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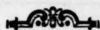
**STATE TEACHERS COLLEGE**  
**BULLETIN**



**ST.CLOUD**  
**MINNESOTA**  
**1945**

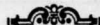
# State Teachers College Bulletin

St. Cloud, Minnesota



Seventy-seventh

Catalog Number



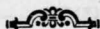
Announcements

for

1945-1946



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



Volume I

May 1945

Number 4

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# COLLEGE CALENDAR

1945-1946

## SUMMER SESSIONS

1945

Registration, First Session	Monday, June 11, 1945
Class work begins	Tuesday, June 12, 1945
Session ends	Friday, July 20, 1945
Registration, Second Session	Saturday, July 21, 1945
Class work begins	Monday, July 23, 1945
Session ends	Saturday, August 25, 1945

## FALL QUARTER

Registration	Tuesday, September 4, 1945
Class work begins	Wednesday, September 5, 1945
Thanksgiving vacation begins 12:00 M	Wednesday, November 21, 1945
Class work resumed	Tuesday, November 27, 1945
Quarter ends	Friday, November 30, 1945

## WINTER QUARTER

Registration of new students	Monday, December 3, 1945
Christmas vacation begins 4:00 P. M.	Thursday, December 20, 1945
Class work resumed	Thursday, January 3, 1946
Quarter ends	Friday, March 8, 1946

## SPRING QUARTER

Registration of new students	Monday, March 11, 1946
Easter vacation begins 4:00 P. M.	Wednesday, April 17, 1946
Class work resumed	Tuesday, April 23, 1946
Memorial Day	Thursday, May 30, 1946
Quarter ends	Saturday, June 1, 1946

## SUMMER SESSIONS

1946

Registration, First Session	Monday, June 10, 1946
Class work begins	Tuesday, June 11, 1946
Session ends	Friday, July 19, 1946
Registration, Second Session	Saturday, July 20, 1946
Class work begins	Monday, July 22, 1946
Session ends	Saturday, August 24, 1946

## STATE TEACHERS COLLEGE BOARD

WARREN H. STEWART	- - - - -	St. Cloud	President
BLAKE R. NEVIUS	- - - - -	Winona	Resident Director
E. RAYMOND HUGHES	- - - - -	Mankato	Resident Director
GEORGE M. COMSTOCK	- - - - -	Moorhead	Resident Director
F. J. HIRSCHBOECK	- - - - -	Duluth	Resident Director
CLARENCE R. SMITH	- - - - -	Bemidji	Resident Director
HELEN CONWAY	- - - - -	St. Paul	Director
RAY R. SORENSEN	- - - - -	Tracy	Director
D. M. SCHWEICKHARD, State Commissioner of Education	-	St. Paul	Member Ex-Officio

## STATE TEACHERS COLLEGE PRESIDENTS

D. S. BRAINARD	- - - - -	St. Cloud
N. MINNE	- - - - -	Winona
F. D. McELROY	- - - - -	Mankato
O. W. SNARR	- - - - -	Moorhead
H. F. SORENSON	- - - - -	Duluth
A. C. CLARK	- - - - -	Bemidji

# FACULTY

1945-1946

DUDLEY S. BRAINARD.....President

B.A., Carleton College; M.A., 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—

\*GEO. A. SELKE.....President

Graduate, State Teachers College, St. Cloud; B.A., College of Education, University of Minnesota; M.A., 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; M.A., 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, O.; 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—

CLIFFORD O. BEMIS.....Mathematics

Graduate, State Teachers College, St. Cloud; B.A., University of Minnesota; M.A., Columbia University; Graduate Student, Columbia University.  
Teacher and Principal, Public Schools, Minnesota; Instructor, Demonstration School, Summer Session, Columbia University; State Teachers College, St. Cloud, 1914, 1917, 1919—

HELEN HILL.....English

Graduate, State Teachers College, St. Cloud; B.A., University of Minnesota, M.A., Colorado State College of Education; Graduate Student, Teachers College, Columbia University; University of California; University of Minnesota; Bread Loaf School of English, Vt.  
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; M.A., Colorado State College of Education; Graduate Student, University of Chicago.  
Rural Schools of Minnesota; Elementary Schools, Warren, Minn.; Teacher in High School, Sauk Centre, Minn.; Supervising Principal, Two Harbors, Minn.; State Teachers College, St. Cloud, 1918—

- GEORGE W. FRIEDRICH**.....Biological Science  
B.A., Ripon College; Graduate Student, University of Wisconsin; M.S., University of Chicago; Post-graduate Student, University of Chicago; Cornell University, Ithaca, N. Y.  
Science, High Schools of Illinois and Wisconsin; Central High School, Superior, Wis.; University of Chicago High School; State Teachers College, St. Cloud, 1921—
- MAMIE R. MARTIN**.....Librarian  
B.A., Ohio Wesleyan University; Certificate, New York State Library School; M.S., School of Library Service, Columbia University.  
Teacher in High School, Alma, Wis.; Librarian, Emerson High School Branch, Gary, Ind.; Cataloger, Public Library, Aurora, Ind.; Librarian, Public Library, Clinton, Ind.; State Teachers College, St. Cloud, 1922—
- MABEL A. PAULL**.....Assistant Director of Training  
Graduate, Iowa State Teachers College; Student, University of Colorado; B.A., M.A., University of Iowa.  
Teacher in Rural and Elementary Schools, Principal of High School, and Superintendent of Schools, Iowa; Research Assistant, College of Education, University of Iowa; Supervisor of Grades, Denison, Ia.; State Teachers College, St. Cloud, 1922—
- NORA J. SWAN**.....Supervisor in Primary Grades  
Graduate, State Teachers College, Cedar Falls, Ia.; B.A., Washington University; M.A., University of Minnesota; Student, Chicago University.  
Elementary Schools, Iowa; Everett and Seattle, Wash., and Minneapolis, Minn.; State Teachers College, St. Cloud, 1922—
- \*LESLIE DAY ZELENY**.....Sociology  
B.S., University of Minnesota; M.A., Columbia University; Ph.D., University of Minnesota; Post-doctorate study, London School of Economics.  
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; M.A., University of Minnesota; Post-Graduate Student, Iowa State Teachers College; Graduate Student, University of Chicago and University of Minnesota.  
Teacher in Rural Elementary and High Schools in Iowa; Supervisor in Iowa State Teachers College; Miami University, Oxford, O.; State Teachers College, St. Cloud, 1924—
- LILLIAN M. BUDGE**.....Literature  
Graduate, State Normal School, Valley City, N. D.; B.A., University of North Dakota; M.A., University of Chicago; Graduate Student, University of Minnesota, Oxford University, England.  
Elementary and High Schools and Americanization Work, Grand Forks, N. D., Minneapolis, and Panama Canal Zone; Assistant, North Dakota State Department of Education; State Teachers College, St. Cloud, 1924—
- BETH PORTER GARVEY**.....French and Director of Personnel  
B.A., Carleton College; M.A., University of Minnesota; Graduate Student, University of Minnesota; Stanford University, California.  
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; M.A., Teachers College, Columbia University; Graduate Student, University of Chicago; University of Minnesota.  
Teacher in Elementary Schools, Principal of Elementary School, South St. Paul; Instructor in High Schools, Minnesota; State Teachers College, St. Cloud, 1925—
- DORA C. PERRY**.....Supervisor in Junior-High Grades  
B.A., Cornell College, Mt. Vernon, Ia.; 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** ..... Music  
 B.A., Carleton College; Music Supervisor's Diploma, Carleton College; Graduate, American Institute of Normal Methods, Lake Forest College, Ill.; M.A., Columbia University; Student, College of Puget Sound, Wash. 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., M.A., Teachers College, Columbia University; Graduate Student, Northwestern University, University of California.  
 Teacher in Kindergarten and Elementary Schools, South Dakota and Idaho; Supervisor of First Grade, Michigan State Normal College, Ypsilanti, Mich.; State Teachers College, St. Cloud, 1926—
- MARIE E. CASE** ..... Physical Education  
 Graduate, Drake University, Des Moines, Ia.; B.A., Kansas State Teachers College; M.A., Colorado State College of Education; Graduate Student, University of Wisconsin; American Institute of Normal Methods.  
 Teacher in Elementary Schools; County Superintendent, Harrison County, Ia.; Instructor State Teachers College, Pittsburgh, Kans.; State Teachers College, St. Cloud, 1926—
- JOHN C. COCHRANE** ..... History  
 B.A., M.A., University of Indiana; Post-Graduate Student, University of Chicago.  
 Teacher in High Schools of Indiana; Decatur, Ill.; Oak Park, Ill., and Davenport, Ia.; History Department, Lombard College, Galesburg, Ill.; State Teachers College, St. Cloud, 1926—
- EMMA S. LARSON** ..... Supervisor in Junior-High Grades  
 Graduate, State Teachers College, LaCrosse, Wis.; B.S., Iowa State University; M.A., Columbia University; Student, University of Wisconsin; Graduate Student, Iowa State University.  
 Teacher in Rural and Elementary Schools, Principal of High Schools, Wisconsin; Junior High School, Winona, Minn.; State Teachers College, St. Cloud, 1926—
- LELA STANLEY** ..... Supervisor in Primary Grades  
 B.A., Iowa State Teachers College; M.A., Columbia University.  
 Teacher in Elementary Schools, Iowa and South Dakota; Principal of Elementary School, Aberdeen; Supervisor of Primary Grades, Instructor of Primary Methods, Northern State Teachers College, Aberdeen, S.D.; State Teachers College, St. Cloud, 1926—
- HELEN STEEN HULS** ..... Voice  
 B.Mus., M.Mus., Northwestern University, Voice training under Walter Allen Stults, Monica Graham Stults, William Stickles, Edmund J. Myer, Katherine Hoffman.  
 Teacher of Voice and Theory, Cottey Junior College, Nevada, Mo.; State Teachers College, St. Cloud, 1926—
- H. BEATRICE WILLIAMS** ..... Supervisor in Intermediate Grades  
 Student, Iowa State Teachers College; B.A., Penn College, Iowa; M.A., State University of Iowa; Graduate Student, University of Minnesota.  
 Teacher in Rural and Elementary Schools, Iowa; Normal Training Supervisor and Principal of High School, Iowa; State Teachers College, St. Cloud, 1926—
- W. CLYDE CROXTON** ..... Biological Science  
 Graduate, State Teachers College, Macomb, Ill.; Student, University of Chicago; B.S., M.S., Ph.D., University of Illinois.  
 Teacher in Elementary and High Schools, South Dakota and Illinois; Principal of Schools, Illinois and Colorado; Supervisor of Science, Rock Island; Supervisor and Instructor of Science, University High School and University of Illinois; State Teachers College, St. Cloud, 1927—
- ANNA C. LARSON** ..... Geography  
 B.A., Iowa State Teachers College; M.S., University of Chicago.  
 Teacher in Rural, Elementary, Junior and Senior High Schools, Iowa; Instructor of Geography, Summer School, Iowa State Teachers College; State Teachers College, St. Cloud, 1927—



**PAULINE PENNING**.....**Art**

Student, Northern State Normal School, DeKalb, Ill.; Graduate, Academy of Fine Arts, Chicago; Ph.B., University of Chicago; M.A., Columbia University.

Teacher in Rural and Elementary Schools, Illinois; Supervisor of Art, South Bend and Bloomington, Ind., and Wilksburg, Pa.; State Teachers College, St. Cloud, 1927—

**JOHN J. WEISMANN**.....**Dean of Men**

Graduate, State Teachers College, St. Cloud; B.A., St. Thomas College; M.S., University of Southern California; Graduate Student, University of Minnesota.

Instructor, Industrial Arts, Appleton, Minn.; Assistant in Drafting, St. Thomas College; Instructor, Industrial Arts, High School, Iowa City; State Teachers College, St. Cloud, 1927—

**\*\*E. M. PAULU**.....**Supervision, Research**

Graduate, Teachers College, Oshkosh, Wis.; Ph.B., University of Wisconsin; M.A., University of Minnesota; Graduate Student, University of Minnesota; Colorado State College of Education, Greeley, Colo.

Teacher, Rural and Elementary Schools, Wisconsin; Superintendent and Principal, High Schools, Wisconsin; Supervisor, Teachers Training, Teachers College, Aberdeen, S.D.; State Teachers College, St. Cloud, 1928—

**BERTHA CAMP**.....**Supervisor in Intermediate Grades**

B.S., North Dakota Agricultural College; M.A., 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; Graduate Student, School of Library Service, Columbia University.

Assistant Librarian, State Teachers College, Superior, Wis.; Librarian, Ironwood High School, Ironwood, Mich.; State Teachers College, St. Cloud, 1928—

**\*\*O. J. JERDE**.....**Political Science**

B.A., Luther College, Decorah, Ia.; Graduate Student, University of Minnesota.

Principal and Superintendent of Schools, Toronto and Brandt, S.D.; Alta, Ottumwa and Hedrick, Ia.; Jackson, Minn.; Instructor, Summer Extension Schools, Iowa State Teachers College; State Teachers College, St. Cloud, 1928—

**ELISE D. PREUS**.....**Supervisor in Intermediate Grades**

Graduate, State Normal School, LaCrosse, Wis.; B.A., University of Wisconsin; M.A., Columbia University; Graduate Student, University of Minnesota; National University, Mexico City, Mex.; University of Southern California.

Teacher in Rural, Elementary, and High Schools, of Wisconsin; Principal, Coon Valley, Wis.; Supervisor, River Falls, Wis.; State Teachers College, St. Cloud, 1928—

**HELEN A. GREIM**.....**Music**

B.Mus., M.Mus., Northwestern University; Piano Study, Carl M. Beecher, Arne Oldberg, Frank LaFarge, Gabriel Fenyves.

Assistant in Piano, Northwestern University; Piano and Theory, State Teachers College, Minot, N.D.; State Teachers College, St. Cloud, 1929—

**A. F. BRAINARD**.....**Physical Education**

B.S., College of Education, University of Illinois; M.A., University of Illinois; Ed.D., New York University; Student, Indiana State Teachers College, Muncie, Ind.; Student, Michigan State Normal School, Ypsilanti, Mich.; Graduate Student, University of Minnesota.

Teacher in Rural and Consolidated Schools of LaGrange County, Ind.; Supervisor of Student Teaching in Physical Education, University of Illinois; Instructor in Professional Courses in Physical Education and Athletic Coaching, summer courses, University of Illinois; State Teachers College, St. Cloud, 1930—

- RUTH MOSCRIP**.....Supervisor in Intermediate Grades  
 B.A., University of Iowa; M.A., University of Iowa; Student, University of Chicago.  
 Instructor in Elementary Schools of Marshalltown, Ia.; Demonstration Work, University Elementary School, University of Iowa; State Teachers College, St. Cloud, 1930—
- NELL BOYD TAYLOR**.....Director, Department of Child Welfare  
 B.A., M.A., George Washington University, Washington, D. C.; Graduate Student, Teachers College, Columbia University.  
 Kindergarten Teacher, Washington, D.C.; Critic Teacher, Wilson Normal School, Washington, D. C.; Assistant Educational Secretary, American Association of University Women, Washington, D. C.; State Teachers College, St. Cloud, 1931—
- HERBERT A. CLUGSTON**.....Dean of Academic Administration and Psychology  
 Student, Wabash College; B.A., DePauw University; B.D., Garret Biblical Institute; M.A., Ph.D., University of Colorado; Graduate Student, University of Minnesota.  
 Assistant 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; M.A., Colorado State College of Education, Greeley, Colo.; Bread Loaf School of English, Vt.  
 Teacher, High Schools, Brewster, Minn.; New Port Richey, Fla.; State Teachers College, St. Cloud, 1931—
- FRANCES NEALE**.....Supervisor in Kindergarten  
 B.S., State Teachers College, Kirkville, Mo.; M.A., University of Missouri; Graduate Student, University of Chicago.  
 Teacher in Rural and Elementary Schools, Missouri; Kindergarten Critic Teacher, State Teachers College, Kirksville, Mo.; Teacher, Hammond, Ind.; State Teachers College, St. Cloud, 1931—
- \*\*GRACE S. NUGENT**.....Supervisor in Intermediate Grades  
 Graduate, Bemidji State Teachers College; B.S., M.A., University of Iowa; Student, McGill University, Montreal, Can.  
 Teacher in Rural Schools of Minnesota; Junior High School, Bemidji, Minn.; Elementary School Principal, Iowa City, Ia.; Supervisor of Elementary Grades; State Teachers College, Bellingham, Wash.; Principal of Perkins School for Crippled Children, University Hospital, Iowa City, Ia.; State Teachers College, St. Cloud, 1931—
- RICHARD M. SMITH**.....Elementary Education  
 B.A., Simpson College, Indianola, Ia.; M.A., Colorado State College of Education, Greeley, Colo.; Graduate Student, University of Minnesota, University of Oregon, Eugene, Ore.  
 Instructor of Senior and Junior High Schools, Indianola, Ia.; Superintendent of Consolidated School, Beech, Ia.; Teaching Fellowship, Education Department, Colorado State Teachers College; State Teachers College, St. Cloud, 1931—
- \*\*EDWARD M. COLLETTI**.....Physical Education  
 B.E., State Teachers College, St. Cloud; School of Coaching, Northwestern University, Evanston, Ill.; M.Ed., University of Minnesota.  
 Teacher, Cathedral High School, St. Cloud, Minn.; State Teachers College, St. Cloud, 1932—
- \*HARVEY R. WAUGH**.....Music  
 B.A., Grinnell College, Ia.; M.A., 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—
- \*WILLIAM J. GRIFFIN**.....English  
 B.A., Park College, Mo.; M.A., Ph.D., University of Iowa; Graduate Student, University of Wisconsin; Institute of Spanish-American Studies, University of Minnesota.  
 Instructor in Rhetoric, University of Iowa; Instructor in English and Speech, Junior College, Independence, Kan.; State Teachers College, St. Cloud, 1935—



