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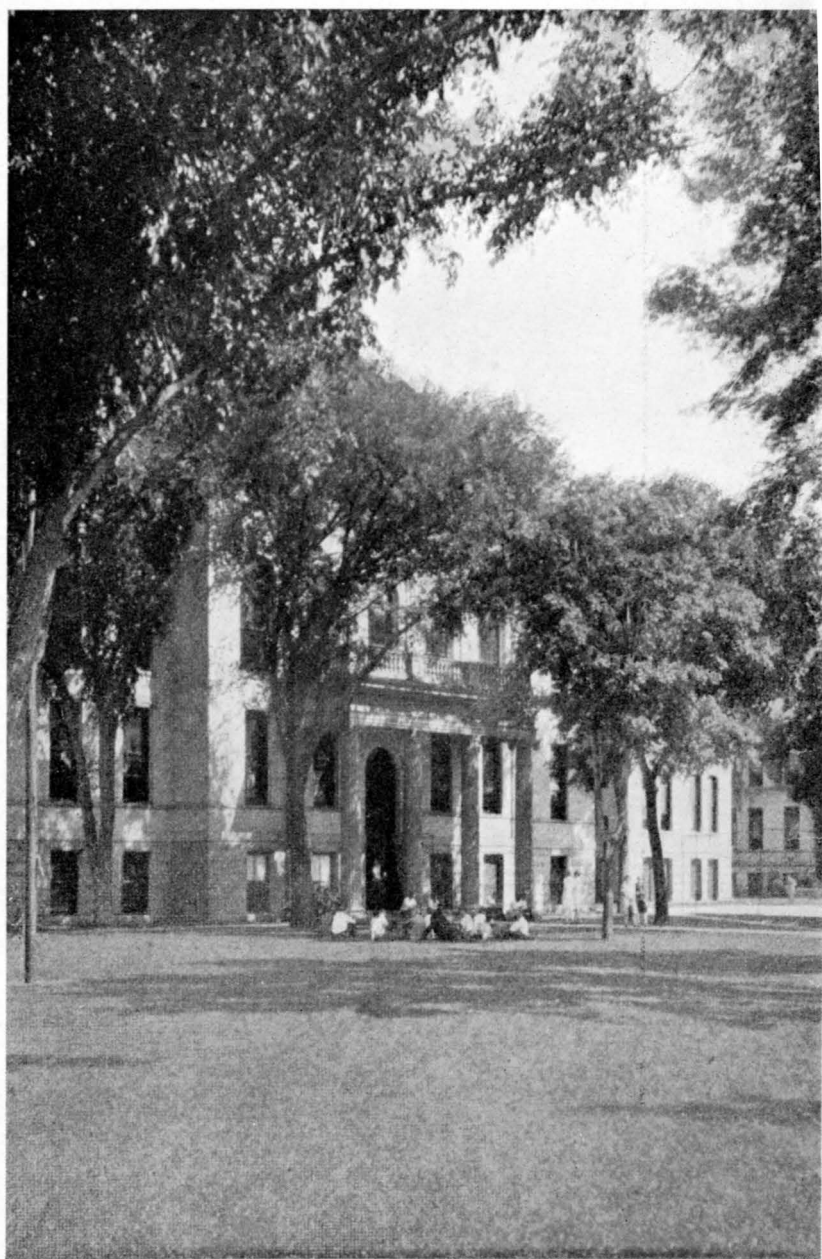
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STATE TEACHERS COLLEGE



1935

ST. CLOUD, MINNESOTA



OLD MAIN

State Teachers College

St. Cloud, Minnesota



Sixty-seventh
Annual Catalog



Announcements
for
1935-1936



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

1935-1936

SUMMER SESSION

Registration	Monday, June 10, 1935
Class work begins.....	Tuesday, June 11, 1935
Session ends	Friday, July 19, 1935

FALL TERM

Registration	Tuesday, September 3, 1935
Class work begins	Wednesday, September 4, 1935
Term ends	Wednesday, November 27, 1935

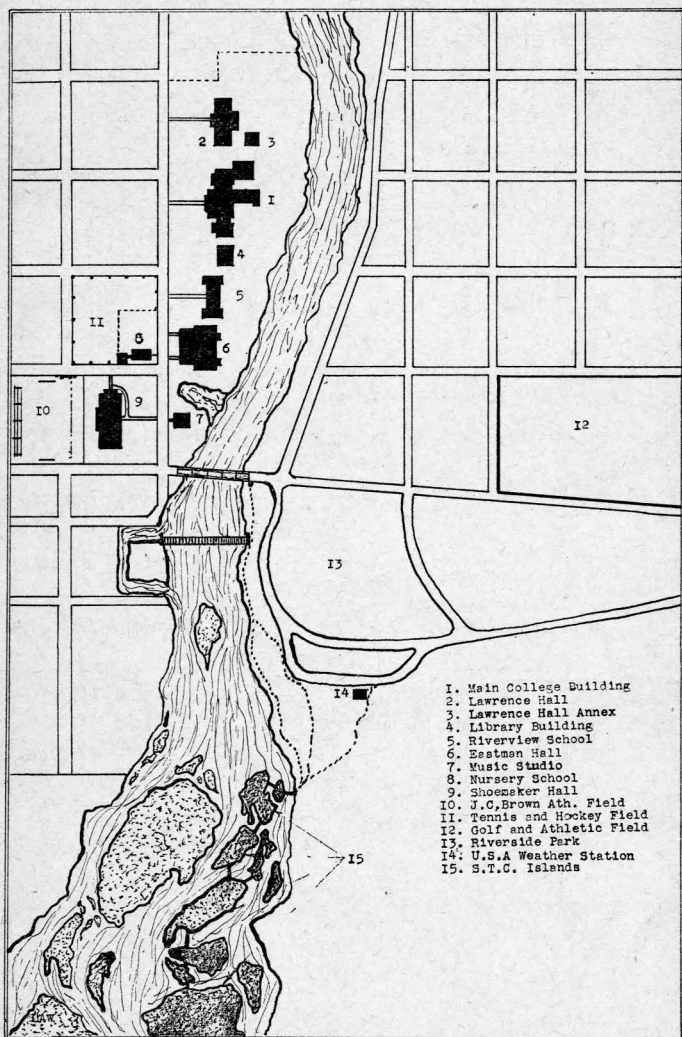
WINTER TERM

Registration	Monday, December 2, 1935
Class work begins.....	Tuesday, December 3, 1935
Christmas vacation begins.....	Friday, December 20, 1935
Class work resumed.....	Tuesday, January 7, 1936
Term ends	Friday, March 6, 1936

SPRING TERM

Registration	Saturday, March 7, 1936
Class work begins	Monday, March 9, 1936
Easter vacation begins.....	Wednesday, April 8, 1936
Class work resumed	Tuesday, April 14, 1936
Term ends	Wednesday, June 3, 1936

*All students will meet in the College Assembly Hall at 9:00 A. M., Tuesday, September 3. Conferences with faculty advisers will be held, credits will be adjusted, and students will be advised in regard to choice of curricula. Students should arrive in St. Cloud on Monday, September second, to make living arrangements for the quarter. Inquiries regarding admission, living conditions, courses, etc., will be promptly answered if addressed to the president of the college.



