICE—The chief objectives of work in the voice department are: 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; to diagnose and correct vocal defects and the problems in both singing and speaking voices; 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.

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 \$15.00 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 Music Hall.

SCIENCES

451 THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL—The objectives, methods, and materials of science teaching in the elementary grades of rural and urban schools. An activity program in science based on the Minnesota Course of Study is planned and carried out in part. Required of all candidates for the degree in the elementary field. 2 credits. Winter

453 THE TEACHING OF SCIENCE IN THE SECONDARY SCHOOL—The objectives, methods, and materials of science teaching at junior and senior high school levels. An attempt is made to translate the Minnesota Syllabi for General Science, Biology, Physics, and Chemistry into challenging, purposeful pupil enterprises. Many of these enterprises are carried to completion during the course. Equipment, supplies, books, and supplementary materials for carrying on an active science program are evaluated. Required of students who major or minor in the sciences. Winter

BIOLOGY

141 GENERAL COLLEGE BIOLOGY—The course begins with a survey of the living environment and provides acquaintance with the commoner forms of life and their recreational aspects. It proceeds through an ecological approach to the problems of their utilization, production, control, conservation, and restoration. 4 hrs. Field and Lab., 2 hrs. Disc.

142 GENERAL COLLEGE BIOLOGY—The course begins with the study of the activities of cells and the problems of maintaining normal functioning in multicellular organisms, including man. Units on reproduction, the mechanisms and applications of heredity, and evolution follow. The course is designed to develop a biological outlook and to aid in understanding the child. Prerequisite: Biology 141. 4 hrs. Lab., 2 hrs. Disc. Winter

143 GENERAL COLLEGE BIOLOGY—This course is designed to provide science students with a better understanding of plant and animal structure and functioning than is obtained in courses in general education. Required on all Science Majors and Biology Minors. Prerequisite: Biology 142. 4 hrs. Lab., 2 hrs. Disc. Spring

341 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 and an economic collection. 2 hrs. Disc. 4 hrs. Field and Lab. Prerequisite: Biology 143. Fall, odd years

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343 **FIELD VERTEBRATE ZOOLOGY**—This course consists of a survey of the fishes, amphibia, reptiles and mammals of Minnesota in which the species are determined and their habits, habitats and economic values are studied in the field and laboratory. Students will assist in caring for live animals and building a museum. Prerequisite: Biology 143.

2 hrs. Disc. 4 hrs. Field and Lab.

Fall, odd years

345 **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, with supplemental use of the College Herbarium. Prerequisite: Biology 143.

2 hrs. Disc. 4 hrs. Field and Lab.

Spring, even years

347 **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. Prerequisite: Biology, 143.

2 hrs. Disc. 4 hrs. Field and Lab.

Spring

349 **CONTEMPORARY CONSERVATION PROBLEMS**—This course is adapted to meet the needs of teachers of conservation in the public schools of the state. It is a study of the conservation of the natural and human resources, special emphasis being placed upon the resources of Minnesota. Objectives, conservation methods used, and types of resources, such as minerals, land, water, forests, fish, game and recreational areas are studied. Prerequisite: Biology 143.

2 hrs. Disc. 4 hrs. Field and Lab.

Winter

441 **ECOLOGY**—The inter-relations of plants and animals with their environment. The units of the course 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. Prerequisite: Biology 143.

2 hrs. Disc. 4 hrs. Field and Lab.

Fall, even years

443 **GENETICS**—This course deals with the application of the principles and theories of heredity to man as an individual and in groups and with the effects of environmental influences upon his physical nature and reactions. Research findings on plant and animal breeding are also given attention. Prerequisite: Biology 142.

4 hrs. Disc.

Winter, even years

445 **GENERAL PHYSIOLOGY**—A study of how life is maintained; including physiology of the cell, life processes in plants and animals, and the integration and co-ordination of life processes in the human body. Prerequisite: Biology 143, and high school or college chemistry.

2 hrs. Disc. 4 hrs. Lab.

Winter

447 **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. Prerequisite: Biology 143.

2 hrs. Disc. 4 hrs. Field and Lab.

Fall, even years

PHYSICAL SCIENCES

121 **GENERAL PHYSICAL SCIENCE**—Fundamental concepts of matter and energy, as they operate in ourselves and in our natural and industrial environment. The course aims (1) to help the student find himself in his universe and (2) to provide a minimum of scientific information and experience to enable the teacher in the elementary school to give adequate instruction in this field of science. Assignments will be varied and modified to meet the individual needs and interests of the student. 2 hrs. Disc. 4 hrs. Lab.