- \*\*WARREN E. KASCH**.....Physical Education and Political Science  
B.A., Cornell College, Mt. Vernon, Ia.; Student, University of Wisconsin; School of Coaching, Northwestern University; Graduate Student, University of Minnesota.  
Instructor and Coach, Brainerd, St. Cloud, Minn.; Madison, Wis.; State Teachers College, St. Cloud, 1935—
- \*MASON A. HICKS**.....Speech  
B.S., M.A., Northwestern University, Evanston, Ill.; Graduate Student, University of Wisconsin.  
Instructor in Speech and Dramatic Production, Baker University, Baldwin, Kan.; Instructor, University of Wisconsin; State Teachers College, St. Cloud, 1936—
- \*\*ROLAND M. TORGERSON**.....Industrial Arts  
Graduate State Teachers College, Winona; B.S., University of Minnesota; Dunwoody Institute; M.A., University of Minnesota; Graduate Student, University of Minnesota, University of Chicago.  
Teacher in High Schools, Tower City, N. Dak.; Nora Springs, Ia.; Worthington, Minn.; University High School, Minneapolis; State Teachers College, Winona, Minn.; State Teachers College, St. Cloud, 1936—
- M. ELIZABETH BARKER**.....Health Education  
Graduate, State Teachers College, Stevens Point, Wis.; B.S., M.S., University of Chicago; Ph.D., Columbia University; Post-graduate, Northwestern University.  
Teacher in Elementary and High Schools, Wisconsin, Iowa, and New York; Instructor in Sioux City Normal School; Supervisor, Tulsa Public Schools; State Teachers College, St. Cloud, 1937—
- \*F. O. GILBERT**.....Rural Education  
B.A., M.A., University of Minnesota; Graduate Student, University of Minnesota.  
Teacher, Principal, Superintendent Public Schools, South Dakota and Minnesota; State Teachers College, St. Cloud, 1937—
- \*A. E. SCHNEIDER**.....Business Education  
B.S., Iowa State Teachers College; M.A., University of Iowa; Graduate Student, University of Iowa, University of Chicago, University of Southern California.  
Secretary, Great Northern Railroad, Superior, Wis.; Assistant Cashier, E. A. Pierce & Co., Milwaukee, Wis.; Accountant, Ford Motor Company, Milwaukee, Wis.  
Instructor, Training School, Eastern State Normal School, Madison, S. Dak.; Milwaukee Evening Vocational School; High School, Waterloo, Ia.; Critic Supervisor and Demonstration Teacher, University High School, University of Iowa; Instructor, Summer Session, University of Southern California; State Teachers College, St. Cloud, 1937—
- \*ROWLAND C. ANDERSON**.....Mathematics  
B.E., State Teachers College, St. Cloud; M.A., University of Minnesota.  
Teacher, Principal, Junior and Senior High Schools, Swanville, Renville, Little Falls, Minn.; State Teachers College, St. Cloud, 1939—
- \*C. E. DAGGETT**.....Business Education  
B.E., State Teachers College, Whitewater, Wis.; M.A., State University of Iowa; Graduate Student, University of Wisconsin, Northwestern University, University of Colorado.  
Teacher in High Schools, Menomonie, Wis.; Council Bluffs, Ia.; and Kenosha, Wis.; Supervisor of Commercial Cadet Teachers and Accounting Instructor, State Teachers College, Whitewater, Wis.; State Teachers College, St. Cloud, 1939—
- IVAH E. GREEN**.....Rural Education  
B.E., State Teachers College, St. Cloud, Minn.; M.A., George Peabody College for Teachers, Nashville, Tenn.  
Rural and graded schools in Minnesota; State Teachers College, St. Cloud, 1939—
- FLOYD E. PERKINS**.....Education  
Graduate, State Teachers College, Winona, Minn.; Student, University of Chicago, Chicago, Ill.; B.A., M.A., University of Minnesota.  
Rural school teacher, grade and high school Principal, Superintendent of Schools, Beaver Creek, Truman, Crosby-Ironton, Minn.; State Teachers College, St. Cloud, 1939—

- RONALD G. RIGGS**.....Social Studies and Music  
B.A., M.Ed., University of Minnesota; B.S., State Teachers College, St. Cloud, Minn.  
Salesman of band instruments and organizer of school bands. Band director and teacher of social studies in public schools of Farmington and Thief River Falls, Minn.; State Teachers College, St. Cloud, 1939—
- \*ETHEL A. KAUMP**.....Speech Education  
B.E., State Teachers College, Platteville, Wis.; Ph.B., Ph.M., Ph.D., University of Wisconsin.  
Teacher in Minnesota and Wisconsin High Schools; Director of Speech Education, Madison, Wis.; Public School Instructor; University of Wisconsin, Summer Sessions; State Teachers College, St. Cloud, 1940—
- DONALD K. BRUNDAGE**.....Chemistry  
A.B., Michigan State Normal College, Ypsilanti, Mich.; Ph.D., University of Michigan, Ann Arbor, Mich.  
Assistant in Chemistry, University of Michigan; Chemist, Bendix Aviation Corporation, Wayne, Mich.; State Teachers College, St. Cloud, 1941—
- \*\*FRANCES R. GUNLAUGSON**.....Health Education and College Nurse  
R.N., P.H.N., B.S., University of Minnesota.  
Public Health Nursing, Waterloo, Ia.; Knoxville, Ia.; State Teachers College, St. Cloud, 1941—
- FRANCIS W. COOKE**.....Physics  
A.B., College of William and Mary; M.S., Ph.D., University of Illinois.  
Secondary Schools, Virginia, Md.; Instructor, North Carolina State College; Assistant, University of Illinois; Professor of Physics, Agnes Scott College, Presbyterian College; Assistant Professor of Physics, Illinois College; State Teachers College, St. Cloud, 1942—
- HELEN M. FABRICIUS**.....Physical Education  
B.S., University of Iowa; M.S., University of Oregon; Graduate Study, Mills College, Oakland, Calif.  
Instructor, High School, Walla Walla, Wash.; Supervisor, Oregon College of Education, Monmouth, Ore.; State Teachers College, St. Cloud, 1942—
- HERBERT PAUL LOHRMAN**.....Sociology  
B.S., M.A., Ohio University; Ph.D., Ohio State University.  
Teacher in elementary and high schools, Ohio; Superintendent of Schools, Critic teacher; Instructor, Ohio University; Teaching assistant, Ohio State University; Instructor, Summer Session, University of Kentucky; State Teachers College, St. Cloud, 1942—
- PERRY G. RAWLAND**.....Industrial Arts  
Graduate, State Teachers College, Charleston, Ill.; B.A., School of Physical Education, State University of Iowa; M.A., College of Education, Ohio State University; Student at Teachers College, Columbia University, and New York School of Interior Decoration.  
Instructor and coach in junior and senior high schools of Iowa City, Ia.; Instructor, Avery Coonley School, Downers Grove, Ill.; Superintendent of Schools, Orland Park, Chicago, Ill.; State Teachers College, St. Cloud, 1942—
- GEORGE J. SKEWES**.....Rural Education  
B.A., Lawrence College, Appleton, Wis.; M.A., Ph.D., University of Wisconsin.  
Teacher, Norway, Mich.; Jefferson, Wis.; Wisconsin High School, Madison, Wis.; State Teachers College, Mayville, N. Dak.; State Teachers College, St. Cloud, 1942—
- MABEL L. COOK**.....Speech Education  
B.A., University of Wisconsin; Diplomas, Leland Powers School, Boston, Mass., and Phidelat Rice School, Oak Bluffs, Mass.; M.A., University of Wisconsin; Graduate Student, Columbia University and University of Wisconsin.  
Private Dramatic Studios; Director of Junior Theatre, Milwaukee, Wis.; Instructor in Speech, State Normal School, Eau Claire, Wis.; Milwaukee-Downer College, Wis.; University of Minnesota; University of Wisconsin; State Teachers College, St. Cloud, 1943—

- H. IRENE HALLBERG**.....Supervisor in Primary Grades  
B.S., State Teachers College, Milwaukee, Wis.; M.A., Northwestern University, Evanston, Ill.  
Elementary Principal Marinette, Wis.; Instructor in Sight-Saving classes, Wisconsin and Ohio; State Teachers College, St.Cloud, 1943—
- ROLAND A. VANDELL**.....Mathematics  
B.E., State Teachers College, St.Cloud; M. A., University of Colorado, Boulder, Colo.  
Teacher and Superintendent of Public Schools, Minnesota; State Teachers College, St.Cloud, 1943—
- AUDRA E. WHITFORD**.....Business Education  
Student, Lawrence College, Appleton, Wis.; B.S., University of Wisconsin; M.A., University of Iowa; Graduate Student, Northwestern University.  
Secretary, Botany Department, Iowa State College; Teacher, High Schools in Iowa; Principal, Baxter, Ia.; Instructor, University High School, Iowa City; State Teachers College, St.Cloud, 1943—
- LAWRENCE W. ANDERSON**.....Business Education  
Graduate, Southwestern College, Winfield, Kan.; A.B., Northwestern University, Evanston, Ill.; M.A., West Virginia University; Southwest Missouri State Teachers College.  
Teacher in high schools of Kansas and Ohio; Chairman, Department of Business, Defiance College, Defiance, Ohio; Instructor, School of Business (Naval Training Program) Miami University, Oxford, Ohio; State Teachers College, St.Cloud, 1944—
- ANNIE LOUISE BUTLER**.....Supervisor in Nursery School  
B.S., Alabama College, Montevallo, Ala.; M.A., University of Iowa; Graduate Assistantship, University of Iowa.  
State Teachers College, St.Cloud, 1944—
- BEATRICE ELLIS**.....Nursery School  
Graduate, State Teachers College, St.Cloud, Minn.  
Teacher in primary grade, Longville and Eden Valley, Minn.; State Teachers College, St.Cloud, 1944—
- IONE M. GALLAGHER**.....Supervisor in Intermediate Grades  
Graduate, State Teachers College, St.Cloud; B.S., University of Minnesota; M.A., Teachers College, Columbia University.  
Teacher, Avon, Minn.; Aberdeen, S.Dak.; Elmhurst, Ill.; State Teachers College, St.Cloud, 1944—
- RUTH NISKERN SMITH**.....Assistant Librarian  
Graduate, State Teachers College, St.Cloud, Minn.; B.S., University of Alabama.  
Assistant Librarian, St.Cloud Public Library, St.Cloud, Minn.; Baldwin County High School Librarian, Bay Minette, Ala.; Tuscaloosa County Library Supervisor, Tuscaloosa, Ala.; State Library Supervisor of Federal Works Projects of Alabama; State Teachers College, St.Cloud, 1944—
- CHRISTINA WALSER**.....Music  
A.B., Eureka College, Eureka, Ill.; Graduate work, Teachers College, Columbia University; M.A., University of Illinois.  
Teacher of music in elementary schools and high schools, Anna, Roodhouse, Carlock, Litchfield, Ill.; State Teachers College, St.Cloud, 1944—
- HELEN T. WATSON**.....College Nurse  
B.S., University of Minnesota.  
Instructor, General Hospital, Minneapolis, Minn.; State Teachers College, St.Cloud, 1944—

- On leave for military service.
- Leave of absence.

# ORGANIZATION OF THE COLLEGE

## ADMINISTRATIVE STAFF

Warren H. Stewart	- - - - -	Resident Director
D. S. Brainard	- - - - -	President
George A. Selke (In Military Service)	- - - - -	President
Herbert A. Clugston	- - - - -	Dean of Academic Education
Mary Lilleskov	- - - - -	Registrar
John E. Talbot	- - - - -	Director of Training
Beth Porter Garvey	- - - - -	Dean of Women
John J. Weismann	- - - - -	Dean of Men
H. J. White	- - - - -	Business Manager
M. E. Krafve	- - - - -	Accountant
Odelia Kolb	- - - - -	Secretary to President
Lozina Fahrenholz	- - - - -	Secretary to Registrar
Amelia Hockert	- - - - -	Text-Book Librarian
Marie Hennen	- - - - -	Cashier
Marjorie Schwartz	- - - - -	Secretary to Director of Placement
Dorothea Riedesel	- - - - -	Secretary to Director of Training
Dorothy Feddema	- - - - -	Secretary to Accountant
Dorothy Bacon	- - - - -	Secretary to Business Manager
Elizabeth Dinndorf	- - - - -	Office Assistant
Ruth Gehm	- - - - -	Library Assistant
Bertha Sharp	- - - - -	Director, Shoemaker Hall
Irene Helgen	- - - - -	Director, Lawrence Hall

## COMMITTEES OF THE FACULTY

CURRICULUM	- - - - -	Miss Hill, Chairman
Miss Anna Larson, Mr. Talbot, Mr. Vandell	- - - - -	Term expires 1947
Miss Case, Miss Emma Larson, Miss Whitford	- - - - -	Term expires 1946
Miss Hill, Mr. Skewes, Mr. Smith	- - - - -	Term expires 1945
Mr. Brainard, Mr. Clugston, Miss Lilleskov	- - - - -	Ex-Officio

FACULTY COUNCIL	- - - - -	Mr. Bemis, Chairman
Miss Martin, Miss Neale, Miss Williams	- - - - -	Term expires 1947
Mr. Cochrane, Mr. Friedrich, Mr. Lohrman	- - - - -	Term expires 1946
Mr. Bemis, Miss Budge, Miss Graves	- - - - -	Term expires 1945
Mr. Brainard, Mr. Clugston, Miss Lilleskov	- - - - -	Ex-Officio

INTERCOLLEGIATE ATHLETICS	- - - - -	Mr. Lynch, Chairman
Mr. Brainard, Miss Fabricius	- - - - -	Term expires 1947
Mr. Friedrich, Miss Moscrip	- - - - -	Term expires 1946
Mr. Cochrane, Mr. Lynch	- - - - -	Term expires 1945

LIBRARY	- - - - -	Mr. Weismann, Chairman
Miss Budge, Miss Camp, Miss Dodd, Miss Grannis, Mr. Lynch,	- - - - -	
Mr. Rawland, Mr. Smith, Mr. Vandell, Miss Whitford.	- - - - -	

PUBLICITY	- - - - -	Mr. Rawland, Chairman
Miss Barker, Miss Lilleskov, Mr. Perkins, Miss Taylor.	- - - - -	

STUDENT ACTIVITIES	- - - - -	Miss Hill, Chairman
Mr. Anderson, Chairman	- - - - -	Student Publications
Mr. A. F. Brainard, Chairman	- - - - -	Athletics
Mrs. Garvey, Mr. Weismann, Chairmen	- - - - -	Student Organizations
Mr. Lohrman, Chairman	- - - - -	College Activities
Mr. Rawland, Chairman	- - - - -	Lectures and Entertainments

## INSTRUCTIONAL DIVISIONS

**ARTS AND MUSIC**     -   -   -   -   -   -   -   -   -   Miss Penning, Chairman

**ADVISERS:**

Fine Arts	-	-	-	-	-	-	-	-	-	Miss Penning
Industrial Arts	-	-	-	-	-	-	-	-	-	Mr. Rawland
Music	-	-	-	-	-	-	-	-	-	Miss Carlsen

**BUSINESS EDUCATION**     -   -   -   -   -   -   -   -   -   Mr. Anderson, Chairman

**ADVISER**     -   -   -   -   -   -   -   -   -   Mr. Anderson

**HEALTH, PHYSICAL EDUCATION AND RECREATION**   -   Mr. A. F. Brainard, Chairman

**ADVISERS:**

Physical Education for Men	-	-	-	-	-	-	-	-	-	Mr. Brainard
Physical Education for Women	-	-	-	-	-	-	-	-	-	Miss Case

**LANGUAGES AND LITERATURE**     -   -   -   -   -   -   -   -   -   Miss Hill, Chairman

**ADVISERS:**

English	-	-	-	-	-	-	-	-	-	Miss Hill
Speech	-	-	-	-	-	-	-	-	-	Miss Cook

**LABORATORY SCHOOLS**     -   -   -   -   -   -   -   -   -   Mr. Talbot, Chairman

**ADVISERS:**     -   -   -   -   -   -   -   -   -   Mr. Talbot  
Miss Brohaugh

**MATHEMATICS AND SCIENCE**     -   -   -   -   -   -   -   -   -   Mr. Bemis, Chairman

**ADVISERS:**

Mathematics	-	-	-	-	-	-	-	-	-	Mr. Bemis
Science	-	-	-	-	-	-	-	-	-	Mr. Brundage Mr. Croxton

**PROFESSIONAL STUDIES**     -   -   -   -   -   -   -   -   -   Mr. Clugston, Chairman

**ADVISERS:**

Elementary, Degree	-	-	-	-	-	-	-	-	-	Mr. Smith
Elementary, Two-Year and Rural	-	-	-	-	-	-	-	-	-	Mr. Skewes

**SOCIAL STUDIES**     -   -   -   -   -   -   -   -   -   Miss Graves, Chairman

**ADVISERS:**

Geography	-	-	-	-	-	-	-	-	-	Miss Larson
History	-	-	-	-	-	-	-	-	-	Mr. Cochrane
Social Science	-	-	-	-	-	-	-	-	-	Mr. Riggs
Social Studies	-	-	-	-	-	-	-	-	-	Miss Larson

## BUREAUS OF THE COLLEGE

**BUREAU OF FIELD SERVICE**     -   -   -   -   -   -   -   -   -   Mr. Perkins, Chairman

**BUREAU OF PERSONNEL SERVICE**     -   -   -   -   -   -   -   -   -   Mrs. Garvey, Chairman

**BUREAU OF PLACEMENT**     -   -   -   -   -   -   -   -   -   Mr. D. S. Brainard, Chairman

**BUREAU OF RESEARCH**     -   -   -   -   -   -   -   -   -   Chairman

**BUREAU OF RESOURCES**     -   -   -   -   -   -   -   -   -   Mr. Friedrich, Chairman



## THE COLLEGE

### HISTORY

The Institution was opened in St.Cloud in 1869 as the Third State Normal School. Later the name was changed to the State Normal School at St.Cloud, and in 1921, to the St.Cloud State Teachers College. In October, 1944, the 75th anniversary of the founding of the college was celebrated. It is one of the largest teachers colleges in the central states. Nearly 12,000 young men and women have been graduated from the various courses during its 75 years of service, practically all of whom have taught in the schools of Minnesota. The college is a member of the American Council on Education and of the American Association of Teachers Colleges and is designated by that organization as a "Class A" teachers college without any conditions.

### PURPOSE OF THE COLLEGE

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

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

### WHAT THE COLLEGE OFFERS

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

1. The four-year degree course which offers curricula preparing for teaching in junior and senior high schools, for teaching and supervision in the elementary schools, for principalships of elementary schools and for elementary and high school teaching of business education, fine arts, industrial arts, music and physical education.

2. The two-year diploma course which prepares for teaching in the elementary grades of village, city or rural schools. Students with special interests in art, music, physical education, and the kindergarten may have the field of specialization indicated on the diploma or certificate when elective and additional subjects recommended by advisers are completed.