MAP OF COLLEGE CAMPUS

STATE TEACHERS COLLEGE BOARD

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

FACULTY

1935 - 1936

GEO. A. SELKE.....President

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

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

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

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

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

GEORGE H. LYNCH.....Physical Education

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

State Teachers College, St.Cloud, 1903—

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

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

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

EVALIN PRIBBLE.....Mathematics and English

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

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

BLANCHE E. ATKINS.....Education

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

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

CHARLOTTE M. KNUDSON.....Rural Education

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

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

STELLA R. ROOT.....Music

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

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

CLIFFORD O. BEMIS.....Mathematics

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

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

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

BETH PORTER GARVEY.....Dean of Women

B. A., Carleton College; A. M., University of Minnesota.
High School Instructor, LeRoy, Austin, Faribault, Minneapolis; Junior-Senior High School Principal, Ortonville; Dean of High School Students, Albert Lea; Dean of Women, Rochester Junior College; State Teachers College, St. Cloud, 1925—

AGNES C. BROHAUGH.....Assistant Director of Training

Graduate, State Teachers College, Moorhead, Minn.; B. S., University of Minnesota; A. M., Teachers College, Columbia University; Graduate Student, University of Chicago; University of Minnesota.
Teacher in Grades, Principal of Grade School, South St. Paul; Instructor in High Schools, Minnesota; State Teachers College, St. Cloud, 1925—

DUDLEY S. BRAINARD.....History

B. A., Carleton College; A. M., University of Wisconsin; Graduate Student, University of Minnesota and Columbia University.
Superintendent of Schools at Slayton, Redwood Falls and Fairmont, Minn.; State Teachers College, St. Cloud, 1925—

DORA C. PERRY.....Supervisor in Junior-High Grades

B. A., Cornell College, Mt. Vernon, Iowa; M. S., Cornell University, Ithaca, 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.
Teacher in Kindergarten and Grades, South Dakota and Idaho; Supervisor of First Grade, Michigan State Normal College, Ypsilanti, Mich.; State Teachers College, St. Cloud, 1926—

MARIE E. CASE.....Physical Education

Graduate, Drake University, Des Moines, Iowa; B. A., Kansas State Teachers College; A. M., Colorado State Teachers College; Graduate Student, University of Wisconsin; American Institute of Normal Methods.
Teacher in Grades; County Superintendent, Harrison County, Iowa; Instructor in State Teachers College, Pittsburgh, Kan.; State Teachers College, St. Cloud, 1926—

JOHN C. COCHRANE.....History and Dean of Men

B. A., A. M., University of Indiana; Post-Graduate Student, University of Chicago.
Teacher in High Schools of Indiana; Decatur, Ill.; Oak Park, Ill., and Davenport, Iowa; History Department, Lombard College, Galesburg, Ill.; State Teachers College, St. Cloud, 1926—

EMMA S. LARSON.....Supervisor in Junior-High Grades

Graduate, State Teachers College, La Crosse, Wis.; B. S., Iowa State University; A. M., Columbia University; Student, University of Wisconsin; Graduate Student, Iowa State University.
Teacher in Rural Schools, Grades, Principal of High Schools, Wisconsin; Junior High School, Winona, Minn.; State Teachers College, St. Cloud, 1926—

LELA STANLEY.....Supervisor in Primary Grades

B. A., Iowa State Teachers College; Graduate Student, Columbia University.
Teacher in Grades, Iowa and South Dakota; Principal of Elementary School, Aberdeen; Supervisor of Primary Grades, Instructor of Primary Methods, Northern State Teachers College, Aberdeen, S. D.; State Teachers College, St. Cloud, 1926—

HELEN STEEN HULS.....Music

Graduate, Northwestern University; Voice Student, Walter Allan Stults, Monica Graham Stults, Mrs. Estelle Mandeville, William Stickles; Piano Student, Carl Beecher; Post Graduate, Voice Student, Grand Lake, Col.; Student, University of New York.
Teacher of Voice and Theory at Cottey Junior College, Nevada, Mo.; State Teachers College, St. Cloud, 1926—

I. BEATRICE WILLIAMS.....Supervisor in Intermediate Grades

Student, Iowa State Teachers College; B. A., Penn College, Iowa; A. M., State University of Iowa.
Teacher of Rural Schools and Grades, Iowa; Normal Training Supervisor and Principal of High School, Iowa; State Teachers College, St. Cloud, 1926—

- W. CLYDE CROXTON**.....Biological Science
Graduate, State Teachers College, Macomb, Ill.; Student, University of Chicago; B. S., M. S., Ph. D., University of Illinois.
Teacher in Elementary and High Schools, South Dakota and Illinois; Principal of Schools, Illinois and Colorado; Supervisor of Science, Rock Island; Supervisor and Instructor of Science, University High School and University of Illinois; State Teachers College, St. Cloud, 1927—
- CARRIE A. HUPP**.....Physical Education
B. S., Northwestern University; Graduate, Chicago Normal School of Physical Education; Graduate Student, University of Wisconsin; A. M., Colorado State Teachers College.
Director of Physical Education, Tarkio College, Mo.; Instructor in Physical Education, State University of Iowa; Director of Physical Education, State Teachers College, Pittsburg, Kan.; State Teachers College, St. Cloud, 1927—
- ANNA C. LARSON**.....Geography
B. A., Iowa State Teachers College; M. S., University of Chicago.
Teacher in Rural, Grade, Junior and Senior High Schools, Iowa; Instructor of Geography, Summer School, Iowa State Teachers College; State Teachers College, St. Cloud, 1927—
- PAULINE PENNING**.....Art
Student, Northern State Normal School, DeKalb, Ill.; Graduate, Academy of Fine Arts, Chicago; Ph. B., University of Chicago; A. M., Columbia University.
Teacher in Rural and Graded Schools, Illinois; Supervisor of Art, South Bend and Bloomington, Ind., and Wilksburg, Pa.; State Teachers College, St. Cloud, 1927—
- JOHN WEISMANN**.....Industrial Arts
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 Industrial Arts, St. Thomas College; Instructor Industrial Arts, High School, Iowa City; State Teachers College, St. Cloud, 1927—
- E. M. PAULU**.....Supervision, Research
Graduate, Teachers College, Oshkosh, Wis.; Ph. B., University of Wisconsin; A. M., University of Minnesota; Graduate Student; University of Minnesota; Colorado State Teachers College, Greeley, Colo.
Teacher, Rural and Village Schools, Wisconsin; Superintendent and Principal, High Schools, Wisconsin; Supervisor, Teacher Training, Teachers College, Aberdeen, S. D.; State Teachers College, St. Cloud, 1928—
- BERTHA CAMP**.....Supervisor in Intermediate Grades
B. S., North Dakota Agricultural College; A. M., Columbia University.
Superintendent, Felton, Minn., Estelline, S. D.; Supervisor, State Teachers College, Moorhead, Minn., California State Teachers College, 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, La Crosse, Wis.; B. A., University of Wisconsin; Graduate Student, University of Minnesota; A. M., Columbia University.
Teacher in Rural Graded and High Schools of Wisconsin; Principal, Coon Valley, Wis.; Supervisor, River Falls, Wis.; State Teachers College, St. Cloud, 1928—
- HELEN A. GREIM**.....Music
B. Mus., M. Mus., Northwestern University; Piano Study, Carl M. Beecher, Arne Oldberg, Frank LaForge, Gabriel Fenyes.
Assistant in Piano, Northwestern University; Piano and Theory, State Teachers College, Minot, N. D.; State Teachers College, St. Cloud, 1929—
- CHESTER B. LUND**.....Rural Administration
Graduate, State Teachers College, St. Cloud; Student, University of Minnesota, University of Chicago.
Superintendent of Schools, Brandon, Minn.; County Superintendent, Douglas County Minn.; State Teachers College, St. Cloud, 1929—

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

HELEN B. STEPHENS.....Dramatics

B. S., University of Minnesota; A. M., Columbia University.
Teacher, High School, Swanville; Junior High School, St.Cloud; State Teachers
College, St.Cloud, 1932—

DALE WHITTEMORE.....Physical Education

B. E., State Teachers College, St.Cloud, Minn.
State Teachers College, St.Cloud, 1932—

ALF HARBO.....Music

B. A., Augsburg College, Minneapolis, Minn.; Graduate Student, University of Minnesota;
Student, Chicago Musical College, Chicago, Ill.
Principal of High School, Pine River, Minn.; Superintendent, Tower City, N. Dak.;
Supervisor of Music, Mora, Minn.; Instructor, Minneapolis, Minn.; State Teachers
College, St.Cloud, 1933—

F. M. SMUDDE.....Rural Education

Graduate, State Teachers College, River Falls, Wis.; B. E., State Teachers College,
St.Cloud; Student, University of Minnesota.
Rural School Supervision, Wisconsin; Principal, Consolidated School, Jackson, Minn.;
County Director 4-H Club Work, Jackson, Minn.; State Teachers College, St.Cloud,
1933—