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- 221 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
- 222 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 221. 2 hrs. Disc. 4 hrs. Lab. Winter
- 223 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. Prerequisite: Chemistry 222. 1 hr. Disc. 5 hrs. Lab. Spring
- 321 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. Prerequisite: Chemistry 223. Fall
- 331 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
- 332 MAGNETISM AND ELECTRICITY—A study of magnetism and electricity subdivided as follows: Magnetism—static electricity—electricity in motion—chemical effects—magnetic effects—conduction through gases—electrical radiations—electrical machines and devices. 2 hrs. Disc. 4 hrs. Lab. Winter
- 333 HEAT, LIGHT, AND SOUND—(A) Heat: Thermometry—expansion coefficients—work and energy—changes of state—transference of heat—industrial applications of change of state. (B) Light: Nature and propagation of light—image formation—color phenomena—inference—the visible spectrum—polarization. (C) Sound: Nature and transmission of sound—properties of musical sounds. 2 hrs. Disc. 4 hrs. Lab. Spring

SOCIAL STUDIES

- 351 THE TEACHING OF THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL—This course is required on the four-year elementary school curriculum. The course will include a study of the place of social studies in the curriculum of the elementary school, the curriculum content for each grade, methods of teaching social studies, some experience in organizing teaching units in the social studies, and the equipment and materials of instruction. Provision will be made for observation in the campus laboratory school. 2 credits. Winter
- 353 TEACHING OF THE SOCIAL STUDIES IN THE SECONDARY SCHOOLS—This course is required of those who major in the social studies. 2 credits. Fall

ECONOMICS

- 273 ECONOMICS—A course wherein the student may not only equip himself with the most essential economic facts and a fair understanding of fundamental economic principles, but also be the better able to solve those problems of economic life with which the student must sooner or later be confronted.

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471 MONEY AND BANKING—A study of the monetary system of the United States emphasizing among others such topics as: Inflation and Deflation; Central Bank Policy; Federal Reserve System; Prices in the Business Cycle; International Connection of Price Movements; Stability of the Price Level; New Deal Monetary Policy. Spring, even years

473 LABOR PROBLEMS—A study of labor as a factor of production. The demands for and supply of labor. A detailed study is made of trade and labor unionism with its attendant effects upon society. Winter, odd years

HISTORY

131 EUROPEAN BACKGROUND—The development of western European civilization is traced from the earliest beginnings down to 1500 A. D. Two weeks are given to a study of the contributions of the most ancient nations of the Near East, five weeks to the development of Greek and Roman civilization. The remainder of the course consists of the study of civilization of medieval Europe down to the period when the transfer of European civilization from the Old World to the New began to take place.

241 AMERICAN HISTORY—The course is a general survey of the agricultural era, 1492 to 1860. It is a story of the development of a new nation on the Atlantic seaboard, the expansion of its population westward to the Pacific, and the emergence of sectionalism which threatens to destroy it.

321 LATIN AMERICAN HISTORY—This course deals both with the colonial and the natural history of the peoples of Central and South America, with some attention to the old world background and to pre-Columbian civilization. Special emphasis is given to Mexico and Cuba because of the unusually close relationships between these countries and the United States. Winter, even years

331 ENGLISH HISTORY—1689-1934—In this course the evolution of parliamentary government, the progress of democracy, foreign policies and colonies, and lastly, economic developments are studied.

332 EARLY MODERN HISTORY 1500-1870—This course traces the effects of the Renaissance and the Reformation from 1500 to 1648. Next there is a study of the Absolute Monarchy from 1648 to 1789. In the final period from 1789 to 1870, there is a study of Revolution and Democracy. Winter

333 RECENT WORLD HISTORY— 1870-1934—This course deals first with the triumph of the Middle Class and the rise of the industrial powers and imperialism (1878-1914). Next, international anarchy and the World War are studied; and finally, the aftermath; middle class conservatism and new revolutionary tendencies since the World War. Spring

335 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.

340 AMERICAN HISTORY (1801-1860) This course, beginning with Thomas Jefferson and ending with Abraham Lincoln, attempts to explain: Jeffersonian Democracy; the New Nationalism; Jacksonian Democracy; territorial expansion to the Pacific; and finally, the slavery issue. Fall

341 AMERICAN HISTORY (1860-1896)—This course traces the rise and triumph of the industrial state. Due consideration is given to the problem of reconstruction following the Civil War; the problems of transportation, agriculture, and labor, which arose from the expansion of industry; and the social and political changes incident to the growth of industry and population.

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342 RECENT AMERICAN HISTORY—This course deals with the political and economic development of the United States since 1896. America as a great industrial power, economic imperialism and the Spanish War, the progressive movement, the problem of neutrality in the War of 1917, are some of the leading problems for study. Special emphasis is given to the post war period and the Great Depression beginning in 1929 and its results. Fall

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

345 AMERICAN ECONOMIC HISTORY—This course traces the economic development of the United States from the colonial period (1492-1790), through the Agricultural Era (1790-1865) to the present Industrial State (1865-present).