### LOCATION

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

### BUILDINGS AND EQUIPMENT

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

**LIBRARY.** The Reference Library is on the second floor. It contains over forty-one thousand books and five thousand cataloged pamphlets. The bound periodical file of over five thousand volumes is an exceedingly useful part of the library. There are also government documents; eight thousand uncataloged pamphlets; over two hundred sixty leading education and general periodicals; representative newspapers; a clipping file and more than sixteen thousand mounted pictures, many unmounted pictures, and post cards.

The main reading room is on the first floor of the library. A special exhibit of first choice books for a small elementary school library is on display. On this floor is also found a Curriculum Laboratory containing courses of study in all subjects as well as sample textbooks. On the north side of the library, adjacent to the main reading room, is the periodical room.

In the Library office on the basement floor is the Historical Collection which shows the changes which have taken place in textbooks and educational methods. The children's room adjoins the main library. It is attractively furnished with small chairs, tables, seats, low shelving, and display racks. Here may be found over ten thousand carefully selected books, and magazines.

**RIVERVIEW SCHOOL.** This is the campus laboratory school for training teachers. Students observe well-trained teachers at work and participate in teaching under the direction of skillful supervisors. They are further tested and trained by teaching in typical classrooms of the public schools in St. Cloud and in several neighboring communities as well as in a dozen affiliated rural schools within easy reach of the college.

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

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

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

**LAWRENCE HALL.** This residence hall for freshman women is a red brick building located near Old Main on the banks of the Mississippi River. It is connected by tunnel to the other buildings on the main campus. The landscaped grounds and adjoining tennis courts provide beauty and enjoyment for one hundred thirty women living here.

**SHOEMAKER HALL.** This white brick structure located near the Mississippi River Bridge is another residence hall for women. The beautiful setting for this college building and the views from the windows of the student rooms overlooking the river make living pleasant and attractive in this hall. The college tennis courts and the skating rink join Shoemaker Hall Campus.

**ALICE M. EASTMAN HOME.** The Eastman Home on Fifth Avenue across the street from Barden Park was bequeathed by Mr. Alvah Eastman to the St. Cloud State Teachers College to be used especially for the benefit and pleasure of young women of the college. It has, in addition to the bedrooms and the kitchen, large pleasant living rooms and dining room, a sunroom and a spacious screened porch. It is now operated as a cooperative home for nine or ten women students.

**CAROL HALL.** Carol Hall is a granite residence located on First Avenue, near the college campus. Because of its beautiful exterior and interior, the young women who live in this cooperative home are especially privileged. The facilities, equipment and general construction of the hall provide opportunities for the best campus living conditions. Among the especially attractive features are the solariums, a large living room with fire place, and the spacious student rooms with private baths. The young women at Carol Hall often invite their friends to enjoy the recreational rooms located in the basement, so it is becoming a social center for those not living in a residence hall.

**TALAHU LODGE IN THE COLLEGE WOODS.** Talahu Lodge is an attractive log structure located on a high terrace that overlooks the Mississippi and the College Islands. With its spacious living-room, and its fireplace and porches the Lodge has become the center for the varied activities sponsored at the College Woods. In close proximity are the playgrounds, the toboggan and ski slides, the outdoor fireplaces, tables and benches, the counsel ring and other facilities which have made this area popular with students and faculty.

**WOMEN'S LOUNGE.** A lounge for college women has been equipped with attractive furnishings. A student committee from the W.S.G.A. assists in the management and care of the room. A delightful atmosphere of friendliness and good fellowship prevails in the free use of this room.



## ST.CLOUD, MINNESOTA

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### DEPARTMENT OF CHILD WELFARE

The purpose of the department is: To provide a nursery school as an educational center for children from two to five years of age; to carry on a program in parent education; and to provide opportunity to students for observation and teaching experience in the nursery school.

### MUSEUMS

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

The geological museum contains a valuable collection of rocks, minerals, and fossils. Minnesota rocks and minerals are well represented, notably the commercial building stones and the iron ores. Visitors are always welcome when the classes are in session.

### 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. Bridges connect nine of the large islands and make them readily accessible for many types of activity. Trails have been laid out for those who wish to hike. The grassy areas make it an ideal place for picnic grounds and a hundred beautiful spots lure the picnickers. Cabins and tents are available for those who wish to camp out overnight or during a week-end.

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

### THE QUARRY AREA

The college has acquired a tract of approximately one hundred thirty acres of land a mile east of the campus. The granite for the wall about the Sports Field was obtained from these quarries. This area contains picnic grounds, the college pools, and the nurseries from which thousands of trees have been transplanted to the College Woods, the Islands, and other college property. Much progress has been made to develop this addition into an interesting and attractive park and playground.

### PLAYGROUND AND SPORTS FIELDS

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

The Sports Field comprises an area of approximately eighteen acres of land. The facilities include a baseball and football field, an eight lap track, a two hundred twenty yard straight-away, and a practice golf course. These fields with the islands and the college pools assure unlimited possibilities for development to meet future needs. Over three thousand spectators can be accommodated in the attractive grand stand which has been completed.

### THE CARNEGIE GRANT

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

## STATE TEACHERS COLLEGE

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### SCHOLARSHIP FUNDS

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

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

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

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

### STUDENT LOAN FUNDS

**STUDENT LOAN FUND.** 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, the Carrie E. Minich, and the Beulah Douglas Memorial Funds.

**THE TWENTIETH CENTURY CLUB LOAN 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.

**ALUMNI ASSOCIATION LOAN FUND.** This fund is open to entering freshmen who may be in need of assistance at the beginning of their college work, such assistance to be granted on the basis of merit and need. Applications should be placed with the Deans.

**W.S.G.A. SCHOLARSHIP LOAN.** In 1943, the Women's Self-Government Association established a scholarship loan for the purpose of financially aiding a worthy freshman girl. Character, high school academic record, need, and general ability are considered in the selection of the student to receive this loan.

### EMPLOYMENT SERVICE

**OFF CAMPUS EMPLOYMENT.** There are many work opportunities for students who desire to give services in return for room and board or any part-time work. Applications for these positions should be made to the Dean of Men or the Dean of Women during August if placement is requested at the beginning of the fall quarter. Students may ask the assistance of the deans in locating work any time during the college year. The college is interested in helping all deserving students who find it necessary to earn part of their expenses. Students who are employed while attending college are required to adjust the college load to their time and ability.

## ADMISSION

### TIME OF ENTRANCE

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

Freshmen and all other students expecting to enroll for the fall quarter, 1945, should be in the college auditorium on the second floor of the main building at nine o'clock Tuesday morning, September four, to receive instructions concerning the procedures of registration.

### NEW STUDENT DAYS

During the first week all freshmen and transfer students are given special assistance in becoming acquainted with the college environment and schedule of class and activity programs. Conferences, health examinations, tests in speech, campus and city tours, and entertainment features are arranged to aid in the student's adjustment to the college. Individual attention and guidance will be given each one by the Personnel Committee and other members of the faculty.

### ENTRANCE REQUIREMENTS

Graduates of accredited high schools are admitted to either the two-year or the four-year curriculum. Applicants for admission must submit a statement of their credits, certified by the superintendent or principal of the high school from which they were graduated. The application blank for admission will be sent upon request and should be on file in the office of the registrar several weeks before the opening of the college.

### HIGH SCHOOL TEACHER TRAINING DEPARTMENT GRADUATES

The St.Cloud State Teachers College will grant eleven subject units, 44 quarter hours of credit, to graduates of the Minnesota high school teacher training departments with at least one year of successful teaching experience. Applicants must submit the record of their training and teaching experiences.

### 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.

Students transferring to this college may be required to take at least 12 quarter hours in their major field exclusive of student teaching and at least 8 hours in their minor field exclusive of student teaching in residence at the St.Cloud State Teachers College.

### DESIRABLE QUALITIES AND APTITUDES

General fitness for teaching presupposes good health, good character, qualities of leadership, and good scholastic ability. A student with marked physical deficiencies should not enter a teachers college. Students with 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 in a teachers college and such students are strongly urged not to enroll.

### STUDENT PROGRAMS

A student program is a sixteen credit hour program, exclusive of physical education. No change in program may be made without the approval of the adviser. 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.

## STATE TEACHERS COLLEGE

### AUDITORS

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

### DAILY SCHEDULE AND STUDY HOURS

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

### WITHDRAWAL

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

### PENALTIES

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

### TRANSCRIPTS

The original transcript of a student's record will be mailed upon request without cost to the student. A charge of \$1.00 is made for each additional transcript. No transcript will be issued unless all obligations to the college have been paid, all credits cleared, and admission requirements met.

## SCHOLARSHIP REQUIREMENTS

### GRADING

The work of students is graded according to the following divisions: grade A meaning excellent; B, very good; C, average; D, passing; E, failing. In transcribing marks, the following per cent equivalents of these letters have been agreed upon: 93 per cent for A, 87 per cent for B, 82 per cent for C, 76 per cent for D. Courses not completed at their conclusion will be recorded as "Incomplete." Such "Incompletes" must be removed by students within the next quarter of attendance. If not completed within a year the incomplete is recorded as a failure. Subjects may be dropped only with the approval of the adviser.

### 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, and they must be repeated at this College.

A student must have at least as many honor points as credits in the prerequisites for student teaching as well as in all the subjects taken before he is assigned to teaching, and as many honor points as credits before he is graduated from any curriculum. For graduation from the two-year course ten honor points and from the four-year course twelve honor points must be earned in student teaching.

Each student who completes a diploma or degree curriculum with an average of at least two honor points per quarter hour credit (but less than two and one-half) is graduated with "scholastic honors." Each student with an average of at least two and one-half honor points per quarter hour credit is graduated with "high scholastic honors." The honor roll announced quarterly thus includes only those students with an average of B or above.

### ACTIVITY POINT SYSTEM

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



## LIVING ARRANGEMENTS

### RESIDENCE HALLS

The college has two modern residence halls for women, Lawrence Hall and Shoemaker Hall. These are located on the campus overlooking the Mississippi River. They provide an attractive home in which students may have the opportunity for study, for development, and for friendship under ideal living conditions. The social, educational and cultural advantages derived from living in this environment are of great value to the teacher-in-training.

The living rooms and solariums furnish comfortable and delightful settings for many social functions planned by the students and faculty.

Each student room is equipped with two closets, two single beds with air-spring mattresses, pillows, bed spread, bed linens, blankets; study tables, dresser, I. E. S. lamp, curtains, rug, and chairs. Towels and dresser scarfs are not furnished.

*The administration requires all freshman girls from out of town to reside in Lawrence Hall. Exceptions will be made for those who must work for board and room or for those who are permitted to do light housekeeping at the written request of parents. These arrangements must be approved by the Dean of Women.*

The cost of board and room will be \$8.00 per week. All bills for board and room must be paid in advance by the month. No discount is made for absence of less than a week, except in case of the regular vacations as indicated in the college calendar.

*Although it has not been necessary to do so in the past, the college reserves the right to charge for board and room to meet unusual changes in the general cost of living.*

Laundry facilities are provided so that students may do their own washing and ironing. Each student who rooms at a residence hall 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.

*Rooms in the residence halls 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 halls 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 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.

### ALICE M. EASTMAN HOME

The Eastman Home, a cooperative residence hall, accommodates nine young women and a director who have the opportunity to reduce their living expenses by furnishing and preparing their food and doing some of the housework. There are four single bedrooms and three double ones. The young women have the rest of the house for their study and for entertaining their friends; it is their home.

The house is entirely equipped and furnished, the girls having to supply only towels, washcloths, and dresser scarfs. The residents pay for the electricity and gas, and \$6.00 a month. Regulations in regard to making reservations, payment of room rent, engaging rooms for the whole year are the same as those that apply to Lawrence Hall and Shoemaker Hall.

## CAROL HALL

Carol Hall, a beautiful granite residence near the campus, has been opened as a new cooperative home, accommodating twenty young women and a director who can reduce living costs by providing their meals and doing a share of the housework.

The first floor includes the living room, dining room, and kitchen. The second floor is used for the students' study and sleeping rooms. Each room is equipped with closets, single beds, mattresses, pillows, bed spreads, bed linens and blankets; study tables and lamps, dressers, curtains, and chairs. Towels and dresser scarfs are not furnished. The basement provides spacious recreational rooms, well lighted and equipped with ping pong tables, chairs, and card or game tables. These recreational rooms and the first floor living room with its fire place are often used to entertain guests and are enjoyed daily by the women living at Carol Hall.

Students pay for the electricity, gas, and \$6.00 per month each. All business transactions, such as applications for rooms, payment of room rent, etc., are the same as those that apply to all the college residence halls.

## ACCOMMODATIONS IN PRIVATE HOMES

The college has approved homes near the campus where students may obtain either board and room or do light housekeeping. An approval card displayed in the window of these homes will identify them. The standard equipment in these living quarters includes: adequate closet space, dresser, study table and lamp, chairs, bed, bed linen, blanket, bed spread, waste basket, rug and curtains. Towels and dresser scarfs are not furnished. The light housekeeping facilities provide storage space for food, a kitchen equipped with stove, sink, cupboards, refrigerator, table, chairs, and dishes.

The housemothers maintain a pleasant and comfortable environment for the college students who come into their homes. Social occasions are planned and each home is a unit organized to provide experiences for the enrichment and development of each student.

The cost of board in private homes is \$7.50 per week. The cost of rooms varies from \$8.00 to \$9.50 a month, per student. This charge includes the use of light, gas, heat and water, as well as the furnishings stated above.

It is understood that rooms in private homes are rented for the full quarter, unless other arrangements are especially made in advance with the housemother.

*Only upperclass girls are expected to live in the approved private homes. Special permission may be granted to the freshman girls who must work for board and room or who must do light housekeeping. A written request from the parents must be sent to the Dean of Women if special arrangements are desired.*

The best social, mental, and physical conditions prevail when students' living quarters are not crowded.

Students are not permitted to change rooming or boarding places without permission from the college authorities. Those who wish to live with friends or relatives must secure permission from the Deans.

It is understood that college men and women are not allowed to room in the same house. Exception is permitted only when the living arrangements provide separate entrances and living quarters.



## STATE TEACHERS COLLEGE

### COST OF ATTENDANCE

**DEPOSIT FEE**—Each student is required to deposit \$3.00 at time of registration to cover breakage, loss of books, library fines, keys, locks, etc. If the student incurs any charges of this type, deduction will be made from the deposit fee. Any balance will be refunded at the end of the year.

**GYMNASIUM FEE**—Students enrolled in physical education classes are required to make a deposit of \$.50 which covers the cost of lock, key and towels, and is refunded when all three are returned. In addition there is a charge of \$1.00 per quarter or \$3.00 for the school year for towel service. (Clean towels are furnished daily.) The student is required to pay the full amount the first quarter he enrolls in a Physical Education Class. Gymnasium suits and shoes should not be purchased until after conference with the instructor.

**LOCKER SERVICE**—Each registered student is entitled to the free use of a steel locker.

**REGISTRATION AND STUDENT ACTIVITY FEE**—A term fee of \$8.00 is charged each student. This covers (1) Registration; (2) the use of the library, laboratories, and general equipment; (3) tickets of admission to lectures, concerts and plays given as numbers on the regular entertainment course; (4) athletic contests; (5) college health service; (6) the college paper; (7) the college year book; (8) text books.

**TUITION**—Tuition for students residing in Minnesota is \$10.00 per quarter, and for non-resident students the charge is \$15.00 per quarter. Payment of tuition is required as a part of the registration.

#### SUMMARY OF EXPENSES—

Board and room per quarter for 12 weeks .....	\$ 96.00
Deposit fee .....	3.00
Gymnasium fee .....	1.00
Laundry, per quarter .....	1.20
Registration fee, per quarter .....	8.00
Tuition, per quarter .....	10.00
	<hr/>
	\$119.20

#### SPECIAL FEES—

Lessons in Orchestral Instruments, per quarter .....	\$15.00
Lessons in Piano, per quarter .....	15.00
Lessons in Voice, per quarter .....	15.00
Certificate Fee .....	1.00

FEES are payable in advance at the beginning of each quarter.

### HEALTH SERVICE

The Student Health Service functions to accomplish a twofold purpose. One is to determine the health status of the student as a protective measure for both the student and the college. The other is to give adequate scientific health care and supervision to conserve and improve the health of the students as a means of assuring the best educational results in the professional training of teachers and leaders. Conferences with physician and nurse provide excellent opportunities for such help. The Health Service is represented on the various guidance and personnel committees and thus facilitates the work with the guidance program. The Health Service program consists of:

1. Annual physical examinations, including health history and present health status, for each student registered during the regular sessions.

2. Consultation with the college physician, including recommendations for follow-up and correction of remedial defects.
3. Periodic check-ups of all students participating in football, basketball, track, swimming and physical education.
4. Immunization program, including Schick, Tuberculin, Wasserman tests and diphtheria and smallpox immunization.
5. Treatment at the Health Service will include first aid dressings. Any other dressings only on written instructions from physician.
6. Readmission check by nurse following absence from classes due to illness.
7. Financial responsibility assumed by the College of the initial home call by a physician when deemed necessary by the college nurse.
8. Emergency hospitalization until parent or guardian can be contacted to assume responsibility. The College does not assume any financial responsibility for hospitalization beyond seven days or for any emergency operations or special hospital services.

### LECTURES, CONCERTS, ENTERTAINMENTS

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

During the present and past several years, students are admitted without charge to the concerts sponsored by the St.Cloud Civic Music Association. Among the outstanding artists who have appeared on these programs are Kirsten Flagstad, Marian Anderson, Roland Hayes, The Ballet Theatre, Jan Peerce, Efrem Zimbalist, Alexander Brailowsky, and Don Cossack Choir.

### SOCIAL ACTIVITIES

Recreation and social life play an important part in the college experience. Beginning with the activities early in September of each year and during each quarter when special occasions are planned, the college students have an opportunity to use the various facilities offered them. All-college parties at Eastman Hall, smaller group functions in the Women's Lounge, at Carol Hall and the Eastman Home, as well as social times at Talahi Lodge, are arranged by a committee which aims to provide varied and satisfying activities for all.

The outdoor fun includes hiking, skiing, skating, tennis, golf, picnics, and group meetings around the fire places in the College Woods and in Talahi Lodge across from the College Islands in the Mississippi. The many activities bring pleasure and social development for all those who participate.

## BUREAUS OF THE COLLEGE

### BUREAU OF FIELD SERVICE

The Bureau of Field Service may be thought of as a connecting link between the college and the public schools of Central Minnesota. Its service is to the schools and the school officials in contacts; learning of vacancies which are then reported to the Placement Bureau; supplying information concerning school problems; making known the services and advantages of the college especially to high school seniors. On request attempting to diagnose problems pertaining to schools.