HARVEY R. WAUGH.....Music

B. A., Grinnell College, Ia.; A. M., University of Iowa; Studied violin under Leon
Sametini, Chicago Musical College, and Leopold Auer.
Violin Instructor, Grinnell College, Ia.; Instructor in Violin and Orchestra, Fisk University,
Nashville, Tenn.; Head of Music Department, Fisk University, Nashville,
Tenn.; Instructor in Violin and Theory, Dickenson Junior College, Williamsport,
Pa.; Graduate Assistant in Theory of Music, University of Iowa; Violin Instructor,
Summer Session, Grinnell College, Iowa; Assistant Professor of Violin and Ensemble,
Iowa State Teachers College; State Teachers College, St.Cloud, 1933—

FELIX CONRAD SCHWARZ.....Supervisor of Art

B. A., A. M., George Washington University; Corcoran School of Art, Washington,
D. C.
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—

ELINOR M. THOMPSON.....Supervisor in Nursery School

B. S., Education Department of Child Welfare, University of Minnesota.
Nursery School Teacher, University of Minnesota; State Teachers College, St.Cloud,
1934—

RAYMOND FISHER.....English

A. B., A. M., Stanford University; Ph. D., University of Illinois.
Instructor, Menlo School and Junior College, California; Instructor, University of
Illinois; State Teachers College, St.Cloud, 1935—

ADDITIONAL INSTRUCTORS

SUMMER SESSION, 1934

W. A. Andrews, Superintendent of Schools, Lake City, Minn.

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

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

ADMINISTRATIVE OFFICERS

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

STANDING COMMITTEES OF THE FACULTY

- ADMINISTRATION—Mr. D. S. Brainard, Miss Lilleskov, Miss Lind, Mr. Lund, Mr. McCrory, Miss Neale, Mr. Talbot, Miss Taylor, Mr. Weismann.
- ATHLETICS—Mr. A. F. Brainard, Miss Case, Mr. Colletti, Mr. Friedrich, Miss Hupp, Mr. Lynch, Mr. Talbot, Mr. Thurman.
- CAMPUS PLANNING—Mr. Croxton, Mr. Friedrich, Miss Knudson, Mr. Lynch, Mr. Smith, Mrs. Swan, Mr. Thurman, Mr. Weismann.
- CURRICULUM—Mr. McCrory, Mr. Bemis, Mr. D. S. Brainard, Miss Brohaugh, Mr. Croxton, Mr. Jerde, Miss Knudson, Miss Lilleskov, Mr. Lund, Mr. Paulu, Mr. Talbot, Miss Taylor.
- DECORATIONS—Miss Budge, Mr. Clugston, Miss Anna Larson, Mr. Lynch, Miss Penning, Mr. Schwarz.
- LECTURES AND ENTERTAINMENTS—Mr. D. S. Brainard, Miss Bottum, Mr. Friedrich, Mr. Harbo, Mr. Jerde, Miss Emma Larson, Miss Pribble, Mr. Talbot, Mr. Waugh.
- LIBRARY—Miss Knudson, Miss Atkins, Mr. Croxton, Miss Grannis, Miss Martin, Mr. Paulu, Miss Perry, Mrs. Swan.
- ORGANIZATIONS—Mrs. Garvey, Mr. Cochrane, and faculty advisers of the organizations.
- PUBLICATIONS—Mr. Clugston, Miss Budge, Miss Dale, Miss Hill, Miss Lilleskov, Miss Moscrip, Mr. Paulu, Miss Penning, Mr. Smith, Mr. Zeleny.
- PUBLICITY—Miss Hill, Miss Anderson, Mr. Croxton, Miss Dale, Miss Moscrip, Miss Perry, Mr. Zeleny.
- SOCIAL AFFAIRS—Mrs. Garvey, Mr. A. F. Brainard, Miss Cadwell, Mr. Cochrane, Miss Hill, Miss Hupp, Miss Lind, Miss Penning, Mr. Smith.
- STUDENT WELFARE—Miss Graves, Miss Andreasen, Mr. Bemis, Mr. Cochrane, Mrs. Garvey, Miss Knudson, Miss Lilleskov, Mr. McCrory, Miss Paull, Miss Ready, Mrs. Sharp.

STATE TEACHERS COLLEGE

THE COLLEGE

HISTORY

The institution was opened in St. Cloud in 1869 as the St. Cloud State Normal School. The name was changed by the state legislature in 1921 to the St. Cloud State Teachers College. Over 8,000 young men and women have been graduated from the various courses during its sixty years of service. It is the largest of the Minnesota Teachers Colleges and one of the largest in the central states. The college is a member of the American Association of Teachers Colleges and is designated by that organization as a "Class A Teachers College" without any conditions.

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.

PURPOSES OF THE COLLEGE

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

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

WHAT THE COLLEGE OFFERS

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

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

LABORATORY SCHOOLS

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

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

DEPARTMENT OF CHILD WELFARE AND PARENT EDUCATION

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

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

REFERENCE LIBRARY

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

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

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

CHILDREN'S LIBRARY

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

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

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

MUSEUMS

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

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

THE ISLANDS

The college 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 picknickers. 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 QUARRY POOLS

During the past year 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.

STUDENT LOAN FUNDS

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

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

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

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students who have been selected on the basis of character, scholarship, and citizenship. During the past year, Mr. and Mrs. Eastman presented the college with a second thousand dollar bond, the proceeds of which are also to be used to aid students of merit. This is known as the Alice M. Eastman Scholarship Fund.

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

THE PLACEMENT BUREAU

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

STATE TEACHERS COLLEGE

ADMISSION

TIME OF ENTRANCE

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

ENTRANCE REQUIREMENTS

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

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

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

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

RECOMMENDED HIGH-SCHOOL WORK

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

HIGH SCHOOL TEACHER TRAINING DEPARTMENT GRADUATES

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

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

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

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

EVALUATION OF TRANSFERRED CREDITS

Credits 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.

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.

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PENALTIES

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

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

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

SCHOLARSHIP REQUIREMENTS

GRADING

The work of students is graded according to the following divisions: grade A meaning excellent; B, very good; C, average; D, passing; E, failing. In transcribing marks, the following per cent equivalents of these letters have been agreed upon: 93 per cent for A, 87 per cent for B, 82 per cent for C, 76 per cent for D. Courses not completed at their conclusion for reasons approved by the administration will be recorded as "Incomplete." Such "In-completes" 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 pre-requisites 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.

STATE TEACHERS COLLEGE

LIVING ARRANGEMENTS

THE DORMITORIES

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

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

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

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

The cost of board and room will be \$5.00 per week. All bills for board and room must be paid in advance by the month. No discount is made for 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 alter the charge for board and room to meet unusual changes in the general cost of living.*

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

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

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

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

BOARD AND ROOM IN PRIVATE HOMES

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

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

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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.

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

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

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

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

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

Summary of Expenses—

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

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HEALTH

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

The college has on its staff a registered nurse who devotes her time to the welfare of the students. She may be consulted without charge. The medical supplies used by her are also free.

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

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

LECTURES, CONCERTS, ENTERTAINMENTS

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

SOCIAL ACTIVITIES

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

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

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

COLLEGE ORGANIZATIONS

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

ALUMNI ASSOCIATION

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

THE STUDENT COUNCIL

The student council is formed of representative men and women of the college. The organization has a four-fold purpose:—to coordinate all extra-curricular activities; to serve as a medium between the student body and the administration; to promote the welfare of the college students; and to help raise the standards of student life. With its many additional duties the council assumes responsibility for the annual homecoming, student assembly programs, selection of students for standing Faculty and Student Committees, and the direction of all-college functions, and maintains membership in the National Student 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 interests not falling under the jurisdiction of the Faculty. A student representative of this organization attends an annual conference of Associations for Women's Self-Government.

INTER-RELIGIOUS COUNCIL

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

COLLEGE CHRONICLE

The College Chronicle is published bi-weekly by the students of the College under the immediate direction of a staff of twenty. 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.