347 FOREIGN RELATIONS OF THE UNITED STATES (1776-present)—This course is organized as a chronological and topical survey of the evolution of American foreign policy. Special emphasis is based on fundamental principles. Problems of neutral rights, the development of the Monroe Doctrine, and the influence of sectional politics on the foreign policy are among the subjects discussed. Winter, odd years

435 HISTORY OF THE FAR EAST—The story of the origin, development, and peculiar characteristics of the civilizations of the Far East. Particular attention is given to their place in the modern world.

437 CURRENT WORLD PROBLEMS—This course involves discussion of the history of political and economic movements throughout the world which are of recent origin and which are still in progress; new forms of political and economic organization, Russia, Germany, Italy, and Japan are discussed; the position and policies of the British Empire; the position and influence of the United States in world affairs; the League of Nations and various other efforts to maintain stability and world peace. Spring

POLITICAL SCIENCE

281 AMERICAN GOVERNMENT—This course deals with the purpose and the organization of government. The fundamental principles of American government receive great emphasis. The history of our governmental institutions is considered for the purpose of tracing those changes which have had to do with the extension or curtailment of democracy. An understanding of American government is sought which will be sufficiently thorough to enable the student to play an intelligent part in community, state, and national affairs. Current problems are discussed.

381 PRINCIPLES OF PUBLIC ADMINISTRATION—This course is introduced for the advanced student of Social Science. A study is made of the many and sundry administrative functions of our Federal and State Governments with special emphasis on two phases: The Civil Service procedure under the National, State, and Municipal Governments, and the problems of finance through the study of budgetary reform. Winter

383 WORLD GOVERNMENTS—A survey of world governments through the study of selected types: European, Far Eastern, South American. Special emphasis on new established governments and new political theories and philosophies. Spring, even years

481 INTERNATIONAL ORGANIZATION—A study of the older international community and the League of Nations. The Administration of the League; International policy; legislation; sanctions; treaties; settlements of international disputes. Spring, odd years

483 CONSTITUTIONAL LAW—The study of court decisions as they pertain to Federal and State Constitutions. Topics include: Relation of the Federal Government to the States; Civil and Political Rights; Due Process; the Powers of Legislative, Executive, and Judicial Departments; Commerce; Taxation; New Deal Legislation. Fall, Even years

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SOCIOLOGY

261 SOCIOLOGY—The study of the behavior of men in groups. Studies the theoretical and practical aspects of: the group, opposition, cooperation, culture, personality, the community, social change, and social progress.

263 RURAL SOCIOLOGY—This is a realistic study of the behavior of men in rural communities. It includes a study of the problems and nature of rural population, economic problems, educational problems, social and recreational problems and rural standards of living. Rural and urban social institutions are contrasted.

263a RURAL SOCIOLOGY—A brief survey of Sociology 263 designed for students on the two-year course. Classes are conducted for six weeks. This course is not open to students on the degree course. 2 credits

361 CONTEMPORARY PROBLEMS—An analysis of the urgent social and economic problems of contemporary life. The course begins with a study of unemployment, poverty and relief. Then follows an analysis of industry and agriculture in the search for causes of and adjustments for unemployment and poverty. Problems of housing, public health and the use of leisure time are also considered. Prerequisite: Sociology 261. Fall

363 EDUCATIONAL SOCIOLOGY—A study of the sociological aspects of teaching and of education. Topics considered are: group learning, social relations in the classroom, community backgrounds of education, social forces shaping the child, and the conduct of forums and adult education groups. Emphasis is placed upon leadership for community coordination. (May be used as an elective in Education) Prerequisite: Sociology 261. Winter

365 CRIMINOLOGY—A study of the causes, treatment and prevention of crime. Emphasis is placed upon the home, school and community as possible agencies for the prevention of crime. Prerequisite: Sociology 261. Spring

367 THE TEACHING OF OCCUPATIONS—The purpose of this course is to prepare teachers for the various courses that aim to give occupational information. The literature in the field is studied and evaluated. Special emphasis is placed upon student diagnosis and the methods of disseminating occupational information in relation to the personal abilities and interests of the individual.