The Bureau serves our graduates by keeping them informed concerning the college, helping them with their problems, and getting their cooperation.

It also assists the college in bringing back from the field problems which are current and in helping to fit our graduates to their jobs.

### BUREAU OF PERSONNEL SERVICE

The faculty of the St. Cloud State Teachers College recognizes the important aspects of education which are found outside the regular classrooms. As an integral part of the instructional, health, and social programs, a personnel and guidance service is being developed to meet the needs of the individual students.

The staff of personnel workers includes the directors of personnel, placement, research, health, speech, student activities, testing, laboratory schools, and the registrar. These staff officers administer this service which is available to all students seeking their counsel and aid. This staff cooperates with one another and the instructional members of the faculty in helping students to achieve happiness and success during their college experience.

Department advisers and the registrar should be consulted by students who wish information pertaining to the selection of major and minor subjects as well as other curriculum problems. A counseling system consisting of faculty members and selected upper-class students is available for those who enroll for the first time at the college. Guidance tests are given for the purpose of assisting in the personal counsel of each new student.

Entering freshmen and all other new students are encouraged to come to the college for a personal interview during the month of August. At this time a member of the personnel staff will confer with individual students concerning their interests, abilities, and needs.

### BUREAU OF PLACEMENT

The Placement Bureau assists superintendents and school boards in obtaining accurate information concerning the character, personality, training, and experience of graduates of the St. Cloud State Teachers College. Information is collected concerning graduates and is kept on file permanently. Whenever possible, the Placement Bureau informs graduates concerning openings. It submits in confidence to employing officials or to other institutional placement bureaus any data which it possesses concerning candidates and assists graduates in obtaining worthy positions. This service is given without charge.

## BUREAU OF RESEARCH

The Bureau of Research has as its primary function to conduct a continuous self-survey of the college and of problems very closely related to this institution. These problems divide themselves into two classes, those which are quite distinctly related to college welfare, such as the functions of teachers colleges in a state, also those which deal more directly with student interests and welfare. Into this latter group belong such problems as occupations of parents of students, distribution of enrollment in cities and counties, geographical location of students by home addresses. Accordingly the work of the research bureau is becoming to be a very vital part of the teachers college.

## BUREAU OF RESOURCES

The college campus contains about 350 acres of land, the larger areas consisting of islands in the Mississippi River, college woods, recreation fields, a granite quarry with its adjacent land and the portion of land upon which the college buildings are located. The administration by the Bureau of the areas consists of developing all-around educational and recreational facilities and beautification through the planting and under-planting of trees and shrubs, construction work, and maintenance of the areas. The Bureau aids in the construction and maintenance of the college buildings and adjacent grounds.

## THE STUDENT COUNCIL

The Student Council is a student organization which was organized in 1917. Its purpose is to represent the student body in all matters of college policy and to act as a check on the administration. The council is composed of representatives from all classes and is elected by the student body. It has the right to petition the board of trustees and to bring charges against any officer or member of the faculty. The council also has the right to recommend the election or removal of officers and members of the faculty. The council is a very important part of the college and its members should be proud of their position.

## WOMEN'S SELF-GOVERNMENT ASSOCIATION

The Women's Self-Government Association was organized in 1917. Its purpose is to provide a means of self-government for the women of the college. The association is composed of women from all classes and is elected by the women of the college. It has the right to petition the board of trustees and to bring charges against any officer or member of the faculty. The association also has the right to recommend the election or removal of officers and members of the faculty. The association is a very important part of the college and its members should be proud of their position.

## COLLEGE ORGANIZATIONS

Students are encouraged to take an intelligent and active part in a reasonable number of extra-class activities. Such participation affords invaluable training for prospective teachers who need to gain experience that will enable them to lead children in similar activities. A knowledge of and interest in various types of so-called leisure time activities increases the value of a teacher's work in any community.

### ALUMNI ASSOCIATION

The college has an active and loyal Alumni Association composed of life members. It is organized as a corporation under the statutes of Minnesota and its main purpose as stated in the articles of incorporation is "to promote a more intimate relationship between the St. Cloud Teachers College and its alumni, and to advance their mutual interests as well as those of popular education in the State of Minnesota." Within recent years the Association has contributed the funds which enabled the school to acquire the College Woods, a beautiful recreational area along the east bank of the Mississippi River, the garden plots used by the Riverview pupils, and land needed for building sites. The income from the Isabel Lawrence fund together with the generous gifts of Mr. Alvah Eastman, Miss Charlotte Knudson, and Miss Bessie Cambell have made possible the purchase of properties. Titles for these properties are vested in the State of Minnesota. The life membership fee is three dollars. Meetings are held twice annually, at Homecoming time in the fall, and in the spring during Commencement Week. The directors meet when called by the president. The Alumni Directory, an interesting and valuable record dated 1871-1940, has been published under the leadership of Miss Blanche Atkins, an alumnus and former faculty member. A copy, postpaid, may be obtained for thirty-five cents. The Association's project at present is building a loan fund for freshman students through memorial memberships. All inquiries concerning membership, the directory, or the loan fund, should be addressed to the Secretary of the Alumni Association.

### THE STUDENT COUNCIL

The College maintains a Student Organization office where materials, records, and equipment are filed or stored. Student committees hold conferences in this office and they are privileged to use all its facilities. The Student Council has become a fine, active administrative group serving as a co-ordinating body in all activities carried on by the students. Its officers are elected by the student body and the remaining members are selected by the various department boards. Three faculty members serve as counselors in the planning of a well-balanced program. The many services of this Council include: the responsibility for student activities; preparation of the New Student Guidebook; assistance in the annual homecoming festivities, weekly convocations, all-college social and cultural functions; selection of students for standing and special committees; functioning of the extra-class activity point system. During the emergencies of the present World War, the Council has devoted its activities and special emphasis on various war services which provide opportunity for student participation according to their interests.

### WOMEN'S SELF-GOVERNMENT ASSOCIATION

The Women's Self-Government Association, organized in 1925, is now a well-founded organization which aims: to promote and maintain good living standards; to provide social and cultural opportunities for all the campus young women. Four faculty members and a selected executive board administer the program outlined for each year. Because this organization includes all of the women enrolled at the College, it provides a channel for meeting the personality needs and varied interests of the individual students.



## INTER-RELIGIOUS COUNCIL

The Inter-Religious Council was organized in 1931 for the purpose of furthering interest in the spiritual life of the college student. The membership is composed of representatives from the six religious organizations on the campus. During the year there are many joint programs planned for united action. This promotes good fellowship and understanding thus strengthening the religious activities of each group.

## COLLEGE CHRONICLE

The College Chronicle is published bi-weekly by the students of the College under the immediate direction of a staff of twenty. Heading it are an editor-in-chief and a business manager, who are elected by the Board of Publications. The other staff members, selected from the four classes, gain places on the paper by competitive tryouts. In their work on the Chronicle the students receive training in the conduct of a school publication, which is of value to them in the teaching field. The Chronicle has received First Class and All-American honor ratings in the four-year college division from the National Scholastic Press Association.

## THE TALAH

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

## CHORAL ORGANIZATIONS

The College maintains several singing groups. The Choral Club (mixed voices) and the Girls' Choir are the smaller and special groups of selected voices. The Cecilians and the Male Chorus are the larger groups. Each organization makes several appearances every year in concert. Those who desire to become members of the clubs are given tests in voice, ear memory, sight reading and part singing.

## COLLEGE BAND

The College Band makes many appearances annually. Marching maneuvers for football games receive major emphasis in the early fall. The greater part of the year is devoted to a wide reading of the finest musical literature. Graduates of high school bands are urged to consult the director of the College Band about membership requirements.

## COLLEGE ORCHESTRA

The College Orchestra, an organization of some forty players, is composed of students with instrumental ability whether specializing in music or not. It provides excellent opportunities for an acquaintance with a wide range of orchestral literature, besides training in sight-reading, individual instrumental technics, and general musicianship. Graduates of high school orchestras or instrumental groups are urged to consult the director regarding membership requirements.

## ATHLETICS

Eastman Hall with its gymnasiums and swimming pool offers a special variety of exercises. The 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.

### LIFE SAVING CORPS

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

### SPLASH CLUB

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

### LETTERMEN'S CLUB

The Lettermen's Club is an organization to which all College men are eligible who have won a letter in any varsity sport. A good class average is necessary for membership. The purpose of the club, together with its alumni, is to promote College athletics both on and off the campus.

### ART CLUB

Open to all students interested in art. It operates the Poster Bureau, which is a special group within the art club. It is the committee on decorations for the College. The meetings are held twice monthly with a program of discussions, lectures, demonstrations, and social events. A trip to Minneapolis is an annual event.

### CAMERA CRAFT CLUB

The Camera Craft 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 vital 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.

### ALPHA PSI OMEGA

Alpha Psi Omega is a national honorary Dramatics fraternity. The Zeta Eta Cast was installed in the College in 1935. Membership is open to all students of the College who have acquired 750 activity points in the field of Dramatics.

### ENGLISH CLUB

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

### TAU KAPPA ALPHA

Tau Kappa Alpha is a national honorary Forensics fraternity, one of the member societies of the Association of College Honor Societies. Membership in the St. Cloud Chapter is open to students of the College who have had two years or more of extra-curricular speech activity (exclusive of dramatics) and who have been elected by the local chapter.

### 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.



### CHI SIGMA CHI

This new industrial arts leadership forum organized in 1942 to promote and develop character, scholarship and craftsmanship is open by invitation to all majors in that department. It seeks to develop professional spirit, fellowship and a better understanding of the opportunities and problems of the industrial arts teacher in our industrial democracy. Its bi-monthly meetings feature discussions intended to clarify teaching objectives, and the importance of character and teacher cooperation in education. Its program includes visits to major industries and outstanding schools and museums, educational movies, and a coordination of industrial arts with outdoor recreation.

### PI OMEGA PI

Pi Omega Pi is a national honorary business education fraternity whose members are selected in graduate and undergraduate colleges on the basis of scholarship and potential ability in the fields of commerce and education. The objectives that guide the fraternity and its members are designed to stimulate, evaluate, and build an effective business education program in the United States. Pi Omega Pi strives to encourage, promote, extend, and create interest and scholarship in commerce.

### 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.

### MUSIC CLUB

The Music Club is an organization whose membership is composed of majors and minors in the field of music. The club's monthly meetings provide educational and social programs for the members.

### SCIENCE CLUB

The Science Club offers an opportunity for science majors and minors to develop a scholarly and scientific attitude and to keep abreast of modern science developments supplementary to the standard material of course work. This is accomplished by co-operative presentation and discussion of interesting and pertinent topics or demonstrations by members of the club and guests.

### CALVIN FORUM

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

### LUTHERAN STUDENT ASSOCIATION

The College Lutheran Student Association is a member of the Lutheran Student Association of America. 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.

## STATE TEACHERS COLLEGE

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### 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 Thursday meetings a source of Christian fellowship and inspiration. Sunday school classes and Wesley Foundation programs at the First Methodist Church are maintained on Sunday in order that religious habits and values of the home church may be continued and that religion may be a vital part of the well rounded life.

### 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 welcomes into its membership all women of the College. The meetings are devotional in character and furnish an opportunity for the discussion of many topics related to Christian living. The commission plan of organization affords many opportunities for service and leadership experiences. The organization is affiliated with the National Young Women's Christian Association and sends a representative to Lake Geneva.

### FUTURE TEACHERS OF AMERICA

The second charter in Minnesota was granted the St. Cloud Teachers College Chapter of Future Teachers of America November 20, 1939, the founding year for the national organization and the centennial year of teacher education. It offers to its members experience in dealing with fellow teachers and citizens. The Future Teachers of America are an important part of the great state and national educational associations. Every member of a college chapter of Future Teachers of America is a junior member of the National Education Association and receives the National Education Association Journal. Membership is open to all students with an average of C or above and who are members of one other college organization.

### INTERNATIONAL RELATIONS CLUB

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

### COLLEGE LEAGUE OF WOMEN VOTERS

The College League of Women Voters is a non-partisan organization designed to train young women in the study of problems of government and for participation in community organizations. Its work is affiliated with that of the Leagues of other colleges of the state and the State League of Women Voters. The League meets twice each month and discusses problems of current interest that are vital to a college group interested in the development of an intelligent electorate. The activities of the League include those of educational, social and civic value. All women students are eligible for membership.

## 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.

## 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.

## COLLEGE WOMEN SOCIETIES

The women of the college have an opportunity to become a member of one of the six societies organized for the promotion of cultural and social experiences. Students are elected to membership when a minimum scholastic average of C is acquired during the time the student has been in residence. The activities include: bi-weekly meetings when literary and educational programs are given by members or guest speakers; participation and support in matters of general college welfare; enjoyment of many formal and informal parties planned by each group.

## RANGERS CLUB

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

## YO-HI CLUB

In 1928 the off-campus women of the college organized with the purpose of uniting for definite group activities. Regular meetings are held once a month at Carol Hall where the living rooms and recreation rooms provide pleasant surroundings for various group activities. Highlights of the year include a fall powwow, a Christmas caroling party, and a spring picnic.

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

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

1. Teaching of general high school subjects, such as English, languages, physical sciences and social sciences. Opportunity for differentiation in training for either the junior or the senior high school is provided for those who wish the special preparation. Students who complete this curriculum are recommended to receive the High School Standard General Certificate. (\*1).
  2. Teaching of special subjects such as Business Education, Industrial Arts, Fine Arts, Music, and Physical Education in the high and elementary schools. Students who complete the curriculum for a special field are recommended to receive the High School Standard Special Certificate. (\*2).
  3. Teaching in the elementary field, such as the kindergarten, the primary, intermediate or upper grades, junior high schools, and rural schools. Students who complete this curriculum are recommended to receive an Elementary School Advanced Certificate. (\*3).
  4. Administration and Supervision in the elementary field as principal or supervisor. Students who complete this curriculum are recommended to receive an Elementary School Advanced Certificate but must in addition meet the special requirements in training and experience fixed by the State Department of Education. (\*4).
  5. Administration and Supervision in the high school field as principal or superintendent. Students who complete this curriculum are recommended to receive the High School Standard General Certificate but must in addition meet the special requirements of training and experience fixed by the State Department of Education.
- \*1. Under the Minnesota law, Chapter 388, S.L. 1929, the holder of a High School Standard General Certificate shall be qualified to teach in the seventh and eighth grades of an elementary school.
  - \*2. Under the Minnesota law, the holder of a High School Standard Special Certificate is qualified to teach the special subjects of his field in any elementary school as well as in any high school.
  - \*3. Under the Minnesota law, this certificate when so designated qualifies the holder to teach in any junior high school.
  - \*4. Under the Minnesota law, any person who is qualified to be principal of any high school is thereby qualified to be principal of any elementary school.

## REQUIREMENTS FOR GRADUATION

All candidates for a degree must earn at least forty-eight quarter credits in residence in the junior and senior years, including the last twelve quarter credits.

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

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

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

## A. CONSTANTS FOR FIRST AND SECOND YEARS

	Qr. Hrs
Art 131—Appreciation	4
English	12
English 131—Composition and Literature	
English 132—Composition and Literature	
English 133—Composition and Literature	
Geography 171—Regional Human	4
Health Education 111—Hygiene and Sanitation	4
Mathematics 121—Cultural (not required of Majors nor Minors)	4
Music 121—Appreciation	4
Physical Education (4 quarters)	4
Psychology	8
Psychology 121—General	
Psychology 261—Educational	
Science	12
Biology 141—General	
Biology 142—General	
Physical Science 121 (not required of majors nor minors in Science.)	
Social Studies	16
Economics 273—Principles	
History 241—American	
Political Science 281—American Government	
Sociology 261—Introductory	

## B. CONSTANTS FOR THIRD AND FOURTH YEARS

Education	16
Education 252—Introduction to Teaching in Elementary Schools	
Education 344—Tests and Measurements	
Education 354—Introduction to Teaching in Secondary Schools	
Education 362—Elementary Curriculum	
Education 364—Secondary Curriculum	
Education 459—Philosophy	
Psychology	4
Psychology 341—Child	
Psychology 343—Adolescent	
Teaching (in fields of concentration)	12



## II. FIELDS OF CONCENTRATION

## A. ELEMENTARY

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

	Qr. Hrs.
Art .....	8
Education .....	4
English .....	6
Geography .....	10
Mathematics .....	4
Music .....	4
Science .....	8
Social Studies .....	10
Electives .....	34

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

Students preparing for the kindergarten field are required to complete four quarter hours of kindergarten teaching as part of the required student teaching, and four quarter hours each of Education 351 and Education 352, the latter to be carried concurrently with kindergarten teaching.

Students preparing for the elementary field who also desire certification for junior high school teaching are required to complete four quarter hours of student teaching at the junior high school level as a part of the required student teaching, and four quarter hours of Education 370. The remaining elective hours must be used to supplement the constants in order to earn a minimum of twenty-four quarter hours in each of two teaching fields. Each individual case will be decided on its own merits.

## B. SECONDARY

The secondary field emphasizes the professional training for teaching in secondary schools (junior-senior and six-year high schools). Qualification in this field requires the completion of at least one major, other than education, and two minors or the completion of two majors. The number of quarter credits for a major varies with the different subjects. A minor consists of at least twenty quarter credits, including the constants. The particular subjects to be selected in each field are determined in consultation with an adviser.

# **REQUIREMENTS FOR MAJORS AND MINORS IN GENERAL FIELDS** (Starred subjects indicate constants)

## **DIVISION OF LANGUAGES AND LITERATURE**

### **I. FOREIGN LANGUAGES**

#### **FRENCH**

#### **Major—40 Quarter Hours**

**Qr. Hrs.**

(For students who have had no French in high school.)

131	Elementary	4
132	Elementary	4
133	Elementary	4
231	Advanced	4
232	Advanced	4
233	Advanced	4
	*Student Teaching	4
	Electives in French including special methods	12

#### **Minor—30 Quarter Hours**

131	Elementary	4
132	Elementary	4
133	Elementary	4
231	Advanced	4
232	Advanced	4
233	Advanced	4
	*Student Teaching	2
	Elective	4

#### **FRENCH**

#### **Major—28 Quarter Hours**

(For students who have satisfactorily completed two years of French in high school.)

231	Advanced	4
232	Advanced	4
233	Advanced	4
	*Student Teaching	4
	Electives in French including special methods	12

#### **Minor—22 Quarter Hours**

231	Advanced	4
232	Advanced	4
233	Advanced	4
	*Student Teaching	2
	Electives	8

#### **SPANISH**

#### **Minor—22 Quarter Hours**

131	Elementary	4
132	Elementary	4
133	Elementary	4
	*Student Teaching	2
	Electives	8

# STATE TEACHERS COLLEGE

## 2. ENGLISH

### Major—40 Quarter Hours

Qr. Hrs.