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THE TALAHÍ

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

WRITERS CLUB

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

COLLEGE SOCIETIES

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

Membership in a 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 and one-fourth honor points during the time the student has been in residence.

DEBATING SOCIETY

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

YOUNG VOTERS LEAGUE

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

CHORAL ORGANIZATIONS

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

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

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

COLLEGE BAND

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

COLLEGE ORCHESTRA

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

ATHLETICS

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

WOMEN'S ATHLETIC ASSOCIATION

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

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

THE PLAYERS

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

BLACKFRIARS CLUB

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

ART CLUB

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

YOUNG MEN'S CHRISTIAN ASSOCIATION

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

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

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

LUTHERAN STUDENT ASSOCIATION

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

NEWMAN CLUB

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

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

WESLEY FOUNDATION

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

RURAL LIFE CLUB

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

CAMERA KRAFT CLUB

The Camera Kraft Club was organized for the purpose of acquainting the students of the college with the many possibilities which photography offers in helping to place proper emphasis on visual education in the public schools. A study of fine arts furnishes a background to guide the student in studying many of the problems which arise in modern industrial and social conditions.

RANGERS CLUB

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

YO-HI CLUB

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

AL SIRAT

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

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 State 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 field of educational service, depending upon the particular curriculum selected:

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

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

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

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

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

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

- *1. Under the Minnesota law, Chapter 388, S. L. 1929, the holder of a High School standard general certificate shall be qualified to teach in the seventh and eighth grades of an elementary school.
- *2. Under the Minnesota law, the holder of a High School Standard Special certificate is qualified to teach the special subjects of his field in any elementary school as well as in any high school.
- *3. Under the Minnesota law, this certificate when so designated qualifies the holder to teach in any Junior High School.
- *4. Under the Minnesota law, any person who is qualified to be principal of any high school is thereby qualified to be principal of any elementary school.

REQUIREMENTS FOR GRADUATION

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

Graduation from the four-year course is based on the earning of one hundred ninety-two quarter credits. These 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.
1. Art (Appreciation)	4
2. English	12
3. Mathematics	4
4. Music (Appreciation)	4
5. Physical Education	4
6. Psychology	8
7. Science	
a. Biology	12
b. Geography	4
c. Hygiene and Sanitation.....	4
8. Social Studies	
a. Economics	4
b. History	8
c. Political Science (American Government)	4
d. Sociology	4
B. Constants for third and fourth years	
1. Curriculum, Elementary or Secondary	4
2. Methods, Elementary, Secondary or Special (Music, Industrial Arts, Physical Education)	4
3. Student Teaching (In fields of concentration).....	12
4. Tests and Measurements	4
	100

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.
1. English	8
2. Mathematics	4
3. Music or Art or both.....	12
4. Science	12
5. Social Sciences	4

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

B. Secondary

The Secondary field emphasizes the professional training for teaching in the secondary schools (Junior—Senior High Schools). Qualification in this field requires the completion of at least one

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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 in General Fields: (Starred subjects indicate constants)

Qr. Hrs.

1. English—40 Quarter Hours		
*Freshman English	12	
Composition	4	
Literature	12	
Additional Courses in English including special meth- ods and student teaching	12	
2. Foreign Language—36 Quarter Hours		
Elementary	12	
Intermediate	12	
Advanced	12	
3. Mathematics—36 Quarter Hours		
*Mathematics	4	
College Algebra	4	
Trigonometry	4	
Analytics	4	
Calculus	4	
Additional Courses in Mathematics including special methods and student teaching.....	12	
4. Science—48 Quarter Hours		
*Biology	12	
*Geography	4	
*Hygiene	4	
Biology	} any one subject.....	12
Chemistry		
Physics		
Geography		
Additional Courses in Science including special meth- ods and student teaching		16
5. Social Studies		
a. History—40 Quarter Hours		
*History	8	
American History	4	
European History	12	
Additional Courses in Social Studies including special methods and student teaching.....	16	
b. Social Sciences—40 Quarter Hours		
*Sociology	12	
Economics	4	
Political Science	4	
Sociology	4	
Additional Courses in Social Studies including special methods and student teaching.....	16	

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Requirements for Majors in Special Fields:

	Qr. Hrs.
1. Education—32 Quarter Hours	
(For Principals and Superintendents)	
*Curriculum	4
Education Tests	4
Psychology (a course in advance of the eight hours required)	4
Supervision and Administration.....	8
Additional Courses in Education.....	12
2. Fine Arts—48 Quarter Hours	
*Art Appreciation	4
Art Structure (design and composition).....	4
Applied Design	4
History of Art	4
Principles of Art	4
Additional courses to meet certificate requirements including special methods and student teaching....	28
3. Industrial Arts—48 Quarter Hours	
Principles of Mechanical Drawing.....	4
Sheet Metal and Machine Work.....	4
Woodwork (including wood turning).....	4
Additional courses to meet certificate requirements including special methods and student teaching....	36
4. Music—48 Quarter Hours	
Applied Music	12
Harmony I.	4
History of Music.....	4
*Music Appreciation	4
Principles of Music	4
Additional courses to meet certificate requirements including special methods and student teaching....	20
5. Physical Education—48 Quarter Hours	
Anatomy	4
Corrective Gymnastics	4
Kinesiology	4
Physiology	4
Playground Management	4
Additional courses to meet certificate requirements including special methods and practice teaching....	28

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 \$12.00 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.

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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.

III. A SAMPLE PROGRAM:

Freshman Year

Fall

English 131
Education 152
Hygiene—Sanitation 111
Art 131
Phy. Education

Winter

English 132
Music 121
Geography 171
Psychology 121
Phy. Education

Spring

English 133
Biology 241
History 131
Mental Health 131 (2)
Elective (2)
Phy. Education

Sophomore Year

Fall

English 223
Biology 242
History 132
Mathematics 121
Phy. Education

Winter

Biology 243
History 133
Sociology 261
Political Sci. 281
Phy. Education

Spring

Economics 273
Phys. Sci. 121
Psychology 261
Elective
Phy. Education

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.

Students in accordance with their interests may prepare for teaching in the primary, intermediate or upper grades, and in the ungraded or rural schools, meeting the requirements for the Minnesota Elementary Standard Certificate. Those who select the subjects recommended for the Kindergarten-Primary Curriculum are eligible for the Kindergarten Special 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	4
Biology	4
Education	20
Introduction to Teaching.....	4
Directing Learning	4
Methods of Education	4
Teaching	8
English	12
Geography	4
History	8
American	4
European Background	4
Hygiene and Sanitation.....	4
Mathematics	4
Music	4
Physical and Health Education.....	4
Physical Science, General	4
Political Science (American Government).....	4
Psychology	8
General	4
Educational	4
Reading	4
Sociology	4
Elective	4
Total	96

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Students who have had no prior training for or experience in teaching in ungraded or rural schools are urged to substitute Agricultural Biology, Rural Sociology, and Rural Teaching, for Biology, Sociology, and Teaching, respectively. Thus they will be prepared for teaching in ungraded or rural schools as well as for teaching in one of the three graded school divisions: primary, intermediate or upper grade. Opportunity for the latter differentiations is arranged through consultation with advisers in the assignment to the various education courses.

Students preparing for the Kindergarten-Primary field are required to complete the following courses in addition to those required in the Primary Grade Curriculum:

Education 451	4 quarter hour credits
Education 453	4 quarter hour credits
Kindergarten Teaching	4 quarter hour credits

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, i. e., second year students may not elect courses numbered 400 and third year students may not elect those numbered 100.

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

ART

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 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.

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.

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

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

EDUCATION AND PSYCHOLOGY

EDUCATION

151 THE TEACHING OF READING IN THE ELEMENTARY SCHOOL—The objectives, principles, and methods involved in the teaching of reading throughout the kindergarten and the elementary grades will be discussed. The following units 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 recreational reading both oral and silent with the skills, knowledges, attitudes, and abilities specific to each. 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.