463 THE CO-OPERATIVE MOVEMENT—The development of the Rochdale principles of co-operation in Europe and the United States. Analysis of the co-operative movement in theory and practice. Spring

LEADERSHIP TRAINING

202 PERSONAL AND SOCIAL LIVING—This course aims to give the needs, concepts, standards and skills which will result in a personal-social-civic orientation to successful living. The units of study and demonstration will include: (1) personal and social situations and how to meet them; (2) knowledge of ways and means to experience pleasant and harmonious personal, social and civic relations in life. 1 credit

211 ELEMENTS OF SCOUTMASTERSHIP—This basic course is to give the student definite knowledge of the aims and content of the Boy Scout Program. Special emphasis is given the methods, which can be used by the new Scoutmaster in leading a Troop of Scouts. The Group is organized into a Troop and the method of teaching is largely by doing. An "Activities Course." 1 credit

212 PRINCIPLES OF SCOUTMASTERSHIP—This is a more advanced course which includes a study of the nature of boys and their activity urges, as well as a review of the aims and methods of education with their application to the Scouting Program. The process of habit formation as well as a study of the principles of program building is studied. This is a seminar type of course. 1 credit

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- 213 SPECIALIZATION COURSES—These courses are intended to give the student a general knowledge of the objectives, procedure and contents of the specialized subject so chosen so that he may be better prepared to give leadership to a Troop of Scouts. Depending upon the demand, special courses will be offered in First Aid, Swimming, Life Saving, Nature Study, Camp Craft, Camp Cookery, Map Making and Archery. 1 credit
- 215 4-H CLUB ORGANIZATIONS AND LEADERSHIP—This course includes a study of the group organizations in rural communities. An application of the concepts of sociology and the principles of psychology. How the Club work may utilize the formal education of the school in carrying out a home or community project. Prerequisite: Sociology 263. 2 credits. Spring, Summer
- 217 RECREATION LEADERSHIP COURSE—A course to give an overview of camping in private and organizational camps presented by specialists in the various phases of camp life, with much actual experience in living out of doors. Summer
- 302 COUNSELING—This course is designated to train teachers in counseling techniques. The course combines actual experience with class room instruction. Enrollment limited to selection by the administration. 2 credits. Fall
- 310 RADIO WORKSHOP—This course consists of laboratory study in radio. It will deal with the functions of radio in education, the "air" as a means of study in various fields, creation of radio programs, and practice in broadcasting. Units of study will also include the technics of radio presentation, facilities and equipment in broadcasting, program building and continuity set-up in broadcasting, organization of departments and offices in the studio. Subjects for scripts will be worked out in connection with the students' interests.
- 320 THE PARENT-TEACHER MOVEMENT—This course gives definite knowledge of the objectives, principles, procedures, and publications of the parent-teacher movement in the United States. The teacher's part in organizing and in carrying on the work of an effective association is emphasized. 1 credit

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SUMMER SESSIONS

1939

JUNE 12 TO JULY 21

JULY 24 TO AUGUST 26

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 southwestern part of the state makes St. Cloud easily and quickly accessible to scores of cities and towns. Buses 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 TEACHERS COLLEGE OFFER?

The courses offered during the summer sessions 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 sessions of 1939.
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

FIRST SESSION: Students may register between 8:30 A. M. and 5:00 P. M. Monday, June 12. Class work will begin Tuesday morning, June 13. Sessions will be held five days each week.

SECOND SESSION: Students may register between 8:30 A. M. and 5:00 P. M. Saturday, July 22. Class work will begin Monday morning, July 24. Sessions will be held six days each week.

Students will not be permitted to enroll later than Tuesday morning of each session except by special pre-arrangement with the President. Credits will not be given for less than the full session of six weeks.

ST.CLOUD, MINNESOTA

EXPENSES

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

A fee of one dollar 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 each summer session is two dollars 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 14 or July 25.

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 \$6.00 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 \$7.50 to \$10 a month, two in a room, each paying half of this amount. Board costs from \$4.00 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 sessions will be sent upon request. For further information address,

THE REGISTRAR,
State Teachers College,
St.Cloud, Minn.

SUMMARY OF ENROLLMENT

Year and Summer Session of 1938-1939

DEGREE STUDENTS:	Men	Women	Total
Secondary			
Freshman Class	81	41	122
Sophomore Class	48	38	86
Junior Class	72	94	166
Senior Class	83	81	164
	<u> </u>	<u> </u>	<u> </u>
Total of Secondary Students.....	284	254	538
Elementary			
Freshman Class	12	16	28
Sophomore Class.....	2	16	18
Junior Class	2	228	230
Senior Class	71	71
	<u> </u>	<u> </u>	<u> </u>
Total of Elementary Students.....	16	331	347
Total of Degree Students.....	300	585	885
	<u> </u>	<u> </u>	<u> </u>
TWO-YEAR STUDENTS:			
Freshman Class	22	246	268
Sophomore Class.....	25	494	519
	<u> </u>	<u> </u>	<u> </u>
Total of Two-Year Students.....	47	740	787
	<u> </u>	<u> </u>	<u> </u>
Post Graduate Students	32	28	60
Special Students.....	8	20	28
	<u> </u>	<u> </u>	<u> </u>
Grand Total.....	387	1373	1760

STATE TEACHERS COLLEGE

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