*131	Composition and Literature	4
*132	Composition and Literature	4
*133	Composition and Literature	4
220	Fundamentals of Speech	4
261	Survey of English Literature	2
262	Survey of English Literature	2
263	Survey of English Literature	2
331	Advanced Composition	2
332	Advanced Composition	2
351	The Teaching of Composition in Secondary Schools	2
353	High School Literature	4
443	Survey of American Literature	4
*	Student Teaching	4

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

### Minor—24 Quarter Hours

*131	Composition and Literature	4
*132	Composition and Literature	4
*133	Composition and Literature	4
220	Fundamentals of Speech	4
351	The Teaching of Composition in Secondary Schools	2
353	High School Literature	4
*	Student Teaching	2

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

## 3. SPEECH

### Minor—24 Quarter Hours

220	Fundamentals of Speech	4
222	The Speaking Voice	4
224	Oral Interpretation	4
227	Argumentation	2
260	Dramatics	4
350	The Teaching of Speech in the Elementary School	2
or		
355	The Teaching of Speech in the Secondary School	2
*	Student Teaching	2
	Elective	2

## DIVISION OF MATHEMATICS AND SCIENCE

## 1. MATHEMATICS

Major—40 Quarter Hours		Qr. Hrs.
*121	Cultural .....	4
221	College Algebra .....	4
222	Trigonometry .....	4
321	Analytics .....	4
451	Professional Subject Matter .....	4
	*Student Teaching .....	4
	Electives .....	16
Minor—26 Quarter Hours		
*121	Cultural .....	4
221	College Algebra .....	4
222	Trigonometry .....	4
321	Analytics .....	4
451	Professional Subject Matter .....	4
	*Student Teaching .....	2
	Elective .....	4

## 2. SCIENCE

Major—60 Quarter Hours		
*141	General College Biology .....	4
*142	General College Biology .....	4
143	General College Biology .....	4
221	Chemistry, Inorganic .....	4
222	Chemistry, Inorganic .....	4
223	Chemistry, Qualitative Analysis .....	4
331	Physics, Mechanics .....	4
332	Physics, Magnetism and Electricity .....	4
333	Physics, Heat, Light, and Sound .....	4
453	The Teaching of Science .....	4
	*Student Teaching .....	4
	Biology (Elective) .....	4
	Electives in Science, (4 qr. hrs. may be in Mathematics)	12

## BIOLOGY

Minor—26 Quarter Hours		
*141	General College Biology .....	4
*142	General College Biology .....	4
143	General College Biology .....	4
453	The Teaching of Science .....	4
	*Student Teaching .....	2
	Electives .....	8

## PHYSICAL SCIENCE

Minor—30 Quarter Hours		
221	Chemistry, Inorganic .....	4
222	Chemistry, Inorganic .....	4
223	Chemistry, Qualitative Analysis .....	4
331	Physics, Mechanics .....	4
332	Physics, Magnetism and Electricity .....	4
333	Physics, Heat, Light, and Sound .....	4
453	The Teaching of Science .....	4
	*Student Teaching .....	2

# STATE TEACHERS COLLEGE

## DIVISION OF SOCIAL STUDIES

### 1. SOCIAL STUDIES

Major—60 Quarter Hours		Qr. Hrs.
*171	Regional Human Geography	4
*241	American History	4
*261	Introduction to Sociology	4
*273	Principles of Economics	4
*281	American Government	4
353	The Teaching of Social Studies	2
353	The Teaching of Geography	2
367	Economics	4
	Geography (Elective)	4
	History (Electives)	16
	Political Science (Elective)	4
	Sociology (Elective)	4
	*Student Teaching	4

### 2. GEOGRAPHY

Major—32 Quarter Hours		
*171	Regional Human Geography	4
271	Economic Geography	4
275	North America	4
353	The Teaching of Geography	2
371	Asia	4
	*Student Teaching	4
	Electives	10

#### Minor—24 Quarter Hours

*171	Regional Human Geography	4
271	Economic Geography	4
275	North America	4
353	The Teaching of Geography	2
	*Student Teaching	2
	Electives	8

### 3. HISTORY

#### Major—40 Quarter Hours

*241	American	4
331	Ancient World	4
332	Early Modern History	4
333	Recent World History	4
342	Recent American History	4
353	The Teaching of Social Studies	2
	*Student Teaching	4
	Electives	14

#### Minor—24 Quarter Hours

*241	American	4
333	Recent World History	4
353	The Teaching of Social Studies	2
	*Student Teaching	2
	Electives	12



# ST.CLOUD, MINNESOTA

## 4. SOCIAL SCIENCES

Major—40 Quarter Hours		Qr. Hrs.
*261	Introduction to Sociology	4
*273	Principles of Economics	4
*281	Political Science	4
353	The Teaching of Social Studies	2
361	Sociology	4
367	Economics	4
381	Political Science or 383	4
471	Economics	4
	*Student Teaching	4
	Electives	6
Minor—24 Quarter Hours		
*261	Introduction to Sociology	4
*273	Principles of Economics	4
*281	Political Science	4
353	The Teaching of Social Studies	2
	*Student Teaching	2
	Electives	8

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

### DIVISION OF ARTS AND MUSIC

#### 1. FINE ARTS

Major—48 Quarter Hours		Qr. Hrs.
*131	Appreciation of Art	4
151	Principles of Art	4
233	Crafts	4
235	Design and Composition	4
251	Advanced Principles of Art	4
431	History of Art	4
	*Student Teaching	6
	Additional courses to meet certificate requirements including special methods	18
Minor—22 Quarter Hours		
*131	Appreciation of Art	4
151	Principles of Art	4
233	Crafts	4
	*Student Teaching	2
	Electives	8

# STATE TEACHERS COLLEGE

## 2. INDUSTRIAL ARTS

Major—48 Quarter Hours		Qr. Hrs.
123	Principles of Woodworking	4
125	Principles of Drafting	4
221	Elementary General Metal	4
223	Printing	4
225	Sheet Metal and Pattern Drafting	4
331	Electricity	2
332	General Mechanics	2
333	Ceramics	4
450	Methods in Industrial Arts	4
	*Student Teaching	6
	Additional courses to meet certificate requirements	10

## 3. MUSIC

Major—60 Quarter Hours		
*121	Appreciation	4
131	Harmony	4
132	Ear Training	2
231	Harmony	4
251	Teaching of Music in Primary Grades	4
253	Teaching of Music in Intermediate Grades	4
351	Music Administration and Teaching Secondary	4
	*Student Teaching	6
	Applied Music	
	Band or Orchestral Instruments (3 quarters)	4
	Piano (3 quarters)	4
	Voice (3 quarters)	4
	Ensemble Experience	
	Band or Orchestra (6 quarters)	4
	Choral Groups (6 quarters)	4
	Additional courses to meet certificate requirements	8

### INSTRUMENTAL

Minor—24 Quarter Hours		
*121	Appreciation	4
131	Harmony	4
132	Ear Training	2
353	The Teaching of Brass and Percussion Instruments	2
355	The Teaching of Woodwind Instruments	2
441	Instrumental Conducting	2
	*Student Teaching	2
	Band or Orchestra (6 quarters)	4
	Elective	2

### VOCAL

Minor—24 Quarter Hours		
*121	Appreciation	4
251	The Teaching of Music, Elem., or 351, Secondary	4
253	The Teaching of Music, Elementary and Secondary	4
	*Student Teaching	2
	Choral Groups (3 quarters)	2
	Piano or Voice (3 quarters)	4
	Elective	4

## DIVISION OF BUSINESS EDUCATION

## 1. BUSINESS EDUCATION

Major—58 Quarter Hours		Qr. Hrs.
101	Survey of Business	2
102	Business Organization	2
207	Principles of Office Machines	2
301	Business Law	4
311	Beginning Accounting	4
312	Intermediate Accounting	4
401	Advanced Office Machines	4
420	Survey of Distributive Education	4
451	Methods in Business Education	2
452	Methods in Business Education	2
	*Student Teaching	8
	Electives	8
	Stenographic Studies Plan A or Plan B	12
Stenographic Studies Plan A is arranged for those who have had no previous work in shorthand and typewriting:		
201	Typewriting	2
202	Typewriting	2
203	Typewriting	2
211	Shorthand	2
212	Shorthand	2
213	Shorthand	2
Stenographic Studies Plan B is arranged for those who have had one or more years of shorthand and typewriting in high school:		
221	Secretarial Science	4
222	Secretarial Science	4
223	Secretarial Science	4

## ACCOUNTING, TYPEWRITING AND BUSINESS RELATIONS

## Minor—30 Quarter Hours

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

# STATE TEACHERS COLLEGE

## BUSINESS SKILLS

Minor—30 Quarter Hours		Qr. Hrs.
311	Beginning Accounting	4
312	Intermediate Accounting	4
401	Office Practice and Office Machines	4
451	Methods in Business Education	2
	*Student Teaching	4
	Shorthand and Typewriting: Plan A or Plan B	12

## RETAIL SELLING AND CLERICAL PRACTICE

Minor—30 Quarter Hours		
102	Business Organization	2
105	Marketing	2
311	Beginning Accounting	4
401	Office Practice and Office Machines	4
420	Survey of Distributive Education	4
421	Retailing, Store Management	4
431	Retailing, Merchandising	4
451	Methods in Business Education	2
	*Student Teaching	4

## SECRETARIAL TRAINING

Minor—30 Quarter Hours		
401	Office Practice and Office Machines	4
414	Business Letter Writing	4
452	Methods in Business Education	2
	Elective	4
	*Student Teaching	4
	Shorthand and Typewriting: Plan A or Plan B	12

## DIVISION OF HEALTH, PHYSICAL EDUCATION AND RECREATION

### 1. HEALTH AND PHYSICAL EDUCATION

#### PHYSICAL EDUCATION FOR MEN

Major—48 Quarter Hours		Qr. Hrs.
123	Curriculum	1
124	Boxing	1
151	Gymnastic Stunts	2
230	Tennis	1
250	History and Organization	2
251	Coaching Basketball	2
253	Coaching Baseball and Track	2
255	Coaching Football	2
257	Recreational Activities	2
259	Swimming	2
261	Dancing and Rhythms	2
263	Sports Education	2
330	Golf	1
345	Physiology	4
348	Anatomy and Kinesiology	4
351	School Programs	4
403	Training and First Aid	2
450	Organization and Administration	1
451	Health Education and Corrective	4
452	Tests and Measurements	1
	*Student Teaching	6

**Minor—24 Quarter Hours****Qr. Hrs.**

123	Curriculum .....	1
124	Boxing .....	1
127	Individual Athletics .....	1
151	Gymnastic Stunts .....	2
230	Tennis or 330 Golf .....	1
251	253, or 255 Coaching .....	2
257	Recreational Activities .....	2
259	Swimming .....	2
261	Dancing and Rhythms .....	2
263	Sports Education .....	2
351	School Programs .....	4
403	Training and First Aid .....	2
	*Student Teaching .....	2

**PHYSICAL EDUCATION FOR WOMEN****Major—48 Quarter Hours**

131	Stunts and Games .....	1
133	Folk Dancing .....	1
134	Folk Dancing .....	1
138	Swimming .....	1
141	Body Mechanics .....	1
143	Soccer .....	1
204	First Aid .....	1
233	Tap Dancing .....	1
234	Rhythmic Fundamentals .....	1
250	History and Organization .....	2
254	Methods and Materials .....	4
258a	Coaching .....	2
258b	Coaching .....	2
258c	Coaching .....	2
336	Life Saving .....	1
345	Physiology .....	4
348	Anatomy and Kinesiology .....	4
351	School Programs .....	4
432	Technic of Teaching Rhythm .....	1
438	Tumbling and Pyramid Building .....	1
450	Organization and Administration .....	1
451	Health Education and Corrective .....	4
452	Tests and Measurements .....	1
	*Student Teaching .....	6

**Minor—24 Quarter Hours**

131	Stunts and Games .....	1
132	Individual Games .....	1
133	Folk Dancing .....	1
134	Folk Dancing .....	1
138	Swimming .....	1
141	Body Mechanics .....	1
144	Volleyball .....	1
254	Methods and Materials .....	4
258a	Coaching .....	2
258c	Coaching .....	2
351	School Programs .....	4
450	Organization and Administration .....	1
	*Student Teaching .....	2
	Elective .....	2



## STATE TEACHERS COLLEGE

### SPORTS PROGRAM FOR MAJORS AND MINORS

The department expects students to take at least one class hour in sports each season during six seasons.

### POSTURE REQUIREMENT

Each student is expected to attain a grade of at least C in posture. Failure to merit this standard at the end of the first year will necessitate enrollment in Physical Education 135 until standard is attained.

### DIVISION OF PROFESSIONAL STUDIES

#### 1. EDUCATION

Major—32 Quarter Hours	Qr. Hrs.
*344 Tests and Measurements	4
*362 or *364 Curriculum	4
481 Psychology of Elem. Sch. Sub.	4
Supervision and Administration	8
Additional Courses in Education	12

Elementary Education Majors are classified in this Division.

## THE TWO-YEAR DIPLOMA COURSE

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

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

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

## SUBJECTS PRESCRIBED FOR THE TWO-YEAR COURSE

	Qr. Hrs.
Art 153—Principles	4
Biology 141—General College	4
Education	26
151 Reading	4
252 The Introduction to Teaching	4
254 Directing Learning	4
256 Methods of Education	4
Student Teaching	10
English	12
121 Grammar, Composition, and Reading	4
122 Composition, Literature, and Speech	4
151 Children's Literature	4
Geography 171—Regional Human	4
Health Education 113—Hygiene and Sanitation	2
Health Education 213	2
History	8
131 European Background	4
241 American	4
Mathematics 151	4
Music 250	4
Physical Education (4 quarters)	4
Physical Science 121	4
Political Science 281	4
Psychology	8
121 General	4
261 Educational	4
Sociology 261	4
Sociology 263a	2
Total	96

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

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

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

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

## DESCRIPTION OF COURSES

Courses numbered 100 are for first year students, those numbered 200 for second year students, 300 for third year and 400 for fourth year. Students may not elect subjects numbered more than 100 above or below their classification, *ie.*, second year students may not elect courses numbered 400 and third year students may not elect those numbered 100. (Each course is a four quarter credit course unless otherwise indicated.)

### DIVISION OF ARTS AND MUSIC

#### FINE ARTS

131 APPRECIATION OF ART—An introductory course whose chief aim is to create an interest in art by giving contacts with its various phases such as architecture, painting, sculpture, pottery, advertising, textiles, art in home and industry, etc. Material is presented through lectures, discussions, and exhibits.

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 design. The purpose of this course is an acquiring of fundamental skills, an acquaintance with public school methods and problems, and an understanding and appreciation of the basic art principles. Fall

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

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

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

235 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.

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

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 furnishing, a brief history of period furniture will be given. Visits to various types of homes are a part of the course. Fall

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 third of the course will be given over to the study of the uses of clay in the elementary school. The remainder of the time will be spent in modeling figures and making pottery. Winter

351 TEACHING OF ART IN THE ELEMENTARY SCHOOLS—The following is an outline of work to be covered: selection and organization of subject matter and building of courses of studies; methods of presenting units of work; lesson planning; art exhibits; ordering of appropriate materials and consideration of various art materials on the market; reports on books, magazines and other available reference materials; observation of classes in all grades and presenting many different phases of art. Spring

## STATE TEACHERS COLLEGE

**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 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. Spring

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

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

### INDUSTRIAL ARTS

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

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

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

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

**225 SHEET METAL AND PATTERN DRAFTING**—The course covers the use of hand tools and machines, soldering, spinning, art metal, pattern development and related material. Some of the projects made in this course are funnels, water pails, scoops, boxes, pans, trays, and elbow and pipe intersections. Prerequisite: Industrial Arts 221. Spring

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

**322 HOME MAINTENANCE**—This course includes principles and practice of furniture refinishing, interior painting, sharpening of common tools and household equipment, simple plumbing and electrical repairs. Especially planned for girls.

**331 ELECTRICITY**—The fundamentals of electric wiring, splicing, soldering, bell wiring, conduit wiring and switches are studied. Small motors, transformers, telegraph sets, storage batteries, and radios worked out. Prerequisite: Industrial Arts 221. 2 credits. Fall

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



## ST.CLOUD, MINNESOTA

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

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

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

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

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

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

## MUSIC

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

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. Spring

132 EAR TRAINING—A course in the transcribing of melodies, two-part, three-part and four-part work from piano dictation. The aim of the course is to enable the student to have a quicker aural perception of both chords and melodies in their proper rhythmic relations. 2 credits

211 FUNDAMENTALS OF READING MUSIC—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 will be accepted in lieu of Music 250, the required course for two-year students and for the elementary degree students.

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

## STATE TEACHERS COLLEGE

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**250 THE TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL**—This course includes methods in the teaching of Public School Music through the first six grades and the rural schools 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. At the discretion of the music faculty, students who are unable to sing or read music, will take Music 211 in lieu of this course.

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

**253 THE TEACHING OF MUSIC IN INTERMEDIATE GRADES**—This course includes ear training in tone combinations; enunciation and tone placing, song interpretation; methods of sight reading and appreciation through the intermediate and upper grades; preparation of lesson plans; teaching of illustrative lessons and demonstration teaching. Winter

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

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

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

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

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

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

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

431 ORCHESTRATION—Orchestration includes a study of the band and orchestra instruments as to register and tone quality. Experience is received in making arrangements of melodies for various types of instrumental ensembles. 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. 2 credits. Spring

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

113-313 CHORAL ORGANIZATIONS—The College maintains several singing groups. The Choral Club (mixed voices) and the Girls' Choir are the smaller and special groups of selected voices. The Cecilians and the Male Chorus are the larger groups. Each organization makes several appearances every year in concert. Early in the year those who desire to become members of the clubs are given tests in voice, ear memory, sight reading and part singing. Required—3 consecutive quarters for credit. 2 credits.

161-361 COLLEGE BAND—The College Band maintains a well-balanced concert instrumentation. Faithful attendance, sight-reading ability and a genuine enjoyment of music are the most important qualifications for membership. Required—3 consecutive quarters for credit. 2 credits.

163-363 COLLEGE 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 orchestra 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. 2 credits

165-365 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.

167-367 BAND OR ORCHESTRAL INSTRUMENTS—Private lessons on string, brass, woodwind, or percussion instruments are an essential part of a complete music education. Strict attention is given the fundamentals of tone quality, intonation, technic, and musical expression. Required—3 consecutive quarters for credit.