212 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

231 and 232 ELEMENTARY SCHOOL TEACHING—Supervised teaching is done in two or more grades of the campus laboratory school and affiliated public schools. Course 254, Directing Learning in the Elementary School, is carried during the first quarter of teaching. Eight honor points in Teaching 231 and 232 are required. Teaching 231 is not offered in summer.

233 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. Four honor points are required.

242 TESTS AND MEASUREMENTS—This course is designed for students on the two-year curriculum who are planning to teach in rural schools. The objectives of the tests and measurements course number 344 are presented in abridged form. The primary purpose of the course is to train students to cooperate intelligently in the county testing program.

2 credits Fall, Winter

252 INTRODUCTION TO TEACHING—(Elementary). 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 first eight grades. 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

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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.

256 METHODS OF EDUCATION—This course deals with the problems of equipment, organization, management, and teaching in a rural school through the study of the following topics: relation of the teacher to the school board and the community; care, sanitation, and improvement of the school plant; management of playground activities; hot lunch; organization of the school library; program building; discipline; school records and reports; extra curricular activities; and school law.

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. Planned especially for students on the two-year curriculum.

331 and 332 ELEMENTARY SCHOOL TEACHING—Supervised teaching is done in three or more grades from kindergarten through sixth of the campus laboratory school and affiliated public schools. Eight honor points in Teaching 331 and 332 are required.

334 SOCIAL STUDIES IN THE KINDERGARTEN AND GRADES I, II AND III—This course is required on the four-year elementary curriculum. The course aims to present the principles, content, and technic of teaching social studies in the kindergarten and primary grades. It will include a study of the place of social studies in the activity curriculum of primary grades, the curriculum content for each grade, methods of directing the work, some methods of, and experience in, organizing subject matter units for teaching, and the equipment and materials of instruction. This course will be closely correlated with that in industrial arts. Provision will be made for observation in the campus laboratory school. 2 credits

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. Fall, Summer

341 and 342 SECONDARY SCHOOL TEACHING—Supervised teaching is done in the junior-high division of the campus laboratory school and the public junior-senior high school of St.Cloud. Eight honor points in Teaching 341 and 342 are required.

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.

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Each student becomes acquainted with the various tests available in the fields of his major and minor.

354 INTRODUCTION TO TEACHING (Secondary)—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.

358 THE JUNIOR HIGH SCHOOL—What it is; what it should accomplish; the junior-high-school student; the program; articulation with lower grades and senior high school; the junior-high-school teacher—as director of learning in the classroom, as counselor in home room, as co-worker in the community; teacher's part in junior-high-school administration.

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 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

441 SENIOR TEACHING—Required in the last year of the four-year curriculum. Additional prerequisites: 144 quarter credits. Four honor points are required for credit. Teaching will be done in elementary or 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.

442 ELECTIVE TEACHING—In addition to the four-year curriculum requirements two or four quarter credits of supervised teaching may be elected in these divisions of the laboratory schools: (1) Kindergarten (2) primary (3) intermediate (4) junior high (5) senior high (6) rural. Elective teaching in the kindergarten must be paralleled by Kindergarten methods.

451 NURSERY SCHOOL-KINDERGARTEN-PRIMARY EDUCATION—This course acquaints the student with the aims and methods of nursery school, kinder-

garten and first-grade education, showing how the program meets the need and interests of the child at each age level and by providing for the development of the fundamental habits, skills and attitudes. It includes observation in the nursery school, kindergarten and first grade and participation in the nursery school. The course stresses the unification of nursery school, kindergarten and first-grade education from the point of view of continuity of growth—physical, mental, emotional and social, and the problems presented by the child at each growth level.

The course is planned especially for students specializing in kindergarten-primary education and is taught in two sections: (a) dealing with nursery school education; (b) dealing with kindergarten and first-grade education. Section (a) must precede section (b).

453 **KINDERGARTEN METHODS**—A study of the child's interests, experiences and activities at the kindergarten level; of the content and method of procedure required to make these experiences of value in child growth; and of the environment and materials necessary to stimulate creative work.

The students will have opportunity to engage in fine and industrial art activities, in record keeping, and in an intensive study of musical interests of young children, play materials, books, pictures and stories.

Students registering for this course must carry Elective Teaching in the kindergarten throughout the same quarter. Spring

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

472 **SCHOOL ORGANIZATION AND ADMINISTRATION**—This course is for those interested in preparing for administrative positions. The following problems will be discussed: types of school districts; budgeting; sources of revenue; child accounting; records; reports; school law; extra-curricular activities; the purposes and scope of public education; current types of school organizations; classification and promotion of pupils; the administration of service agencies (attendance, psychological tests, health, and welfare); library service; public relations; effective office administration; school plant; supervision of instruction.

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

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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

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, regression, method of rank, of gains, of groups or categories, "attenuation"; application of statistical method and technic to tests and test results.

Winter, even years; Summer, even years

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 HEALTH—This course provides a general survey of mental health and its implications for personal and social needs. The psychological and sociological principles underlying mental adjustment and maladjustment and the technique of the personal survey are presented and discussed. The present status of the rules of mental health is studied and special consideration is given to the balancing of those factors and influences, personal and social, which favor prevention and correction of personality disorders. The primary aim of this course is to interest the student in the restoration, preservation, and improvement of his own mental health.

2 credits

261 EDUCATIONAL PSYCHOLOGY—An introductory course in the psychology of learning and individual differences. The following topics are studied: nature of the learning process; laws and types of learning; motivation and learning; curves of learning and forgetting; economy of learning; amount, rate, and limits of improvement; transfer of training, fatigue and learning; individual differences, their amount, nature, and distribution; group differences; elementary statistical procedures; marks and marking systems; causes of individual differences.

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. Spring, 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. Winter, 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

431 MENTAL TESTS—The primary purpose of this course is to give students careful training in the administration and interpretation of group intelligence tests for both the elementary and secondary fields. Emphasis is centered upon: historical development of intelligence tests; concepts of intelligence; giving, scoring, summarizing, and interpreting intelligence tests; comparative findings from the application of intelligence tests in such fields as, deaf and hearing; dependent and non-dependent; blind and seeing; delinquent and non-delinquent; negro and white; rural and urban; and other population groups. 2 credits Fall

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 learning of the elementary school subjects receive a major emphasis. Winter

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.

ENGLISH AND LITERATURE

131, 132, 133 SURVEY OF WORLD LITERATURE—Reading and discussion of socially significant literature, in order to develop a critical habit of mind, an accuracy in expression, and an ease in communication. Much outside written work, some impromptu writing, and frequent consultation with the instructor.

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- 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 **ORAL INTERPRETATION**—A study of voice production. Selection chosen according to individual needs from one or more of the following fields: drama, poetry, speeches, children's literature. Fall
- 223 **PUBLIC SPEAKING**—A course designed to give the student experience in speaking. A study of voice, action, style, and organization of materials.
- 225 **DRAMATICS**—A study of children's dramatics in the grades and junior high school. Training in the production of children's plays. Winter
- 227 **DEBATE**—This course is for the purpose of acquainting the students with the generally accepted rules and principles of debate. Much time will be spent in the development and actual presentation of the material which will be used in inter-collegiate debate. 2 credits
- 253 **PUPPETRY**—History of puppetry, uses in public schools, construction and manipulation of the various types of marionettes. 2 credits
- 321 **PLAY PRODUCTION**—A study of acting, stage-setting, costuming, lighting, etc., and the organization necessary in the production of plays. Spring
- 331 **ADVANCED COMPOSITION**—A course designed to give as broad a composition experience as possible. Three or four of the following types, one after another, are selected by the registrants—narrative, informal essay, character sketch, controversial composition, local-color sketch, occasional article, reflective essay, descriptive articles. Spring
- 341 **THE AGE OF CHAUCER**—A study of the types of medieval literature as a background for the critical reading of a number of the "Canterbury Tales", with collateral readings of others of Chaucer's works. Fall
- 343 **SHAKESPEARE**—A study of the Elizabethan age as a preliminary to the reading of groups of comedies, tragedies, historical plays and sonnets by William Shakespeare. Winter
- 345 **THE SEVENTEENTH CENTURY**—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
- 347 **THE EIGHTEENTH CENTURY**—Pope and the age of classicism. The development of the informal essay by Addison and Steele. The contribution of Defoe and Swift to the novel as a recognized literary form. The growth of romanticism as found in Thomson, Gray, Collings, MacPherson, Chatterton. Samuel Johnson and the survival of classicism. Classical and romantic tendencies in Goldsmith. Winter
- 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, DeQuincy. Spring, Fall, Summer-even years
- 351 **JUNIOR HIGH SCHOOL LITERATURE**—A course involving a study of the syllabus for junior high school, a survey of the types of adolescent literature, and a consideration of the problems of effective presentation. Fall, Spring

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353 SENIOR HIGH SCHOOL LITERATURE—A practical study of the high school course in English as outlined in the state syllabus. The course involves extensive reading of the recommended types of literature and a study of principles and technics of teaching. Winter

355 SCHOOL PUBLICATIONS—A study of the school newspaper, magazine and yearbook that considers such problems as: Student-faculty control, staff organization, mechanics of publications, newspaper stories and editorials, heads, page layouts, etc. 2 credits Fall

357 THE TEACHING OF THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL—The teaching of English, spelling, and handwriting in the elementary school. In the light of research and approved practice the consideration of 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

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. It gives a basis for deciding questions of grammar and usage. Part of the course is concerned with difficult phases of modern English grammar. Spring

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

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

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

447 HISTORY OF DRAMA—The development of the drama from the beginning to the present time. Reading of representative plays. Spring

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.

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.

331 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.

INDUSTRIAL ARTS

121 ELEMENTARY SCHOOL INDUSTRIAL ARTS—This course is designed to train the elementary school teacher to become familiar with the materials and manipulation experiences that may develop through the application of an activity program. Key projects of wood, clay, paper, textiles, metals, and colors are made to serve as sample projects growing out of, and contributing to, such a program. Students pay for materials furnished.

123 PRINCIPLES OF WOODWORKING—The general plan of this course is to inform the teacher in training how a woodwork shop should be planned and furnished to meet different situations. A detailed study of raw materials, and the sharpening, use, and care of tools take up the greater part of the course. Principles of wood finishing, forestry, and wood turning are given some consideration. Students pay for materials furnished. Fall

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

223 ADVANCED CABINET MAKING—A course in advanced woodwork which centers around machine practices in the shop. A careful study is made of the use and care of machines as an aid to cabinet making. A large portion of the time is devoted to the study of wood and wood finishing. Winter

225 GENERAL SHOP—A course dealing with the causes, history, development, and other information pertaining to the general shop movement. Different types of general shops are studied with the thought of planning, equipping, and maintaining a general shop in different situations. Spring

323 ARCHITECTURE—This course includes both home and school planning. Stress is placed upon home utility, appreciation, color harmony, and furnishing. School planning includes proper size, location, light, heat, and ventilation of the classroom as well as its relation to the remainder of the building. Students furnish all materials for the course. Winter

331 GENERAL METAL—A course designed to meet the needs of the teacher in a general shop or a metal shop. Lead, zinc, wrought iron, sheet metal in copper, brass, and tin are used in spinning, forging, welding, soldering, shaping, and coating in metal projects. Different finishes for metal are studied and applied to the projects. Winter

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

421 INDUSTRIAL EDUCATION—A course dealing with the philosophy, theory, and objectives of Industrial Education. Pertinent problems of state and national scope are considered in the light of present day conditions. 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)

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

MATHEMATICS

121 **CULTURAL MATHEMATICS**—This course is required of all freshmen in the elementary field. It will involve some mathematical computation but most of the contents will be usable as well as informational. 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; statistics; mathematics of the finite and the infinite; measurement.

151 **THE TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL**—The purpose of this course is to prepare teachers with respect to arithmetic in the elementary school. 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.

221 **COLLEGE ALGEBRA**—The topics included are: functions and their graphs; systems of linear equations; quadratic equations; ratio, proportion, and variation; progressions; binomial theorem; inequalities; complex numbers; logarithms; permutations, combinations, and probability; determinants.

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.

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 equation; transformations. Prerequisites: Mathematics 222.

323 **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.

353 **JUNIOR HIGH SCHOOL MATHEMATICS**—This course is for those who plan to teach in the upper grades and in junior high schools. It is both a subject matter and a teaching course. These topics are considered: arithmetic; business arithmetic; intuitive geometry; the formula, the equation, the graph, and signed numbers.

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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.

425 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 hypsometer; the alidade; and the slide rule in actual field experience. The contents of this course offers valuable supplementary work for numerical trigonometry and indirect measurement in the junior high school and in regular high school classes in geometry and trigonometry. For Majors in Mathematics only.

427 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.

451 TEACHING OF ALGEBRA AND GEOMETRY—This course will include a discussion of such topics as the position of algebra and geometry in the curriculum; the reorganization of their subject matter; modern instructional practices in these subjects. Prerequisite: Mathematics 321.

MUSIC

121 APPRECIATION—This course includes a study of the principles of form in its development from the folk dance to the symphony; from the folk song through the art song and the classic opera. Drill in discrimination of tone quality of instruments and of the tone color produced by combinations of instruments. This is a general survey course for those who wish to take a major in music on the degree course.

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.

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.

211 SIGHT READING—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 Methods 251 or 253 will be the required course for the two year students and for the degree students during the third or fourth year.

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.

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251 METHODS FOR 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.

253 METHODS FOR INTERMEDIATE AND UPPER 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.

321 APPRECIATION—This course emphasizes content in music as influenced by the personal characteristics and environment of a composer, by his nationality, and by the period in which he lived. Special study is made of the lives and works of Haydn, Mozart, Beethoven, Schubert, Mendelssohn, Chopin, Tschaikowski, Debussy, and Strauss. Prerequisite: Appreciation 121.

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 in the contrapuntal style including characteristic pieces by Bach and his predecessors.

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, conducting, and participation in presentation of a choral program. May be taken as an elective on other courses. Prerequisite: Choral experience.

351 METHODS IN ELEMENTARY SCHOOL MUSIC—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.

353 METHODS IN 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

355 METHODS IN 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. Prerequisites: Instrumental ensemble experience. 2 credits

421 HISTORY OF MUSIC—This course includes a study of the music of primitive nations; the development of church music, opera and oratorio; of the development of instruments; classicism and romanticism in music, the development of modern musical forms. This course is organized in unit form.

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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.

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.

451 MUSIC ADMINISTRATION AND SECONDARY SCHOOL METHODS—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. Methods for seventh and eighth grades.

453 METHODS IN 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

CHORAL ORGANIZATIONS—A Choral Club for mixed voices and Glee Clubs for women's and men's voices make several appearances each during the year in cantatas, operettas or in concert. These clubs are limited in membership. Early in the college year those who desire to become members of the clubs are given tests in voice, ear memory, sight reading and part singing. Special opportunities are offered for those who have had no choral experience. 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 SYMPHONIC BAND—The college band requires permanent membership and regular attendance. The band is composed of about forty-five 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.

Less advanced students are afforded opportunity to practice for ensemble experience in the junior orchestra and band.

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.

PHYSICAL AND HEALTH EDUCATION

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

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

No minors (men) are eligible to take the coaching courses 251, 253, 255, until they have received credit in eight hours of the above work.

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

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

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

MAJOR COURSES

MEN AND WOMEN

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 which physical education has borne to general education is given special attention. Fall

345 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.
2 hrs. Disc. 4 hrs. lab. 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

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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

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

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

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

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

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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 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 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. Methods used in rescue work and resuscitation and competitive fancy diving will be given considerable time. Some work will be offered in how to conduct water meets and team competition.
2 credits. Spring-even years

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 in-

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tramural 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

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 PHYSICAL EDUCATION—A continuation of course 131. Prerequisite: Physical Education 131. 1 credit

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

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

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 134. 1 credit

236 SWIMMING—A continuation of Swimming 136 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

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

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

MAJOR COURSES

WOMEN

152 TECHNIQS OF PHYSICAL EDUCATION—A study of the principles underlying the selection, classification, and progression of material in teaching physical education. Prerequisite: Physical Education 131.