169-369 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.

## STATE TEACHERS COLLEGE

### PRIVATE LESSONS IN VOICE, PIANO, BAND AND ORCHESTRAL INSTRUMENTS

One year of private lessons in voice, one year in piano, and one year in band or orchestral instruments are required of all students who major in music. The fee for lessons in voice, piano, band, or an orchestral instrument is \$15.00 per quarter of twelve weeks. Class instruction in voice is also offered for a small fee.

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

One-half hour to one hour of practice per day is required of all voice students and one to two hours of practice per day is required of all piano and instrumental students. The lessons in voice, piano, band and orchestral instruments are given in the studios of the Music Hall.

## DIVISION OF BUSINESS EDUCATION

### BUSINESS EDUCATION

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

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

**105 MARKETING**—This course deals with the practical aspects of modern marketing. Marketing functions, marketing agencies, and the various types of middlemen are discussed. Some of the specific topics are trade channels, transportation, storage, financing, speculation, insurance, market research, independent stores, chain stores, department stores, and mail order house. May be used as an elective in Economics. 2 credits

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

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



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

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

**207 PRINCIPLES OF OFFICE MACHINES**—Intensive drill is given on the ten-key adding listing machine, the key-stroke calculator, and the crank-driven calculator. A complete unit on filing practice and filing systems is taught. 2 credits

**208 PRINCIPLES OF OFFICE MACHINES**—This is a continuation of Business Education 207, and is included in the two-year business course. It may be elected by Business Education majors. The course includes the full keyboard adding machines, geographic, subject, and soundex filing, and a specialization on either the key-stroke calculator or the crank-driven calculator. 2 credits

**211 SHORTHAND**—Fundamental principles of Gregg Shorthand are studied. Reading and writing ability is stressed. Basic characters and their execution are studied. Students who have had one year or more of high school shorthand may be excused from this course with the consent of the instructor and enroll in Business Education 212. 2 credits. Fall

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

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

**214 SHORTHAND**—This course is designed for students who have had shorthand in the past, but whose knowledge of the subject is not sufficient for advanced work. A complete year's work will be telescoped into one quarter with emphasis placed on the building of an adequate shorthand vocabulary and the automatization of the most frequently used words and phrases. Registration with consent of instructor. 2 credits.

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

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

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

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



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

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

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

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

**314 ACCOUNTING PROBLEMS**—An advanced accounting course in which accounting theory is developed through the solution of problems dealing with working papers, statements, corporation accounting, partnerships, installment sales, consignments, funds and reserves, inventories, correction of statements, accounting ratios and analysis of statements. C.P.A. problems and questions are used in this course. Prerequisite: Accounting 313 or equivalent.

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

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

**325 CIVIL SERVICE SECRETARIAL TRAINING**—This course is designed to fill the needs of those with previous training in shorthand and typewriting who wish to enter government service and also those who are preparing to teach civil service secretarial training on the secondary level. Attention is called to the offerings in office machines including ten-key and full keyboard adding machines, key-driven and crank-driven calculators, bookkeeping machines, duplicating machines, dictaphones, and complete filing equipment.

401 **ADVANCED OFFICE MACHINES**—Through the job sheet and "rotation" method, the student is required to attain a high degree of proficiency in the operation of such machines as the Ditto, the Mimeograph and the Mimeoscope, the Dictaphone, the Burroughs Bookkeeping Machine, the Underwood Sundstrand Bookkeeping Machine, the ten-key adding machines, the full keyboard adding machines, the crank-driven calculators, and the key-stroke calculators. Specialization is provided by requiring the accounting majors to become thoroughly acquainted with calculator and bookkeeping machine operation, and by requiring the secretarial majors to become thoroughly acquainted with dictating and duplicating machine operation.

411 **STENOGRAPHIC TRANSCRIPTION**—The development of each student's maximum speed and accuracy in dictation and transcription will be the aim of this course. Students completing this course should be well qualified for secretarial work, which is desirable experience for commercial teachers. Dictation and transcription of letters, articles, speeches, and court testimony will constitute the major work in this course. Prerequisite: 16 quarter hours of secretarial studies or consent of instructor.

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

420 **SURVEY OF DISTRIBUTIVE EDUCATION**—This course provides the student with the basic subject matter necessary to teach courses in selling and merchandising on the high school level. Materials, methods, and content in general salesmanship, retail selling, and store management are presented. Reference is also made to the cooperative courses in distributive education based on the George-Deen Act. Prerequisite: Business Education 105.

421 **RETAILING: STORE MANAGEMENT**—A study of store management and operation. The units include store location, layout, organization, buying, receiving and marking, stock control, merchandise budgeting, inventory methods, delivery, credit and collection, and personnel work. Special units on selling and advertising are included as a continuation of the study made in Business Education 420. Prerequisite: Business Education 420.

431 **RETAILING: MERCHANDISING**—Problems in profit computation, merchandise selection, pricing, buying, merchandise control, sales promotion, selling, advertising, personnel, organization, store system, accounting, and credit are studied, analyzed, and discussed by the case study method. Prerequisite: Business Education 421.

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

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

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

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

## DIVISION OF HEALTH, PHYSICAL EDUCATION AND RECREATION

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

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

Students electing to major in Physical Education must complete forty-eight required hours as listed. Minors must complete twenty-four required hours as listed.

Physical Education is required of all students. Degrees and diplomas are granted only after all requirements are met including four one-quarter hour courses in physical education. Only one hour credit may be earned in any one quarter to apply on constant requirements except for majors and minors. A student whose major or minor is in another department may select other courses in physical education to apply toward graduation.

No minors (men) are eligible to take the coaching courses Physical Education 251, 253, 255 until they have completed eight credits in other physical education courses.

All students are required to take a physical-medical examination. Individual courses are arranged for those found unable to take the regular work. Any student who has attained the age of 40 or upon the recommendation of the College Health Service is excused from activity courses. These hours may be made up in the field of health.

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

## HEALTH AND PHYSICAL EDUCATION

**111 HEALTH EDUCATION**—This course is planned to give scientific background basic to understanding, conserving and improving personal and community health. Application is made to school health problems and health teaching. Included in this course are units dealing with the physiological effects of narcotics and alcoholic liquors. The course meets the requirements of chapter 584 of the Session Laws of 1943.

**113 HEALTH EDUCATION**—This course covers the following topics: a healthful school environment, health instruction, health education materials, health activities and units on health. Included in Health Education 113 are units dealing with the physiological effects of narcotics and alcoholic liquors. This course meets the requirements of chapter 584 of the Session Laws of 1943. 2 credits.

**210 HEALTH EDUCATION**—This course in nutrition is designed to give teachers practical laboratory experience with foods and other problems related to the school lunch program. 2 credits

**213 HEALTH EDUCATION**—The course describes a good health service program and what the teacher can do to make it successful. It deals especially with the physical inspection, communicable diseases, and physical defects of pupils. The last unit covers the first aid treatments for common emergencies such as burns, cuts, and fractures. 2 credits

**312 CAMPING EDUCATION**—This course is designed to acquaint students with types of camps, with underlying philosophies and with present trends in camping. Camp standards, program planning and cabin counseling will be studied. The course includes laboratory work in camp craft skills.

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

## MAJOR COURSES

### MEN AND WOMEN

**250 HISTORY AND ORGANIZATION**— Study and discussion of the aims and objectives of physical education including the historical development, organization and the analysis of present day trends. 2 credits.

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

**348 ANATOMY AND KINESIOLOGY**—A study of the gross structure of the body including the various systems such as skeletal, muscular, circulatory, respiratory, nervous, etc., and the part each system plays in the various actions of the body during big muscle activity. Applied anatomy and kinesiology are stressed as they are used in physical education work. Prerequisite: Physical Education 345.

**351 SCHOOL PROGRAMS**—Deals with principles underlying the formation of programs in physical education for elementary and high school work and shows how our present day work is an outgrowth of some of the theories and methods of leaders of various movements in this field. The relationship of physical education to general education is given special attention. Fall.

**450 ORGANIZATION AND ADMINISTRATION OF PLAYGROUND**—The course deals with the methods and problems involved in the organization and administration of a playground system. The activity program is not taken up from the standpoint of material but rather the operation and administration of a community and school playground. 1 credit.



## STATE TEACHERS COLLEGE

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

**452 TESTS AND MEASUREMENTS**—This course is designed to acquaint the student in the field of physical education with the many kinds of tests, classifications and indexes that are used by leaders in the field. The course includes the following: measuring motor ability; achievement scales in physical education activities; classification tests and physical fitness. 1 credit.

### REQUIRED COURSES

#### MEN

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

**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 CURRICULUM**—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 this course. 1 credit. Winter

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



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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, foot-work, etc., are taught. Each student must furnish his own equipment. 1 credit. Spring

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

336 LIFE SAVING—This is a course for more advanced swimmers. The theory and practice of methods used in Red Cross Life Saving and the instruction in water safety are included in this course. Red Cross Life Saving Tests are given and those passing are awarded the Life Saving Emblems. 1 credit.

### MAJOR COURSES

#### MEN

151 GYMNASTIC 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

259 SWIMMING—Arranged to prepare the teacher to give instruction in several of the most common strokes, life saving, resuscitation, and fancy diving. Methods of conducting classwork in water activities and competitive water events will receive considerable attention. 2 credits. Spring

261 DANCING AND RHYTHMS—Includes a study and practice of simple rhythms, gymnastic dancing, clogging. Some attention is given to the teaching of social dancing. 2 credits. Winter

263 SPORTS EDUCATION—This course deals with instruction in the skills and methods involved in some of the so-called minor sports such as: soccer, archery, volleyball, speedball, and games of like nature. Training in directing marching will also be given. 2 credits. Fall

403 TRAINING AND FIRST AID—Deals with the theory and practice of methods employed in proper training and in caring for athletic injuries. Attention is centered on first aid work and preparing individuals for strenuous physical exercise. 2 credits. Spring

## STATE TEACHERS COLLEGE

### REQUIRED COURSES

#### WOMEN

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 this course. 1 credit. Winter

131d STUNTS AND GAMES—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 secondary degree students. 1 credit

131e STUNTS AND GAMES—The purpose of this course is to acquaint the student with the physical education activities suitable for four-year elementary students. Guidance is given in program building and the collection of material. Required of all elementary degree students. 1 credit

131r STUNTS AND GAMES—The purpose of this course is to acquaint the student with the physical education activities suitable for elementary and rural students. Guidance is given in program building and the collection of material. Required of all two-year students. 1 credit

132 INDIVIDUAL GAMES—Individual and dual sports as badminton, shuffle board, deck tennis, table tennis, etc. 1 credit

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

133e FOLK DANCING—Simple rhythmic work and dances expressive of the folk lore of different nations. The activities are selected from the state curriculum in health and physical education. Attention will be given to the selection of materials and teaching technics of rhythm work. Required of all elementary degree students. 1 credit

133r FOLK DANCING—Simple rhythmic work and dances expressive of the folk lore of different nations. The activities are selected from the state curriculum in health and physical education. Attention will be given to the selection of materials and teaching technics of rhythm work. Required of all two-year students. 1 credit

134 FOLK DANCING—A recreational course designed to give the student sufficient training in the fundamental rhythms basic to folk dancing, square dancing, and social dancing. Required of degree students. Open to both men and women. 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 technics of elementary strokes and diving are taught. 1 credit

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

141 BODY MECHANICS—An orientation course required of all freshmen and to be taken the first quarter of the freshman year. The course is adapted to individual needs and abilities. It aims to help build up sufficient strength and vitality to meet the demands of normal activity life; to appreciate and practice fundamental health habits; develop normal carriage—coordination and motor judgment, to give the student contact with recreational activities. Required of all students. 1 credit

142 HOCKEY—Purpose of this course is to provide an opportunity for students to learn the skills of hockey and practice fundamental team strategy. The course aims to provide the student with a background for advanced participation in the sport, for teaching and officiating of the sport. 1 credit

## ST.CLOUD, MINNESOTA

143 SOCCER—Purpose of this course is to provide an opportunity for students to learn the skills of soccer and practice fundamental team strategy. The course aims to provide the student with a background for advanced participation in the sport, for teaching and officiating of the sport. 1 credit

144 VOLLEYBALL—Purpose of this course is to provide an opportunity for students to learn the skills of volleyball and to practice both team and individual strategy. Provides student with background for advanced participation in and for teaching and officiating of the sport. 1 credit

145 BASKETBALL—Purpose of this course is to provide an opportunity for students to learn skills of basketball and to practice both team and individual strategy. Provides student with background for advanced participation in and for teaching and officiating of the sport. 1 credit

146 SOFTBALL—Provides the opportunity for students to learn the skills of the game of softball and to practice the team and individual strategy. Also provides background for advanced participation in the game and for teaching and officiating the game. 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 TAP AND CLOG—This course includes the basic routines in clog and tap dancing. 1 credit

234 RHYTHMIC FUNDAMENTALS—A course in dance technics and rhythmic fundamentals designed to increase range and control of movement through the development of strength, flexibility, rhythm, and balance, and to provide a knowledge of musical notation, terminology, and form only as these are related to dance. 1 credit

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

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 own equipment. 1 credit

336 LIFE SAVING—This is a course for more advanced swimmers. The theory and practice of methods used in Red Cross Life Saving and the instruction in water safety are included in this course. Red Cross Life Saving Tests are given and those passing are awarded the Life Saving Emblems. 1 credit

INTRAMURAL PROGRAM FOR WOMEN—The intramural program is a part of the recreational set-up of the department of Health and Physical Education for women. The broad program is offered to meet the many interests. Seasonal team and individual sports as well as dancing and swimming provide opportunities for recreational participation.

Membership in the W.A.A. is open to all women. An emblem may be earned by any person meeting the requirement as outlined in W.A.A. constitution.

### MAJOR COURSES WOMEN

204 FIRST AID—This course is designed to give instructions and laboratory work in Red Cross first aid procedure. The course will include the discussion and practice in the various phases of first aid work. Such phases include the care of wounds, injuries to bones, joints and muscles; various types of dressings and bandages; injuries caused by heat and cold; treatment for shock, unconsciousness, common emergencies; artificial respiration; transportation and care of injured. The Red Cross standard first aid certificate is given upon satisfactory completion of the course. 1 credit

## STATE TEACHERS COLLEGE

**254 METHODS AND MATERIALS**—Methods and materials underlying the selection, classification, progression, the presentation and adaptation of material in teaching physical education. Testing results in teaching and lesson planning.

**258a COACHING**—The purpose of this course is to give instruction in the teaching and officiating of soccer, speedball and hockey. Prerequisite: 1 quarter of activity in each. 2 credits

**258b COACHING**—A continuation of 258a. The sports studied are: volleyball, basketball, and badminton. Prerequisite: 1 quarter of activity in each. 2 credits

**258c COACHING**—A continuation of 258b. The sports studied are: tennis and softball. Prerequisite: 1 quarter of activity in each. 2 credits

**432 TECHNIQS IN TEACHING DANCING**—Open to those who are majoring and minoring in physical education. This course is designed to give a comprehensive knowledge of available materials and methods of teaching all phases of dance including social, tap, folk, and modern. 1 credit

**438 TUMBLING AND PYRAMID BUILDING**—Instructions 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 it is open to others who are interested and who have had three quarters of physical education. 1 credit



## DIVISION OF LABORATORY SCHOOLS

### TEACHING

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

Students teach in the grades for which their curriculum is designed to prepare them. Their preferences as to grades and subjects are considered in assigning them to classes. Supervisors assist them with problems of selection and organization of materials, teaching and management. Besides teaching, the work includes group and individual conferences, assigned readings and reports, directed observation, and the planning of daily and longer units of teaching. While skill in teaching is one of the objectives of these courses, they seek to develop teachers who strive for a growing mastery of principles of education rather than to train pattern teachers who closely imitate the supervisor's demonstrations. These courses require daily attendance. The usual assignment, except for Rural Teaching, is for one college period daily to earn four quarter credits in a quarter. In addition, except during summer sessions, student teachers keep the first college period free for conference. During summer session, these conferences are held in the afternoon.

Students not in residence expecting student-teaching assignments after one or more quarters away from the college should write to the Director of Training at least two months before the time when they wish to be assigned to student teaching. Beginning Teaching, i.e., Education 231, 331 and 341, is offered during the summer session only by special arrangement.

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

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

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

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

**321 NURSERY SCHOOL TEACHING**—Supervised teaching is done daily in the nursery school for twelve weeks. This course is intended for all interested in home and school care and education of young children. It must parallel Education 320. 2 credits

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

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



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

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

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

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

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

**421 ADVANCED NURSERY SCHOOL TEACHING**—This course may be elected by students who, having completed Teaching 321 and Teaching 335, wish additional experience in teaching young children.

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

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

**444 INTERN TEACHING**—Proposes to (1) increase the college facilities for student teaching; (2) make possible student teaching in schools where the problems are similar to those the student will meet under actual teaching conditions. It has the advantage of receiving six-weeks of supervised training in a small school system either in lieu of the last quarter of student teaching or as teaching in addition to the regularly required practice teaching. It may be accompanied by a parallel problem carrying up to four credits.

**479 SENIOR YEAR ELECTIVE TEACHING**—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.

## DIVISION OF LANGUAGES AND LITERATURE

### 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. Required for a major or minor.

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

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

#### SPANISH

131, 132, 133 **ELEMENTARY SPANISH**—The elements of Spanish grammar and pronunciation, together with easy reading material dealing with life in Spain and in the Spanish-American countries. A continuous year of work is required for credit.

231, 232, 233 **INTERMEDIATE SPANISH**—A continuation of the elementary course including a more thorough study of grammar and diction, as well as the intensive and extensive reading of selected works of 19th century and contemporary Spanish authors.

331, 332, 333 **ADVANCED SPANISH**—Composition, conversation, and a survey of Spanish literature. Cultural and historical interpretations of life in Spain and in Spanish-America.

#### ENGLISH AND LITERATURE

10 **GRAMMAR AND COMPOSITION**—A course offering opportunity to supplement inadequate training in expression. This course may be required of students whose work in freshman English shows lack of adequate training in grammar or composition. It may also be required of those who are shown by diagnostic tests and exercises to have need of it. Open to others who feel the need of such a course. No credit

121 **GRAMMAR, COMPOSITION, AND READING**—A course in grammar, composition, and reading designed for students on the two-year curriculum. Materials for study are selected with reference to the needs of the teacher in grades one through eight. The chief emphasis is on grammar.