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- 153 GYMNASIIC TECHNIC—This course correlates with Technic of Physical Education 152 and must be taken the same quarter. 1 credit
- 154 SCHOOL ROOM ACTIVITIES—The purpose of this course is to give general exercises, posture work, rhythm and games suitable for school room use. Lesson plans for each grade and methods of presentation are given. Prerequisite: Physical Education 131.
- 156 PLAYGROUND MANAGEMENT—This course is designed 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.
- 252 COACHING—The purpose of this course is to give instruction in coaching such organized games as volleyball, soccer, hockey, baseball and basketball; and to afford opportunity to students to gain skill in such games. 2 credits
- 254 COACHING—A continuation of Coaching 252. 2 credits
- 256 FIRST AID—Instruction in the handling of emergencies such as dislocation, sprains, broken bones, fainting and various conditions of unconsciousness. 2 credits
- 258 GIRL SCOUT LEADERSHIP—The training course for Girl Scout Leaders prepares a student to become a leader or director of a Scout Troop. The class is organized and practical work is given along the line of Troop Management, which is the basis of Girl Scout work. A certificate is granted to those completing the course by the National Council of the Girl Scouts of America. 2 credits. Winter
- 332 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
- 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
- 338 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
- 435 GYMNASIICS, 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

SCIENCES

BIOLOGY

- 111 HYGIENE AND SANITATION—The course deals with the problems of maintaining health through care of eyes, teeth, respiratory system and other organs, building resistance and immunity, and preventing communication of disease.

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241 GENERAL COLLEGE BIOLOGY—The course approaches the study of life from a microscopic point of view. It begins with the living environment in fall and leads to a study of plants and animals as organic entities.
2 hrs. Disc. 4 hrs. Field and Lab. Fall

242 GENERAL COLLEGE BIOLOGY—This course is an approach through the study of protoplasm and the cell to the functioning of multicellular forms of life, their reproduction, heredity, and evolution.
2 hrs. Disc. 4 hrs. Lab. Winter

243 GENERAL COLLEGE BIOLOGY—A study of the biological problems of existence. Experiences leading to leisure time interests and appreciations are included.
2 hrs. Disc. 4 hrs. Field and Lab. Spring

245 AGRICULTURAL BIOLOGY—A first course in biology with emphasis on finding interests in the rural environment and on the biological approach to the agricultural problems of the rural community. For students on the rural curriculum.
2 hrs. Disc. 4 hrs. Field and Lab. Fall, 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 243.
Fall-odd years

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 243.
2 hrs. Disc. 4 hrs. Field and Lab. Fall

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 243.
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, 243.
2 hrs. Disc. 4 hrs. Field and Lab. Spring

441 ECOLOGY—The inter-relations of plants and animals with their environment. The units of the courses are (1) the inter-relations of individual plants and animals with the factors of the environment, (2) plant and animal communities of the St.Cloud Region, (3) plant and animal succession, (4) life regions of the United States. Prerequisite: Biology 243.
2 hrs. Disc. 4 hrs. Field and Lab. Fall-even years

443 GENETICS—Basic principles and laws of heredity are studied in their relation to plant and animal breeding. Special attention is given to experimentation with plants and animals which demonstrates these principles and laws. Prerequisite: Biology 243.
2 hrs. Disc. 4 hrs. Lab.

ST.CLOUD, MINNESOTA

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 coordination of life processes in the human body. Prerequisite: Biology 243, 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 243. 2 hrs. Disc. 4 hrs. Field and Lab. Spring

451 THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL—The objectives, methods, and materials of science teaching in the elementary grades. Much of the time is spent in organizing and preparing to direct experiences based on the work outlined in the Minnesota Course of Study. 2 credits. Spring-odd years

453 THE TEACHING OF SCIENCE IN JUNIOR AND SENIOR HIGH SCHOOL—The objectives, methods, and materials of science teaching at the junior and senior high school levels. While the topics usually considered in methods courses in science are included, the major emphasis is on directing the work outlined in the Minnesota Syllabus for general science, biology, physics, and chemistry. Suitable experiences for accomplishing the aims of science teaching will be selected, analyzed, and in certain cases carried out, in each of these fields. 2 credits. Spring-odd years

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 chief areas of their production are presented with reasons for particular practices and methods in terms of the environmental complex of each of the chief areas. The environmental complex includes the social, political, and natural environment. Fall

273 PHYSIOGRAPHY—The content of the course includes (1) study of the origin of land forms and the agencies which alter them, (2) the work of the atmosphere, and (3) the physical geography of the ocean. A special study is made of Minnesota's physiography in relation to its people. The reading of topographic maps and field trips are features of the course. Fall, Spring

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

STATE TEACHERS COLLEGE

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.

1 hr. Disc. 2 hrs. Lab.

2 credits

353 JUNIOR HIGH SCHOOL GEOGRAPHY—This course familiarizes the student with the content material of junior high school geography and distinguishes between the nature of materials, tools, and methods used in junior high school and those used in elementary grades. Each student is given experience in the organization and presentation of units at junior high school level. Emphasis is placed on the preparation and use of visual aids, such as maps, and graphs. 2 hrs. Disc. 4 hrs. Lab.

371 GEOGRAPHY OF ASIA—As in all studies in 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 NATURAL RESOURCES—A study of the natural resources of the United States which includes the story of their exploitation in many instances, and the efforts to restore where possible. The course is made as vital as possible through the collecting of teaching materials for children, and contacts with those engaged in conservation work.

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

377 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

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

Winter

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.

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

ECONOMICS

271 RURAL ECONOMICS—A course primarily designated for those who are to teach in the rural or village school. The elements of economics are studied as they apply to rural conditions. Stress is laid on the modern rural economic problems. 2 credits

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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.

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. Fall

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. Fall-even years

HISTORY

131 **EUROPEAN BACKGROUNDS**—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. Fall

132 **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

133 **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

241 **AMERICAN HISTORY**—This course is for students enrolled in the two-year curriculum. It is a survey of the field of American history with special emphasis upon the methods in which rural life has influenced American civilization. Attention is also given to the changes in rural America incident to large scale industry and to political movements designed to secure farm relief.

321 **LATIN AMERICAN HISTORY**—This course deals both with the colonial and the national 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.

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.

341 **RECENT AMERICAN HISTORY**—This course deals with the political and economic development of the United States since 1900. 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. Spring

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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. Spring

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

349 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

351 TEACHING OF THE SOCIAL STUDIES—This course is required of those who major in the social studies. 2 credits. Fall

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

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. Winter

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. Winter-odd 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

STATE TEACHERS COLLEGE

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. Spring-even years

SOCIOLOGY

261 SOCIOLOGY—This is the study of the behavior of men in groups. It includes a study of the motivating forces in social life, the nature of the group, competition, conflict, accommodation, culture, culture change, the group and the individual and social progress. The concrete materials of the course are drawn from contemporary social life.

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.

361 CONTEMPORARY PROBLEMS—This is a general survey of the urgent problems of contemporary life. It includes the study of problems of industry, agriculture, prices, debts, unemployment, population, housing, public health, crime, propaganda, defective classes, use of leisure time, government problems, taxation problems and the problem of government policy. The legislation of the United States government since March 4, 1933, is included.

363 EDUCATIONAL SOCIOLOGY—This is a study of the social aspects of the teacher's job. It includes a study of the teacher in relation to the community, social relationships in the classroom and the social aims of education. The materials are drawn from actual community and school situations.

365 CRIMINOLOGY—A study of the causes, treatment, and prevention of crime. Emphasis is placed upon what the school can do to reduce crime.

461 THE FAMILY—A study of the problems connected with attainment of more family stability and happiness.

463 SOCIAL LEGISLATION—A study of actual and proposed legislation designed to create more social and economic security. This includes the study of workmen's compensation, unemployment insurance, old age insurance and sickness insurance. 2 credits

LEADERSHIP TRAINING

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

STATE TEACHERS COLLEGE

SUMMER SESSION

JUNE 10 TO JULY 19, 1935

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

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

WHAT DOES THE ST. CLOUD STATE TEACHERS COLLEGE OFFER?