122 **COMPOSITION, LITERATURE, AND SPEECH**—A course designed for students on the two-year curriculum. Composition work in this course is an extension of that commenced in English 121. The literature studied is representative of a variety of types of modern writing. Three weeks of speech work is planned to help the student hear and understand the nature of speech sounds and to introduce him to the classification, diagnosis, and treatment of minor speech defects; the purpose is to aid the prospective teacher in recognizing, understanding, and treating the more common speech deviations found in the classroom.

## STATE TEACHERS COLLEGE

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- 131 COMPOSITION AND LITERATURE—A course emphasizing composition. A review of English grammar is the basis for practice in the improvement and clarification of written expression. Direction is given in the choice, comprehension, and appreciation of books. Students registering in English 131 may be transferred to English 10 if diagnostic tests and exercises show them to have inadequate training in grammar and composition.
- 132 COMPOSITION AND LITERATURE—Literature: the drama in brief survey from its origin to the present with emphasis on works written before 1625. Composition: longer themes, manuscript form, footnotes, bibliography, outlining. Grammar: additional review of fundamentals of grammar.
- 133 COMPOSITION AND LITERATURE—Literature: lyric poetry emphasized. Composition: themes written in connection with the work done in literature; special attention given to the letter of application. Grammar: review undertaken as needed.
- 151 CHILDREN'S LITERATURE—A course to acquaint the student with the varied types of literature suitable for recreational reading in the elementary grades, to set up standards for selecting material, and to study effective methods of presentation. Such units as story-telling, dramatization, and the teaching of poetry are discussed. Opportunity is given for observation in the Training School.
- 255 SCHOOL PUBLICATIONS—A course involving primarily the study of the school newspaper and secondarily the school yearbook. The first part of the quarter is devoted to the writing of different kinds of newspaper stories and to the writing of editorials, the latter part to the publication of a mimeographed or hectographed newspaper. Designed to aid students who will advise scholastic newspaper and yearbook staffs.  
2 credits. Fall
- 261 SURVEY OF ENGLISH LITERATURE—A review of English literature to the time of Shakespeare. Ordinarily, English 261, 262, 263 should be taken in sequence.  
2 credits. Fall
- 262 SURVEY OF ENGLISH LITERATURE—A review of English literature from Shakespeare to the inception of the Romantic Movement.  
2 credits. Winter
- 263 SURVEY OF ENGLISH LITERATURE—A review of English literature from the beginning of the Romantic Movement to the present.  
2 credits. Spring
- 329 LITERATURE OF WAR AND RECONSTRUCTION—Designed for English majors and other students interested in literature that has been produced under the influence of war and of conditions resulting from war (from about 1869 to the present.) If possible, read Tolstoi's *War and Peace* and Crane's *The Red Badge of Courage* before entering course.
- 331 ADVANCED COMPOSITION—A course designed to give experience chiefly in expository composition. The specific outline of study will be adapted to the needs and interests of students enrolling. English 331 and 332 should be taken in sequence.  
2 credits. Fall
- 332 ADVANCED COMPOSITION—A course designed to give experience chiefly in narrative composition. Work in verse writing will be undertaken if requested by students. English 331 and 332 should be taken in sequence.  
2 credits. Winter
- 343 SHAKESPEARE—The reading of groups of comedies, tragedies, historical plays and sonnets by William Shakespeare, with introductory study in the Elizabethan age.  
Winter
- 349 THE NINETEENTH CENTURY—A study of the literature and thought of the last century, with considerable emphasis on the philosophy of romanticism and its expression in the work of various literary schools. Attention will be given to developments that form a background for contemporary literature.

## ST.CLOUD, MINNESOTA

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

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

357 THE TEACHING OF LANGUAGE ARTS IN THE ELEMENTARY SCHOOL—A course concerned with the nature and scope of an adequate program in language arts for the elementary school. Designed for majors in the elementary field. 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, giving a basis for deciding questions of grammar and usage. Spring

443 SURVEY OF AMERICAN LITERATURE—Significant aspects of the colonial, revolutionary, national periods and the development of American literature since the Civil War. Winter, Summer

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

447 HISTORY OF DRAMA—A brief review of Greek and Roman drama, and a survey of world drama from about 1625 to the present. Winter

### SPEECH

50 SPEECH—A course planned to fit the needs of prospective teachers. The aim is to furnish the student with information and drill necessary for the correction of common personal articulatory oral language disorders. Open to students who voluntarily seek such aid or those who are recommended by faculty members. When the student has attained proficiency, he will be dismissed. No credit

220 FUNDAMENTALS OF SPEECH—A study of basic principles applicable to all phases of speech work. Speech is considered as an instrument of social adaptation, with special emphasis on the development of effective extemporaneous speech.

222 THE SPEAKING VOICE—A course designed to develop in the student an effective and pleasing voice. Special attention is given to the mechanism of the human voice and to the individual method of tone production. Emphasis is placed on resonance, articulation, and quality, and an effort is made to develop an effective use of melody, time and force. Fall, Winter

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

227 ARGUMENTATION—A course in the fundamentals of oral argumentation, with classroom practice in both formal and informal types of discussion. 2 credits. Winter

253 PUPPETRY—A review of the history of puppetry, a consideration of its uses in public schools, and instruction and practice in the making and manipulation of marionettes of various types. 2 credits. Fall

260 DRAMATICS—A study of the theories and principles of acting and directing in the school theatre. Winter, Summer

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



## STATE TEACHERS COLLEGE

**325 ADVANCED PLAY PRODUCTION**—A course intended primarily as a laboratory to supplement the prerequisite courses. Focus of attention is on the use of the stage as a working mechanism and the application of theories of directing and stage technic. Four credits are given for three consecutive quarters of work in this course. Prerequisite: Speech 260 or Speech 321.

**327 PERSUASION AND FORMS OF PUBLIC ADDRESS**—A course giving added emphasis to the uses of effective extemporaneous speech, together with a study of the psychological elements in the audience-speaker situation. A study is made of the ways and means of securing and holding attention for the purpose of winning a response, and consideration is given to the analysis of audiences and audience appeals. Winter

**350 THE TEACHING OF SPEECH IN THE ELEMENTARY SCHOOL**—A course to consider the oral language opportunities and difficulties present in the elementary and intermediate grades. Reports, readings, and demonstrations, together with a discussion of sources of usable materials, will supplement the laboratory work in creative speech activities which will be conducted in the training school. 2 credits. Spring

**355 THE TEACHING OF SPEECH IN THE SECONDARY SCHOOL**—A course considering fundamental principles underlying speech education in the secondary school. A study is made of the content of speech courses, the nature of speech activities, methods of instruction, organization of materials, and the analysis and evaluation of text books. Attention is given to such specific problems of the speech teacher as those involved in the conduct of special programs, commencement services, auditorium programs, oral readings, plays, group activities, discussions, and debate. 2 credits. Fall

### LIBRARY SCIENCE

**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

**473 ORGANIZATION AND ADMINISTRATION OF THE SMALL SCHOOL LIBRARY**—This course is planned to give the teacher-librarian the technics needed for planning and organizing the school library and for making it function in the school. The basic operations of classification and cataloging are included. Discussion and laboratory periods. Summer

**474 OBSERVATION AND PRACTICE**—This unit of the teacher-librarian course includes visiting elementary and high school libraries and the performing of actual library processes, such as, book discharging, shelf reading, filing of catalog cards, inventory, etc. 1 credit. Summer

**475 THE SCHOOL LIBRARY AS AN INFORMAL LABORATORY**—The work covers reference books and other types of books and materials needed in the small school library and their use in supplying needed information. Discussion and laboratory periods. Summer



## DIVISION OF MATHEMATICS AND SCIENCE

## MATHEMATICS

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

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

123 **BUSINESS MATHEMATICS**—This course is for those who are majoring or minor-ing in Business Education. Topics such as the following will be considered: our number system; use and interpretation of graphs; meaning and use of appropriate formulas; series; measurement; statistics; compound interest permutations, combinations, and the binomial theorem; probability; life insurance; life annuities; index numbers.

Winter, Spring

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

220 **COLLEGE ALGEBRA**—The topics included are: introduction; the quadratic equation, ratio and proportion; the progressions; logarithms; mathematical induction; binomial theorem; linear functions, quadratic functions; graphical representation of numbers; variation. Prerequisite: Mathematics 121.

Fall, Spring

221 **COLLEGE ALGEBRA**—The topics included are: complex numbers; simultaneous quadratic equations, permutations and combinations; probability; determinants; partial fractions; inequalities; theory of equations. Prerequisite: Mathematics 121. Fall, Winter

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

Winter, Spring

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

Fall, Spring

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

Winter, Spring

327 **DIFFERENTIAL CALCULUS**—This course includes the following topics: the derivative; differentiation; differential notation; maxima and minima of algebraic functions; differentiation of trigonometric functions; differentiation of the logarithmic and exponential functions.

Fall, Winter

## STATE TEACHERS COLLEGE

**330 ELEMENTS OF STATISTICS**—This course presupposes no mathematics beyond the usual secondary geometry and algebra. It includes topics as follows: Computation, charts, diagrams, graphs, frequency, distributions, general tendencies, index numbers, measures of dispersion, frequency curves, curve fitting, and correlation.

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

**426 INTEGRAL CALCULUS**—This course includes the following topics: integration and the simpler applications of integration; differential equations; successive differentiation and integration; infinite series; expansion of functions; integration of special classes of functions; properties of plane curves. Spring

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

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

## SCIENCES

Prerequisites: For biology minors, Biology 143; for physical science minors, 16 hours of credit in physical sciences; for science majors, Biology 143 and 16 hours credit in physical sciences.

**451 THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL**—The objectives, methods, and materials of science teaching in the elementary grades of rural and urban schools. An activity program in science based on the Minnesota Course of Study is planned and carried out in part. Spring

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

## BIOLOGY

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

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

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

2 hrs. Disc. 4 hrs. Lab. Winter

## ST.CLOUD, MINNESOTA

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

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 142. 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 142. 2 hrs. Disc., 4 hrs. Field and Lab. Spring

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 for children. Prerequisite: Biology 142. 2 hrs. Disc., 4 hrs. Field and Lab. Spring

349 CONTEMPORARY CONSERVATION PROBLEMS—This course is adapted to meet the needs of teachers of conservation in the public schools of the state. It is a study of the conservation of the natural and human resources, special emphasis being placed upon the resources of Minnesota. Objectives, conservation methods used, and types of resources, such as minerals, land, water, forests, fish, game and recreational areas are studied. Prerequisite: Biology 142. 2 hrs. Disc., 4 hrs. Field and Lab. Fall

441 ECOLOGY—The inter-relations of plants and animals with their environment. The units of the course are: (1) the inter-relations of individual plants and animals with the factors of the environment; (2) plant and animal communities of the St.Cloud region; (3) plant and animal succession, (4) life regions of the United States. Prerequisite: Biology 142. 2 hrs. Disc., 4 hrs. Field and Lab. Fall

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

445 GENERAL PHYSIOLOGY—A study of how life is maintained, including physiology of the cell, life processes in plants and animals, and the integration and co-ordination of life processes in the human body. Prerequisite: Biology 142, 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 142. 2 hrs. Disc., 4 hrs. Field and Lab. 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.

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, precipitations, chemical equilibrium and types of chemical reactions. Prerequisite: Chemistry 222. 2 hrs. Disc., 4 hrs. Lab. Spring

321 ORGANIC CHEMISTRY—An introductory course designed to acquaint the student with fundamental concepts of the subject. Major topics include structure, isomerism, types of compounds, methods of syntheses and practical applications. Prerequisite: Chemistry 222. 2 hrs. Disc., 4 hrs. Lab. Spring

323 PHYSIOLOGICAL CHEMISTRY—A general study of the chemistry of metabolism of plants and animals including the chemistry of foods and regulatory substances, such as hormones, enzymes, and vitamins. Prerequisite: Chemistry 222. 2 hrs. Disc., 4 hrs. Lab. Spring

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; interference; the visible spectrum; polarization. (C) Sound: Nature and transmission of sound; properties of musical sounds. 2 hrs. Disc., 4 hrs. Lab. Spring

341 ELECTRONICS AND RADIO COMMUNICATION—Electronic emission, construction and operation of vacuum tubes, photo-electric effect, rectifiers, amplifiers, oscillators, radio transmission and reception circuits. Prerequisite: a year of physics or permission of the instructor. 2 hrs. Disc., 4 hrs. Lab.

431 EXPERIMENTAL PHYSICS—A laboratory course designed to give the interested student an opportunity to work on advanced experimental problems and technics of physics. Prerequisite: Physics 333. 2 hrs. Disc., 4 hrs. Lab. Fall

432 MODERN PHYSICS—Development in Modern Physics includes such topics as: Atomic and nuclear structure, quantum theory, spectroscopy, photo-electric phenomena, conduction of electricity through gases, relativity theory and cosmic rays. Source and reference reading will replace the use of a text. Prerequisite: Physics 333. Winter



## DIVISION OF PROFESSIONAL STUDIES

## EDUCATION

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

**252 INTRODUCTION TO TEACHING IN ELEMENTARY SCHOOLS**—This is an introductory course in teaching principles and technics. Topics include: artistic teaching; aims and methods of early and modern education; influence of important leaders; unit plan; group participation; motivation; questioning; lesson types; lesson plans; environment materials; and classroom control. Lessons exemplifying these topics are observed.

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

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

**320 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 supplements the home and meets the interests and needs of the young child by providing for growth and development of the fundamental habits and attitudes. This is an elective course which must parallel Teaching 321. 2 credits

**344 TESTS AND MEASUREMENTS**—The purpose of this course is to train students in the ability to apply educational tests in the elementary and secondary school subjects and to cooperate in school testing programs. Special emphasis is given to: historical development of tests; the giving, scoring, summarizing, and interpreting of standardized tests; selection and evaluation of standardized tests; relationship between intelligence and achievement tests; detection of specific weaknesses of pupils and application of remedial devices in the improvement of instruction; practice in the construction of various types of objective examinations; use of standard tests to determine school progress and achievement. Opportunity is given for the development through practice of skill in administering standard tests. Each student becomes acquainted with the various tests available in the fields of his major and minor. Recommended only for juniors and seniors. Prerequisite: Psychology 261.

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

2 credits. Summer



## STATE TEACHERS COLLEGE

**348 READING PROBLEMS CLINIC**—A symposium course will be conducted by a group of specialists (faculty members) interested in understanding and solving various problems related to reading difficulties, their causes and their remedial treatment. Problems pertaining to both beginning and advanced readers will be included in the study. Special emphasis will be given to the physical and psychological growth and development of the child as a basis for the consideration of reading technics. Practical laboratory work and teaching demonstrations will coincide with lectures and readings on the subject.

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

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

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

**356 ACTIVITY UNITS FOR ELEMENTARY SCHOOLS**—The purposes of this course are: To give the student an understanding of the so-called "activity curriculum," its present status, its objectives and methods and how it meets the needs and interests of the child at each grade level and provides for the developing of the fundamental habits, skills and attitudes; to show how activity units can enrich subject matter fields; to stress activity units according to the purposes dominating them; to stress, also, the principles of the continuity of the development of the growing child and the active learning through work and play. Demonstrations and planning activities will be a practical part of the course. Observations in the college laboratory school.

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

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

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

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

370 **THE JUNIOR HIGH SCHOOL**—The Junior High School: its development, its status, its functions, its curricula, its organization and management.

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

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.

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

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

476 **SUPERVISION AND IMPROVEMENT OF INSTRUCTION**—A general course in supervision in which students of both elementary and secondary fields may be permitted some opportunity for concentration on their respective fields of emphasis.

477 **SPECIAL PROBLEMS IN SCHOOL SUPERVISION**—An advanced course in supervision in which special problems relating to (a) the elementary or (b) the secondary field may be dealt with. Prerequisite: Education 476 or upon consultation with the instructor.

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

## STATE TEACHERS COLLEGE

**495 WORKSHOP IN ELEMENTARY EDUCATION**—A course designed to meet the needs of experienced teachers with specific teaching problems. Students carry on an intensive study under direction of workshop staff who give personal guidance, suggest methods and references, and put students in touch with other sources of help. Students share in planning the day's activities which may include: consultations, group discussions, observations, and creative and recreational experiences. **4 or 8 credits**  
Prerequisite: Teaching experience and permission of workshop staff.

### PSYCHOLOGY

**121 PSYCHOLOGY**—This course seeks to provide an orientation to and understanding of the basic principles underlying thought, feeling and action. It includes a study of: factors in personality development, personality measurements, individual differences, intelligence, emotions, control of personal-social behavior; and observing, learning and thinking.

**131 MENTAL HYGIENE**—This course is designed with four purposes in mind: To discover fundamental principles of mental hygiene; to emphasize respect for personality, its growth and development; to apply principles of mental hygiene in constructive solution of personality adjustment problems and to develop guidance attitudes regarding adjustment problems in school situations. The subject includes: Meaning of personality adjustment, mental health and individual psychology, origins of behavior; modifications of behavior (objective point of view); personality trait measurement, brief evaluation of various schools of psychological thinking; mental hygiene study of individuals; guidance of adjustment and application of positive mental hygiene to everyday life, school, family and vocation. **2 credits**

**261 EDUCATIONAL PSYCHOLOGY**—An introductory course in the psychology of learning. The following topics are studied: The development of the individual child from the standpoints of growth, health, interests, and social, emotional and intellectual characteristics; the nature of the learning process, laws of learning, the economy of learning, retention, transference, problem solving, motivation, guidance, influences detrimental to learning. Prerequisite: Psychology 121.

**341 PSYCHOLOGY OF CHILDHOOD**—This course traces growth and development through the prenatal period, infancy and childhood. It deals with physical, intellectual, emotional and social development in the light of the most recent research findings and studies the contribution of each to personality adjustments. The course includes a study of guidance with directed observations in the nursery school, kindergarten and primary grades. Planned especially for students specializing in the elementary field. Prerequisite: Psychology 121. **Winter, Summer**

**343 PSYCHOLOGY OF ADOLESCENCE**—This course deals with growth and development of its various phases during the adolescent years, and the personality adjustments of the adolescent in the home, in the school, and in the community. Special attention is given to the impulses, interests, and special needs of the adolescent with a view to developing in the student a better understanding of and a more sympathetic attitude toward adolescence. Consideration is given to educational and vocational guidance. Planned especially for students specializing in the secondary field. Prerequisite: Psychology 121. **Fall, Spring, Summer**

**371 PSYCHOLOGY OF EXCEPTIONAL CHILDREN**—This course endeavors (1) to acquaint teachers with the physical and mental characteristics of children so that they may be able to recognize such cases, and (2) to indicate how best to remove or minimize defects and provide proper care for the gifted and the delinquent. The types of exceptional children studied are: crippled, blind and partially seeing, deaf and hard of hearing, defect in speech, lowered vitality; mentally retarded; behavior problem; gifted. **Spring, Summer**

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

## DIVISION OF SOCIAL STUDIES

### PROFESSIONAL COURSES

351 **THE TEACHING OF THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**—This course includes a study of the place of social studies in the curriculum, the curriculum content, methods of teaching social studies, experience in organizing teaching units in the social studies, and the equipment and materials of instruction. Observation. 2 credits. Winter

351 **THE TEACHING OF GEOGRAPHY IN THE ELEMENTARY SCHOOL**—This course presents the objectives of the teaching of geography and geography materials and their sources. Gradation of subject matter and the technic of the use of visual aids such as pictures, maps, and graphs are emphasized. Opportunity is provided for the organization of units for teaching in the different grades. Observation. 2 hrs. Disc., 1 hr. Lab. 2 credits. Spring

353 **THE TEACHING OF THE SOCIAL STUDIES IN THE SECONDARY SCHOOL**—A survey of contemporary practices in the teaching of social studies in the secondary schools. The course includes a study of curriculum, methods and equipment, measurement and evaluation. 2 credits. Fall, Spring

353 **THE TEACHING OF GEOGRAPHY IN THE SECONDARY SCHOOL**—This course covers the content of and methods used in the teaching of high school geography. Each student is given experience in the organization and the presentation of units at the high school level. Emphasis is placed on the preparation and use of visual aids, such as maps and graphs. 2 hrs. Disc., 1 hr. Lab. 2 credits. Spring

362 **SOCIAL STUDIES WORKSHOP IN INTERNATIONAL PROBLEMS**—A study, through typical workshop procedures, of problems arising from world war and peacetime reconstruction. The work is based upon problems of interest to the student. Study is carried on individually and through group discussion under direction of the several participating faculty members.

### GEOGRAPHY

171 **REGIONAL HUMAN GEOGRAPHY**—This course is a survey of climatic regions of the world, showing relationships between man's activities and the natural environment of each climatic type. To insure the understanding of the distribution of climatic types, sun behavior, winds, ocean currents, and land forms are stressed. This course is a prerequisite to all other courses in geography.

271 **ECONOMIC GEOGRAPHY**—This course deals in detail with the relationships between types of human activities (industries) and the natural environment. The leading products and the important areas of their production together with the commerce of these commodities with special emphasis on methods and practices are presented in terms of the environmental complex of the various regions. May be used as an elective in Economics.

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



## STATE TEACHERS COLLEGE

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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

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

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

373 **CONSERVATION OF WORLD RESOURCES**—A study of our natural resources and the part they play in regional and natural development. The wise use of resources is stressed rather than restriction of all use. Class discussions deal with such topics as soils, forests, waters, minerals, wild life, recreational resources, and the conservation of man.

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

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

387 **POLITICAL GEOGRAPHY**—The study of the geographic conditions influencing the significant political changes in the world today, especially those in Europe and the Far East. May be used as an elective in Political Science. Fall

389 **GLOBAL GEOGRAPHY**—This course is essentially human geography from a global point of view, emphasizing the interrelationship of countries and peoples. Part I presents the following units: the earth and its planetary relations; map projections and map reading; climatology. Part II includes economic regions of the world; transportation and trade. Part III is geography's contribution to world peace. Prerequisite: Geography 171 or consent of instructor.

471 **HISTORICAL GEOGRAPHY**—A study of relationships between natural environment and the history of the United States previous to 1850. The following units are covered: The influence of the Appalachian barrier upon colonial history; the westward movement in relation to the physiologic features of the Appalachian system; geographical environment of the early Trans-Allegheny settlements; the Louisiana Purchase in the light of geographic conditions. May be used as an elective in History. Winter

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

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

479 **GEOGRAPHY OF THE PACIFIC BASIN**—The subject matter of this course deals with the areas bordering the Pacific Ocean and with the island groups of the Pacific. The geographic treatment of the basin as a unit gives a basis for understanding the present conflict and future trends.



## HISTORY

131 **EUROPEAN BACKGROUND**—The development of western European civilization is traced from the earliest beginning down to 1500 A.D. Studies are made of the contributions of the most ancient nations of the Near East; the development of Greek and Roman civilization; the civilization of medieval Europe down to the period when the transfer of European civilization from the Old World to the New began to take place.

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

321 **LATIN AMERICAN HISTORY**—This course deals with the colonial and the natural history of the peoples of Central and South America, with some attention to the old world background and to pre-Columbian civilization. Special emphasis is given to Mexico and Cuba because of the unusually close relationships between these countries and the United States. Winter, 1945

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

332 **EARLY MODERN HISTORY**—1500-1815—This course traces the effects of the Renaissance and the Reformation from 1500 to 1648. Next there is a study of absolute monarchy from 1648 to 1789. In the final period, 1789 to 1815, the beginnings of Revolution and Democracy are studied. Winter

333 **RECENT WORLD HISTORY**—1815-present—This course traces the influence of nationalism, democracy, and imperialism. The rise of middle class industrialism, the First World War, and recent revolutionary tendencies, brings the survey down to the present. Spring

335 **ENGLISH HISTORY**—In this course the evolution of parliament, the progress of democracy, the expansion of the British Empire, and lastly, economic, social, and cultural developments are studied. Spring

340 **AMERICAN HISTORY**—1801-1865—This course, beginning with Thomas Jefferson and ending with Abraham Lincoln, attempts to explain: Jeffersonian Democracy; the New Nationalism; Jacksonian Democracy; territorial expansion to the Pacific; and finally, the slavery issue. Fall

341 **AMERICAN HISTORY**—1865-1900—This course traces the rise and triumph of the industrial state. Due consideration is given to the problem of reconstruction following the Civil War; the problems of transportation, agriculture, and labor, which arose from the expansion of industry; and the social and political changes incident to the growth of industry and population. Winter, 1946

342 **RECENT AMERICAN HISTORY**—This course presents the United States as a World Power. The interplay of foreign and domestic policies is emphasized, beginning with the Progressive Movement, continuing through the First World War, and ending with the Second World War.

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.) May be used as an elective in Economics. Fall

## STATE TEACHERS COLLEGE

**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

**435 HISTORY OF THE FAR EAST—**This course is the story of the origin, development, and peculiar characteristics of the civilization of the Far East. Particular attention is given to the place in the modern world. 2 credits. Fall

**437 CURRENT WORLD HISTORY—**This course is a study of the origins and background of the Second World War, including an examination of the role of the United States in world affairs and a study of the leading proposals for the organization of a permanent peace.

### SOCIAL SCIENCE

#### ECONOMICS

**273 PRINCIPLES OF ECONOMICS—**This is an elementary course dealing with the structural organization of modern economic society, its functions and practices. Discussion centers around the following topics: production, consumption, exchange, taxation, population, labor, private and public control, agriculture and industry. The economics of war are given due recognition in all appropriate discussions.

**367 OCCUPATIONAL TRENDS—**This course is designed to prepare teachers for the various occupational information courses. Special emphasis is placed upon student diagnosis and methods of disseminating occupational information in relation to the personal abilities and interests of the individual. Spring

**471 MONEY AND BANKING—**This is 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 Monetary Policies. Spring

**473 LABOR PROBLEMS—**A study is made as a factor of production and the demands for and supply of labor. A detailed study is made of trade and labor unionism with its attendant effects upon society. Appropriate discussions are held regarding the policies and position of labor in war time.

### POLITICAL SCIENCE

**281 AMERICAN GOVERNMENT—**This course deals with the purposes 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. Current problems are discussed in relation to the strengthening of Democracy in the United States. Great stress is placed on the study of the emergency program and war time policy and administration.

**381 PRINCIPLES OF PUBLIC ADMINISTRATION—**A study is made of the administrative functions of our Federal and State Governments with special emphasis on 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—**This course is a survey of world governments through the study of selected types: European, Far Eastern, South American. Special emphasis on new established governments and new political theories and philosophies. Spring

481 **INTERNATIONAL ORGANIZATION**—This course is a study of the history and development of the community of nation; the organization and authority of the League of Nations; the League and the international crisis; future possibilities of a world family of nations. Winter, 1946

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

485 **POLITICAL PARTIES**—This course is an analysis of the American party system. A study is made of the structure, methods, practices, and policies of political parties; the place of the political party in American life and the significance of the relationship between the individual and the party. Fall

## SOCIOLOGY

261 **INTRODUCTION TO SOCIOLOGY**—This course is a study of inter-human relations including: the group, the group and personality, group interaction, the community, culture and social institutions, pathology of the group and social control. It includes a unit dealing with the effects of narcotics and alcoholic liquors on social institutions. This course meets the requirements of chapter 584 of the Session Laws of 1943.

263 **RURAL SOCIOLOGY**—A study is made of the behavior of men in rural communities; rural population, rural social institutions, rural standards of living, and rural social and economic problems. Rural and urban social institutions are contrasted. Winter

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

361 **CONTEMPORARY PROBLEMS**—An analysis is made of contemporary social problems and proposed solutions. The following are considered: unemployment, poverty, crime, family disorganization, poor housing, race problems, and the physically and mentally handicapped. Fall

363 **SCHOOL AND COMMUNITY**—This course is a study of community life and the way it develops personality followed by a consideration of plans for organizing school activities more like community activities. It is, also, an investigation of plans for promoting contacts between school groups and community groups; and the community survey and the community coordinating council. May be used as an elective in Education. Winter

365 **CRIMINOLOGY**—A study is made of the causes, treatment and prevention of juvenile delinquency and crime. The course also includes an examination of police methods, methods of probation, imprisonment, parole and social case work. Spring

461 **MARRIAGE AND THE FAMILY**—This course is a study of the effect of the family as a group in the formation of personality; the problem of the selection of mates; the courtship process; social relationships in marriage; family disorganization and the conservation of family values. 2 credits. Spring

463 **THE COOPERATIVE MOVEMENT**—A study is made of the cooperative movement in theory and practice; the development of the Rochdale principles of cooperation in Europe and the United States; structure and problems of cooperative enterprise. Critical analysis. May be used as elective in Economics. 2 credits Spring

## STATE TEACHERS COLLEGE

### GROUP LEADERSHIP

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

**204 FIRST AID**—This course is designed to give instruction and laboratory work in Red Cross first aid procedure. The course will include the discussion and practice in the various phases of first aid work. Such phases include the care of wounds, injuries to bones, joints and muscles; various types of dressings and bandages; injuries caused by heat or cold; treatment for shock, unconsciousness, common emergencies; artificial respiration; transportation and care of injured. 1 credit

**210 GIRL SCOUT AND CAMPFIRE GIRL LEADERSHIP**—An introduction to the practical work of Girl Scout and Campfire Girl Leadership. Girl Scouting is given one year and Campfire Girl Leadership the next. 1 credit

**211 ELEMENTS OF SCOUT LEADERSHIP**—An introduction to the principles and practices of scouting. The course covers the psychological and sociological principles of Scout leadership and is so organized that actual practice in Scout activities becomes a part of the course. The use of scouting as an agency for the development of personality is stressed. 1 credit

**212 TROOP CAMPING**—Principles and practices in camping. The course stresses camp organization, sanitation, balanced rations, and a full camping program of outdoor play and work activities designed to develop personality through the camping experience. 1 credit

**215 4-H CLUB ORGANIZATIONS AND LEADERSHIP**—This course includes a study of the group organizations in rural communities. An application of the concepts of sociology and the principles of psychology. How the Club work may utilize the formal education of the school in carrying out a home or community project. 2 credits  
Prerequisite: Sociology 263.

**217 RECREATION LEADERSHIP COURSE**—A course to give an overview of camping in private and organizational camps presented by specialists in the various phases of camp life, with much actual experience in living out of doors. Summer

**302 COUNSELING**—This course is designated to train teachers in counseling technics. The course combines actual experience with class room instruction. Enrollment limited to selection by the administration. 2 credits. Fall

**310 GROUP LEADERSHIP**—This course reviews the principles and practices of group leadership and applies them to school clubs, home room activities, extra-curricular activities in general, and community organizations. Actual supervised practice in leadership is part of the course. May be used as an elective in sociology. Fall

**320 THE PARENT-TEACHER MOVEMENT**—This course gives definite knowledge of the objectives, principles, procedures, and publications of the parent-teacher movement in the United States. The teacher's part in organizing and in carrying on the work of an effective association is emphasized. 1 credit



## SUMMER SESSIONS

1945

JUNE 11 to JULY 20

JULY 23 TO AUGUST 25

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.

St.Cloud, a city of about 25,000, is well located to serve teachers. Two transcontinental lines, the Great Northern and the Northern Pacific, pass through the city. A line from Duluth to the southwestern part of the state makes St.Cloud easily and quickly accessible to scores of cities and towns. Buses operating over splendid state highways also furnish convenient transportation facilities. Located within a radius of a few miles are several beautiful lakes of central Minnesota.

### WHAT DOES THE ST.CLOUD TEACHERS COLLEGE OFFER?

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

1. The undergraduate students who desire to reduce the time necessary for graduation by attending summer sessions. Credits earned during the summer session may be applied toward the diploma and the degree.
2. Those who wish to earn professional and academic credits for certificates or for renewal of certificates. During the summer session special emphasis is placed upon certificate courses.
3. Graduates of the two-year curricula who wish to obtain additional credits to be applied toward a degree. A number of courses planned for this group will be offered during the summer sessions of 1945.
4. Those who wish to improve their general scholarship and skill. Teachers and those who are preparing for supervisory positions will be especially interested.

### REGISTRATION AND CLASS SESSIONS

**FIRST SESSION:** Students may register between 8:30 A.M. and 5:00 P.M. Monday, June 11. Class work will begin Tuesday morning, June 12. Sessions will be held five days each week.

**SECOND SESSION:** Students may register between 8:30 A.M. and 5:00 P.M. Saturday July 21. Class work will begin Monday morning, July 23. Sessions will be held six days each week.

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



## STATE TEACHERS COLLEGE

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### EXPENSES

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

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

The term fee for each summer session is five dollars.

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

No refund of tuition or of term fee is made to a student who cancels registration after Wednesday, June 13, or July 25.

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

### LIVING ACCOMMODATIONS

SHOEMAKER HALL AND LAWRENCE HALL accommodate about two hundred fifty young women at the rate of \$8.00 per week for board and room. These residence halls are well equipped and beautifully located. Bills for board and room are payable for the entire summer session before Wednesday noon of the first week.

ALICE M. EASTMAN HOME AND CAROL HALL are cooperative residence halls and accommodate about thirty young women and directors who have the opportunity to reduce their living expenses by furnishing and preparing their food and doing some of the housework. The residents pay for the electricity and gas and \$6.00 per month. Regulations in regard to making reservations and payment of room rent are the same as those that apply to Shoemaker hall.

A money order for \$5.00 should be sent with each application for a room 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.

PRIVATE HOMES have rooms for rent for \$8.00 to \$10.00 a month per student. Board costs from \$6.50 to \$7.50 a week. A list of approved boarding and rooming places will be found at the offices of the Deans of the college. Students should not engage board and room at places not on the approved list. A faculty committee assists students to secure desirable boarding and rooming accommodations. Students should plan to arrive in St. Cloud during the day and should report immediately at the college.

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

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

**ST.CLOUD, MINNESOTA**

## GEOGRAPHICAL DISTRIBUTION, 1944 - 1945

	M	W		M	W		M	W
Aitkin .....		6	Le Sueur ....		2	Swift .....		36
Anoka .....		19	Lincoln .....	1	1	Todd .....	2	63
Becker .....		2	Lyon .....		7	Wabasha ....		1
Benton .....	5	37	Marshall .....		2	Wadena .....		6
Big Stone ...		11	Martin .....		2	Washington .		3
Blue Earth ...		1	McLeod .....		17	Wilkin .....		1
Carver .....		7	Meeker .....	1	58	Wright .....	1	25
Cass .....	1	8	Millie Lacs ...	2	31	Yel. Medicine.	1	12
Chippewa .....		39	Morrison .....	2	65			
Chisago .....		2	Mower .....		2			
Clearwater ..		1	Murray .....		2			
Cottonwood ...		2	Nicollet .....		2			
Crow Wing ..		9	Norman .....		1			
Dakota .....		3	Olmsted .....		2			
Douglas .....	2	65	Ottertail .....	1	12	Arizona .....	1	0
Faribault .....		3	Pennington ...		2	Arkansas .....		1
Fillmore .....		1	Pine .....		5	California ...		1
Freeborn .....		1	Pipestone .....		2	Illinois .....		1
Goodhue .....		2	Polk .....	1	1	Iowa .....		1
Grant .....		5	Pope .....		14	Michigan .....		1
Hennepin .....	2	40	Ramsey .....	1	6	Montana .....		3
Houston .....		1	Redwood .....		2	Nebraska .....		1
Hubbard .....		3	Renville .....		20	North Dak. ...		4
Isanti .....		5	Rice .....		3	South Dak. ...		2
Itasca .....		5	Rock .....		1	Washington ...		1
Jackson .....		2	Roseau .....		2	Wisconsin ....		1
Kanabec .....	1	11	St. Louis .....	3	16	Wyoming .....		1
Kandiyohi ...		45	Scott .....		2			
Kittson .....		1	Sherburne ...	4	14			
Koochiching ..		1	Stearns .....	18	152			
Lac Qui Parle	1	8	Steele .....		1			
Lake .....	1	0	Stevens .....	1	18			
						Total ....	53	978
						Grand Total .		1031

### SUMMARY OF ENROLLMENT

**Summer Session and Year of 1944 - 1945**

DEGREE STUDENTS	Men	Women	Total
Secondary			
Freshman Class _____	14	48	62
Sophomore Class _____	3	26	29
Junior Class _____	7	30	37
Senior Class _____	9	30	39
Total of Secondary Students _____	33	134	167
ELEMENTARY			
Freshman Class _____		7	7
Sophomore Class _____		8	8
Junior Class _____		77	77
Senior Class _____	2	56	58
Total of Elementary Students _____	2	148	150
Total of Degree Students _____	35	282	317
TWO-YEAR STUDENTS			
Freshman Class _____	1	138	139
Sophomore Class _____	2	194	196
Total of Two-Year Students _____	3	332	335
Post Graduate Students _____	4	11	15
Special Students _____	2	1	3
Unclassified Students _____		5	5
Extension Students, Off-Campus _____	9	347	356
Grand Total _____	53	978	1031

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