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

1. The undergraduate students who desire to reduce the time necessary for graduation by attending summer sessions. Credits earned during the summer session may be applied toward the diploma and the degree.
2. Those who wish to earn professional and academic credits for certificates or for renewal of certificates. During the summer session special emphasis is placed upon certificate courses.
3. Graduates of the two-year curricula who wish to obtain additional credits to be applied toward a degree. A number of courses planned for this group will be offered during the summer session of 1935.
4. Those who wish to improve their general scholarship and skill, teachers and those who are preparing for supervisory positions will be especially interested.

REGISTRATION AND CLASS SESSIONS

Students may register between 8:30 A. M. and 5:00 P. M. Monday, June 10. Students cannot enroll for credits after Tuesday morning, June 11, unless admitted by special prearrangement with the President. Class work will begin Tuesday morning, June 11. Sessions will be held five days each week. *Credits will not be given for less than the full session of six weeks.*

EXPENSES

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

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

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

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

No refund of tuition or of term fee is made to a student who cancels registration after Wednesday, June 12.

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

BOARD AND ROOM

About two hundred fifty young women are accommodated at Lawrence Hall and at Shoemaker Hall at the rate of \$5.50 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 \$6 to \$16 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 session will be sent upon request. For further information address,

THE REGISTRAR,

State Teachers College,

St. Cloud, Minn.

STATE TEACHERS COLLEGE

1934-1935

MINNESOTA COUNTIES REPRESENTED

	Women	Men		Women	Men
Aitkin -----	15	2	Ramsey -----	23	4
Anoka -----	14	3	Red Lake -----	1	1
Becker -----	4		Redwood -----	3	
Beltrami -----	2		Renville -----	21	4
Benton -----	38	22	Rice -----	3	1
Big Stone -----	2		Rock -----	6	1
Brown -----	1	1	Roseau -----		1
Carlton -----	3	2	St. Louis -----	44	29
Carver -----	10	10	Scott -----	1	
Cass -----	6	3	Sherburne -----	29	12
Chippewa -----	8	4	Sibley -----	3	
Chisago -----	7		Stearns -----	202	129
Cottonwood -----	6	2	Steele -----	2	
Crow Wing -----	21	7	Stevens -----	11	
Dakota -----	10	4	Swift -----	16	4
Douglas -----	28	9	Todd -----	31	11
Faribault -----	8		Traverse -----	4	
Fillmore -----	2		Wabasha -----	1	
Freeborn -----	1		Wadena -----	7	
Goodhue -----	1	1	Washington -----	10	
Grant -----	2	1	Wilkin -----	2	
Hennepin -----	74	10	Wright -----	27	5
Hubbard -----	2		Yellow Medicine -----	13	1
Isanti -----	4	1			
Itasca -----	10	3		989	349
Jackson -----	6	2			
Kanabec -----	10				
Kandiyohi -----	40	6			
Kittson -----	1				
Koochiching -----	4	2			
Lac Qui Parle -----	19	9	OTHER STATES		
Lake -----	3		California -----	1	
Lincoln -----	1		Iowa -----	1	1
Lyon -----	10		Maine -----	1	
McLeod -----	12	1	Michigan -----		1
Meeker -----	23	6	Missouri -----	1	
Mille Lacs -----	19	13	Montana -----	3	
Morrison -----	46	13	Nevada -----	1	
Mower -----	1		North Dakota -----		1
Nicollet -----	3		South Dakota -----	5	4
Nobles -----		1	Washington -----		1
Olmsted -----			Wisconsin -----	3	3
Ottertail -----	18	2			
Pennington -----				16	11
Pine -----	6	1			
Pipestone -----	9	1		1005	360
Polk -----	2	3			
Pope -----	15	1	Grand Total -----		1365

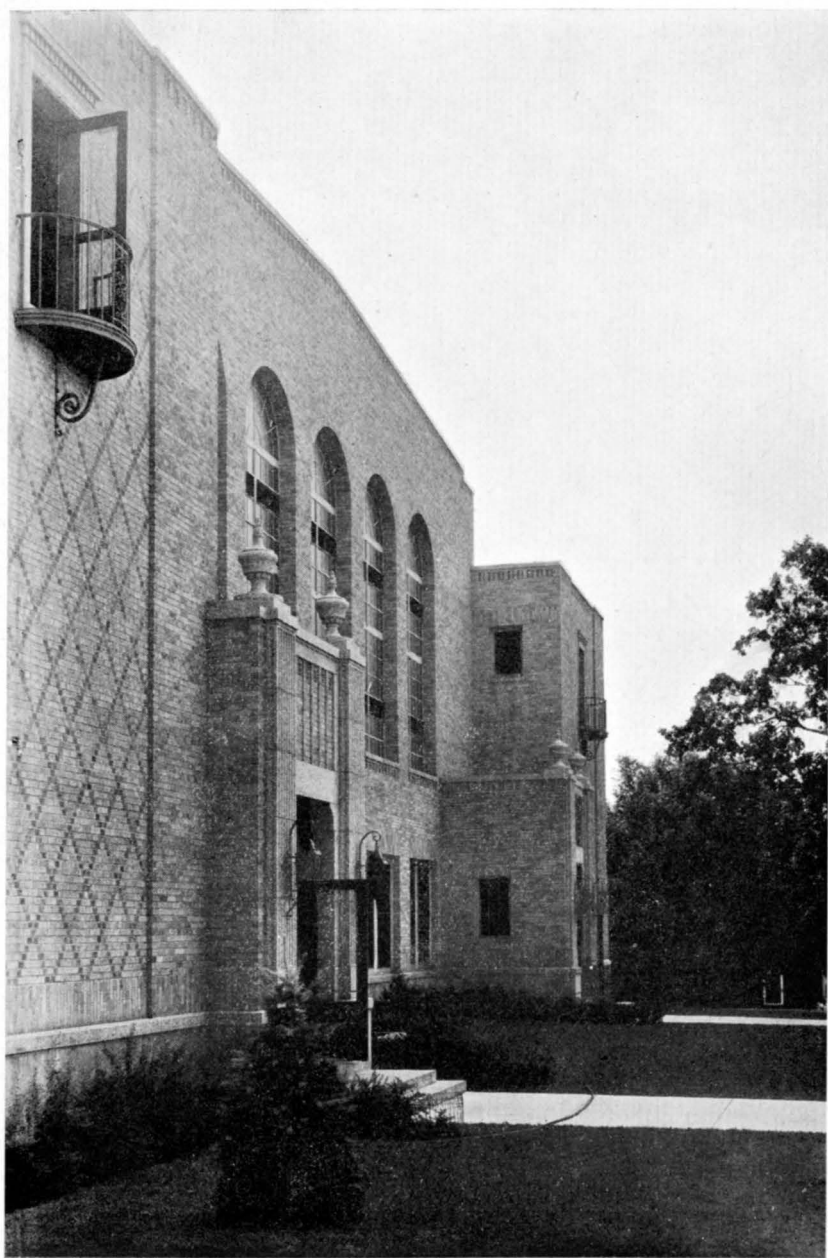
ST.CLOUD, MINNESOTA

SUMMARY OF ENROLLMENT

(Including the Summer Session 1934)

COLLEGE DEPARTMENT

Graduated with High Scholastic Honors.....	11	
Graduated with Scholastic Honors.....	51	
		62
Post Graduates	42	
Seniors	152	
Juniors	249	
Sophomores	527	
Freshmen	386	
		1356
Five-Year Course—		
First Year	1	
Second Year	4	
Third Year	1	
Fourth Year	2	
Fifth Year	1	
		9
Total number of men enrolled.....	360	
Total number of women enrolled.....	1005	
Total enrollment.....		1,365
Diplomas awarded, (two-year) estimated.....	244	
Degrees conferred	84	
Total		328



EASTMAN HALL